

# St. Helena USD

## Board Policy

### Student Wellness

BP 5030

#### Students

#### Preamble

The Child Nutrition and WIC Reauthorization Act of 2004 established a requirement that all schools and districts with federally-funded school meal programs adopt local wellness policies (LWP). In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule), the policy must at minimum:

- identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- include language inviting caregivers, students, representatives of the school food authority (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- include language requiring that at least once every three years, the following is measured and made available to the public:
  - the extent to which schools comply with the LWP
  - the extent to which the LWP compares to model local school wellness policies
  - the progress made in attaining the goals of the LWP
- include nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with federal regulations for school meals and the [Smart Snacks in School](#) nutrition standards ([Smart Snacks](#) standards)
- include standards for all foods and beverages offered, but not sold, to students during the school day (e.g., for classroom parties or classroom snacks brought by caregivers),
- include specific goals for nutrition education and nutrition promotion activities
- include requirements for marketing and advertising on the school campus during the school day of only those foods and beverages that meet [Smart Snacks](#) standards
- include specific goals for physical activity opportunities
- include specific goals for other school-based activities that promote student wellness

To help ensure the health and well-being of each student attending the [St. Helena Unified School District](#), and to provide guidance to school personnel in the areas of nutrition, health, physical activity, and food service, the Board of Trustees encourages teachers, principals and food service employees to recognize the lunch period as an integral part of the educational program of the District and to work to implement the goals of this policy.

The [St. Helena Unified School District](#) desires to be fully compliant with the federally mandated requirements, and also wishes to assume a leadership role in adopting best practices in student wellness. This policy outlines the District's approach to providing opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day, both through reimbursable school meals and other foods available throughout the school campus in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion, and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity and behaviors in and out of school
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

## **I. School Wellness Committee**

### Roles and Membership

The District will convene a representative district wellness and school climate committee (hereto referred to as the DWSCC) that meets at least four times per year, to establish goals for and oversee school health, safety, and school climate policies and programs, including development, implementation, and periodic review and updates of this district-level wellness policy (heretofore referred to as "wellness policy").

The DWSCC membership will represent all school levels (primary, elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers, students, representatives of the school nutrition program, physical education teachers, school health services staff [e.g. nurses), mental health and social services staff [e.g. school counselors, psychologists, and the Social Worker-Community Liaison), school administrators (e.g. superintendent, principal, vice principal), school Board members, health professionals when feasible (e.g. dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWSCC will include representatives from each school building and reflect the diversity of the community.

## Leadership

The Superintendent or designee(s) will convene the DWSCC and facilitate development of and updates to the wellness policy, and will monitor each school's compliance with the policy.

The principal of each school will serve as the site's wellness policy coordinator, who will ensure compliance with the policy.

## **II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

### Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at: [www.sthelenauunified.org](http://www.sthelenauunified.org).

### Annual Progress Reports

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

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

The annual report will be available in English and Spanish. The District will actively notify households/families of the availability of the annual report.

The DWSCC will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (primary, elementary and secondary) for each of the content-specific components listed in this policy.

### Triennial Progress Assessments

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

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment is the Chief Business Official.

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

The District will actively notify households/families of the availability of the triennial progress report.

### Revisions and Updating the Policy

The DWSCC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change, community needs change, wellness goals are met, new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The District recommends that schools use the [Healthy Schools Program Assessment](#) or the [School Health Index](#) to complete an annual school-level health and wellness assessment. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment. The district ensures that the LWP aligns with the [Alliance for a Healthier Generation's Model Wellness Policy](#).

The district requires that all efforts related to obtaining federal, state or association recognition of and/or funding for healthy school environments be coordinated with and complementary of this LWP, including but not limited to ensuring the involvement of the DWSCC.

### Annual Update:

In order to be compliant with the USDA final rule, the district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to:

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

In order to be compliant with the USDA final rule, the district will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. The district will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:

- Electronic mechanisms (e.g., email)
- Displaying notices on the district and school websites
- Non-electronic mechanisms (e.g., newsletters)
- Presentations to caregivers
- Sending information home to caregivers

### Community Involvement, Outreach, and Communications

In order to be compliant with the [USDA final rule](#), the district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP.

To encourage consistent health messages between the home and school environment, the Superintendent or designee shall disseminate health information to parents/guardians through district or school newsletters, food service menus, handouts, parent/guardian meetings, the district or school web site, and other communications as often as practicable. Outreach to parents/guardians shall emphasize the relationship between student health, good nutrition, and academic performance.

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWSCC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the [St. Helena Unified School District](#).

The public will be notified about the content of or any updates to the wellness policy annually, at a minimum; and will be informed about the availability of annual and triennial reports. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply. The District will follow its standard communication protocols for communicating important school information to parents and the community (e.g. through the District website at <https://www.sthelenaunified.org/>).

### III. Nutrition

The Board shall adopt nutritional guidelines for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity. (42 USC 1751 Note).

#### School Meals

The Board believes that foods and beverages available to students at District schools should promote optimal health and support health education programs throughout TK-12 curriculum. The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, meats and/or meat alternatives, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

The District supports sustainable organic agriculture. Therefore, the Director of Food Services is encouraged to develop and implement a plan to integrate local sustainable food into the meals served to our students. The plan will seek to minimize or eliminate the use of potential harmful food additives; prepackaged and processed foods, such as bovine growth hormones, irradiation, hydrogenated oils, dyes, high fructose corn syrup, and chemicals; and known genetically modified foods.

The Director of Food Services is a Registered Dietitian who creates and/or reviews all menus. The Food Service team is encouraged to serve food prepared using scratch cooking methods as labor allows and where practicable. Where appropriate and practicable, the Board supports receiving the USDA commodity allocation of a given food item in its unprocessed or non-diverted form.

The Board will ensure that an economically sustainable meal program that provides a healthy nutritious breakfast and lunch that is available to every student at every school so that students are prepared to learn to their fullest potential, and that no student in the [St. Helena Unified School District](#) goes hungry while in school.

All schools within the District participate in [USDA](#) child nutrition programs, including the [National School Lunch Program \(NSLP\)](#)/Seamless Summer Feeding Option (SSFO) and the [School Breakfast Program \(SBP\)](#)/SSFO. The District also participates in the [After-School Snack Program \(ASSP\)](#), and shall explore the possibility of providing additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP/SSFO and SBP/SSFO programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes

and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards).

- Promote healthy food and beverage choices using at least eight of the following [Smarter Lunchroom](#) techniques:
  - Whole fruit options are available and attractively displayed
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space décor, and promotional ideas; and to encourage high school students to remain on campus during lunch.
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options
  - Students are provided with adequate time to eat during the instructional day

Meals served to students shall be attractively presented given labor, facilities, and other considerations. It shall be the responsibility of the school staff to maintain pleasant environments where food is served. It shall also be the responsibility of school staff to encourage good manners and mutual respect between students where food is served and at all times throughout the school day. Sufficient time shall be provided for students to eat their meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch when practicable; counting from the time they have received their meal and are seated.

School staff will be encouraged to support the concept that healthy eating in an attractive environment is an important element in students' academic success.

### Participation and Privacy

Maximum participation in the school meal program will be achieved by developing a coordinated, comprehensive outreach and promotion plan. To the extent possible, the District takes steps beyond those required by Federal law/regulation to protect the privacy of students who qualify for free or reduced-price meals, in order to help eliminate the stigma of accepting "free" lunch.

### Parent Communication

Information about the District's Food Services program, including free/reduced lunch eligibility and applications, are available at each school site, in the district office, and on the website at [www.sthenaunified.org](http://www.sthenaunified.org). Nutrition information for school meals (e.g. calories, saturated fat, sodium, sugar) is also available on the website (*note: starting in 2022-23 staff will either post a*



*document listing the information for most meals, and/or will begin using NutriSlice, a web-based program that assists with meal generation and public information including nutrition data).*

### Staff Qualifications and Professional Development

The Director of Food Services and all cafeteria staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. The USDA's [Guide to Professional Standards for School Nutrition Programs](#) website provides resources for training that meets their learning needs.

### Water

To promote hydration, all school eating areas shall contain free, safe unflavored drinking water sources that are available throughout every school campus during the school day and during the extended school day (including during out-of-school time and before/after school). The District will make drinking water available where school meals are served during mealtimes with water cups available in cafeterias where drinking fountains are not present. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water before, during and after the school day across the school campus. All water sources and containers (e.g. drinking fountains, water jugs, hydration stations) will be maintained regularly to ensure adherence to health and safety standards.

### SHUSD Culinary Arts Program (St. Helena High School)

The Culinary Arts program supports the district wellness policy in classroom instruction and during hands-on culinary labs. The curriculum is created in collaboration with the National Restaurant Association, and includes modules in Fruits, Vegetables, Dairy and Proteins. Each chapter focuses on identification, nutritional information, proper storage and handling and appropriate preparations. There is also a follow-up chapter on nutrition, with an introduction to “MyPlate” nutritional guidelines. An emphasis is placed on understanding the current diet trends, including plant-based diets and others. Students in the Culinary Labs are taught correct culinary techniques in a hands-on environment that encourages them to prepare dishes using fresh ingredients as they create meals without pre-made ingredients (“scratch recipes”). This gives the students the confidence to prepare balanced meals at home, as an alternative to pre-prepared foods or fast food.

### Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day and during the extended school day (including during out-of-school time and before/after school) support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA [Smart Snacks in School](#) nutrition standards, at a minimum. [Smart Snacks](#) aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

The [Alliance for a Healthier Generation](#) provides a set of tools to assist with implementation of [Smart Snacks](#).



To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the [USDA Smart Snacks](#) nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

### Celebrations and Rewards

The District recognizes that class parties are a tradition in public education. Parents and staff are encouraged to provide party snack items that are consistent with the goals of the District's wellness policy, and all efforts shall be made to hold parties after the lunch hour so that students will have a chance to eat a nutritious lunch instead of filling-up on party snacks.

- Healthy Party Ideas: The district will provide a list of healthy party ideas to parents and teachers, including non- food celebration ideas, from the [Alliance for a Healthier Generation](#).
- Classroom Snacks Brought By Parents: The District will provide to parents a list of foods and beverages that meet [Smart Snacks](#) nutrition standards.
- Rewards and Incentives: The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, nor withheld as punishment for any reason, such as for performance or behavior.

### Food and Beverage Marketing in Schools

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

Any foods and beverages advertised or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time and before/after school) will meet or exceed the [USDA Smart Snacks in School](#) nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be advertised or promoted to students.

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

- Brand names, displays, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards, coolers, trash cans, vending machines and other food service equipment; posters, book covers, pupil assignment books or school supplies; uniforms; school busses and other vehicles; athletic fields or school equipment (such as marquees, message boards, scoreboards and blackboards displayed, distributed, offered or sold by the district). (Note: immediate replacement of these items is not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy).
- Advertisements in school publications or school mailings, on school television or radio, through digital media, such as computer screensavers; school/district-sponsored websites and servers; or through announcements on the PA system.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.
- Educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products.

### Fundraising

When food and beverages are sold as part of a fundraiser on school campuses during the school day, parents and staff will be encouraged to sell items that meet or exceed the [USDA Smart Snacks in Schools](#) nutrition standards. All efforts shall be made to hold such fundraisers after the lunch hour so that students will have a chance to eat a nutritious lunch instead of filling-up on snacks. The District will make available to parents and teachers a list of healthy fundraising ideas (e.g. from the [Alliance for a Healthier Generation](#) and the [USDA](#)).

### Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus during the school day and during the extended school day (including during out-of-school time and before/after school); as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom](#) techniques; and
- Promoting foods and beverages that meet the [USDA Smart Snacks in School](#) nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### Nutrition and Physical Activity Education

The Board shall adopt goals for nutrition and physical activity education and other school-based activities that are designed to promote student wellness in a manner that the District determines appropriate. (42 USC 1751 Note)

The District's nutrition and physical activity education program shall be sequential and comprehensive in scope, and shall be based on research consistent with the expectations established in the [National Health Education Standards](#), the Center for Disease Control's "[Characteristics of an Effective Health Education curriculum](#)," and the State's curriculum frameworks and content standards. The program is designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition and physical activity education shall be provided as part of the health education program in grades TK-12 and, as appropriate and practicable, shall be integrated into other academic subjects in the regular educational program. Eating experiences, gardens, cooking classes, nutrition and physical activity education shall be integrated into the curriculum at all grade levels, to the extent possible.

The District aims to teach, model, encourage, and support healthy eating and physical activity by students; engaging in nutrition promotion through science and physical education curricula (and through health education in the seventh and ninth grades) that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens,

[Farm to School](#) programs, other school foods, and nutrition-related community services;

- Teaches media literacy with an emphasis on food and beverage marketing;
- Does not utilize activities or materials that are the product of a food, beverage or dietary supplement company;
- Includes nutrition and physical activity education training for teachers and other staff;
- Encourages food services staff and PE teachers to collaborate with classroom teachers and other school staff to provide nutrition and physical activity education throughout the school campus.

### Essential Healthy Eating Topics in Health Education

The District will include in the 7th-9th grade health education curriculum (and other grade levels as appropriate) the following essential topics on healthy eating at a minimum:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain transfat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The [Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

#### **IV. Physical Activity**

The Board shall adopt goals for physical activity and other school-based activities that are designed to promote student wellness in a manner that the District determines appropriate (42 USC 1751 Note).

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities; and the District is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in the "Physical Education" subsection).

School staff are prohibited from withholding or using as punishment for any reason physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education). This does not include participation on sports teams that have specific academic requirements.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

##### Physical Education

The Board of Trustees recognizes the positive benefits of physical activity for the health of all students, teachers, staff, and administrators. In addition, recognizing that physical education is crucial in support of academic achievement and an integral part of a child's education, the District will provide opportunities to ensure students engage in healthful levels of physical activity in order to promote and develop the student's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The district requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education. The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). Physical education teachers in the District will hold the teaching credentials required for their position, and shall be provided with physical education training opportunities on a regular basis.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students, including maintaining an appropriate teacher-student ratio; and will adapt physical

education classes and equipment as necessary for students with disabilities and other needs.

All District primary and elementary students in each grade will receive physical education for at least 200 minutes every 10 days throughout the school year. The K-5 physical education curriculum in use in the District is entitled "Sports, Play, Active Recreation" (SPARK). Middle school students receive 250 minutes of physical education each week, and are required to take the course each year. High school students in the District also receive 250 minutes of physical education each week, and are required to take two years of physical education. Physical education exemptions, waiver and substitution requirements are addressed in SHUSD Board Policy 6142.7 - Instruction (Physical Education).

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

The Superintendent or designee shall also report to the Board on the implementation of this policy as it relates to physical activity, including but not limited to, the number of minutes of physical education instruction offered at each grade span, the number and type of exemptions granted from physical education, and the District's results on the State's physical fitness test.

#### Essential Physical Activity Topics in Health Education

To the extent practicable, the District will include in the health education curriculum the following essential topics on physical activity, when health curriculum is taught:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness; that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session; that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough; that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness

- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

## Recess

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered in kindergarten through 12th grade and although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day. The district will ensure that all elementary schools will offer 20 or more minutes of recess on all days during the school year which will complement, not substitute for, physical education class and will:

- Provide schools and students with adequate spaces, facilities, equipment and supplies for recess
- Ensure that spaces and facilities for recess meet or exceed recommended safety standards
- Prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom
- Provide staff members who lead or supervise recess with ongoing professional development
- Provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- Provide equipment to allow for inclusion of students with disabilities into activities

This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand- washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Teachers are encouraged to build hand-washing time, as well as time to put away coats/hats/gloves, into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct indoor recess, teachers and staff will promote physical activity for students to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.



### Classroom Physical Activity

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school), and shall not be withheld from or required of students as a disciplinary approach. The two primary approaches for classroom physical activity are:

- Physical activity integrated into planned instruction
- Physical activity outside of planned academic instruction

Classroom physical activity can benefit students by:

- Improving their concentration and ability to stay on-task in the classroom
- Reducing disruptive behavior, such as fidgeting, in the classroom
- Improving their motivation and engagement in the learning process
- Helping to improve their academic performance (higher grades and test scores)
- Increasing their amount of daily physical activity

The District encourages teachers to:

- Incorporate physical activity into planning throughout the school day and the extended school day
- Integrate into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- Provide physical activity in the classroom outside of planned instruction (physical activity breaks)
- Offer classroom physical activity in addition to physical education and recess at all school levels

The District will help to ensure that barriers to classroom physical activity, such as lack of equipment or available space, are minimized.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing resources and professional development on promoting physical activity and integrating physical activity in the classroom. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#). Activities or materials that are the product of a food, beverage or dietary supplement company shall not be utilized.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

### Before and After School Activities

Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in before and after-school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term. The district will offer opportunities for all students to participate in physical activity before and/or after the school day through

a variety of methods including:

- Physical activity clubs, e.g. the District’s after-school enrichment program
- Physical activity breaks in aftercare (Boys and Girls Club at SHES)
- Intramurals or interscholastic sports (secondary level)

### Active Transport

Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day. The district will provide support for walking, bicycling and other forms of active transportation for students and staff to and from school through a variety of activities. The district will encourage students, caregivers and staff to walk and bicycle to and from school and is committed to putting in safeguards to provide safe walking and bicycling access in school vicinities to the extent feasible.

The district will at minimum support active transportation in the following ways:

- Communicating broadly their support for walking and bicycling to school; publicizing tools and resources for active transportation on their website and through new student communications including student/caregiver handbooks and other communication materials
- Promoting participation in International Walk to School Day and National Bike to School Day and other active transportation promoting activities
- Providing prominent and secure storage facilities for bicycles and other transportation modes, such as skateboards and scooters (e.g., sheltered bicycle parking, shed, cage or fenced area) to the extent feasible.
- Providing instruction on walking/bicycling safety to students
- Improving safe access to school entrances for students arriving on foot or by bicycle by ensuring designated routes on driveways, through parking lots and to bicycle parking, and by prioritizing sidewalks and crosswalks as well as separating modes of arrival to school

In addition, the district will support active transportation in at least three of the following ways:

- Providing bicycling skills instruction to students
- Promoting safe routes to school programs to students, staff and caregivers via newsletters, websites and/or the local newspaper
- Designating a Safe Routes to School coordinator to lead district Safe Routes to School activities and support school activities
- Ensuring that the school transportation department includes walking and bicycling to school as part of school transportation responsibilities
- Ensuring provision of one or more crossing guards for every school
- Working with local jurisdictions to encourage installation of high visibility crosswalks and other infrastructure to improve walking and bicycling safety on streets leading to schools
- Conducting walking and bicycling safety audits of the routes to each school and sharing that information with local jurisdictions
- Providing outreach and adaptive Safe Routes to School programming for students with disabilities
- Creating monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays)
- Promoting walking school buses and bicycle trains

- Designating safe or preferred routes to school
- Creating and distributing maps of the active school environment (e.g., sidewalks, crosswalks, roads, pathways and bike racks)
- Engaging in tracking, evaluation and reporting of student travel methods (e.g., walking, bicycling, school bus, carpool and private vehicle) and utilizing this data for continuous improvement.

## **V. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting to the extent feasible in the cafeteria, at other food and beverage venues, and in physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so that all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts within various subjects; with consultation provided by either the school or the District's curriculum experts.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities as appropriate.

### Joint Use/Facility Use Agreements

The Board may enter into a joint use or facility use agreement to make district facilities or grounds available for recreational or sports activities outside the school day, and/or to use community facilities to expand students' access to opportunity for physical activity.

### Community Partnerships

The Board recognizes that the District's schools are part of a larger community, to model and actively practice through policy and procedures the promotion of family health, physical activity, good nutrition, nutrition education and sustainable agriculture.

The Board further recognizes that the sharing and enjoyment of food are fundamental experiences for all people and primary ways to nurture and celebrate our cultural diversity.

These fundamental human experiences are vital bridges for building friendships, forming intergenerational bonds and strengthening communities.

The District will build relationships to the extent possible with partners (i.e. hospitals, universities/colleges, local businesses, national/state organizations, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

## Communication

To encourage consistent health messages between the home and school environment, the Superintendent or designee shall disseminate health information to parents/guardians through district or school newsletters, food service menus, handouts, parent/guardian meetings, the district or school web site, and other communications as often as practicable; following established District communication protocols. Outreach to parents/guardians shall emphasize the relationship between student health, good nutrition, and academic performance.

## Community Health Promotion and Engagement

The District will promote to parents/guardians, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed about and invited to participate in school-sponsored student or family events and activities, which will include nutrition and physical activity components to the extent possible; and will receive information about health promotion efforts.

As described above under "Communications," and in the "Community Involvement, Outreach, and Communications" subsection, the District will follow its standard communication protocols for communicating important school information to parents and the community (e.g. through the District website at [www.sthenaunified.org](http://www.sthenaunified.org)).

## Social and Emotional School Climate

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning. The district is committed to creating a positive social-emotional climate across all school campuses during the school day. The district will promote a positive social-emotional climate by:

- Conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- Establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- Establishing school safety and violence prevention policies and strategies
- Connecting social and emotional learning standards and academic standards
- Ensuring that school staff are promoting positive relationships between students and employees
- Ensuring that school staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- Training school staff on the use of Positive Behavioral Interventions and Supports and minimizing exclusionary discipline practices such as suspensions and expulsions
- Ensuring that school staff are explicitly teaching, modeling and reinforcing social-emotional learning (SEL) competencies
- Training school staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practices

- Regularly assessing and reporting upon the district and building-level implementation of these practices and providing appropriate resources for continuous improvement

### Counseling, Psycho-educational, and Social Work Services

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

- Ensuring that an evidenced-based process for identifying students with SEB needs is in place
- Ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- Coordinating with school and community-based mental health providers to address students' SEB needs
- Implementing evidence-based programs and practices which support a positive social-emotional climate (see Social- Emotional Climate section of this document)
- Implementing evidence-based interventions for students in need of additional SEB support
- Ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based outside counseling staff are trained in identifying students at risk and referring them to appropriate services
- Providing appropriate training to all school and school-based outside counseling staff on meeting students' SEB needs
- Coordinating with caregivers and students to address students' SEB needs
- Regularly assessing and reporting on the district/building-level implementation of these practices and providing appropriate resources and training for continuous improvement.

### Health Services

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students. The district supports the physical health needs of all students to the extent feasible by:

- Conducting assessments as appropriate and planning for meeting the individual chronic disease management needs of students
- Ensuring students have access to a highly qualified nurse or other medical professional(s) in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed
- Coordinating with caregivers and community medical providers to address students' health needs
- Ensuring that school-based health staff consult and collaborate with teachers and other school and school-based outside counseling staff regarding pertinent student health information
- Disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and

posters)

- Providing student physical health screenings (e.g., vision and hearing)
- Addressing management of acute health incidents (e.g., allergic reactions, asthma attacks and low blood sugar) in the school setting
- Providing education regarding high-risk behaviors such as sexual activity and substance use
- Coordinating with caregivers to address students' health needs
- Regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

#### Staff Wellness and Health Promotion

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover. The district is committed to supporting the physical and mental health and well-being of all district employees.

The district will support employee health by engaging in the following

- Engaging educators as stakeholders in all school improvement and planning processes
- Designating employee wellness (both physical and mental) as a priority in the district organizational structure
- Disseminating physical and mental health information resources to school and school-based outside counseling staff (e.g., pamphlets, flyers and posters)
- Conducting free or low-cost physical and mental health risk screenings at least once per year
- Conducting employee wellness/health (physical and mental) promotion activities at least once per year
- Providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
  - Healthy eating and weight management
  - Physical activity
  - Stress management
  - Tobacco avoidance and cessation
  - Social-emotional health
- Considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
- Promoting a positive workplace climate with a focus on diversity and inclusion practices
- Designating a consistent and systemic approach for employee conflict resolution
- Addressing space and break time for lactation/breastfeeding
- Including employees in regularly assessing and reporting on the district/building-level implementation of these practices and providing appropriate resources and training for continuous improvement

### Professional Learning

When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into the curriculum). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

### Physical Environment

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school. The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:

- Identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- Addressing prevention and safe removal (if applicable) of mold and moisture
- Addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- Specifying a system for monitoring and addressing water quality
- Specifying an integrated pest management plan
- Addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- Establishing tobacco-free building and grounds
- Educating students and staff on maintaining the safety of the school physical environment
- Specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
- Requiring the establishment of an ongoing school safety team for the district (can be part of the DWSCC) and in each school building when practicable
- Specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- Addressing the presence of and training for a school resource officer
- Regularly assessing and reporting on the district/building-level implementation of these practices and providing appropriate resources and training for continuous improvement



Posting Requirements

Each school shall post the District's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school shall also post a summary of nutrition and physical activity laws and regulations prepared by the [California Department of Education](#).

Policy ST. HELENA UNIFIED SCHOOL DISTRICT  
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