

## **CHIME Institute's Schwarzenegger Community School BLUEPRINT FOR WELLNESS**

The students and families in the **CHIME Institute's Schwarzenegger Community School (CHIME)** are facing increasing health risks that can affect their wellness and ultimately affect their quality of life and possible life span. CHIME is committed to providing an environment where students can learn to make healthy choices for lifelong health. Therefore, the CHIME Board of Education adopted the Policy on Wellness that addresses student wellness for every school in CHIME. This blueprint expands on the Policy on Wellness. The following are research statistics in the areas of Nutrition Services; Physical Education; Health Education; Health Services; School Counseling, Psychological, and Social Services; and Safe Environment which reflect the need for an active wellness policy.

In the area of Nutrition Services, studies show that good nutrition increases student achievement. However, studies also show that food insecurity of low-income adults in California has increased from 29.1% in 2001 to 33.9% in 2003 and that children in food insecure households have increased absences and tardiness and demonstrated poorer cognitive functioning resulting in lower test scores. Furthermore, many of the leading causes of death in the United States such as diabetes, heart disease, stroke, obesity, hypertension, and cancer have a nutrition-related component.

In the area of Physical Education, children participating in daily physical activity have shown superior academic performance and a more positive attitude toward school. Exercise has been shown to improve scores on short-term memory, reaction time, and creativity. In addition, young persons who exercised daily outperformed other students on exams as stated by the California State Board of Education. Furthermore, considering that lack of physical activity can contribute to obesity, research showed that severely obese children missed more school days in the previous 30 days than normal-weight children. The mean number of school days missed was 4.2 days for severely obese children and 0.7 days for healthy children.<sup>1</sup>

In the area of Health Education, in view of the fact that the use of illegal substances can negatively impact a student's academic achievement, it should be noted that 37.8% of students were offered, sold, or given an illegal drug on school property during the past 12 months in CHIME according to the Youth Risk Behavior Survey. As to the need of violence-prevention curriculum within health education, harassment and bullying have been linked to 75% of school-shooting incidents according to the U.S. Secret Service Report in May 2002.

In the area of Health Services, in CHIME 10% of elementary and 19% of secondary students are identified with visual acuity problems that make reading difficult, and 40% of those will not receive any treatment by the end of the school year. In regard to the impacts of asthma, 27,000 students in CHIME are taking medications for asthma while in school. It is estimated that over 10% of the children living within CHIME boundaries have asthma, that many are receiving substandard treatment, and that many are undiagnosed. It is estimated that children with poorly controlled asthma will miss at least 10 school days annually due to their asthma.

In the area of School Counseling, Psychological Services, and Social Services, mentally ill children have much higher rates of school failure, family conflicts, drug abuse, violence, and suicide. Also, an estimated 1 in 10 children and adolescents in the United States suffers from a mental illness severe enough to significantly interfere with daily life. In regard to the impact of the feeling of fear on

attendance, bullying and violence causes 160,000 fearful children to miss one or more school days each month according to the National Mental Health Association.

In the area of Safe Environment, students who received the Second Step Curriculum in elementary schools showed 70% fewer physically aggressive incidents by the end of the school year than students who did not receive the curriculum.<sup>2</sup> In addition, the California Healthy Kids Survey in 2001 showed a direct correlation between students' perceived level of school safety and Academic Performance Index.

This blueprint is a model for establishing the components that are necessary for implementing a comprehensive wellness policy and supplements and expands on the wellness policy that was adopted by the Board of Education June 27, 2006. It will serve as a guide to assist schools and CHIME in implementing a comprehensive wellness plan for their students, families, and staff.

## **COMPONENTS OF THE BLUEPRINT FOR WELLNESS**

In response to the above statistics and the needs of our students, families, and staff and in accordance with the federal Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 (which requires recipients to address both obesity and wellness) and directives in 2005 from the California Department of Education, CHIME has formalized a wellness policy that addresses student wellness for every school in CHIME. To expand on the Policy on Wellness, CHIME also created a Blueprint for Wellness that encompasses student wellness, parent wellness, staff wellness, and community wellness. The policy and blueprint are based on the following factors, or areas, that govern wellness: Nutrition Services; Physical Education; Health Education; Health Services; Counseling, Psychological Services, and Social Services; Safe Environment; Staff Wellness; Parent and Community Involvement; and Fundraising. All administrative units that have direct or indirect responsibility for promoting wellness in any of the above areas have developed the wellness policy and Blueprint for Wellness to further wellness throughout CHIME.

## **COMMITTEES FOR POLICY IMPLEMENTATION**

To implement the wellness policy, CHIME requires all schools to have a school-site Coordinated School Health Committee or an augmented Health and Safety Committee to address the health needs of their students and ensure a coordinated approach in addressing the wellness and safety of students, parents, staff, and communities. CHIME ensures that there are Local District Coordinated School Health Program Committees or augmented Resource Coordinating Councils or augmented Service Planning Area Subcommittees, and a Central District Coordinated School Health Program to address Local District and District-wide health and safety.

### **A. Nutrition Services**

#### **1. Overview**

CHIME recognizes the connection between academic achievement and good nutrition as demonstrated by being a leader in providing school meals of high nutritional quality. Foods available on school premises should provide for the nutritional well-being of children and serve as a model for healthy eating. Well-nourished children have a better opportunity to achieve academic success.

CHIME provides healthy foods and beverages based on nutrition standards established by the scientific community, such as the National Academy of Sciences and the United States Department of Agriculture, and recommendations made by the American Dietetic Association, the American Heart Association, Centers for Disease Control, and other organizations recognized by the scientific

community. These nutrition standards and recommendations are applied to foods served in cafeterias, student stores, vending machines, as well as foods used for fundraising during the school day. It is important to note that a balanced diet consisting of a variety of foods is more likely to ensure adequate nutrient intake compared to individual food items. The ultimate goal is to positively impact children's lifelong eating habits.

To that end, the Food Services Branch has adopted the mission of ***“Nourishing Children to Achieve Excellence”*** and further developed the motto of “Healthy Choices for Successful Learning.” The menus comply with federal, state, and local regulations and include feedback from students. These menus provide the appropriate combination of foods to promote good health associated with improved academic performance.

## **2. Nutrition Standards**

### **a. Nutritional Quality of Meals**

Meals served under the provisions of the National School Lunch Program and the School Breakfast Program must comply with nutrition standards mandated by the United States Department of Agriculture (USDA). These standards include:

- Breakfast meals must provide 1/4 of the Recommended Dietary Allowances (RDA) for target nutrients.
- Lunch meals must provide 1/3 of the RDA for target nutrients.

Target Nutrients for Breakfast and Lunch		
Calories	Vitamin A	Calcium
Protein	Vitamin C	Iron

- All meals are consistent with the US Dietary Guidelines for Americans.

### **b. Fat Content of Meals**

Meals do not exceed 30% calories from fat and 10% calories from saturated fat when averaged over one week. To achieve this goal, Nutrition Services implemented the following practices:

- Only low-fat (1%) and fat-free milks are served.
- Added trans fats are prohibited in all foods.
- Butter and margarine have been eliminated from hot vegetable recipes and are not offered as condiments.
- Tropical oils and added animal fats, such as lard, are prohibited in all foods.
- To decrease fat, specifications have been written to eliminate added fats.
- To decrease fat content, specifications have been changed to use soy protein in food items such as hamburger patties, corn dogs, and burritos.
- French fries are oven-baked.
- Low-fat and fat-free salad dressings are available.
- Reduced-fat cheeses are used in menus and recipes.
- Only low-fat cooking methods such as baking and steaming are used.
- Entrees that contain more than 15 % total calories from saturated fat are served with reduced frequency.
- Pizza and Nachos (with or without beef) are served only twice a week

### c. Fruits and Vegetables

The Food Services Branch continues to promote student consumption of fresh fruits and vegetables. Fresh fruits and vegetables are important sources of vitamins, minerals, phytonutrients, and fiber. These nutrients help the body to fight disease. When combined with a diet low in fat, eating more fruits and vegetables may also decrease the risk of developing serious health problems like cancer, heart disease, stroke, and diabetes. The Food Services Branch promotes the consumption of fruits and vegetables in the following ways:

- A daily variety of fresh fruits and/or vegetables are offered with meals.
- All breakfast menus offer fresh fruits as a choice daily.
- The frequency and amounts of fruits and vegetables offered exceed federal requirements.
- Students are allowed to take additional servings of fruits and vegetables at no additional charge.
- Fruit and vegetable bars continue to be implemented where possible.
- CHIME employs a full-time produce buyer to purchase the highest quality fresh produce daily.
- The Branch collaborates with CHIME Network for a Healthy California to promote students' consumption of fresh fruits and vegetables through activities such as "Harvest of the Month" and Nutrition Fairs.

### d. Whole Grains

Whole grains provide vitamins, minerals, fiber, and other protective substances that contributes to good health. The Food Services Branch has increased whole grains on the menus by:

- Making at least one whole grain offering available daily.
- Offering a variety of breads/food items made with whole grain ingredients.
- CHIME has recently been named a "Whole Grain District" by the Whole Grain Council.

### e. Added Sugars

The Food Services Branch is working to reduce added sugars in the following ways:

- The amounts of sugar in prepared foods and pastries have been reduced.
- Sodas and fruit drinks are no longer sold in school cafeterias, nor available on school campuses during the school day.
- Sugar packets are not offered as a condiment with cereals.
- Cereals that contain more than 7 grams of sugar per ounce are not served.
- 100% fruit juices are offered and contain no added sugars.

### f. Sodium Content of Meals

The US Dietary Guidelines for Americans recommend consuming foods that contain little added salt to reduce the risk of elevated blood pressure. The following actions are being taken to reduce sodium in school meals:

- Specifications are written to decrease amount of sodium or added salt in foods, while still providing a flavor palatable to students.
- A la carte items sold may not exceed 600 milligrams of sodium per serving.
- By January 1, 2007, sodium levels will be decreased to no more than 2000 milligrams of sodium per meal and no more than 1500 milligrams averaged over a one-week period.

- By July 1, 2008, sodium levels will be reduced to no more than 1500 milligrams of sodium per meal and no more than 1100 milligrams averaged over a one-week period.

g. Additives

Since 1989, Food Services specifications have eliminated use of the following additives:

- Monosodium glutamate (MSG)
- Sodium bisulfite (sulfite compounds)
- Artificial food colorings (Red Dye #40 and Yellow Dye #5)
- Added animal fats (lard/tallow)
- Tropical oils (coconut, palm, and palm kernel oils)
- Sodium nitrate
- Peanuts, peanut oil, and peanut derivatives

h. Criteria for Evaluating the Nutritional Quality of Diet

In regard to nutrition standards, it is important to understand that all foods are not created equal.

When evaluating the quality of a diet, everyone should consider the following:

1) The nutrient composition of the specific food item. Food served in CHIME schools is typically low in fat, sodium, and sugar. The food is also high in fiber.

2) The variety of all foods consumed.

CHIME provides meals that include foods from all food groups.

3) The portion sizes of foods served.

The serving sizes of entrees offered in school cafeterias are appropriate and do not provide excess calories. For example, at school, students are served one slice of pizza, whereas when eating off campus, students often eat many slices of pizza. See the menu comparison below.

CHIME Lunch Pepperoni pizza, 1 slice Mixed green salad with dressing Fresh apple Milk, 1%, ½ pint	Restaurant Lunch Pepperoni pizza, 3 slices soft drink (20 oz.)
Nutritional Analysis Calories: 621 Fat: 17 grams	Nutritional Analysis Calories: 1332 Fat: 48 grams

4) The frequency of foods eaten.

All foods can fit into a nutritionally balanced diet provided that foods that are high calorie and low in nutrients are consumed infrequently, and foods that are appropriate in calories and high in nutrients are consumed regularly.

### 3. Increasing Student Access to Healthy Breakfast and Lunch Meals

The National School Lunch Program was created in 1946 as a measure to prevent malnutrition by providing nutritious lunches to school-aged children: “It is declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation’s children ....”<sup>1</sup> USDA research shows that children who participate in the school lunch program have superior

nutritional intake compared to those who do not. This intake helps to improve students' wellness. In addition to the current concern regarding childhood obesity, food insecurity and hunger continue to impact many children. According to the Los Angeles County Department of Health Services, Public Health, and the Office of Health Assessment and Epidemiology, *food insecurity* involves the "limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire foods in socially acceptable ways." <sup>2</sup> In 2003, 34.3% of low-income households in Los Angeles County experienced food insecurity. <sup>3</sup> Although the National School Lunch and Breakfast Programs were developed to protect children from the harmful effects of hunger, these programs are underutilized. Typically only 61% of students eligible for free meals eat the school lunch provided and fewer students eligible for reduced-price meals (50%) eat the school lunch. Food insecurity and hunger pose substantial risks to the health of our children in that food insecurity and hunger can lead to malnutrition. Even, moderate malnutrition can have lasting effects on the cognitive development of children.<sup>4</sup>

Since studies indicate that students who participate in school meal programs are better nourished than students who do not participate, it is incumbent upon CHIME to increase student access to healthy and balanced breakfast in several ways.

a. Marketing Efforts:

- Using student input on food products for foods served in the cafeteria. Foods served in the cafeteria must pass student taste panels to be considered for contract awards.
- Involving students in menu planning and customer service surveys, along with nutrition education conducted by Nutrition Specialists.
- Providing nutritional analysis and requiring strict food specifications.
- Encouraging students to choose balanced and nutritious school meals instead of a la carte items.
- Providing a "second chance" breakfast to give students who missed early morning breakfast another opportunity to eat a healthy meal.
- Providing breakfast at no charge to students eligible for reduced-price meals.
- Implementing a computerized cafeteria management system that will minimize the stigma associated with free and reduced-price meals.
- Offering the Summer Food Services program for children at eligible locations.
- Collaborating with Network for a Healthy California to promote breakfast and lunch in schools and increased fruit and vegetable consumption.
- Recommending provision of adequate time for students to obtain and consume their meals. Reasonable lunch schedules should allow students at least 20 minutes to eat after they arrive at the table with their food. <sup>5</sup>
- Improving indoor serving and dining areas to create a pleasant dining experience that encourages student participation in the meals program.

b. Reducing Competitive Food Sales

Reducing competitive food sales helps to maximize participation in the school meals program. When students have access to full meals, such as breakfast and lunch, these meals consist of all the food groups and provide the greatest nutrient density. However, competitive food sales consisting of snacks do not provide the nutrient density that maximizes students' cognitive development and opportunity to learn because they usually only consist of food from a single food group.

The CHIME Obesity Prevention and Healthy Beverage Resolutions are two examples of policies that have had a positive impact on reducing competitive food sales and increasing student participation in the School Lunch and School Breakfast program.

c. Using Menus Based on Student Food Preferences

With the rise in food insecurity and the underutilization of the school meals program, it is imperative that we understand what students prefer to eat, to maximize student participation in the school meals program.

To determine what students prefer to eat, Food Services involves students in menu surveys, taste panels, and food-preference surveys. We balance student preferences with maintaining the nutritional integrity of the meal to establish a menu that students like while also meeting nutritional guidelines.

d. Providing Special Diets for Students with Severe Allergies and/or Disabilities

The USDA's nondiscrimination regulation from The Code of Federal Regulations, 7 CFR, Part 15b, as well as the regulations governing the National School Lunch Program and School Breakfast Program, requires substitutions or modifications in school meals for children whose disabilities restrict their diets. Food Services modifies menus to meet the special dietary needs of the student once it receives a signed medical statement where a licensed physician verifies a student's disability and need for a special diet.

#### **4. Serving Safe Food**

Serving safe food is the foundation to providing quality food service to our students. Food Services employees are committed to following strict sanitation practices.

a. Every cafeteria site has at least one person on staff that is certified in foods safety and sanitation. On-site staff must be recertified every five years by passing a certification examination. Staff required to be certified are Cafeteria Managers and Senior Food Services Workers.

b. All cafeteria staff members receive monthly sanitation training.

c. In-house, certified food-safety instructors provide food safety and sanitation training on a continuous basis.

d. CHIME uses the Hazard Analysis Critical Control Point (HACCP) system in all schools, the central production kitchen, and in the Foods Warehouse.

e. For safety and security of food and facility, access to the food service operations are limited to child-nutrition staff and authorized personnel.

f. Cafeteria sanitation and food safety inspections are conducted regularly by the following:

- The Los Angeles County Health Department conducts inspections.
- Cafeteria Managers conduct self-inspections on a monthly basis.
- Area Food Service Supervisors conduct inspections at least twice a year at each cafeteria.
- Registered Dietitians conduct random inspections.
- The Office of Environmental Health and Safety conducts a comprehensive safety inspection at least once per year at all schools.
- Maintenance and Operations provides Integrated Pest Management for all cafeterias monthly.
- The Food Services Branch conducts sanitation and food safety inspections on vendor food-processing plants.

- g. Specifications for products exceed federal, state, and local standards for product safety.
- h. The Food Services Branch regularly conducts bacteriological testing of food.
- i. The Food Services Branch Quality Control Unit investigates quality, safety, and service concerns.
- j. To preserve food safety and quality, the Branch requires that all meals be served and eaten on school campus or other school-approved and-supervised premises. 6

## **5. Financial Resources**

Nationwide, the most pressing issue facing school food services is adequate funding. To assure the financial stability of school meal programs, the Food Services Branch uses a three-pronged approach, which includes the following components, that must be implemented:

- Containment of food costs
- Containment of labor costs
- Optimal revenue from student participation

## **6. Outreach to Provide Nutrition Expertise and Support**

The Food Services Branch employs a number of highly qualified Registered Dietitians to assist in planning menus that plan menus that model healthy eating for students and empower them to make appropriate food choices. In addition, they collaborate with other school services to effect a school environment where nutrition is a priority. Furthermore, this team supports members of the school community by providing scientific-based nutrition information.

### **a. Students**

The staff of Registered Dietitians is involved in student menu planning, taste panels, menu surveys, and nutrition education.

### **b. Parents, Community, and Media**

The Food Services Branch communicates program goals to parent-teacher associations and community organizations through meetings, newspapers, the Food Services Web site <[www.café-la.org](http://www.café-la.org)>, demonstrations, and other activities. Such activities give parents and other stakeholders a means of communicating their concerns.

Nutrition Specialists and other Food Services staff attend and participate in community meetings, Back-to-School Nights, CHIME Parent Summit, parent meetings, and other such events. Food Services Branch personnel also participate in career days at CHIME schools.

The Food Services Branch is responsive to media requests for information regarding the following meal programs it operates: National School Lunch, School Breakfast, After-School Snack, Summer Food Service, and Child Care Feeding. It also provides information regarding current issues related to the food service operation in CHIME.

### **c. CHIME Employees**

The Food Services Branch provides comprehensive training to Food Services employees. It also provides nutrition education and consultation to nurses, teachers, and other school site staff.

### **d. CHIME Departments**

To ensure a multidisciplinary approach to wellness that will optimize the well-being of our students and the entire school community, the Food Services Branch collaborates with the following departments:

- Student Health & Human Services
- Specially Funded & Parent/Community Organizations



- Health Education
- Physical Education
- Nursing
- Children’s Health Access and Medi-Cal Program (CHAMP)
- Adult and Career Education
- Early Childhood Education
- Environmental Health and Safety
- Employee Health
- Government Relations
- Maintenance and Operations
- Finance
- Business Services
- Elementary Principal’s Organization
- Middle School Principal’s Organization
- Senior High School Principal’s Organization

## **B. Physical Education**

### **1. Overview**

A strong correlation exists between physical fitness and academic achievement. Physical education has been part of the required school curriculum in California for decades because of the consensus among the community and legislators that physical activity is essential for children’s healthy growth and development. Physical education is the only subject identified in the *California Education Code* with a mandated number of minutes for instruction. It is our responsibility to ensure that quality physical education instruction is provided for all students and meets compliance with state and federal mandates governing physical education.

Former State Superintendent of Instruction, Delaine Eastin, wrote in her position paper on physical education in November of 2000: “Quality programs of elementary physical education are critical in addressing the current obesity epidemic that is facing our nation and resulting in cardiovascular risk factors and childhood onset of diabetes in even our youngest children.” With this consideration alone, it is important for our District to build and provide quality physical education programs that will ensure a strong foundation for students to develop a well-rounded background of skills that will, in turn, promote enjoyment of movement to ensure fitness and good health for the rest of their lives. As stated by Herophilus (335?–c.285 B.C.), a Greek physician: “When health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot be exerted, wealth becomes useless, and reason becomes powerless.” Therefore, it is important that quality physical education and physical activity be provided for in a wellness plan.

### **2. Means and Practices for Promoting Wellness**

#### **a. Physical Education Opportunities and Physical Activity**

Students in all grades should experience quality physical education in a sequential and comprehensive manner and in an enjoyable, safe, and secure learning environment. An optimum, quality physical education program has the following components:

- Adequate space to maximize practice opportunities for each child.
- Adequate equipment for students to be actively engaged individually, with partners, or in small groups to maximize practice opportunities.

- Physical education class sizes comparable to class sizes in other subject areas.
- Physical fitness development activities with testing provided in the Grades 4–12 with mandated testing for all students in the Grades 5, 7, and 9 and students with disabilities as conditions permit.
- Annual professional development provided for all administrators and teachers of physical education on the appropriate protocols in administering the *FITNESSGRAM* physical performance test.
- Annual professional development for all administrators and teachers of physical education on standards-based instructional practices with instructional unit development and sample lessons.
- Physical Education Instructional Guides that support a written comprehensive and sequential standards-based physical education curriculum provided for all teachers of physical education for use in their classes.
- Comprehensive physical education professional development provided for each supervising District and school-site administrator.
- Physical education programs ensuring that students will spend at least 50% of the physical education class time participating in moderate-to-vigorous physical activity.
- *FITNESSGRAM* results posted on CHIME and individual school-site *School Accountability Report Card*. (EC 51223)

#### 1) Elementary Physical Education (P.E.)

When basic movement skills are developed at an early age and expanded during childhood and early adolescence, children will gain access to and have more success in a wide variety of physical activities. To promote lifetime activity habits early in life, teachers must select developmentally appropriate activities for elementary-age students. The following are important components of elementary physical education programs:

- Teacher selection of developmentally appropriate activities for elementary-age students to ensure student success in a wide variety of physical activities and to promote lifetime activity habits early in life.
- Physical education instruction at the elementary level to include 200 minutes of instruction each 10 school days. (EC 51210)
- *FITNESSGRAM* physical performance test administered correctly in the Grades 5, 7, and 9 by qualified staff during the month of February, March, April, or May with results reported to the California Department of Education. (EC 60800)
- *FITNESSGRAM* practice test administered correctly in the Grade 4 by qualified staff during the month of February, March, April, or May without reporting the results to the CDE.
- Physical education facilities designed, developed, and constructed according to the *California Department of Education Guide to School Site Analysis and Development*.

- It is recommended that a physical education adviser be identified at each Local District to provide oversight of physical education programs.
- A single subject physical education credentialed teacher to provide quality physical education instruction for each 300 students at the elementary school level to provide released time for elementary classroom teachers.
- Physical education teacher to teach one classroom of students during the 30-minute physical education instructional period.

## 2) Secondary Physical Education (P.E.) 6–12

A developmentally and instructionally appropriate physical education program promotes a physically active lifestyle and student wellness. Physical education provides the physical component of a total education facilitating optimal physical development and student wellness. Physical education focuses on physical development while also integrating the emotional, social, and intellectual components that develop the whole child. Good physical education programs prepare the adolescent to safely meet the physical demands of daily life, to use activity for health benefits for a lifetime, and to enjoy physical activity during leisure time.

The following components delineate the physical education program for secondary students:

- Physical education instruction at the secondary level includes 400 minutes of instruction each 10 school days, all year long, for students in middle and high school, including students with disabilities and special health-care needs and those in alternative education settings.(EC 51222)
- A comprehensive and sequential physical education program is provided for students in Grades 9–12 with exposure to the eight core content areas as described in the *California Code of Regulations*, Title 5, §10060.
- An optimum secondary physical education class size does not exceed 55 students, with an eventual reduction in students to become comparable with class sizes in other subject areas.
- A variety of electives (minimum of 3 to 4) are offered to students currently exempted from 2 of the 4 years of physical education core content classes. (EC 51222(b))
- Physical education core-content classes are provided for all students in Grade 9 except those students enrolled in and competing in athletic programs.
- Physical Education Course One content, identified in the *Physical Education Model Content Standards for California Public Schools*, includes mechanics of movement, effects of physical activity upon dynamic health, aquatics, dance, and individual and dual activities.
- Physical Education Course Two content, identified in the *Physical Education Model Content Standards for California Public Schools*, 16 includes mechanics of movement, effects of physical activity upon dynamic health, combatives, gymnastics/tumbling, and team activities to students for their second year of physical education in Grades 10 through 12.

- *FITNESSGRAM* physical performance test is administered correctly to all students in Grade 9 by qualified staff during the months of February, March, April, or May with results reported to the California Department of Education. (EC 60800)
- Physical education classes are conducted in a coeducational manner. (Title IX, 106.00, 106.34; 5CCR4930.4931,4940) (EC 200, 201, 220, 221.5, 235, 260)
- All students in Grade 9 must meet five of six assessments (In Healthy Fitness Zone) on the *FITNESSGRAM* test to earn the right to exempt themselves from Physical Education for two years in Grades 10-12. within the mandated testing window. (EC 51241)
- Tools are in place to monitor and provide oversight for K–12 physical education programs to maintain compliance with the Education Code and ensure adequacy of physical education facilities and equipment.

#### b. Daily Recess

Recess is an important part of the school day for children. Activity breaks enhance participation and learning in the classroom and promote student wellness. Not only does recess provide opportunities for needed physical activity, but this unstructured time also provides opportunities for student decision making and contributes to creativity and social learning.

- Twenty minutes a day of supervised recess is provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is verbally encouraged and provided for students.
- Sixty minutes a day of supervised physical activity time is provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is verbally encouraged and provided for students.
- Extended periods of inactivity (two or more hours) is discouraged for such activities as mandatory school wide testing where students are provided with periodic activity breaks during which they are encouraged to stand and be moderately active (example, juggling scarves).

#### c. Physical Activity Opportunities Before and After School

Whereas recess is unstructured time, physical education is a structured instructional program with specific goals and objectives, and after-school programs vary between structured and unstructured. The programs after school should provide more opportunities for students to extend and refine the skills that were learned in the physical education programs.

- Extracurricular physical activity programs for elementary, middle, and high school students are offered before and after school in a variety of supervised activities in physical activity clubs or intramural programs.
- Interscholastic sports programs are offered, as appropriate for high school and middle schools, with a wide range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

- After-school childcare and enrichment programs are provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is verbally encouraged and provided for all participants.
- Schools are encouraged to allow parents and community members to use school facilities when available.
- Parent groups and organizations in CHIME schools are encouraged to engage in moderate-to-vigorous physical activity with adequate equipment and within adequate space.

#### d. Physical Activity and Punishment

Physical education should be taught as a positive experience to motivate students to be engaged in lifelong fitness and physical activity not as a negative experience with punishment (e.g., running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals.

### C. Health Education

#### 1. Overview

CHIME recognizes the critical relationship between a healthy student and academic achievement—“that students must be healthy to be educated and be educated to be healthy <sup>1</sup>.” An increasing number of our students are coming to school with a variety of health problems that make it more difficult for them to learn at an optimal level and achieve academically. In response to these problems and the results of surveys such as the California Healthy Kids Survey (CHKS), School Health Profile Survey (SHEP), and Youth Risk Behavior Survey (YRBS), and other testing results, CHIME has adopted California health standards that are in accord with all legal mandates of the Board, state, and federal entities. Students study six content areas: alcohol, tobacco, and other drugs; growth, development, and sexual health; injury prevention and safety; mental, emotional, and social health; nutrition and physical activity; and personal and community health. These content areas are studied in-depth when students receive their semester course of Health Education, separate from Science, in Grades 7 and 9. The overall goal is to have students achieve health literacy and ultimately lifelong wellness by mastering the knowledge, skills, and behaviors in the following key areas critical to healthy living:

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

#### 2. Means Used to Promote Wellness

##### a. Collaboration

Health Education Programs collaborates actively with the Student Health and Human Services Division, School Operations, the Office of Environmental Health and Safety, the Office of Human Relations, and Chief Operating Officer to compare and coordinate activities to reduce duplication of services within CHIME and efforts to support student wellness.

In addition, CHIME will build relationships with community agencies to offer continued educational campaigns for health, safe schools, and HIV/AIDS education with constant evaluation of best practices for our support services to schools and students.

b. Mandates From Title IV, Part A: Safe & Drug-Free Schools & Communities Act and Other Means

To maintain a safe and drug-free environment, CHIME has complied and will continue to comply with mandates for Title IV, Part A: Safe and Drug-Free Schools and Communities Act. CHIME has adopted the following science-based and research-validated curriculums and programs that meet the federal requirements:

- Comprehensive Violence-Prevention Curriculum and Character Development (*Second Step*, K–8).
- Alcohol, tobacco, and other drug programs (*Too Good For Drugs*, K–6; *Project Alert*, 7–8; *Make Yours A Fresh-Start Family*, 6–12; *Tobacco-Free Generations*, 6–8; *Project Towards No Drug Abuse*, 9; and *Class Action*, 10–12).

Also, in relation to student wellness, CHIME supports these programs with the IMPACT program (6–12), the *Bully Prevention Reference Guide*, and resiliency-building programs, such as, the 40 Developmental Assets and Henderson resiliency model. CHIME will continue professional development for employees who are using these programs to ensure fidelity and sustainability.

Each Local District has been assigned a Local District Advisor, who trains and supports school-site coordinators. Each school site has an elementary Health Education Programs (HEP) Coordinator or secondary Title IV/Tobacco Use Prevention Education (TUPE) Coordinator to maintain our compliance for the federal and state agencies and to collaborate with the schools to run school wide campaigns to prevent the abovementioned highrisk behaviors. The coordinators are also trained to run tobacco cessation groups with the “*I Quit*” *Smoking* (6– 8), and the *TEG* and *TAP* (9–12) programs, all of which contribute directly to student wellness. A selected number of schools also have IMPACT coordinators to facilitate student support groups in a variety of topic areas specific to school-site needs and problems involving student wellness.

c. State Mandates Related to Wellness

CHIME will continue to follow all tenets of the state law requiring HIV/AIDS prevention education in schools. CHIME has adopted a prevention curriculum for middle and high schools that meets compliance requirements. CHIME-adopted program, *Positive Prevention*, is taught in the school health class. A variety of materials have also been approved by the advisory board to support the education on HIV/AIDS and other sexual risk behaviors, both of which bear heavily on student wellness. In the same vein, to improve student wellness, CHIME will continue its condom distribution policy Districtwide for each high school.

d. Board Mandates on Laws, Curriculum, and Staffing Related to Health Education and Wellness

The CHIME School Board has mandated a health education program that follows all tenets of the State law regarding health education. CHIME will use the California Health Standards. As required by Board policy, a semester course of Health Education is required in middle school and high school.

A health textbook has been adopted and purchased for every student in CHIME. A strategic plan is being developed K–12 to be consistent with the expectations of the California Health Standards, and staff development will be conducted to support the health educator in all areas of health education, especially student wellness. Health assessments will be developed for the school site to ensure that students are effectively learning the six content areas of health education in our K–12 plan.

CHIME will plan an active campaign to recruit teachers credentialed in health education and work with local universities on a health credential focus for future teachers.

**e. Promote the Use of Materials on Nutrition**

Schools will use CHIME-adopted health textbooks to promote healthy eating and teach appropriate, long-term eating habits.

**f. Nutrition and Activity Education**

In addition to the required segments of nutrition and physical activity during secondary school health courses, CHIME should expand use of additional resources for educating students about nutritional habits and physical activity patterns.

- CHIME should offer the USDA-funded CHIME Network for a Healthy California Program at all eligible school site, with an emphasis on expanding the program to secondary schools.

- Schools are encouraged to pursue strategies to incorporate additional nutrition education and physical activity promotional resources from government and nonprofit partners, such as 5-A-Day, Dairy Council of California, American Cancer Society, American Diabetes Association, and others.

## **D. Health Services**

### **1. Overview**

CHIME has a long history of providing health services to students and the larger school community. CHIME recognizes that good health among its students, staff, and school community helps to improve student attendance, foster a more cohesive school culture, and ultimately improve student achievement. The delivery of health services (including medical, dental, vision, and mental health) is an important concern, particularly when students may lack access to basic, quality health care. As the prevalence of chronic disease increases, including those associated with childhood overweight and obesity, schools can play an important role in disease prevention and health promotion activities. The following goals are described either as existing policies within CHIME or as steps that can be taken to meet the broader goals of this blueprint.

### **2. Means Used to Promote Wellness**

**a. Direct Services**

CHIME will continue to use school nurses, school physicians, school psychologists, counselors, and social workers to provide assessments and early interventions to alleviate barriers to learning and attendance. CHIME will continue to provide health, mental health, and social services to students in need of direct services or referrals to community services. District health, mental health, and social services staff will continue to provide consultation and health education to parents, families, and staff.

CHIME ensures that students with serious conditions—such as asthma, diabetes, severe allergies, seizure disorders, other medical problems, and emotional disorders—have access to their prescribed medications, special diets, treatments, and emergency care as needed during school hours. Case management services for students with chronic medical or mental health conditions will be fully coordinated with all relevant school staff, parents, and community programs.

**b. Disease Prevention Services**

CHIME will continue to use health, mental health, social service, health education, nutrition, and physical education staff to provide programs to promote good nutrition, healthy lifestyles, and

physical activity and to prevent obesity and related health problems for students and staff and to a certain extent for families and the community.

To reduce asthma episodes, CHIME's health staff provides educational programs such as "Open Airways" or "Power Breathing" for students with asthma. In addition, CHIME promotes programs to improve indoor air quality for students and staff, such as the EPA's "Tools for Schools" program.

District health, mental health, and social service staff provide health and mental health services to reduce high-risk behavior among youth, such as teen pregnancies, STDs, smoking, drug or alcohol abuse, bullying, violence, and eating disorders.

CHIME works to ensure prevention of disease exposure to staff by providing training and information regarding HIV, hepatitis B, influenza, and bloodborne pathogens and ensuring the use of universal precautions.

#### c. Health Care Access

District staff provides students and their families with information about how to enroll in health insurance plans or Medi-Cal. CHIME provides staff to assist families in the application process to obtain medical, dental, and vision insurance programs. In addition, CHIME encourages families to apply for Medi-Cal through the School Meal

Application when the Express Enrollment option for Medi-Cal is available.

#### d. Health Promotion and Education

Consistent health promotion messages will be sent to students, staff, and parents through school bulletins, newsletters, newspapers, radio and TV public announcements and will be presented at parent and community meetings that highlight healthy lifestyles and best practices. These messages should include the need for routine health checkups and preventative health-care service.

CHIME promotes health education and parent training programs to reduce health disparities due to poverty, culture, or language and improve healthy behaviors for students, staff, families, and communities. CHIME promotes health education to assist students, parents, and families to be better consumers of health and improve their wellness. CHIME also supports participation of school staff in Health and Career Fairs to help further educate students and families on health and wellness.

#### e. Staff Training

CHIME provides a sufficient number of school nurses to provide staff trainings for designated personnel who assist students with medications, first aid, and specialized physical health-care services.

#### f. Collaboration

CHIME encourages partnerships and joint use with community agencies to provide health and mental health services at school for students, families, and staff. This includes services rendered through school-based health clinics, mobile health clinics, Breathmobiles for asthma care, school-based vision programs, and dental vans. CHIME also encourages joint-use projects that allow students, staff, families, and communities access to physical activity, nutrition, and health programs after school hours at schools or in adjoining recreation facilities.

Schools are encouraged to utilize District programs, such as "Network for a Healthy California," and services offered by nonprofit agencies promoting good nutrition,



such as the “5-A-Day,” Dairy Council, American Heart Association, and American Cancer Society.

## **E. School Counseling, Psychological Services, and Social Services**

### **1. Overview**

CHIME affirms the importance of teaching students to be both physically and mentally healthy and creating and maintaining a school environment that promotes academic achievement and helps promote a healthy community.

CHIME recognizes the connection between academic achievement and student wellness.

Recent research indicates that:

- Mentally ill children have much higher rates of school failure, family conflicts, drug abuse, violence, and suicide.<sup>1</sup>
  - An estimated 1 in 10 children and adolescents in the United States suffers from a mental illness severe enough to significantly interfere with daily life.<sup>2</sup>
  - In California specifically, 10% of the children are experiencing serious behavioral problems that put them at-risk for social and mental health problems later in life.<sup>3</sup>
- School districts that have implemented comprehensive support programs experience increased achievement scores and lower dropout rates such as:
- Academic Performance Index growth rates that are an average 12% higher than their district’s overall rate.<sup>4</sup>
  - Dropout rates that are less than half the rates for comparable schools.<sup>5</sup> Student social-emotional wellness is the critical building block of student overall well-being. A student’s positive perception of self and ability to positively interact with adults, peers, and community has a direct effect on the student’s sense of well-being and academic achievement. All school programs must be integrated within the context of the school environment, family, and community at large.

### **2. Means and Practices to Promote Wellness**

#### **a. Safe, Welcoming, Supportive, and Inclusive Schools**

Every school should institutionalize school wide systems and supports that address student wellness, student achievement, attitude (behavior) and attendance through the early identification of students in need of additional support, the implementation of universal prevention programs, targeted intervention and positive opportunities for success—all aimed at making the school safe, welcoming, supportive, and inclusive.

#### **1) Social Competence and Connectedness**

Schools should increase bonds between students and their families and the school by concentrating on the following:

- Create opportunities for every student to build significant relationships with adults on campus through positive communication and mentoring.
- Encourage and nurture parents’ involvement and participation in their children’s education through collaboration, volunteerism, Student Success Team meetings, and membership on school councils.

- Promote staff cultural understanding through professional staff development sessions that identify the diverse cultural values and norms of the students and parents of the school.
- Help parents understand their critical role in the development of their child's sense of value within the home, school, and community.

## 2) Opportunities for Meaningful Participation

Encourage students to contribute to the school and community through volunteerism, service learning, and teamwork. Schools should:

- Recognize, promote, and reward student contributions to school and community.
- Promote service learning through flexible scheduling options, opportunities offered in the curriculum, and community partnerships.
- Provide opportunities for all students to participate in leadership, clubs, sports, and other school activities.

## 3) High Expectations

Staff and students should be encouraged to have high expectations so that they can and will be successful. Schools must advance high expectations by:

- Developing a culture that all members of the school community will be held to high expectations and clearly communicate those expectations.
- Giving all students access to the core curriculum.
- Giving secondary students access to A–G requirements.
- Encouraging all staff to expect that all students have the potential to be successful.
- Treating staff as professionals and expecting staff to meet the highest standards for their profession.
- Treating all students as learners, providing encouragement, and expecting students to meet their fullest potential.

## 4) Teaching and Reinforcing Social-Emotional and Life Skills

Promote the well-being of students and the development of their sense of self by teaching them the necessary skills required to be successful in life. Schools should:

- Incorporate within their single plan for student achievement strategies for the development of student self-esteem.
- Provide students opportunities to practice learned skills in the school and community.
- Help students understand the link between physical fitness, good health practices, positive body image, and self-esteem.

- Incorporate opportunities to build social-emotional skills within the Health and Physical Education curriculum.

#### 5) Clear and Consistent Boundaries

School rules are clearly established, communicated, and consistently enforced in school policies, guiding principles as established by the forthcoming Discipline Foundation Policy, staff follow-through, and school wide positive behavior support. Schools should:

- Ensure all members of the school community have a clear understanding of school policies, guiding principles, and positive behavior supports.
- Post developmentally appropriate District, school, and classroom guiding principles throughout the campus and clearly communicate these to all stakeholders.
- Develop a partnership with staff, parents, and the community to support school rules, policies, and guiding principles.

6) Helping Students Develop a Sense of Purpose and Future Emphasize mentoring, unconditional caring, connectedness, and behavioral and academic supports. Schools should promote sense of purpose and future by:

- Integrating resiliency and asset building techniques throughout the school.
- Providing all students opportunities to set guided short- and long-term goals.
- Ensuring all secondary students have the opportunity to meet with grade level counselors a minimum of two times per year for the purpose of academic and career planning.
- Exposing all students to post high school vocational and educational opportunities.
- Increasing staff expectations that all students will become productive members of society.
- Providing opportunities for students to participate in leadership, college visitations, career planning, etc.

#### b. School wide Positive Behavior Support and Guiding Principles

In order to create a positive learning environment, parents, students, and school staff must have a common understanding of the learning and behavioral expectations for students. Schools should promote positive student behavior and discipline through:

- Utilizing research based Positive Behavior Support (PBS) programs such as *BEST and Safe and Civil Schools*.
- Teaching social-emotional skills and nonviolent conflict resolution skills through CHIME-adopted, research-validated violence prevention curriculum *Second Step*.
- Providing staff development to ensure that every staff member has a strong understanding of school wide PBS plan and policies.

- Educating teachers and administrators about the impact of social-emotional challenges on academic performance and behavior.

#### c. School wide Screening and Early Identification of Problems

In order to prevent the escalation of social-emotional problems, schools should have methods and procedures for screening and early identification of behavioral problems. Schools should promote early identification by:

- Conducting mental health assessments of students with chronic health conditions and develop treatment interventions specific to the severity of their co-occurring mental health needs.
- Developing and implementing a strategic plan for identification of students with chronic health conditions (such as asthma, diabetes, and obesity) that are known to have co-occurring social-emotional issues.
- Establishing a Coordination of Services Team (COST) as a means for identifying students needing support, delivering of services (triage), monitoring, and evaluating the effectiveness of support services.
- Establishing a Student Success Team (SST) as a vehicle for the development of intervention strategies, individual case management, coordination, and implementation of school and community resources.
- Helping staff become more aware of behaviors and health conditions that may require mental health or medical interventions and/or support.

#### d. Comprehensive Student Support Programs

Schools should develop programs to offer comprehensive student support that addresses student achievement, attitude (behavior), and attendance utilizing established screening and early identification processes. Programs should offer both specific and targeted, intensive interventions that may include strategies, programs, and services such as:

- Utilizing credentialed Pupil Personnel Services (PPS) staff in the design, implementation, and coordination of universal prevention programs such as *Second Step*, *BEST*, and asset development.
- Utilizing existing funding sources, including, but not limited to, categorical funds for the development and maintenance of comprehensive student support (CSS) programs to promote a safe school climate and enhance academic achievement.
- Using community-based resources to supplement student support services.
- Implementing the Early Behavior Intervention Program to provide early detection and intervention for students in primary and middle schools as a method for preventing moderate-to-serious emotional and behavioral problems.
- Providing professional staff development to educators and support services providers about the preventive and therapeutic benefits of 40 Developmental Assets- and resiliency-based programs.

- Educating all professionals about the comprehensive mental health resources available via CHIME, Healthy Starts, and community-based agencies to treat students with moderate to serious emotional conditions.

- Maintaining active crisis intervention teams at each school site.

#### e. Coordination of School and Community Resources

In order to ensure every student meets his or her potential, schools must have clearly developed systems to coordinate and provide support to all students. Schools must have clearly defined teams in place and participate in community-based partnerships to meet the individual needs of students who are struggling with academic, attitude (behavior), or attendance problems. Using community and school resources, schools should provide coordinated support efforts to students and families by:

- Utilizing community resources that promote student wellness.

- Participating on local Resource Coordinating Councils.

- Collaborating with Local District Organizational Facilitators to foster the development of community relationships.

- Having systematic documentation processes that clearly define and communicate the prevention and intervention efforts attempted on behalf of individual students.

- Developing methods to articulate student academic, social, and emotional needs and supports across grade levels and during transitions between schools.

- Promoting and enhancing mental health consultations with teachers, administrators, and other support services personnel.

- Promoting and expanding mental health providers at school-based clinics and on school campuses.

- Assuring that support service personnel have consistent opportunities to communicate and collaborate to ensure the best use of available resources and delivery of service.

## **F. Safe Environment**

### **1. Overview**

The health and well-being of our students, and in turn their academic achievement can be greatly influenced by the physical and social-emotional environment. Incidents of violence and other factors related to school environmental climate can often impact the ability of students to feel safe and fully engage in the learning process. Poor air quality in the classroom and potential exposure to pesticides, asbestos, peeling lead paint and other hazardous materials can impact the health of students and school attendance rates. Finally, due to the size and scope of District operations, CHIME has a great potential to affect the quality of the general environment and its impact on public health. The manner in which proposed school sites are selected, constructed, and operated can have major impacts on the general environment.

CHIME will therefore strive to create a learning environment that is violence free and in which health and safety risks are minimized. The following policies are intended to ensure a safe and healthy school environment for all students and staff within CHIME. These policies should guide the

development of plans and programs in all District divisions and offices in order to protect the health and safety of students and staff, optimize student academic achievement, and minimize CHIME's impact on the environment.

## **2. Components of Safe Environment Wellness Policy**

### **a. Social-Emotional Climate**

#### **1) Connectedness to School**

The extent to which students feel connected to their school has a direct impact on their level of participation and engagement in the learning process. School staff will create an environment that promotes a sense of connectedness between staff, students, and their families. This will be accomplished through:

- Promoting respect for and appreciation of individual and cultural differences.
- Engaging parents in school activities.
- Communicating frequently and positively between all staff and students.
- Responding to student and parent concerns.
- Promoting activities that help create a sense of school ownership and pride.

#### **2) Safe School Climate**

Students who feel safe and secure at school are more likely to attend school and engage in the learning process. Vital to maintaining a safe school climate is an appropriate level of effective supervision. Our schools will foster a safe school climate through various methods, including addressing bullying, developing a positive behavior discipline plan, teaching social-emotional skills, and ensuring a safe adult-to-student supervision ratio.

This will be accomplished through:

- Intervening when bullying occurs, consistent with CHIME's Antibullying Policy, Bulletin No. 1038.1, and using appropriate resources including CHIME's *Bully Prevention Reference Guide* to address the bullying.
- Developing a positive behavior discipline plan in accordance with the Discipline Foundation Policy: School-Wide Positive Behavior Support Bulletin 3638.0.
- Implementing the CHIME-adopted violence-prevention curriculum "Second Step" to meet the NCLB, Title IV mandates for Safe and Drug-Free Communities Single Plan in all elementary and middle schools. In regards to senior high schools, staff should be encouraged to teach students social-emotional skills through programs that are available.
- Increasing the number of recess and lunch periods, if needed, to allow for adequate supervision and the ability of staff to anticipate and effectively respond to unsafe situations.
- Training adult supervisors on conflict resolution techniques consistent with CHIME's adopted social-emotional skills curriculum so that all staff and students speak a common language in identifying and resolving conflicts.

- Participating in human relations/diversity training.
- Communicating District policies on safety and equity through the prominent posting of such policies in visible locations.
- Connecting with an existing safe-school collaborative within the school's area.

### 3) Safe School Plan

California public schools are required to comply with California Education Code (CEC), Section 35294, dealing with the preparation of "safe school plans." These plans address violence prevention, emergency preparedness, traffic safety, and crisis intervention. CHIME will ensure compliance with the CEC Section 35294 through the following means:

- Site administrators will prepare and annually update a Safe School Plan for their respective school using CHIME's *Model Safe School Plan, Volume 1—Prevention Programs, and Volume 2—Emergency Preparedness* (see Section II-E, Emergency Preparedness) in close collaboration with school staff and parents.
- Ensuring that each Safe School Plan for elementary and middle schools incorporates CHIME's adopted violence-prevention program.
- Establishing an active crisis intervention team at each school site and ensuring that the team receives appropriate and ongoing training as offered by CHIME.
- CHIME shall encourage partnerships with local law enforcement agencies and community stakeholders to foster safer communities and support safe school passages for students.

### b. Safe and Healthy Physical Environment

#### 1) School Inspections Safety Scorecards

Maintaining a safe physical environment for students and staff requires the commitment and active participation of school administrators, plant managers, central support staff, and an informed school community. At the core of such efforts are periodic assessments to evaluate school conditions and measure compliance with the many federal, state, and local requirements dealing with school safety. This will be accomplished through:

- A periodic inspection of all District schools by the Office of Environmental Health and Safety (OEHS) to review environmental conditions, assess compliance, and determine the need for corrective actions. A written record of the inspections including necessary corrective actions will be issued to the site administrator and other appropriate parties.
- A periodic survey by OEHS of the area immediately surrounding each school site to identify potential high-risk facilities sharing a property boundary with the school or otherwise located within a 500-ft radius of the school. OEHS will request appropriate regulatory agencies to increase their oversight of high-risk facilities to ensure these facilities do not subject school occupants to a significant risk of exposure.
- Issuing an annual *Health and Safety Scorecard* for each school to reflect the degree of compliance at the school, and how the school's compliance status compares to each of the other schools in the Local District and throughout the CHIME. The *Health and Safety Scorecards* will be distributed to

school administrators and District managers, and will be readily accessible to the public via the OEHS web site.

## 2) Response to Health and Safety Complaints and Concerns

CHIME includes 720 students and 175 employees. CHIME's preventive maintenance program is unmatched among other large urban school districts. Yet, the normal aging of school buildings can present a range of potential health and safety concerns, including deteriorated floors and wall surfaces and the associated potential exposures to lead paint, asbestos, and other substances. While the prompt assessment and repair of such conditions is health-protective and least expensive, these conditions often go unreported for some time. CHIME will ensure the prompt identification, assessment, and mitigation of school and workplace safety concerns through the following means:

- OEHS, the Facilities Division, and site administrators will encourage the immediate reporting of deteriorated conditions or other health and safety concerns to the school principal and other appropriate District personnel.
- Site administrators will establish a Safety Committee in each District school pursuant to California Education Code Section 35294.2 (Safe School Planning) and California Code of Regulations, Title 8, Section 3203 (Injury and Illness Prevention Program). The Safety Committee is to be composed of appropriate school personnel and encourage all stakeholders, including parents and students, to participate in the committee. This committee will carry out those activities referenced in the above-mentioned sections and will meet at least quarterly to review employee accident reports, workplace safety concerns, safe school planning efforts, and other relevant health and safety issues.

## 3) Environmental Assessment of Proposed New School Sites

OEHS will conduct a comprehensive environmental review of proposed new school sites in order to ensure site conditions will not present a significant risk to future students and staff. The review will include an assessment of on-site conditions consistent with standards and guidance from the California Department of Toxic Substances Control related to the assessment of site soils and underlying groundwater. The review will include an assessment pursuant to the California Environmental Quality Act which examines sources of environmental risk from all off-site facilities within one-quarter mile of the site perimeter, as well as an assessment of traffic and pedestrian risks.

## 4) Design and Construction of Healthy and Sustainable Schools

Students are entitled to a safe and healthy school environment, and studies have shown that student achievement is greater and attendance higher when the learning environment is naturally lit, comfortable, and well maintained. CHIME is committed to the design of new schools and modernization of existing schools in conformance with the design criteria of the California Collaborative for High Performance Schools (CHPS). In applying these criteria, CHIME will focus on the following priority areas:

- Student performance and staff health and well being, through measures such as day lighting, avoiding the use of toxic-emitting materials, and sound insulation or isolation to minimize noise and enhance acoustical quality in the classroom.
- Operating cost minimization through energy and water efficiency.



- Minimizing the impact of District operations on the environment through, for example, installing renewable energy resources such as solar power and maximizing the beneficial use of storm water runoff.

#### 5) Use of Pesticides on School Grounds

It is the policy of CHIME to provide for the safest and lowest risk approach to controlling pests. CHIME's Integrated Pest Management (IPM) policy emphasizes long-term prevention and gives non-chemical methods first consideration when selecting appropriate pest control techniques. CHIME will strive to ultimately eliminate the use of toxic chemicals in the control of pests on school grounds.

#### 6) Emergency Preparedness

- Site administrators will annually update school emergency plans using the OEHS *Model Safe School Plan, Volume 2 – Emergency Procedures* which is updated and reissued annually by OEHS.
- OEHS will establish and annually update a District-wide emergency plan for the purpose of ensuring the effective coordination of CHIME operating division in providing support to District schools in times of emergencies.
- OEHS will provide periodic training to site administrators and other personnel to ensure District schools and central operating divisions are prepared for emergencies.

### **G. Staff**

#### **1. Overview**

CHIME recognizes that school personnel, administrative staff, and all other employees involved in the educational process set the culture and tone of the educational environment. CHIME will strive to promote healthy living for staff and students. It should be recognized that in order to promote student wellness, employee wellness must also be stressed and that there should be a common goal for the entire educational community. The overall goal shall be to improve employee wellness awareness to promote proactive preventive care. The objectives of this endeavor are to reduce health-care costs, increase productivity, and reduce absenteeism, worker's compensation, and retirement costs due to disability. Therefore, it is the intent of this blueprint to provide minimal guidelines for schools and offices in promoting healthy living styles for employees.

#### **2. Means and Practices for Promoting Wellness**

##### **a. Promotion of Wellness**

In order for CHIME to promote student wellness, staff wellness must be stressed. Staff should be aware of wellness information and activities available to them. Information will be distributed to staff through the following means:

- Employee Wellness Program website
- Wellness listserv subscriptions
- Benefit vendors
- Employee Wellness quarterly newsletter and other District department newsletters
- Wellness Presentations
- Wellness campaigns, events, and regional health fairs
- Wellness program flyers and posters

##### **b. Personal Wellness at Work**

CHIME will develop guidelines for staff wellness at work. The guidelines will include the following:

- Healthy eating
- Healthy foods offered during staff meetings and events
- Staff walking or participation in physical activities during lunch/breaks
- Simple desk exercises
- Stress management tools for minimizing stress at work

CHIME will also develop opportunities that will contribute to long-term physical, intellectual, and emotional growth:

- Walking Program
- Fitness Challenge campaigns
- Preventive Health
- Wellness Events
- Lunch and Learn seminars

#### c. Personal Wellness at Home

Wellness is important at home as well as work. There are many different wellness opportunities available outside the workplace. CHIME will distribute information to employees regarding services and resources offered by CHIME, health providers, and in the local community. These include:

- Employee Assistance Program
- Employee Discounts
- Health Risk Assessments
- Smoking cessation resources
- Weight Management resources
- Stress Management resources
- Disease Management resources
- Classes for yoga, tai chi, dancing, and other physical activities
- Local community center/park programs and classes
- Community events (run/walks, marathons, health fairs, etc.)

#### d. Staff Training

CHIME will work collaboratively with Organizational Excellence on promoting the 10-course Employee Wellness Series. Employees can attend one or more classes in the series. A certificate of completion will be issued to participants who complete all ten sessions. Topics include:

- Stress & Life Balance
- Dealing with Difficult Behavior
- Tackling Techno-Stress
- Wellness & You (diet, exercise, lifestyle, etc.)

The wellness program can also assist in coordinating any health-related class at worksites with the aid of Organizational Excellence and CHIME health vendors.

## **H. Parent and Community Involvement**

### **1. Overview**

CHIME recognizes the importance of parent/guardian involvement in a child's education and wellness. When parents/guardians are involved, students come to school more regularly, will complete homework more consistently, and engage in more positive behaviors. Parents also provide their child's diet and daily routine which also affect the child's ability to succeed academically. Hence, parent involvement directly affects a child's health and academic success.

CHIME also recognizes that the schools are part of a larger community. As health and violence issues increase, schools cannot be expected to address these issues alone. It is vital that the communities and schools work together to support the children as they develop into healthy, responsible, and productive members of society.

## **2. Components of Parent and Community Involvement Wellness Policy**

### **a. Supporting a Healthy Diet**

1) CHIME/schools will support parents' efforts to provide a healthy diet. Parent/guardian outreach should emphasize the relationship between student health and academic performance and the need for consistent health messages between the home and the school environment.

2) Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the nutrition standards for individual foods and beverages as mentioned in the Nutrition Services section. CHIME/school may provide opportunities for parents to share their healthy food practices with others in the school community.

3) CHIME will promote and provide tips for healthier diets through the District-wide publication of the Parent Press Newsletter.

### **b. Access to Health Insurance and Health Services**

1) CHIME/schools will provide information about free and low-cost health insurance to parents/guardians to ensure students have the means to obtain periodic well-child examinations, appropriate immunizations, and other preventative health-care services. Such support will include CHIME's Children's Health Access and Medi-Cal Programs (CHAMP), District/schools partnerships with cities, the County of Los Angeles, and other public and private community stakeholders to link and promote family-friendly health and social services that is responsive to the needs of the Local District/school community.

2) Each Local District should be encouraged to facilitate a Health Fair to engage parents/guardians and bring awareness of resources within their communities.

### **c. Encouraging Physical Activity**

CHIME/schools will support parents'/guardians' efforts to provide daily physical activity for their children. The schools are encouraged to provide information about physical education and other school-based physical activity opportunities before, during, and after the school day and to support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports can include sharing information about physical activity and physical education through a website, newsletter, or take-home materials, special events, or physical education homework.

### **d. Counseling and Psychological Services**

1) CHIME/schools encourage parents/guardians to participate in the Student Success Team when relevant to their child.

2) CHIME/schools encourage parents/guardians to work together to implement behavior plans and other recommendations. When parents seek additional mental health services that are not available at the school site, parents are encouraged to utilize services at other appropriate District locations, through their private health providers, or through local community agencies.

e. Resources

1) CHIME/school will encourage publicizing parent trainings on health and nutrition through the School Volunteer Office.

2) Schools are encouraged to promote a lending library of resources on nutrition at each Parent Center. The schools are also encouraged to conduct parent and family workshop that are linked to nutrition and suggestions on how to prepare family meals within the family budget.

3) Schools should be encouraged to develop and maintain school gardens with the support and participation of parents and children. CHIME will encourage Farmers' Markets to help parents make healthier choices about nutrition.

## **I. Fundraising**

### **1. Overview**

Utilize some form of fundraising to raise school spirit and to provide funding for a variety of activities that enhance the school experience for its students. Fundraising can be done by the student body organization (including school clubs), or the Parent Association.

While Board policies do not prohibit the sale of nonapproved beverages and snacks in fundraising activities outside of the times specified in the Board motions cited in the paragraph below, school administrators are encouraged to explore fundraisers that continue to promote the spirit of these policies.

### **2. Fundraising and Wellness**

a. Detailed fundraising guidelines for each of these groups can be found in Publication 465, "Student Body Policies and Accounting Procedures— Secondary Schools" and Publication 464, "Policies and Accounting Procedures for Elementary School Student Body Funds," and general guidelines on the adult groups can be found in Bulletin 1633, "Policies Governing School Fund-Raising Activities of PTA, Approved Parent Group/PTO, and Booster Clubs" issued by the School Fiscal Services Division.

b. Specific guidelines for food items sold on K–12 campuses are detailed in two Board of Education policies: (1) The "Motion to Promote Healthy Beverages" adopted on August 27, 2002, and (2) The "Obesity Prevention" motion adopted on October 28, 2003. Both of these policies prohibit the on campus sale of non-approved beverages and snacks before, during, and until one-half hour after the end of the regular school day. As such, only the snacks and beverages on the Food Services Branch website can be sold on campus during this time frame. Further, the only water, fruit juices, and electrolyte drinks that may be sold at secondary schools during this time frame are those supplied by the Pepsi Bottling Group, and sold through the student store or vending machines. Approved soy milk products can be purchased from other vendors.

c. There are other types of fundraisers or income-generating activities that are approved. Publications 465 and 464, which were referenced above, provide a listing of common activities. If a proposed

fundraiser/activity is not listed, schools should contact their Local District Coordinating Financial Manager for further assistance.

## **IMPLEMENTATION AND EVALUATION OF THE WELLNESS POLICY**

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

### **Requirements for School**

CHIME will implement the wellness policy. The principal or designee will ensure compliance with the policy and will monitor the implementation of the wellness policy annually. To begin implementation of the policy, every school must establish a Coordinated School Health Committee or augmented Health and Safety committee. The committee should have representation from: health education; physical education; health services; nutrition services; counseling, psychological, and social services; safe environment; and parent and community. To monitor the implementation of the policy, each school will complete chapter 7 of the Coordinated Safe and Healthy School (CSHS) Plan, previously known as the Safe School Plan Volume 1. Schools may use their committee or include additional staff to complete the assessment. It is recommended that schools dedicate one day to complete this assessment, utilizing administrators, teachers, cafeteria managers, nurses, counselors, school psychologists, pupil attendance counselors, psychiatric social workers, and parents to complete the assessment. The school's committee will then complete chapter 2 of the CSHS Plan and identify goals based on the results from the entire CSHS Plan. The results from this assessment and action plan must then be presented to the School Site Council by May 30 annually. Upon completion of the presentation to the School Site Council, the principal and UTLA Chapter Chair will sign off on the Certification form located in the CSHS Plan in chapter 2 and send the form to the Local District Superintendent or designee by May 30 annually.

### **Oversight by Student Health and Human Services**

The implementation of the policy in each school will be monitored on an annual basis by the Student Health and Human Services Division. The designee from this Division will report annually to the Board Health and Safety Committee on the implementation and status of the policy in CHIME. In addition, the policy will be assessed yearly to necessary changes to the policy for its effectiveness and to ensure that it continues to address the wellness of the students, families, communities, and staff of CHIME. Fiscal matters as mentioned in the policy may be subject to availability of funds.

Endnotes (citations as submitted):

#### **Background**

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#### **Nutrition Services**

1. United States Department of Agriculture, Code of Federal Regulations, 7, Part 210, Section 210.1.
2. Los Angeles, CA; Los Angeles County Department of Health Services, Public Health. Office of Health Assessment and Epidemiology. March 2004.

3. Harrison, Gail G., Manalo-LeClair, G., Ramirez, A., Chia, Jenny Y., Kurata, John, McGarvey, November, Sharp, Matt (June 2005). "More Than 2.9 Million Californians Now Food Insecure...." UCLA Center for Health Policy Research.
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5. Conklin, Martha T., Lambert, Laurel G., Anderson, Janet B. (Spring 2002). "How Long Does It Take Students to Eat Lunch?" A Publication of the School Nutrition Association. The Journal of Child Nutrition & Management.
6. California Education Code Sections (ECS) 38082; School Nutrition Programs Guidance Manual, Sections 2340, 3340, 11500 through 11560; Title 7 Code of Federal Regulations (7 CFR) Part 210.

#### Health Education

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2. Belden, Ann Chappell. When Children Have a Mental Illness. *United Parenting Publications*; March, 2005.
3. Furstenberg F.F., Waller M.R., Wang H. The Well-Being of California's Children. *Public Policy Institute of California*; July, 2003.
4. Morgan E., Irvine A. California Dropout Prevention Network Motivation and Maintenance Program: Summary of Adequate Yearly Progress Data Analysis. *Ceres Policy Research*; 2003.
5. SRA Associates. Making a Difference, Changing School Culture and Keeping Kids in School. Executive Summary. *SRA Associates*; 2002.