



WELLNESS

DELANO JOINT
UNION HIGH
SCHOOL DISTRICT

POLICY

2/2023

Updated

Delano Joint Union High School Wellness Policy

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Delano Joint Union School District Wellness Policy

Preamble

Delano Joint Union School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition, and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District's approach to ensuring environments and 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 at Delano Joint Union High School 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 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. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets yearly to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred to as “wellness policy”).

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy and will ensure each school's compliance with the policy. Individuals interested in participating in the District Wellness Committee or questions about the Wellness Committee or Plan my Directed to the following:

Rene Ayon, Director of Student Services – 661-720-4113 or rayon@djuhsd.org

Ana Hernandez, District Nurse – 661-720-5296 or ahernandez1@djuhsd.org

Andrea Popoy, Director of Nutrition Services – 661-720-4305 or apopoy@djuhsd.org

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. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the

Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generates an annual progress report.

This wellness policy and the progress reports can be found at:

[Department & Services / Wellness Plan \(djuhsd.org\)](#)

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at 1720 Norwalk Street, Delano, California 93215, District Office – W-9. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

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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;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- 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 and contact information is: Ana Hernandez, District Nurse – 661-720-5296 or ahernandez1@djuhsd.org

The DWC, 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 DWC will update or modify the wellness policy based on the results of the annual School Health Index 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 wellness policy will be assessed and updated as indicated following the triennial assessment.

Community Involvement, Outreach and Communications

The district is committed to being responsive to community input, which begins with awareness of the wellness policy. The district will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. 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, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, call out notifications, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The district will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means like other ways that the district and individual schools are communicating important school information with parents.

The district will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The district will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. COVID-19 Guidance

Delano Joint Union High School District will adhere to the testing framework for K-12 Schools for the 2022-2023 School Year as outlined by the California Department of Public Health. Every six months DJUHSD reviews the COVID-19 Prevention Program (CPP) and makes necessary updates outlined by CDPH, Non-Emergency Regulations for COVID-19, and/ Kern Public Health.

[Testing Framework for K–12 Schools for the 2022–2023 School Year \(ca.gov\)](#)

[COVID-19 Updates & Information / COVID-19 Prevention Program \(CPP\) \(djuhsd.org\)](#)

IV. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer’s specification); and to meeting 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.

All schools within the district participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *Special Milk Program (SMP)*, *Summer Food Service Program (SFSP)*, *Supper program*. All schools within the district are committed to offering school meals through the NSLP and SBP 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 6 of the following Smarter Lunchrooms Movement:

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- Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- Sliced or cut fruit is available daily.
- Daily fruit options are displayed in a place in the student's line of sight and reach.
- 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.
- Students have been given opportunities to provide feedback on food they like and dislike.
- Menus will be posted on District or Individual school websites.
- *Menus will be created/ reviewed by a Registered Dietitian or other certified nutrition professional.*
- *School meals are administered by a team of child nutrition professionals.*
- *The district child nutrition program will accommodate students with special dietary needs.*
- *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 (meets Healthy Schools Program Gold-level criteria)*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school..*
- *Students are served lunch at a reasonable and appropriate time of day.*
- *The district will implement the following Farm to School activities (meets Healthy Schools Program Gold-level criteria*
 - *Local and/or regional products are incorporated into the school meal program;*

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The district will make drinking water available where school meals are served during mealtimes.

- *All water sources and containers will be maintained regularly to ensure good hygiene and health and safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.*
- *Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.*
- *The district, with the community (City of Delano), will inform parents and students of the water's quality.*

Since the start of Covid-19 Pandemic several changes with sanitation have been implemented: Multiple water filtration systems installed throughout our campuses.

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- ▶ Bottle fill stations have been installed in addition to water fountains.

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* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “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. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: [Smart Snacks in School | Food and Nutrition Service \(usda.gov\)](https://www.usda.gov/food-and-nutrition-service) <https://www.cde.ca.gov/ls/nu/he/compfoods.asp> The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [Alliance for a Healthier Generation](https://www.allianceforahealthiergeneration.org/)

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 and *ideally, the extended school day* will meet or exceed the USDA Smart Snacks nutrition standards *or, if the state policy is stronger, “will meet or exceed state 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, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Foods and Beverages Sold on Campus

The DJUHSD will implement strategies to ensure all food and beverages sold on campus meet or exceed nutritional standards. Student Organizations sales must comply with all food and beverage students and of the following:

1. Up to three categories of foods or beverages may be sold each day (e.g., chips, w/g snack treats, juices etc.)
2. Food or beverage item(s) must be pre-approved or purchased through the district's Nutrition Department/ Food Service Director.
3. Only one student organization can sell each day.
4. Food(s) or beverage(s) cannot be prepared on campus.
5. The food or beverage categories sold cannot be the same as the categories offered in the food service program at that school, during the same school day.
6. In addition to one student organization sale each day, all student organizations may sell on the same four designated days per school year. However, the district will set rules and regulations for onsite fundraising. All items being sold on the day of will need to be approved by the district's food service director.

Celebrations and Rewards

All food and snacks offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards: <https://foodplanner.healthiergeneration.org/calculator/>

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Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. Foods and beverages that do not meet the USDA Smart Snack standards are not to be sold on campus effective from midnight to one-half hour after the end of the official school day. The district will make available to parents and teachers a list of healthy fundraising ideas as well as offer online websites such as [Alliance for a Healthier Generation](#) and the [USDA](#).

Nutrition Promotion and Healthy Eating

DJUHSD will promote and implement strategies for healthy eating behaviors by using evidence-based techniques and nutrition messages by creating food environments that support healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages posted 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, teachers, parents, students, and the community.

<http://calfresh.dss.ca.gov/healthyliving/eating-healthy>

The district will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least 3 or more evidence-based healthy food promotion techniques through the school meal programs using [Discover the Smarter Lunchrooms Movement of California \(healthyeating.org\)](#) Offering fruits that are easy to peel or sliced.
 - Vegetables are offered with a variety of condiments.
 - Fruits were offered in at least two locations of the service lines.
 - Pre-packaged salads in high-traffic areas.
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the district and individual schools may use are available at [Alliance for a Healthier Generation](#)

Nutrition Education

The district will teach, model, encourage and support healthy eating for all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- It is part of health education classes and integrated into other classroom instruction.
- Includes enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;

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- 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; and
- Includes nutrition education training for teachers and other staff.
- Work with all sites including ASB groups to stop all sales that are non-compliant on school grounds during school hours. As well as enforcing our district's Wellness Plan.
- Continue to monitor all items sold during school hours, by logging all items sold and documenting all fundraisers taking place on school grounds.

Essential Healthy Eating Topics in Health Education

The district will include in the health education curriculum a minimum of 8 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- 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 *trans* fat
- 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
- [MyPlate | U.S. Department of Agriculture](#)
- 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

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. Food advertisement will be limited, on District property. The district's intent is to protect and promote student's health by permitting advertising and marketing only those foods and beverages permitted to be sold on the school campus, consistent with the district's wellness policy. School food will be advertised and

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displayed on menu boards and digital menus offered in the cafeteria at all sites to promote eating school food.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* 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 marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements 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.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered, or sold by the district.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment, and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the district wellness policy.

V. Physical Education/Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education.

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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 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. The curriculum will support the essential components of physical education.

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 and will adapt physical education classes and equipment as necessary.

All DJUHSD **students** are required to take the equivalent of two academic years of physical education. Students may also take additional physical education classes for elective credits.

The District physical education program will promote student physical fitness through individualized fitness and activity assessment and will use criterion-based reporting for each student. The District will strive to implement the following goals into all physical education classes:

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes in DJUHSD are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Students in 11th grade will be screened annually for height, weight and BMI to assist us with improving the outcome of better health and used as a measurable goal to see if our plan is effective. Students will also be screened for hearing, vision, and pre-diabetes if necessary students will be referred for further medical services.*
- *Under the direction of site assistant principals, District PE teachers will establish measurable goals for physical fitness using the State Physical Fitness Test (PFT), and will implement instructional practices that will effectively support students in achieving these goals*

Physical Fitness Testing resumed for the 2022-2023 school year per CDE (California Department of Education)

The 2022-23 PFT shall be administered in accordance with the changes implemented for the 2021-2022 school year. No additional changes shall be added for the 2022-23 school year. The 2022-23 physical fitness test (PFT) is to be administered between February 1 and May 31, 2023

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- a. DJUHSD will be required to submit participation results (by component and grade) as part of our annual School Accountability Report Card instead of results by Health Fitness Zones.
 - b. Body composition will not be part of the 2022-23 PFT. DJUHSD will not be collecting date of birth, sex, gender, height, weight, and BMI
-
- *Under the direction of site assistant principals, District PE teachers will revise the current scope/sequence in order to provide high-quality instruction in all of the required physical fitness and nutrition-related topics established by Board policy and included in state curriculum frameworks, with special emphasis on improving cardiovascular fitness, minimizing childhood obesity, and developing the capacity to make well-informed, healthy choices relating to physical health and nutrition. Additionally, teachers will work on adding nutrition education to PE courses to educate and motivate change in eating habits.*

 - *Under the direction of site assistant principals and based on physical fitness and nutrition-related topics established by Board policy and included in state curriculum frameworks, District PE teachers will develop and implement common formative assessments aligned to the revised scope/sequence and established Physical Fitness Test goals.*

Essential Physical Activity Topics in Health Education

Health education will be required for all high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 8 the following essential topics on physical activity:

- 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.

Active Academics

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Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

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

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by:

- Offering a wide variety of after-school clubs and activities that include kinesthetic and physical activities.
- Offering a fully supported after-school sports program.
- Providing opportunities for strength and conditioning programs before and after school hours.
- By providing nutritious meals that meet state guidelines and USDA mandates before and after school hours.
- During Lunch Break and or after school Activities: District will consider supplementing fitness other activities such as Yoga, Dance Club, off season volleyball, basketball and volleyball.

VI. Health Education

Health education will be required for all high school students to take and pass at least one health education course. The District will continue efforts to develop curriculum and coordinate staff development opportunities to meet the following goals:

- *Under the direction of site assistant principals, Health teachers will revise the current scope/sequence in order to provide high-quality instruction relating to: alcohol, tobacco, and other drugs; human growth, development, and sexual health (including HIV/AIDS prevention); injury prevention and safety; mental, emotional, and social health (including child abuse prevention); nutrition and physical activity; personal and community health, and all guidelines prescribed by the California Healthy Youth Act.*
- Under the direction of site assistant principals, Health teachers shall integrate age-appropriate and culturally sensitive child abuse prevention curriculum into the instructional program. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

- Under the direction of site assistant principals, Health teachers shall provide students with bullying-related instruction that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

VII. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so 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 in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will *develop and continue* relationships with community partners (e.g., hospitals, universities/colleges, local businesses, 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.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

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The DWC will also focus on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

- The District will continue to offer SISC Wellness Clinics and Flu Clinics for district staff to support their health.
- The District will continue to provide staff with rapid COVID-19 tests kits.

Professional Learning

When feasible, the District will offer annual 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 math class). 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.

- Yearly Health Care Aide Trainings with hands on practice
- District Staff training discussing health emergencies in school such as diabetic emergencies, seizure emergencies, anaphylactic emergencies, adrenal insufficiency emergencies. Blood borne pathogen training.
- Multiple trainings are offered throughout the year to promote student and staff safety with the use of effective CPR, and First Aid techniques
- Narcan (Naloxone) training will be offered at the beginning of every school year to district staff to respond effectively to signs and symptoms of opioid overdose. With this training staff will recognize, respond, and reverse overdose effective administering Naloxone Nasal Spray. While this training is not required, all staff will have the option to receive it.

VIII. Confidentiality

School staff and school health personnel are responsible for maintaining patient confidentiality as guided by two major federal laws, HIPPA (the Health Insurance Portability and Accountability Act) and FERPA (the Family Educational Rights and Privacy Act). Also, because most users of school health services are not yet 18 years old, providers must understand and follow California's minor consent laws, which allow adolescents aged 12 and over to consent to certain services without parent or guardian involvement. Site administrators and supervisors will conduct staff development sessions for all staff members who have access to confidential health-related student information so that they will know all policy requirements. Staff members with access to confidential records comply with both State and Federal guidelines regarding confidentiality.

Policy references:

BP/AR 5125: Student Records

BP/AR 5141.3: Health Examinations

IX. **Facilities**

District Administration, Athletic Directors, and Custodial Supervisor will implement the Healthy Schools Act in relation to Integrated Pest Management (IPM). School site personnel will be trained in accordance with the Integrated Pest Management guidelines and will adhere to all regulations regarding pesticides and chemicals.

Policy references:

BP 3514.1: Hazardous Substances

AR 3514.2: Integrated Pest Management

X. **Health Care Emergencies**

District Administration and District Nurses shall provide appropriate personnel with training in the proper use of automated external defibrillators (AEDs) and epinephrine auto-injector(s).

- The District will also provide First Aid Training for all staff at the beginning of the school year.
- At least four First Aid, CPR/AED and Stop the Bleed training courses will be available to all district staff and coaches throughout the school year to promote District emergency preparedness.

Policy references:

AR 5141: Health Care and Emergencies

AR 5141.21: Administering Medication and Monitoring Health Conditions

XI. **Mental Health Services**

The Delano High School District's mental health program is dedicated to promoting the healthy social, emotional, and behavioral development of students. Barriers to learning must be addressed so that the general well-being of students, families and school staff can be enhanced in collaboration with other comprehensive student support and services.

The School Mental Health programs support the emotional health and academic growth of all students through:

- A comprehensive array of effective and efficient services and support integrated throughout student support. Mental Health Promotion and Suicide Prevention activities are offered with collaboration of ASB and NAMI to spread awareness on campus.

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- Incorporates a three-tiered approach when assessing school mental health needs through Universal, Selective, and Targeted interventions
 - For the 2022-2023 school year, Intern Psychologists were brought into every school site, including Valley High School.
 - A School Social Worker will also be employed to provide mental health services.
- Accessibility to behavioral and mental health services and programs;
- Utilization of mental health service personnel to provide necessary support and services; and Collaborative relationships that engage school, family, and community.

During the 2022-2023 school year our school psychologist, MFT, intervention counselors, and academic counselors have joined ASB to promote mental health support using social media. Providing rallies, assemblies, and discussing ways to cope with Depression and Stress.

- All DJUHSD staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training virtual SISC Suicide Prevention Training.
- DJUHSD has posted AB 988 Suicide and Crisis Lifeline information across all its campuses and on district websites. Students also have suicide prevention hotlines on their IDs.
- At the beginning of the school year all staff completed the virtual SISC Suicide Prevention Training.
- School presentations have been made at all sites to bring awareness to the negative impact of drugs, including but not limited to; opioid overdose, substance abuse, and alcohol abuse.

STOP IT Solutions

The StopIt Program helps create a safer, healthier place to learn, work, and live by providing students, employees, and citizens with a comprehensive safety & wellness solution to help protect physical, social, and emotional well-being. Students are able to report in cases of bullying, violence, and/or mental health concerns.

ORI-Emotional Learning

The ORI SEL curriculum will be used by the districts mental health team to provide individual and group counseling to students with the goals of improving academic performance attitudes and behaviors, decreasing negative behaviors and reducing emotional stress.

Policy references:

BP 5141.52: Suicide Prevention

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AB 988: Suicide and Crisis Lifeline

Model Services:

On-Site Mental Health Support – licensed mental health service provider offers individual, groups, and family counseling; and crisis interventions on school campus.

School Response Team (SRT) Program – offers assessments, consultations, classroom observations, crisis interventions, professional development for teachers, parent training, and referrals for treatment in the community.

STARS (Screening the At-Risk Student) – implemented by school psychologists. Offers suicide and depression screenings and referrals for further psychological assessments as needed.

Presentations – Presentations and training on a wide variety of emotional topics relevant to youth. Resources presentation for staff and families.

Cyber-Bullying - Psychologists will assist site administration in designing and implementing strategies to minimize the incidents of cyber-bullying.

Glossary:

Extended School Day – the time during, before and after school that includes activities like clubs, athletics, band and choir practice, rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight and the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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