
THE SAUGUS UNION SCHOOL DISTRICT

WELLNESS POLICY 2025-2028



SUSD Board Approved: May 20, 2025

Respect • Integrity • Learning • Teamwork • Enthusiasm

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I. Introduction

The district is committed to the physical and academic development of every student. For students to achieve personal, academic, developmental, and social success, we must create positive, safe, and health-promoting learning environments at every grade level, in every setting, throughout the school year.

The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students. The district will maintain a focus on health equity and will work to ensure that all students and staff across the district have equitable access to health and wellness efforts. Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products is associated with lower grades.³

Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students.^{4,5}

Finally, there is evidence that adequate hydration is associated with better cognitive performance.⁶ This District Wellness Policy outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students and staff in the district. Specific, measurable goals and outcomes are identified.

USDA Nondiscrimination Statement

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II. District Wellness Council

The district will convene a District Wellness Council that meets at least four times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation, periodic review and update of this District Wellness Plan.

a. Council Membership

The District Wellness Council will include representatives from the school and district level and will reflect the diversity of the community. The Wellness Council should include, but is not limited to: superintendent (or designee), caregivers, board members, teacher representatives from each school, community volunteers, members of the Santa Clarita Valley School Food Services Agency, and site administrators. The committee meets four times per year to update and review the Wellness Plan to ensure that it meets State and Federal requirements and is appropriate for the needs of our students and teachers.

The district recommends that each site representative on the District Wellness Council establish an ongoing School Wellness Committee that supports District Wellness Policy implementation.

The district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate the ways in which representatives of the DWC, School Wellness Council (SWC) and others can participate in the development, implementation and periodic review and update of the LWP. The superintendent (or designee) will convene the District Wellness Council, facilitate development of and updates to the District Wellness Policy, and ensure each school's compliance with the policy.

The DWC membership for the district includes:

Michelle Barries, Assistant Superintendent Student Support Services-mbarries@saugusd.org

Tonya Nowakowski, Coordinator Student Support Services-tnowakowski@saugusd.org

Jennifer Kendall, District Nurse- jkendall@saugusd.org

Carla Bellefeuille, General Education Teacher - cbellefeuille@saugusd.org

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Amber White, General Education Teacher - amberwhite@saugusd.org

Kylene Solorzano, General Education Teacher - ksolorzano@saugusd.org

III. Accountability

a. Triennial Assessments

At least once every three years, the district will assess the District Wellness Policy by measuring:

- the extent to which the District Wellness Policy meets the requirements of the Final Rule
- the extent to which schools under the jurisdiction of the district are complying with the District Wellness Policy
- the progress made in attaining the goals of the District Wellness Policy

The District Wellness Council will develop and annually update an action plan for the execution of this District Wellness Policy. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals. (Appendix A) 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 DWC/SWC.

b. Documentation

The district will retain records to document the presence of and compliance with the District Wellness Policy, including but not limited to:

- the current and previous board-approved District Wellness Policy
- documentation demonstrating that the District Wellness Policy has been made available to the public
- documentation of the most recent district- and school-level assessments of implementation
- documentation of efforts to review and update the District Wellness Policy, including who was involved and how the district made stakeholders aware of their ability to participate

c. Policy Updates

The District Wellness Council will update the District Wellness Policy based upon:

- the results of the triennial assessment
- district priorities
- community needs
- the results of school health assessments

- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance

d. Notification to the Public

The district is committed to ensuring that the community is aware of and involved in the development and implementation of the District Wellness Policy.

The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate in the development, implementation and periodic review and update of the District Wellness Policy

The district will actively inform caregivers and the public each year of basic information about the District Wellness Policy, 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 DWC
- information on how the public can get involved with the District Wellness Council

e. Public Involvement

The District Wellness Policy can be found here: [SUSD Wellness Policy](#)

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 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

IV. Nutrition Services

a. School Meals

Children consume as many as half of their daily calories at school.⁷ Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance. The USDA Child Nutrition Programs (child nutrition programs) aim to improve the health of students, help mitigate hunger and obesity, and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables, and whole grains.

These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

All schools within the district will participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), After School Snack Program (ASP), and Summer Food Service Program (SFSP), where appropriate. All schools with a pre-school will participate in NSLP, SBP, or the Child and Adult Care Food Program (CACFP).

All meals served will meet the nutrition standards for school meals by including:

- fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups
- grains (whole grain-rich)
- meats and meat alternatives
- fat-free and low-fat milk
- access to free drinking water

In addition, the district will ensure the following:

- School meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations.
- School meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals.
- The district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status).
- offer a variety of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting

- provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
- prohibit the use of food as a reward or the withholding of foods as a punishment
- ensure that menus are created/reviewed by a Registered Dietitian or another certified nutrition professional
- post menus on the district website and/or individual school websites and include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- ensure that lunch follows the recess period to better support learning and healthy eating
- promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs
- encourage staff to model healthy eating behaviors
- promote healthy food and beverage choices using the following marketing and merchandising techniques: displaying whole fruit options in attractive bowls or baskets (instead of chafing dishes or hotel pans); making sliced or cut fruit available daily; displaying daily fruit options in the line of sight and reach of students; giving creative or descriptive names to all available vegetable options; bundling daily vegetable options into all grab-and-go meals available to students; training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal; placing white milk in front of other beverages in all coolers; highlighting alternative entree options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas; allowing students to create reimbursable meals in any service area available to them (e.g., salad bars or grab-and-go lines); conducting student surveys and taste testing opportunities and using them to inform menu development, dining space decor and promotional ideas; using daily announcements to promote and market menu options

b. Water

Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.⁶

Free, safe and unflavored drinking water is available to students during the school day and during the extended school day (including during out-of-school time and before and after school), students can 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.

The district will implement the following:

- Free, safe and unflavored drinking water is available to students during the school day and during the extended school day (including during out-of-school time and before and after school).
- Water cups/jugs are available in the cafeteria if a drinking fountain is not present.
- Students can 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 and water jets) will be maintained regularly to ensure adherence to health and safety standards.

c. Competitive Foods and Beverages

Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.⁸

The district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet Smart Snack Standards.⁹ These standards will apply in all student locations where foods and beverages are sold, which may include but are not limited to à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. Additionally, all foods and beverages sold outside of the school meal programs during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks.

d. Smart Snack Standards

To qualify as a Smart Snack Standards, a snack or entrée must:

- be a grain product that contains 50% or more whole grains by weight (have a whole grain as the first ingredient), or
- have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- be a combination food that contains at least ¼ cup of fruit and/or vegetable, and
- meet the following minimum standards for calories, sodium, sugar and fats:

Nutrient	Snacks	Entree
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

e. Celebrations and Rewards

Celebrations and positive reinforcement are an important part of our district's culture of supporting students.¹⁰ Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.¹¹ The district will ensure that celebrations and rewards are consistent with our nutrition policies. All foods and beverages served and offered on the school campus outside of the school meal programs during the school day will, at a minimum, meet Smart Snack Standards guidelines. This includes foods and beverages offered during celebrations and parties, for classroom snacks, and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

The district will make available for caregivers and all school staff (Appendix C):

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snack Standards
- A list of healthy and non-food rewards

f. Fundraising

Fundraising efforts provide opportunities for student, staff, family, and community collaboration and reflect the healthy eating practices and policies in the district.¹² The district will allow only foods and beverages that meet or exceed Smart Snack Standards to be sold through fundraisers on the school campus during the school day.

The district strongly encourages that fundraising, including activities such as donation nights at restaurants, cookie dough, candy, and pizza sales and during the school day and during the extended school day (including during out-of-school time and before and after school) sell only non-food items.

This includes the marketing of products on the following:

- the exterior of vending machines
- posters, flyers, menu boards, coolers, trash cans and other food service equipment
- cups used for beverage dispensing

The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

The district will make available to caregivers and all school staff a list of healthy fundraising ideas (Appendix C).

g. Nutrition Education

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.¹³

The district will teach, model, encourage, and support healthy eating and physical activity among students. Schools will provide nutrition and physical activity education integrated into other subjects, as part of health education.

The district will ensure that:

- nutrition and physical activity education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics (Appendix E)
- the curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health

- nutrition and physical activity education includes developmentally appropriate, culturally relevant and participatory activities, addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behavior
- nutrition and physical activity education are integrated into classroom subjects such as math, science, language arts, social studies, and art
- teachers and other staff are provided with training on nutrition and physical activity and physical education
- foodservice staff and Physical Education teachers collaborate with classroom teachers and other school staff to provide nutrition and physical activity education throughout the school campus

The district will ensure it will meet the following goals for health education:

- Each school site will have Health Week.
- Teachers will be provided with lessons and activities that align with health standards.

h. Nutrition Promotion

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors.¹⁴ It also helps to encourage and increase participation in school meal programs.

The district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, multi-purpose rooms, and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs through school announcements, newsletters and website postings.

i. Food and Beverage Marketing

Health and wellness efforts are weakened when students are subjected to advertising on district property that promotes unhealthy foods and beverages.¹⁵

The district is committed to teaching students to make informed choices about nutrition, health and physical activity, and to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors.

All foods and beverages marketed to students on the school campus during the school day will meet Smart Snack Standards. As entities, including the district, school nutrition services, and the parent-teacher association/organization (PTA/PTO) review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the marketing guidelines established by this District Wellness Policy.

The district will ensure it will meet the following goals:

- School announcements, newsletters and website postings will promote healthy food and beverage choices.
- Evidence-based marketing and merchandising techniques will be implemented to promote healthy food and beverage choices (see *Nutrition Services* section of this document).

The marketing of products that do not meet Smart Snack Standards, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system
- free samples, taste tests, or coupons for products
- 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

V. Physical Activity Opportunities

Children and adolescents should participate in at least 60 minutes of physical activity every day in order to ensure optimum health.¹⁶ (This is a combination of in school and out of school activities.) The district requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students:

- physical education
- classroom physical activity
- active academics
- daily recess, including morning recess and lunch recess
- before- and after-school activities
- active transportation (biking, walking, skateboarding, etc.)

The district requires that all students receive education on the benefits of physical activity.

The district prohibits the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time and before and after school).

The district will provide resources and training to school staff on appropriate ways to discipline students. The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

The district will ensure it will meet the following goals:

- Teachers will provide opportunities throughout the school day for classroom physical activity that will be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education.
- Schools will provide all students with adequate and safe spaces, facilities, equipment and supplies for recess. Students will not be excluded from recess for disciplinary reasons or academic performance.
- Classroom physical activity will be offered in addition to physical education and recess at all school levels.
- Classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom.

a. 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.¹⁷

Classroom physical activity should be offered in addition to physical education and recess.¹⁸ The two primary approaches for classroom physical activity are:

- physical activity integrated into planned academic 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 requires that:

- classroom physical activity be incorporated into planning throughout the school day and the extended school day
- classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- physical activity be provided in the classroom outside of planned instruction (physical activity breaks)
- classroom physical activity be offered in addition to physical education and recess at all school levels
- barriers to classroom physical activity, such as lack of equipment or available space, are minimized
- classroom physical activity not be withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom

b. Daily 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.¹⁹ Recess is offered in preschool through 6th grade recess provides student-selected opportunities to engage in physical activity and take a break from academic work during the school day.²⁰

The district will ensure that all elementary schools will offer 30 or more minutes of recess (combination of morning and lunch 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
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- Staff will provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate in recess.

- Equipment will be provided to allow for inclusion of students with disabilities into activities.

c. 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, 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.²¹

The district may 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
- physical activity breaks in aftercare
- running clubs, each school will try to implement a running club, before, during, or after school

d. Active Transportation

Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day.²² The district will provide strong support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education, encouragement, enforcement and engineering 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.

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 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)
- 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 four of the following ways:

- promoting safe routes to school programs to students, staff and caregivers via newsletters, websites and/or the local newspaper
- 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
- 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

VI. Other Activities That Promote Student Wellness

a. Health Education

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity.²⁴

A full list of physical activity and healthy eating topics that should be included in health education is included in (Appendix D).

The district will ensure that:

- all students, TK-6, have skills-based health education
- the health education learning standards and curriculum are regularly evaluated and revised
- schools utilize a planned, sequential and comprehensive health education curriculum that:
 - is culturally and developmentally appropriate

- addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors
- provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy

b. Physical Education

Physical education teachers will assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment.

Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education.

The district will ensure all PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

The district will ensure it will meet the following goals:

All students are engaged in moderate to vigorous physical activity (MVPA) for at least 50% of class time during most or all PE classes.

- All PE classes are taught by licensed teachers who are certified or endorsed to teach PE.
- Waivers, exemptions or substitutions for PE classes are not granted.
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate.
- All student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criteria-based reporting is used for each student, including students with disabilities.
- All students will receive at least 200 minutes of PE instruction every 10 days.

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate students about healthy habits.²³ The district will integrate wellness activities across the entire school setting, including the cafeteria, classrooms, and physical activity facilities.

Schools in the district will integrate health and wellness into other curriculum areas, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district curriculum experts.

The district will coordinate and integrate wellness activities, so all efforts are complementary rather than duplicative and work towards the same set of goals and objectives. These initiatives will be culturally inclusive, accessible to all students and staff across the district, and age-appropriate.

All school-sponsored events, whether before, during or after school, will adhere to the District Wellness Policy guidelines and will include physical activity and healthy eating opportunities when appropriate.

The district encourages all school staff to model healthy eating and physical activity behaviors by not bringing in/or consuming personal food or beverages in front of students that would not meet the requirements of this District Wellness Policy, and by participating in physical activities along with students.

c. Social - Emotional Learning

Social Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.²⁷

A positive social-emotional school climate is conducive to effective teaching and learning.²⁸ The district is committed to creating a positive social emotional climate across all school campuses during the school day.

Teachers have access to a district adopted social emotional curriculum TK-6, designed to foster communication, connection, and community both in and outside the classroom and develop students into compassionate and caring adults. The curriculum will align with CASEL standards. CASEL Guide: Effective Social and Emotional Learning Programs (Collaborative for Academic, Social, and Emotional Learning Collaborative for Academic, Social, and Emotional Learning) as a framework for evaluating effectiveness and guiding objectives. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies.

The district will promote a positive social-emotional climate in the following ways:

- 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 cyberbullying
- 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 for all staff including before and after school staff.
- regularly assessing and reporting upon the district- and building-level implementation of these practices and providing appropriate resources for continuous improvement

d. Counseling, Psychologist, and Social Services

Psychological and/or social 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.²⁸ The district is committed to ensuring that the SEB needs of all students are met.

The district will support students' SEB needs in the following ways:

- 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 staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

e. 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.²⁸ The district is committed to ensuring that the physical health needs of all students are met.

The district will support students' physical health by:

- planning for meeting the individual chronic disease management needs of students
- ensuring students have access to school nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed
- ensuring that school-based health staff consult and collaborate with teachers and other school 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

f. 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.²⁷ The district is committed to ensuring that the school environment protects the health and safety of students and staff.

g. Indoor Air Quality

The district will support healthy and safe school environments within and around all district facilities in the following ways:

- regular cleaning and maintenance practices and ensure 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)
- monitoring and addressing water quality
- specifying an integrated pest management plan
- The IAQ committee will assess and report the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality) so they can be addressed.
- all buildings and grounds are tobacco-free
- educating students, school staff 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 and in each school building
- specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

[Safety Plan](#)

h. Employee Wellness

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' before 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.²⁸

The district is committed to supporting the physical and mental health and well-being of all district employees. The district may support employee health and well-being by:

- 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 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
 - 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- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

i. Caregiver (Family) Engagement

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development.²⁸ The district is committed to encouraging caregiver engagement in school-level decision making and activities. and address the need of the community

- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees)
- including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

j. Community Involvement

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning

The district will support caregiver engagement in the following ways:

- ensuring that caregivers are actively recruited for inclusion on the District Wellness Council with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that caregivers participate in the development, implementation and periodic review and update of the District Wellness Policy
- making the District Wellness Policy available to the public
- ensuring that schools are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and development as well as the physical and mental health of students and staff.²⁸

The district is committed to encouraging community involvement in school-level decision making and activities.

The district will support community involvement in the following ways:

- ensuring that community members are actively recruited for inclusion on the District Wellness Council with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that community members participate in the development, implementation and periodic review and update of the District Wellness Policy
- making the District Wellness Policy available to the public
- developing joint or shared-use agreements for physical activity participation at all schools where appropriate
- including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

VII. Tobacco Free Schools

Under federal law since 1994, smoking has been prohibited in any transitional kindergarten through 12th grade (TK-12) schools serving children under the age of 18 years if federal funds are used. Many states also have laws that restrict the commercial use of tobacco products, including electronic smoking devices, in public K-12 schools.

As the commercial use or promotion of tobacco products on district property and at off campus school- district-sponsored events or meetings is detrimental to the health and safety of students, staff and visitors, it is critical that Saugus Union School District properly regulate such products.

In Addition, given the addictive nature of these products (many of which contain nicotine), the district must support students and staff who are addicted to tobacco products and address violations of this policy with a focus on recovery and reduction of tobacco product addiction and dependence and avoiding lost instructional time for students.

a. Rationale

Saugus Union School District

- has an obligation to protect the health and safety of students, staff and visitors
- is acutely aware of the serious health risks associated with the commercial use of tobacco products to users and non-users
- believes that prohibiting the commercial use and promotion of tobacco products on the district's property, at any off-campus school -or district- sponsored event or meeting and in the district's vehicles protects the community from the harms of secondhand smoke and aerosol exposure, as well as promotes tobacco product-free norms
- embraces its obligation to promote positive role models across the district and to provide an environment for learning and working that is safe, healthy and free from tobacco smoke and aerosol exposure
- recognizes that supporting prevention and cessation of the commercial use of tobacco products in students, staff and visitors is critical to sustainable reduction of such use
- acknowledges that tobacco product usage and its impact varies widely depending on a person's racial or cultural identity, sexual orientation and/or gender, and that people of color, women, youth and members of the LGBTQ+ community are subject to disproportionate marketing of tobacco products
- is committed to addressing violations of this policy by students in a measurable, objective, consistent and equitable manner, with a focus on supportive disciplinary practices that promote recovery and reduction of tobacco product addiction and dependence
- prohibits exclusionary practices for students who violate this policy, such as suspension and expulsion or the withholding of extracurricular activities
- recognizes that the purpose of an educational institution is to teach and thus will actively work to decriminalize student tobacco product possession and use by refraining from referring individuals in violation of this policy to law enforcement
- believes accepting contributions, gifts, money, curricula or other educational materials from the tobacco industry sends an inconsistent message to students, staff and visitors and thus will not allow such activities

b. Policy Statement

Saugus Union School District enacts the following Tobacco-Free District Policy, with the exceptions noted below.

Prohibitions

- No one on behalf of the district may solicit or accept any contributions, gifts or money from the tobacco industry to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms and sports and/or training facilities.
- No one on behalf of the district may solicit or accept curricula or other educational materials of any kind that are created by or with input from the tobacco industry.
- The promotion of tobacco products or imitation tobacco products on district property or at off-campus, school- district-sponsored events or meetings to include promotion of tobacco industry brands via gear, technology accessories, bags, clothing, any personal article, sign, structure, vehicle, flyer or any other product or paraphernalia is prohibited.

Allowances

School-Based Tobacco Product Education:

- Age-appropriate, evidence-based, cross curricular school-based tobacco product education shall be included in the education provided to all students in K-12 in the district at least once per year and the curriculum for this instruction will not be paid for or developed by the tobacco industry.
- Staff responsible for teaching tobacco product education shall be provided with continuous professional learning opportunities that address how to effectively deliver the education program as planned.

Tobacco Education and Cessation Services For Staff:

- The district will provide and encourage participation in free, subsidized or low-cost tobacco education and cessation programs for staff (e.g., through an Employee Assistance Program, health insurance, other health plan carrier resources or community partners).
- The district will provide information on tobacco education and cessation services available at little to no-cost and will provide culturally relevant educational resources to staff who have not violated the policy but wish to obtain this information.

Policy Violations:

- The district shall address violations of this policy by students with a graduated set of evidence-based, supportive disciplinary practices that promote recovery and reduction of tobacco product addiction and dependence.

- The district will ensure that qualified staff are available to provide commercial tobacco product use interventions at every school and that these staff members are provided with continuous professional learning opportunities to implement these interventions with fidelity.

c. Administrative Rules Language

To ensure that the Saugus Union School District Tobacco-Free District Policy is effective at reducing the usage of tobacco products among all members of the district community, implemented with fidelity, and implemented uniformly across the district without discrimination based upon any protected class -- including, but not limited to, age, race, ethnicity, gender identity, sexual orientation, disability status, and other demographics -

- we enact the following administrative rules language to address the implementation of and accountability for the policy.

d. Implementation and Accountability

Saugus Union School District

- designates responsibility for the implementation and the assessment of implementation of the policy to the District Wellness Council
- will design (prior to, or within six months of, the policy taking effect) a specific process for collecting, disaggregating (e.g., by grade level, school building, demographic characteristics, and racial/ethnic subgroups), reviewing, and analyzing data on the implementation and effectiveness of the policy
- will collect (at regular intervals and at least once a year) the above data and assess policy implementation at the district level and across all schools in the district to determine whether policies, disciplinary actions, communication, education, staff training, and interventions were effective for students and staff overall, and for those within the subgroups specified above. A Critical part of this assessment will include a review of violations of the policy and a thorough analysis of the effectiveness, impact and outcome of the interventions used to address those violations
- will update and revise the policy and programs based on the annual review and analysis of policy implementation using continuous improvement process
- grants authority to the District Wellness Council to support coordination and implementation of the policy

This committee shall be made up of a wide range of stakeholders (ensuring diversity of representation in terms of age, race, ethnicity, gender identity, sexual orientation, disability status, and other demographics) --to include, but not be limited to:

- o superintendent (or designee)
- o school board members
- o school-level staff (including teachers and administrators)
- o specialized instructional support staff (e.g., school counselors, psychologists or social workers) and school health professionals (e.g., nurses, physicians, chemical dependency professionals, or school-based health center staff)
- o students
- o members of the Parent Teacher Association (PTA)/Parent Teacher Organization (PTO)
- o caregivers
- o community health professionals (e.g., doctors, nurses, or other licensed health professionals)
- o community organizations involved in tobacco prevention and cessation programming (e.g., staff of local health departments or state tobacco control programs)
- o community members

This committee SHALL NOT include members or representatives of the tobacco industry.

e. Notification to the Public and Public Involvement

Saugus Union School District will inform students, staff, caregivers and the public at least once a year about the existence of the policy, to include:

- its content and any updates
- results of district- and school-level implementation analysis and any changes made because of the analysis
- an explanation of why updates were made, who was involved, and how stakeholders were made aware of their ability to participate
- the names and contact information of the district and/or school officials leading and coordinating the implementation and oversight of the policy
- information about how the public can get involved with the District Wellness Council
- information about District Wellness Council meetings including dates, times, locations, agendas, and meeting minutes
- mechanisms for the public to ask questions, get additional information, or provide feedback and comments on the policy or its implementation.

Saugus Union School District will ensure that communications are culturally and linguistically appropriate to the community and will use a variety of communication methods to ensure that all students, staff, caregivers, and community members have access to the information.

Saugus Union School District will keep persons with, or those that represent persons with, disabilities or other marginalized communities involved in all aspects, including updates to and assessments of the policy.

The district will use multiple methods to distribute this information to the community, including but not limited to:

- electronic mechanisms (e.g., email)
- non-electronic mechanisms (e.g., newsletters or flyers sent home to caregivers)
- presentations to students, staff, and caregivers
- notices displayed on the district and school websites
- information included in student, staff, and caregiver handbooks, orientations, and trainings, and ensuring that the policy is provided upon hire to all new staff of Saugus Union School District
- appropriate signage posted throughout the district at building entrances and other highly visible locations on all district buildings, vehicles, vehicular entrances to district grounds, and all indoor and outdoor athletic facilities, indicating that Saugus Union School District requires an environment free from the commercial use of tobacco products
- school-based tobacco product education included in health and wellness curricula (consistent with state/national health education standards), to include review of the policy
- announcements about the policy made at appropriate intervals during district/school events, including back to school events and at least one school board meeting each year

f. School-Based Tobacco Product Education

Age-appropriate, evidence-based, cross-curricular, school-based tobacco product education shall be included in the education provided for all students in K-12 in Saugus Union School District at least once per year and:

- shall include a combination of curriculum-based classroom instruction (consistent with state/national health education standards), assemblies, written materials sent home with students, and school-wide health promotion activities
- curriculum for this instruction will not be paid for or developed by the tobacco industry
- tobacco product education instruction and programming will be culturally responsive and representative of a diverse student population
- instruction will include, but not be limited to:
 - immediate and long-term undesirable physiological, cosmetic, and social consequences of the use of all forms of tobacco products
 - social norms regarding commercial tobacco product use including tobacco industry tactics to target youth, communities of color, and other groups
 - reasons that adolescents say they use tobacco product

- o social influences that promote commercial tobacco product use
- o behavioral skills for resisting social influences that promote commercial tobacco product use, including alternative stress management techniques
- o general personal and social skills such as assertiveness, communication, goal-setting and problem-solving skills that may enable students to avoid both commercial tobacco product use and other risk-taking behaviors
- staff responsible for teaching tobacco product education shall be provided with continuous professional learning opportunities that address how to effectively deliver the education program as planned
- district will provide information on tobacco cessation services available at little-to-no cost, and will provide culturally relevant educational resources to students and caregivers who have not violated the policy but wish to obtain this information

g. Community Partnerships

To support students, staff, and caregivers in abstaining from or reducing tobacco product use and complying with the Tobacco-Free District Policy, Saugus Union School District Will consult with health insurers, the local public health department, and/or other community-based organizations to provide information about and access to free or low-cost evidence-based programs and services for tobacco prevention and cessation.

h. Student Code of Conduct

Students of Saugus Union School District are responsible for adhering to the Saugus Union School District Tobacco-Free District Policy at all times and at all locations on district property or at any off-campus school- district-sponsored event or meeting, and in district vehicles. Violations of the policy will result in a tiered set of interventions as described below.

Saugus Union School District designated responsibility for the oversight of this process to the Principal(s) and ensures that law enforcement and school resource officers will not be included in the disciplinary process.

Saugus Union School District hereby acknowledges the following:

- As tobacco products contain nicotine and other ingredients to increase their appeal, and as electronic smoking devices may contain nicotine or other natural or synthetic addictive substances, procedures to address student violations of the policy will be applied in a direct and consistent manner, emphasizing the equitable and non-discriminatory use of supportive disciplinary practices that focus on recovery and reduction of tobacco product addiction and dependence, and prohibits exclusionary practices for students who violate the policy, such as suspension and expulsion or the withholding of extracurricular activities.

- The chemical composition of electronic smoking devices may be unknown without laboratory testing, thus all violations involving electronic smoking devices will be addressed by this policy unless other objective evidence (e.g., other drug paraphernalia is present or packaging includes images or language indicating the presence of THC) supports laboratory testing and the results from such laboratory testing indicate the violation should be addressed by district policies on the use of other drugs.

Policy violations by students will be tracked each school year. Tiered approach for addressing student violations of the policy will be applied as follows:

- The first violation involving only the promotion of tobacco industry brands shall result in:
 - provision of materials to cover tobacco industry logos (on apparel) or request to turn in specific items to school staff to be picked up at the end of school day
 - a reminder of this policy and a request to sign a statement indicating understanding of and commitment to following the policy
- All subsequent violations involving only the promotion of tobacco industry brands shall result in:
 - a conversation with an administrator or other staff member to review this policy as well as dress code and other applicable policies (staff will provide previously signed statements and ask for recommitment)
 - notification of caregiver including a reminder of the policy
- Any violation involving possession or usage of tobacco products shall result in:
 - confiscation of tobacco products
 - notification of caregivers
 - the offer of information to the student about available tobacco education and/or cessation programs that are free or low-cost(e.g., through Medicaid or community partners), including nationally recognized tobacco cessation programs
 - facilitation of the enrollment of the student in an evidence-based tobacco cessation program if the student expressed an interest in quitting

Additional intervention as follows:

- At the first violation, a collaborative conversation shall take place between the student and a designated staff member to discuss:
 - what factors led to the violation, including information on student's tobacco product usage
 - possible triggers for use, and knowledge of physical, social, and emotional harm caused by tobacco
 - the policy's purpose, which is to protect students from the impacts of long-term commercial tobacco product use
 - a verbal agreement on next steps between student and designated staff member

- At the second violation:
 - a collaborative conversation shall take place between the student and a designated staff member as outlined above
 - the student will be enrolled in an evidence-based tobacco education program as an alternative to suspension
 - the district shall designate a staff member to monitor the progress of the student found in violation of the policy

- At the third and subsequent violation(s):
 - a supportive discipline meeting shall take place between the student, their caregiver(s) and at least three staff members in the following roles: administrator or member of student discipline staff, chemical dependency professional or designated staff member(ideally a school nurse, school counselor or school-based health center staff member), and other student support staff member (as identified by student), to include a discussion of the following topics:
 - past violations of policy
 - progress of student(s) in treatment or other interventions
 - specific challenges and barriers to impeding policy adherence
 - commitment by student(s) to avoid infractions and address tobacco usage through on- and off-campus resources
 - support from staff members and caregiver(s) to ensure success
 - the development of a 60-day plan monitored by a designated staff member to include collective agreement of consequences that will follow if this plan is not completed
 - the student will be enrolled in an evidence-based tobacco education program as an alternative to suspension

VIII. Appendices

APPENDIX A: Wellness Policy Goals

Goal	Plan	Person(s) Responsible
<p>By December 2025, each site representative on the District Wellness Council with support of their administration will have an active school level wellness committee that meets on a continuous basis but not fewer than 4x per year.</p>	<p>Each team will meet on a regular basis to review the District wellness goals and ensure annually assess their own schools wellness by one of the following assessments:</p> <p>Thriving Schools Integrated assessment</p> <p>School Health Index</p> <p>other assessment tool</p> <p>They will use their own school data to create areas of focus to improve their own school wellness.</p>	<p>district wellness council site representative</p> <p>site leadership team</p> <p>site administrator</p>
<p>By August 2025, ALL foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snack Standards. (Appendix B) and teachers will consistently have celebrations that center around activities, when food is provided 90% of the food will meet Smart Snack Standards. Sites will create ways to actively monitor this</p>	<p>Provide communication to sites and site parent organizations.</p> <p>A list of healthy alternatives is listed in Appendix C.</p>	<p>principal</p> <p>teachers</p> <p>parent organizations</p> <p>wellness council</p>
<p>By August 2028, every site will have a consistent running/walking club, or club</p>	<p>Provide information, ideas, resources and support for implementation.</p>	<p>parent teacher organization and/or teachers,</p>

<p>that promotes physical activity before, during, and/or after school, each year participation will increase by 5%, this will be monitored at the site and shared at the district wellness committees.</p>		<p>administration, wellness representative</p>
<p>By June 2026 all schools will have identified activities that focus on healthy eating and consistently implement no fewer than 2 activities during the following school years</p>	<p>Schools will identify unique activities or events that meet the needs of their own unique school community with the intent of involving students and families</p>	<p>teachers parents parent organizations</p>
<p>By January 2026 all schools will identify areas to improve and/or support adult wellness. Schools will select events, activities or practices to improve staff wellbeing and mental health support</p>	<p>Each school will identify at least one signature practice, activity aimed to improve the physical, mental or emotional wellbeing of staff. The intent is to add additional activities or practices each year.</p> <p>(wellness center for staff, walk/run clubs for adults, mindful moments adults, speakers on wellness, etc)</p>	<p>school administrators teachers district Wellness representative</p>
<p>By June 2028, districtwide SEL curriculum will be identified and implemented for at least 80 minutes weekly in all classes TK-6</p>	<p>Give the SEL Screener to students to identify areas of focus with curriculum and create intervention plans for students who require additional support</p>	<p>teachers school social workers student services</p>

APPENDIX B: Smart Snack Standards[Sample Smart Snacks Food List](#)[Smart Snack Standards Product Calculator](#)**APPENDIX C: Lists of Healthy Alternatives**[List of Healthy and Non-Food Party and Snack and Beverage Ideas](#)[Alternatives to Food as a Reward](#)[List of Non-Food Fundraisers](#)**APPENDIX D: Essential Healthy Eating and Physical Activity Topics in Health Education****GRADE LEVEL ESSENTIAL HEALTHY EATING TOPICS**

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS
TK	<ul style="list-style-type: none"> • Healthy Habits, which cover basic hygiene, oral health, knowledge of wellness, and sun safety • Safety, which focuses on injury prevention • Nutrition, which addresses nutrition knowledge, nutrition choices, and the self-regulation of eating
K-2	<ul style="list-style-type: none"> • MyPlate • Breakfast • Meals and Snacks • Social Influences • Valid Information • Eating Goals • Food Safety • Advocating for Others to Eat Healthfully
3-5	<ul style="list-style-type: none"> MyPlate • Fruits/Vegetables/Whole Grains • Fats • Added Sugars • Calcium • Meals and Snacks • Valid Information • Breakfast • Peer Pressure

	<ul style="list-style-type: none"> • Food Safety • Water • Breakfast • Sodium • Social Influences • Eating Goals • Advocating for Others to Eat Healthfully
6	<ul style="list-style-type: none"> • Disease Prevention • MyPlate • Labels • Variety • Fruits/Vegetables/Whole Grains • Fats • Added Sugars • Calcium • Meals and Snacks • Peer Pressure • Body Size • Water • Breakfast • Eating Out • Eating Disorders • Dietary Guidelines • Eating Goals • Advocating for Others to Eat Healthfully

GRADE LEVEL ESSENTIAL PHYSICAL ACTIVITY TOPICS

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
TK	<ul style="list-style-type: none"> • Fundamental Movement Skills, which include balance, locomotor skills, and manipulative skills • Perceptual–Motor Skills and Movement Concepts, which focus on body awareness, spatial awareness, and directional awareness • Active Physical Play, which addresses active participation, cardiovascular endurance, muscular strength, muscular endurance, and flexibility
K-2	<ul style="list-style-type: none"> • Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Social Influences on Physical Activity

<p>3-5</p>	<ul style="list-style-type: none"> • Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Social Influences on Physical Activity • Physical Activity and Weight • Physical Activity and Academics • Phases of Exercise Sessions • Opportunities for Community Physical Activity • Valid Information on Physical Activity Services • Personal Physical Activity Goals • Physical Activity Advocacy • Resisting Peer Pressure that Discourages Physical Activity
<p>6</p>	<ul style="list-style-type: none"> • Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Social Influences on Physical Activity • Physical Activity and Weight • Physical Activity and Academics • Differences between Physical Activity/Exercise/Fitness • Phases of Exercise Sessions • Opportunities for Community Physical Activity • Injury Prevention • Weather-Related Safety • Valid Information on Physical Activity Services • Personal Physical Activity Goals • Physical Activity Advocacy • Resisting Peer Pressure that Discourages Physical Activity

[Health Standards TK](#)

[California Health Standards K-6](#)

APPENDIX E: CASEL Frameworks

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

APPENDIX F: Triennial Assessment

Introduction to Triennial Assessments

According to the USDA Final Rule, Local Educational Agencies (LEAs) must conduct a comprehensive assessment of the Local School Wellness Policy (LSWP) a minimum of once every three years, beginning no later than June 30, 2021. The Triennial Assessment requires LEAs to assess compliance with their LSWP and to make this assessment available to the public.

The Triennial Assessment is comprised of four components:

1. Comparison to a model LSWP
2. Extent of compliance for all schools with the District LSWP
3. Progress made in attaining the goals of the wellness policy
4. Triennial Assessment report to the public

1. Model Wellness Policy Comparison Results

Component	Description
Tool used for Model LSWP Comparison:	Alliance for a Healthier Generation (AHG) Model Policy and WellSat 3.0
Areas of Strength:	1. Meeting and addressing all federal requirements
	2. Student physical education
	3. Nutrition standards are met for student meals
Opportunities for Improvement	1. Nutrition Education for students
	2. Community involvement for physical activity

	3. Employee wellness
As a result of the comparison, was the new language adopted in the LSWP?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, briefly describe what was adopted (include page numbers for new language if possible)	Overall no significant changes or additions. We have used the AHG model for past policies and the language has remained consistent.
Describe next steps for strengthening your LSWP	Meet with Cabinet and other stakeholders to review the areas of improvement and determine some next steps. Review the results with Wellness Council and gather ideas for new goals for the 24-25 to 2026-2027 policy

2. Extent of Compliance for All Schools with the LSWP

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
Nutrition Education Requirements(s)	14		100
Nutrition Promotion Requirements(s)	14		100
Physical Activity Requirement(s)	14		100
Other Student Wellness Requirements(s)	14		100
Federal/State Meal Standards	14		100
Foods Offered but Not Sold Standards	14		100
Food and Beverage Marketing	14		100

District LSWP Components

For the components below, indicate whether the district is in compliance.

Public Involvement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Public Notification	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Triennial Assessment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3. Progress in Reaching LSWP Goals

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Education Goal(s)	yes		See Wellsat
Nutrition Promotion Goal(s)	partially	Information was distributed through in person meetings, emails and flyer information. Sites have informed staff and parent teacher organizations of the smart snack guidelines and promotion of non food celebrations. Although staff are aware strict adherence to these are inconsistent.	See WellSat
Physical Activity Goal(s)	partially	Goal was met through the Wellness council discussing this goal and then working with their site administration, school staff and parent organizations. Most schools have created a run/walk	See WellSat

		club although the implementation of it is not consistent, and many sites were just getting them up and running toward the mid to end of this cycle. We will continue this goal and add additional ways to increase physical activity at the sites.	
Other student wellness Goal(s)	yes	This goal was met by gaining teachers and volunteer teachers to pilot a new tool, presenting at a school board meeting, and through discussion and evaluation with the student services department. We successfully piloted a SEL screener, DESSA Mini. We then used this information to purchase and implement a whole child screener that was embedded in a program that enabled us to have a better whole child snapshot.	See WellSat

4. Triennial Assessment Report to the Public

Target Audience(s)	Method	Date
Parents/Caregivers, teachers, community partners	Coffee with Principal Published link on Website	12/2025
District School Board	Presentation during School Board meeting	6/2025
Community Partners	Presentation during School Board Meeting, link on District Website	6/2025
Parents/Caregivers	Link on District Website,	9/2025

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