



Blueprint for Wellness

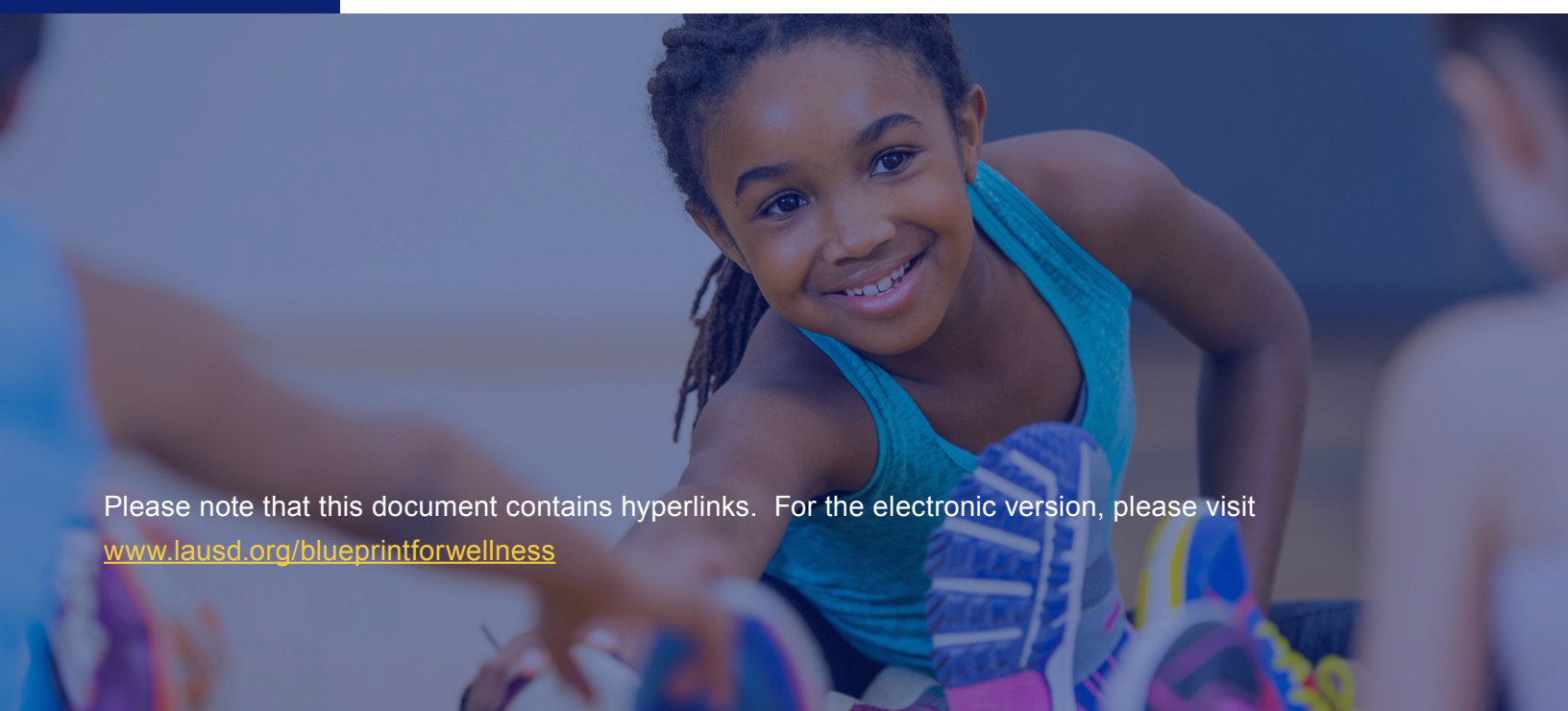
Healthy Choices for Lifelong Health



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Please note that this document contains hyperlinks. For the electronic version, please visit www.lausd.org/blueprintforwellness



Introduction

LA Unified is committed to supporting the Whole Child by creating learning environments that foster academic success, physical well-being, mental health, safety, and positive relationships. We recognize that students achieve their highest potential when their basic needs are met and when they have access to comprehensive supports that nurture their social, emotional, physical, and intellectual development.

This Wellness Policy reflects LA Unified's commitment to ensuring that every student has equitable opportunities to learn, grow, and thrive. Through a coordinated approach that engages students, families, staff, and community partners, LA Unified promotes wellness as a shared responsibility and a foundation for lifelong success.

To support the Whole Child, the District is dedicated to providing access to up to three nutritious meals each school day; promoting physical and mental health through prevention, intervention, and support services; encouraging regular school attendance and student engagement; strengthening partnerships with parents, caregivers, and community organizations; fostering staff wellness and well-being; delivering comprehensive health education; and maintaining safe, inclusive, and supportive learning environments.

By investing in the health and wellness of students and staff, LA Unified affirms its belief that healthy learners are better prepared to succeed in school, contribute to their communities, and achieve their goals. This policy serves as a framework for creating a culture of wellness that supports every student, every day.



NUTRITION SERVICES

Studies show that good nutrition increases student achievement. Children in food-insecure households have increased absences and tardiness and demonstrated poorer cognitive functioning resulting in lower test scores. Furthermore, food insecurity may be related to overall poor diet quality. Research from the [National Institutes of Health](#) reveals that dietary factors influence disease risk while confirming that the leading causes of death in the United States such as diabetes, heart disease, stroke, obesity, hypertension, and cancer have a nutrition-related component. The [LAUSD Food Services Division](#) adheres to mandated laws and policies governing school food nutrition. As the premier District, we lead the nation in school meal reform, we are driven to not only meet the standards, but to exceed them to benefit the students in our communities.



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. The California State Board of Education uncovered a compelling correlation: students who engage in daily exercise consistently outperform their peers on exams. Furthermore, considering that lack of physical activity can contribute to obesity, research showed that severely obese children missed more school days than normal-weight children. LAUSD recognizes and promotes the benefits of a [Comprehensive School Physical Activity Program \(CSPAP\)](#), where quality physical education is the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day.



HEALTH EDUCATION

Student academic success, absenteeism and behavior depend upon safe and supportive environments and drug-free schools to be healthy, resilient youth. Recent research indicates that adolescents who use drugs have been found to have reduced attention spans, lower interest in homework, lower grades, more negative attitudes toward school, increased absenteeism, and higher dropout rates.

Los Angeles Unified believes that all children must be healthy to be educated and must be educated to be healthy. The District strives to ensure our campuses are violence and drug-free environments where students and stakeholders can be safe and where all students can achieve their highest academic potential.



HEALTH SERVICES

LAUSD is committed to improving the health of every student in order to enhance overall student wellness and school success. The delivery of health services (including medical, dental, vision, and mental health) is an important concern, particularly when students do not have access to basic, quality health care. As the prevalence of chronic disease increases, including those associated with childhood obesity, schools can play an important role in disease prevention and health promotion activities. With the rapid changes in health care delivery, ushered in by the Affordable Care Act, the District continues to increase access to health care services and focus on health promotion among students, staff, and families.



POSITIVE ATTENDANCE AND BUILDING RESILIENCY

A student's resiliency and overall school climate can powerfully affect whether students learn and thrive in schools and in their communities. Studies over the last twenty years have identified a critical link between exposure to community violence and other Adverse Childhood Experiences (ACES) with lower grade-point average (GPA), higher school absenteeism, increased incidences of suspension and expulsion, decreased rates of high school graduation, decreased reading ability, anger, mood swings, social withdrawal, as well as concentration and memory difficulties. Additionally, students who are exposed to traumatic or stressful events, brain functioning is impacted, which leads students to fall behind in school, fail to develop healthy relationships with peers and/or create problems with teachers and principals.



SAFE ENVIRONMENT

The California Healthy Kids Survey in 2013 showed a direct correlation between students' perceived level of school safety and Academic Performance Index (API). In schools where proper safe school policies are implemented, such as crisis and threat assessment teams, students reported less bullying, felt more comfortable seeking help, and possessed more positive perceptions of school climate. In addition, these schools had fewer long-term suspensions. Consistent enforcement of school discipline and availability of caring adults are associated with school safety.

Los Angeles Unified District schools adopted the [Blueprint for Safety in 2023](#). Student behavior expectations and progressive discipline strategies are based on the nationally-recognized Positive Behavior Intervention and Support (PBIS) framework in conjunction with implementation of Restorative Practices (RP). PBIS/RP are proactive approaches utilized at schools to improve school safety and promote positive behavior by focusing on prevention versus punishment, and promoting equity and accountability. Schools use evidence-based practices to teach students positive behavior strategies, just as they would teach about any other subject.



STAFF WELLNESS

LAUSD recognizes that creating a positive learning environment in which students can thrive begins with staff feeling healthy, valued, and supported. Research affirms that staff with high levels of well-being are more productive at work and are more likely to contribute to their communities. Additionally, well-being is associated with decreased risk of illness and injury, better immune functioning, speedier recovery, and increased longevity. Our district is committed to offer a range of activities and programs to improve overall health and well-being to all staff.



PARENT AND COMMUNITY ENGAGEMENT

Years of research have revealed the striking benefits of schools actively partnering with families to improve their children's learning. When parents are involved and have better rapport with educators, they are provided tools to navigate the school systems and advocate for their children. In addition, LAUSD recognizes that schools are part of a larger community. As health and violence issues increase, schools cannot address these issues alone. It is vital that the communities and schools work together to support children as they develop into healthy, responsible, and productive members of society. With families and school communities working in partnership, students are able to enjoy higher academic achievement, better engagement and attendance at school, greater self-esteem, and higher rates of graduation and college/post-secondary enrollment.¹

¹ Harvard Graduate School of Education. The Case for Strong Family and Community Engagement in Schools. www.gse.harvard.edu/ideas/usable-knowledge/23/03/case-strong-family-and-community-engagement-schools. March 2023

Components of the Blueprint for Wellness Policy

In accordance with the federal Child Nutrition and Women Infants Children Reauthorization Act of 2004 and the directives of the California Department of Education, the District formalized a wellness policy for students at every school. The Blueprint for Wellness is the District's policy, which addresses the wellness of students, parents, staff, and community. The blueprint is based on the following eight areas that govern wellness:



Committees for Policy Implementation

To implement the wellness policy, the District requires all schools to have a school-site Coordinated 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. Additionally, the District ensures the existence of Regional Coordinated Health and Safety Committees, as well as a Central Coordinated Health and Safety Committee, to address health and safety at both the regional and district-wide levels.

Our responsibility to the commitments outlined in our Local Wellness Policy, requires that we continually review, revise, and update the policy. These updates reflect the input of various members of our school community, including students, parents, teachers, school administrators/health professionals, school board members, public school food authorities, and the general public. We welcome your comments and suggestions at any time, which can be submitted through our website at www.lausd.org/wellnessprograms.

Nutrition Services

OVERVIEW

The Food Services Division, Café LA, provides the official School Meal Programs for LAUSD, offering nutritious, healthy choices to fuel student learning and education. Our meal programs operate under the regulations of the United States Department of Agriculture (USDA), the California Department of Education (CDE), and the California Department of Social Services (CDSS).

LAUSD Food Services is committed to providing students access to meals and forming lifelong healthy eating habits to promote academic achievement through good nutrition and to combat childhood hunger and obesity. Healthy school meals are always available to students during the instructional day, the extended day, and when school programs are planned outside the regular school day (Saturdays).

Our division aims to meet or exceed state and federal regulations and introduce innovative measures to enhance participation and accessibility to students. Our Blueprint for Wellness Policy initiatives under Nutrition Services outlines Café LA's meal programs and nutrition standards.

The Food Services Division's Mission Statement "Nourishing Children to Achieve Excellence," and "to service the academic, social-emotional, and physical needs of every student, so that teachers can teach, and students can learn," is a representation of this policy goal.



MEAL PROGRAMS

The Food Services Division operates the largest School Breakfast Program (SBP) and the second largest National School Lunch Program (NSLP) in the U.S., servicing 691 cafeterias, 86 Early Education Centers and ~100 off site programs each day. 80% of our schools fall under the Community Eligibility Provision (CEP) where schools that participate in CEP provide healthy breakfasts and lunches each day at no charge for all students enrolled in that CEP school.

In addition, California is the first state to implement a statewide **Universal Meals Program** for all school children. At LAUSD, all children are offered breakfast and lunch every school day at no charge regardless of shortened days, field trips, or special school events. Healthy meals prepare students for academic success facilitating the whole-child social and emotional learning.

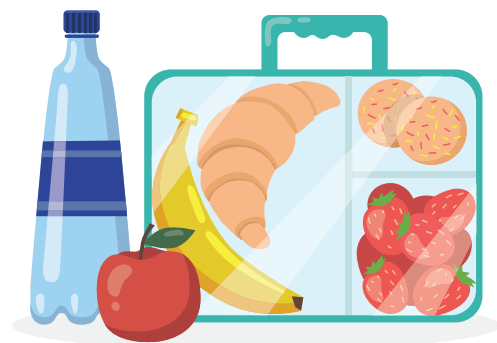


Café LA follows the National School Breakfast Program, National School Lunch Program, At-Risk Afterschool Supper Program, and the Child and Adult Care Feeding Program. Breakfast is served either in the cafeteria or in the classrooms. As breakfast is the most important meal of the day, the BIC (Breakfast in the Classroom) option ensures that no student begins the day hungry. All our meals follow required meal patterns and dietary specifications established by the USDA and adhere to nutrition standards that align with the Dietary Guidelines for Americans to reflect evidence-based nutrition science. Federal and state school meal standards can be found at www.cde.ca.gov/ls/nu/sn/.

Café LA operates under the Summer Food Service Program (SFSP) or the Seamless Summer Option Program (SSO) during vacation periods to give children access to nutritious food while they continue physical and social development. Participation in SFSP and SSO helps children return to school ready to learn. SFSP and SSO federal and state standards can be found at <https://www.cde.ca.gov/ls/nu/sf/sfspinfo.asp> and [https://www.cde.ca.gov/ls/nu/sn/ssfo.asp#:~:text=The%20Seamless%20Summer%20Option%20\(SSO,income%20areas%20during%20the%20summer](https://www.cde.ca.gov/ls/nu/sn/ssfo.asp#:~:text=The%20Seamless%20Summer%20Option%20(SSO,income%20areas%20during%20the%20summer), respectively.

NUTRITIONAL STANDARDS

We are continually driven to not only meet mandated standards, but to exceed them to benefit the students in our communities. Nutrition labels are reviewed by our nutrition specialists to ensure compliance with school meals offered. All our menus are student driven where their input on healthy, tasty, and appealing menu items is applied.



LAUSD's Nutrition Services:

- Serves all meals in a clean and pleasant environment.
- Meals reflect good menu planning principles, such as serving a variety of healthy foods that look good, taste good and appeal to the cultural sensitivities of the school and community populations.
- Meals meet all meal pattern requirements established by local, state and federal statutes and regulations including nutrient content and age-appropriate portion sizes.
- Offers a variety of fruits and vegetables that are appealing and seasonal when possible. A Harvest of the Month fruit and vegetable option is offered monthly.
- Has implemented Harvest Stands and Salad Bars at elementary schools, a strategy designed to motivate and empower students to increase consumption of fruits and vegetables.
- Offers 100% fruit and/or vegetable juices.
- Includes only low-fat (1%) and fat free flavored milk as well as nutritionally equivalent non-dairy alternatives as defined by the USDA.
- Offers a selection of multiple breakfast and lunch entrees daily to meet student choices.
- Offers Vegan options daily.
- Offers whole grain rich foods.
- Ensures no artificial flavors, preservatives, or sweeteners; no high fructose corn syrup and no synthetic sources of trans fat are in any of the food items served.
- Hosts regular Vendor fairs to add tasty, student driven, nutritious food items to our dynamic menus.
- Is continually developing scratch cooking recipes to elevate the quality of menu items for the students we serve.
- Provides access to clean, potable drinking water.

MARKETING AND PROMOTION

School based marketing will be consistent with nutrition education and health promotion. Schools will encourage participation in our meal programs through outreach to students, staff, families, and the community. Outreach includes website postings, social media, and other creative avenues of communication.

The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free giveaways, or other means.

The Food Service Division uses a mobile app, [YumYummi](#), to make menus available digitally to students and parents at every school. This allows access to daily breakfast, lunch, and supper menus, details the list of allergens contained in each item so parents know what their child can eat at school and provides nutrition data for our menus. The app also provides a mechanism for feedback of menu items that are used to survey likes and dislikes and for menu planning.



SUBSTITUTIONS AND SPECIAL DIETS WITH SEVERE ALLERGIES AND/OR DISABILITIES

Students with a food allergy or intolerance that substantially limits one or more major life activity are eligible for necessary food substitutions. (See [Special Diet Request Form](#) for additional information.)

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

MEAL TIMES

Students perform better academically when well-nourished, and an important part of that nourishment is having sufficient time to eat. Our Board Resolutions instill the necessity of providing adequate time for our students to obtain and consume their meals by providing reasonable lunch schedules allowing students at least 20 minutes to eat after they arrive at the table with their meal. In an effort to promote meal consumption and decrease food waste, larger schools are encouraged to stagger lunch times or provide multiple lunch periods.

SAFE FOOD/SAFE ENVIRONMENT

Keeping our students safe is every food service employee's responsibility. Serving safe food is the foundation to providing quality food service to our students. Food Services employees are committed to following strict sanitation practices.

- All food service employees must have a Safe Food Handler certificate issued by a School Nurse.
- At all cafeterias the food service manager is certified in food safety and sanitation, and he/she must be recertified every five years (ServSafe).
- In-house, certified food safety instructors provide food safety and sanitation training on a continuous basis.
- The District uses the Hazard Analysis Critical Control Point (HAACP) system in all school cafeterias, the central production kitchen (Newman Nutrition Center) and in the Food Warehouse.
- For the safety and security of the food and facility, access to the food service operations is limited to Food Services staff and authorized personnel only.
- Cafeteria food safety and sanitation inspections are conducted regularly by the following:
 - The Los Angeles County Health Department inspects all cafeterias twice per school year.
 - Food Service Managers complete monthly safety and sanitation inspections.
 - Area Food Services Supervisors inspect all cafeterias at least twice per year.
 - Maintenance and Operations provides annual training to all Food Service Managers and administrative staff; inspections are conducted by the Integrated Pest Management Department monthly.
- The Food Services Division's Quality Control Unit investigates quality, safety, and service concerns as they arise.

COMPETITIVE FOOD POLICY

District Bulletin 6292.1, Guidelines for Sales and Service of Non-School Meal Program Food/Beverages on School Campus provides stakeholders specific policy background and regulations on what can and cannot be sold/served on school campuses during the instructional day. (For more information see [Bulletin 6292.1](#).)

A Competitive Sales FlowChart referenced in the Competitive Foods section of this document has been developed to further aid in the understanding of competitive food sales policy. Effective July 1, 2014, the USDA Smart Snack in School Rule mandates that the Food Services Division ensure that foods and beverages authorized to be sold and/or served at District schools outside of the National School Breakfast, Lunch and Supper Programs meet federal, state, local, and school board nutritional standards and policies. This includes, but is not limited to student stores, vending machines, fundraising sales, snack bars and a la carte sales. Food Services has created the following flowchart to assist in understanding what can and cannot be served/sold on campus during the instructional day.

Refer to the California Department of Education's Competitive Foods Web page www.cde.ca.gov/ls/nu/he/compfoods.asp for additional tools and resources to determine compliance with competitive foods and beverages for any food sales, or fundraisers in LAUSD schools.

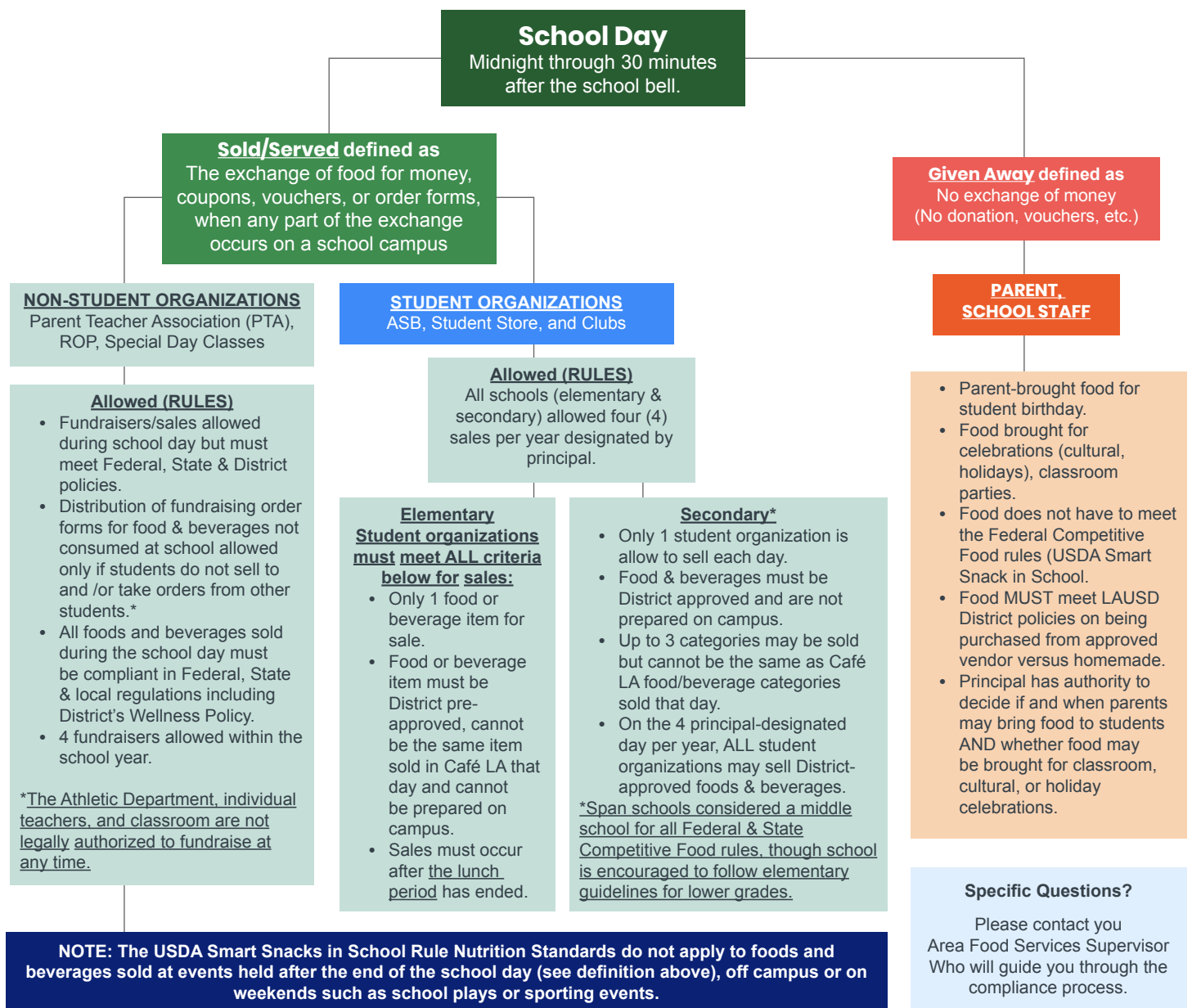
With the issuance of the Smart Snacks in School Rule effective July 1, 2014, questions to support and understand the specific guidelines for implementation have arisen within the school and parent communities. In an effort to promote collaboration as the School Food Authority under the USDA guidelines, the Food Services Division has created the following flowchart to assist in understanding what can and cannot be served/sold on campus during the instructional day.

A revised LAUSD District Bulletin, BUL-6292.0 issued August 24, 2015, provides new LAUSD policy changes to competitive food rules.



The Difference in Competitive Foods Policy Language

Where do I Start? Flow Chart



Celebrations

Schools can help promote a positive learning environment by providing healthy celebrations in the classrooms and strive to offer healthy food that is non-allergenic to all students. Café LA offers healthy, nutritious celebratory food items for students in the classroom at no charge. These meals are not only nutritious but are also reimbursable and follow the required meal patterns for all meal programs.

Rewards

In consideration of dietary accommodations, food allergies, and to promote student wellness and empower parents and guardians to make decisions about what their children are eating, LAUSD employees, parent organizations and outside organizations shall not use any food or beverages as a reward, incentive, or punishment for academic performance or good behavior, nor withhold food or beverages including food served through school meals, as punishment.

VENDED SERVICES: COMMUNITY RECREATION AND PARKS AND CHARTER SCHOOLS

Our goal to address food insecurity in our communities is supported by our partnership with the City of Los Angeles Recreation and Parks (RAP) for which select Café LA cafeterias provide and transport meals to community parks and recreation centers during the summer hours of operation.

LAUSD charter schools interested in receiving meal services from the Food Services Division can contact our division office to arrange and enter into an agreement for contractual service for meals. The service assists charter schools in receiving quality meals served daily to LAUSD students and is convenient for charter schools co-located on an LAUSD campus.

FOOD WASTE PREVENTION

- LAUSD Board of Education Resolution, “Healthy Students, Healthy Families, Healthy Communities,” was passed to avoid discarding excess or unused food in the meal programs by making it available to charitable organizations.
- The Save-It-For-Later program, designed by USDA, further enhances food waste prevention measures. USDA allows students to take certain food items outside the student dining areas to consume later in the school day. This practice not only reduces food waste but also encourages the consumption of healthy foods.
- LAUSD’s Composting/Organics Recycling program trains and assists school staff and students to collect and compost organics in the form of fruit and vegetables collected during Breakfast in the Classroom, lunchtime, and after school. Materials are transported to gardens or existing composting bins or containers on site.

NUTRITION EDUCATION

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

- Our Café LA Harvest initiative promotes offering more local California produce on the school menu. This initiative supports local economies and farmers while exposing our students to the benefits of delicious, fresh, farm-to-school fruits and vegetables. Café LA Harvest features a special monthly fruit and vegetable at lunch each week. The featured produce items are supported with nutrition education resources for teachers and students that make learning and eating local produce a more exciting and enjoyable experience. These resources are available on the Café LA website at www.lausd.org/cafela.
- Every elementary school is receiving *Common Threads*, a cooking for life program that inspires students, parents, and educators to embrace healthy cooking, healthy eating and the celebration of culture by providing them with hands-on cooking and nutrition education classes.

- Café LA includes enjoyable, developmentally-appropriate, culturally relevant, anticipatory activities such as promotions and taste testing.
- Students are encouraged to start each day with a healthy breakfast, be encouraged to eat a healthy lunch that includes fruits and vegetables, and healthy after school supper meal to support learning and sustain energy throughout the day.
- A school's principal ensures that the following requirements are satisfied when implementing nutrition education to support healthy and positive eating choices for all students:
 - Support and encourage teacher professional development in the area of nutrition education and physical activity.
 - Provide nutrition instruction that is consistent with or exceeds the USDA's Dietary Guidelines for Americans.
 - Maximize classroom time by integrating nutrition education into lesson plans of other subjects including math, science, language arts, physical education, health, and social sciences.
 - Provide students with consistent nutrition education messages through multiple channels in addition to classroom instruction including nutrition information provided in the cafeteria, health fairs, field trips, awareness campaigns, and assemblies.
 - Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
 - Schools shall provide parents with information to help them incorporate healthy eating and physical activity into their child's lives in and outside of school. This information may be provided in the form of handouts, postings on the school website, information in school newsletters, presentations that focus on nutrition and healthy lifestyles, and any other appropriate means of reaching parents.

CONTACT INFORMATION

Café LA is committed to deliver quality meals in a welcoming environment. For questions, comments, or suggestions, please contact us at cafela@lausd.net.

For questions or concerns regarding your child's school food service, you may contact your Café LA Manager at your child's school. They are most knowledgeable about the cafeteria services provided at their school.

[Food Service Manager Contact List](#).



Physical Education

OVERVIEW

Quality [physical education](#) consists of four essential components. These include policy and environment, curriculum, appropriate instruction, and student assessment. In California, physical education policy comes from California Education Code and informs District policy. Recently, District Level Curriculum Maps have been created by the Division of Instruction and the Physical Education Leadership Cadre. These maps can be found on the Division of Instruction [website](#). Appropriate Instruction has been described by the Society for Health and Physical Educators ([SHAPE America](#)). Assessment in physical education is an ongoing process that is informed by the Physical Education Content Standards for California Public Schools, Grade K-12.

A strong correlation exists between physical fitness and academic achievement. Physical education has been part of the required school curriculum in California for decades due to the consensus among the community and legislators that physical activity is essential for children's healthy growth and development. Physical education teaches the students the skills, knowledge, behaviors, and attitudes to be physically active the rest of their lives. 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 complies with state and federal mandates governing physical education.

Additionally, research shows that providing recess breaks throughout the day can improve students' classroom behavior and attentiveness. Studies also indicate that students can accumulate up to 40 percent of their total daily physical activity during recess, and that those who are obese or at increased risk for obesity are the least likely to have access to recess. Therefore, schools should protect recess time from disciplinary measures and from any activities that would encroach upon it.



LAUSD recognizes and promotes the benefits of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education is the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. LAUSD is committed to a strong athletics program that offers a variety of programs and is accessible to all students. Additionally, by establishing a safe, supportive and engaging school environment, athletic programs encourage school connectedness and create a climate where healthy competition and support fill the school with spirit and a sense of community.

It is, therefore, imperative for our District to build and provide quality physical education programs that will ensure a strong foundation for students to make good lifestyle choices. Furthermore, our District should proactively seek opportunities to provide physical activity programming at its school sites when schools are not in session, for youth and adults within its catchment area, as a means of increasing access to safe places for physical activity.



Schools are in a unique position to help students attain the nationally recommended

60 minutes or more of moderate-to-vigorous physical activity daily. Regular physical activity in childhood and adolescence is important for promoting lifelong health and well-being and preventing various health conditions. To learn more about benefits of physical activity, physical activity behaviors of young people, and recommendations, visit [Physical Activity Facts](#). For more information on the Physical Activity Guidelines, 2nd edition, visit [Physical Activity Guidelines for School-Aged Children and Adolescents](#). Find out [what CDC is doing nationwide](#) to help more adults, children, and adolescents become physically active.

LAUSD's Strategic Plan focuses on supporting Whole-Child Well-Being. This is evident in our delivery of well-rounded, inspiring educational and enrichment experiences that instill and maintain a love of learning. By promoting an active lifestyle through expanded opportunities for athletics, physical education, and community events, LAUSD understands attending to the well-being of the whole child lays a solid foundation for learning and development.



MEANS USED TO PROMOTE WELLNESS

PHYSICAL EDUCATION OPPORTUNITIES AND PHYSICAL ACTIVITY

Students in all grades should experience quality standards-based 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, well maintained, safe space to maximize practice opportunities for each child. Visit Guide to School Site Analysis for additional information.
- Physical education time shall be protected from school activities that would impinge on physical education class time.
- Annual professional development provided for all administrators and teachers of physical education on the appropriate protocols in administering the FITNESSGRAM physical performance test.
- 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.
- Physical education programs ensure that students will spend at least 50% of the physical education class time participating in moderate-to-vigorous physical activity, whether or not students have dressed-out.
- The vast majority of LAUSD schools provide a morning activity break for the students as well as a lunch time period where students are encouraged to be active. All schools have their campuses open before the beginning bell for students to be active. Some schools start the school day with physical activity and movement for students and faculty. These physical activity breaks are as important for teachers as well as the students.
- Physical education class sizes comparable to class sizes in other subject areas.
- Adequate equipment for students to be actively engaged individually, with partners, or in small groups to maximize practice opportunities.
- 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 for all administrators and teachers of physical education on standards-based instructional practices with instructional unit development and sample lessons.
- Comprehensive physical education professional development provided for each supervising Region and school-site administrator.
- Structurally sound lessons with clear learning objectives, formative assessment, guided practice, and modeling.
- FITNESSGRAM results posted on the District and individual school-site School Accountability Report Card (EC 51223), and the District's Report Card.

PHYSICAL EDUCATION OPPORTUNITIES AND PHYSICAL ACTIVITY

- Standards-based summative assessment of student learning.
- All teachers will have access to physical activity breaks via the [Wellness Programs website](#).
- [Shape America recommends at least one 20-minute recess daily](#), and the CDC and USDA recommend recess shortly before lunch, as this appears to result in children eating more fruits and vegetables, drinking more milk, and throwing away less food.
- Certification that all coaches have completed First Aid, CPR, coaching education, and concussion training.

ELEMENTARY PHYSICAL EDUCATION

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 aged students to ensure student success in a wide variety of physical activities and to promote lifetime activity habits early in life.
- Elementary teachers are encouraged to give students “movement breaks” every 20-30 minutes of seat time to enhance learning, concentration, memory, attention, creativity, and analytical thinking as supported by research. Teachers are encouraged to integrate movement into their academic lessons <https://www.gonoodle.com/> (Gonoodle, Brain Breaks, Take 10, Jammin’ Minutes, Classroom Energizers).
- 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 CDE. (EC 60800)
- Safe 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 single-subject physical education credentialed teacher provide quality physical education instruction for each 300 students at the elementary school level to provide release time for elementary classroom teachers.
- All elementary teachers of schools that receive the Physical Education Itinerant Teacher Program (PETIP) grant (minimum of 85 schools each two years) will receive training on the integration of physical activity content into class time and/or curriculum and physical activity throughout the school day. All Itinerant Elementary Physical Education teachers will be trained in the Comprehensive School Physical Activity Program (CSPAP) as Physical Activity Leaders who will facilitate the CSPAP model at each of their five schools. Every two years, the PETIP teachers will be assigned to new elementary schools until all 454 elementary schools have been trained, and the rotation process will be repeated.

- Physical education instruction at the elementary level to include 200 minutes of instruction each 10 school days. (EC 51210).
- Teachers are encouraged to pretest students in the FITNESSGRAM at the beginning of the school year, and at the end of the first semester prior to the spring semester assessment.
- Students in Grades K-3 are encouraged to experience the FITNESSGRAM assessments without being measured. <http://www.cde.ca.gov/ta/tg/pf/>.
- FITNESSGRAM practice test administered correctly in the Grades 4, 6, and 8 by qualified staff during the month of February, March, April, or May without reporting the results to the CDE.
- It is recommended that a physical education adviser, or content expert, be provided at each Region to provide assistance with physical education programs.
- One physical education teacher may not teach more than one classroom of students during the 30-minute physical education instructional period.
- There are no waivers, exemptions or substitutions for elementary students that attend LAUSD schools. Students with disabilities must be provided a modified or specially designed physical education program. These modifications must be delivered in the least restrictive environment: classroom, Student Success and Progress Team (SSPT, 504 or Individualized Education Plan. More detail is provided in District Policy.

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. Studies recommend recess to be scheduled before lunch.

The following are important components of recess:

- 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.
- Extended periods of inactivity (two or more hours) is discouraged for such activities as mandatory school wide testing. Students are provided with periodic activity breaks during which they are encouraged to stand and be moderately active (example, juggling scarves).
- Recess time is protected from disciplinary measures and school activities that would impinge on recess time.
- The environment is supportive of all students and promotes developing a positive self-concept. Students are free from criticism or harassment from other students.

SECONDARY PHYSICAL EDUCATION 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. Safely engaging in physical activity is critical. The following components delineate the physical education program for secondary students:

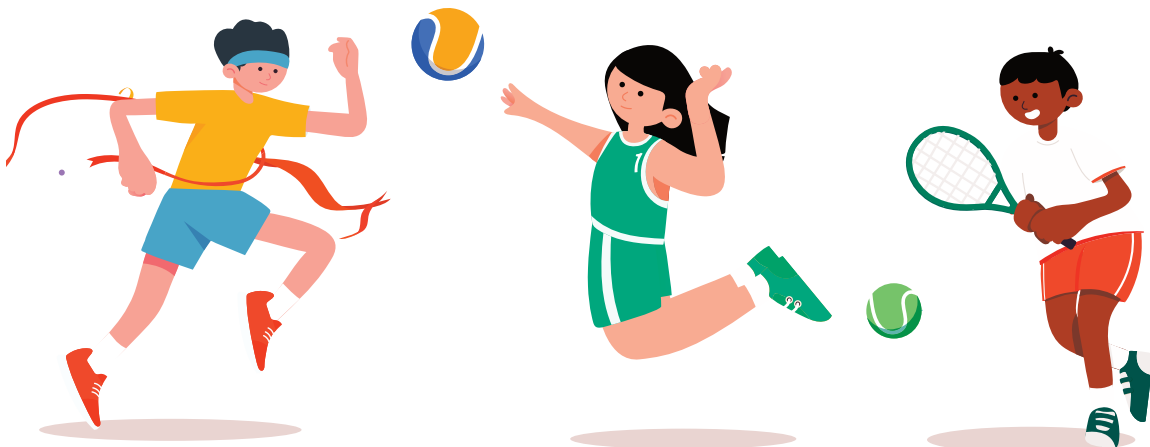
- Physical education instruction at the secondary level includes 400 minutes of instruction each 10 school days, all year long, for students in middle and high school, including students with disabilities and special health-care needs and those in alternative education settings. (EC 51222)
- The optimum physical education class size average is equal to the norm chart average of the “all other category” identified in LAUSD BUL-5979.1.
- 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) Cheerleading, Marching Dynamics, JROTC, or any single activity (i.e. tennis, team activities, dance, swimming) may only receive physical education elective credit in Grades 11 and 12, and cannot be substituted for Advanced Physical Education 1 AB or 2 AB that meets the graduation requirement of two years of physical education. The elective courses could be taken concurrently with Physical Education course 1 AB or 2 AB.
- 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.
- FITNESSGRAM physical performance test is administered correctly to all students in Grade 9 by qualified staff during the month of February, March, April, or May with results reported to the CDE. (EC 60800) 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) Senior high school students are required to take four years of physical education in Grades 9-12. However, if in 9th grade a student meets the passing requirement of 5 of 6 assessments on the state mandated Physical Fitness Test (PFT), the student is allowed to exempt themselves from physical education up to two years in Grades 10-12 if they so choose. This must be provided on a case-by-case basis. More detail is provided in Bulletin 2528.1. Students that enroll in a LAUSD school in their senior year, that attended a private school, charter school, or a school in another state that does not have a physical education requirement, and they did not attend a physical education course in Grades 9-11, may be granted an exemption from the two year graduation requirement for physical education.
- In order to facilitate standards-based instruction, middle school physical education classes are recommended to be articulated by grade level.



- Tools are in place to monitor and provide assistance for K–12 physical education programs to maintain compliance with the Education Code and ensure adequacy of physical education facilities and equipment.
- Teachers are encouraged to integrate physical activity into their academic curriculum and provide movement breaks each 20-30 minutes of seat time, to enhance learning, concentration, memory, attention, creativity, and analytical thinking as supported by research.
- A secondary physical education class size does not exceed the maximum of 52+/-3 students.
- Physical education core-content classes are provided for all students in Grade 9

except those students enrolled in and competing in athletic programs. Only Senior High students engaged in a regular school sponsored interscholastic athletic program (during the competitive season) carried on wholly or partially after regular school hours may receive physical education credit for the time of participation during the competitive season. Only students that are actively part of the competitive team may receive credit, team managers, trainers, or scorekeepers are excluded. In the off-season, students that participated on an athletic team must return to the core physical education course.

- Physical Education Course Two content, identified in the Physical Education Model Content Standards for California Public Schools, 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 10-12.





- Physical education classes are conducted in a coeducational manner. If a student in 9th grade does not meet the State-passing requirement, they do not earn the right to exempt themselves from physical education. These students must be assessed in the PFT each year in Grades 10 through 12 or until they meet the passing requirement. On occasion, a secondary student will have a talent or ability in a particular physical activity that extends far beyond that of his or her peers. This talent or ability is being extended or perfected in an off-campus, non-school related environment under supervision of a professional competent to assist the student towards maximum achievement. This type of student may be exempted only during the period of time that the physical education class is participating in the same type of activity.
- Senior high schools would be articulated whenever possible to ensure that each student receives the CCR Title 5 content.
- Secondary physical education teachers are encouraged to provide information to their students on the Ask, Advise, and Refer (AAR) protocol for tobacco cessation. AAR information can be found on the [Health and Wellness Policy website](#).
- Meals for athletes are encouraged to be made available to schools when students have night games. These meals may be consumed before or after the game depending on time of day.
- All secondary physical education teachers will be trained on the importance of physical activity breaks in the regular classrooms to improve academic achievement. They will be encouraged to facilitate this practice into their school sites.



PHYSICAL ACTIVITY OPPORTUNITIES BEFORE AND AFTER SCHOOL

Physical education is a structured instructional program with specific goals and objectives. After school programs provide more opportunities for students to extend and refine the skills that were learned in the physical education programs.

- All LAUSD elementary, middle, and 2/3 of the high schools are provided a Youth Service program at their site. Youth Services provides supervision for after school physical activity programs, nutritious supper, and seasonal interscholastic sports programs.
- The After School Education and Safety (ASES) program (State) and 21st Century Community Learning Center grants (federal) offer before and after school programs which provide high quality enrichment, academic support and physical activity to all schools that qualify.
- Additionally, 88% of LAUSD schools have grant funded before or after school programs based on free and reduced price lunch need. Grant funded program staff are required to meet with school administration at the beginning of the year to align with school goals. These goals include physical fitness, enrichment, academic support, and nutrition goals. As part of the grant, one third of the instructional program needs involve physical fitness.
- All elementary and middle school students are eligible to participate in seasonal intramural sports programs that include individual and team sports. Other physical activity programs include aesthetic movement forms such as dance, yoga, or the martial arts.
- All staff are required to attend mandatory training, a minimum of three times a year, that include strategies that encourage students to be physically active and to drink water as the drink of choice. An array of physical activity



opportunities ensures all students are able to participate. Weekly or monthly visits by supervisory staff provide additional professional development on a one-to-one basis.

- International Walk to School Day, a collaborative initiative of Safe Routes to School (SRTS / Los Angeles Department of Transportation) and LAUSD, is celebrated on the 1st Wednesday of October. School communities begin the day with a walk together from a neighborhood location to the campus to raise awareness about the importance of traffic safety for youth walking and bicycling on routes to/from school, promote the physical activity and health benefits of active transportation, and active transportation's contribution to cleaner air quality for school zones. Parents are encouraged to become active and advocate for 60 minutes of daily physical activity.

- After-school childcare and enrichment programs are provided with adequate outdoor space and equipment where moderate-to-vigorous physical activity is encouraged and provided for all participants.



Schools will provide opportunities for “active transport” such as Walk to School Day and Bike Initiatives to encourage students to walk or bike to school when feasible. Schools should engage parents in organizing adult supervised groups to facilitate safe walking and biking. This may include assessing walking and biking access to school and exploring ways to improve access. Schools must develop an arrival and dismissal plan to ensure, where possible, safer traffic ingress and egress conditions for students in and around the school campus. Middle school physical education programs are encouraged to teach bicycle safety in their curriculum.

EVERYDAY FITNESS

To further motivate students to reach the goal of attaining daily recommended minutes of physical activity, Wellness Programs in collaboration with KLCS, produces Everyday Fitness, an original production of fun fitness classes featuring Nationally Certified Health and Fitness Trainers. Each stand-alone 15-minute episode is broadcasted every Wellness Wednesdays on the KLCS public broadcast and accessible anytime on the [Wellness Programs Health and Wellness Fitness Channel](#). These easy-to-follow physical activity classes such as HIIT, Tabata, Cardio Box, Cardio Dance, Strength Training, and Yoga are especially designed to encourage students in elementary through high school, to reap substantial health benefits by improving cardiovascular health, muscle strength and endurance, and flexibility.



ALL KIDS BIKE

LAUSD has partnered with several organizations to bring the All Kids Bike program to our elementary schools. This national initiative, led by the Strider Education Foundation, aims to teach every child in America how to ride a bike by the time they reach kindergarten. Using the innovative Learn-To-Ride Bike in balance mode, students and teachers work together through a supportive process focused on learning to balance and steer. Through this experience, young students gain essential life skills such as confidence, social development, and improved cardiovascular health.

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 associated with punishment (e.g. running laps, doing push-ups, etc.) being forced upon them and serving as a detriment toward reaching fitness goals.

- Physical activity (imposing or withholding of) shall not be used as a disciplinary measure.
- Abolishment of corporal punishment can be referenced in BUL-5757.1.

INTERSCHOLASTIC ATHLETICS

Interscholastic Athletics is offered at 83 senior high schools throughout the District servicing over 30,000 student athletes. Sports such as football, cross country, tennis, water polo, volleyball, basketball, soccer, wrestling, baseball, softball, swimming, track and field, lacrosse, and golf meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health care needs. Wellness and safety are a top priority for our District Interscholastic Athletic program, and this is reflected in the requirements needed for participation.

All student-athletes must possess an annual cleared physical exam with no restrictions for participation. In addition, the District requires K&K health

insurance for those student athletes who do not have adequate coverage for participation from their family provider. Student athletes and their parents must review and submit the following forms verifying an understanding: acknowledgement of risk and parental consent, steroid prohibition, zero tolerance of bullying and hazing, concussion protocol and return to play procedures, and symptoms of sudden cardiac arrest. Coaches receive thorough training to ensure the safety of our student athletes.

Coaches must possess the following certifications: Current CPR/1st aid/Defibrillator, Coaching Education, Signed Code of Conduct, Concussion Education, Sudden Cardiac Arrest, and Water Safety (aquatic coaches only).



SHARED USE FACILITIES

SHARED USE FACILITIES

Principals are encouraged to allow spaces and facilities to be available for school-sponsored activities that promote fitness and healthy lifestyle choices for its students and community during non-school hours. As circumstances permit, the District will encourage schools to make these spaces and facilities available to community members and community agencies.

CIVIC CENTER PERMITS

California Education Code 38130-38139 The Board of Education rules require that each and every public school facility be made available as a civic center to members of the community for supervised not-for-profit recreational activities, meetings and public discussions, when regular school activities are not disrupted. Youth and adult groups are charged direct costs for use of District facilities. Any use of facilities or access onto District owned property must be documented and authorized by an agreement, either a permit or a license agreement.

COMMUNITY SCHOOL PARKS

The District recognizes that many of its students and their families live in park-poor areas, are disproportionately impacted by obesity, and that school sites offer the only available safe place for physical activity in certain neighborhoods. In recent years, the District has partnered with different Community Based Organizations to make schools available to the community.

DISTRICT SPOTLIGHT: LAUSD 5K “MOVE IT” HEALTH & WELLNESS FESTIVAL

In support of the health and wellness, the Los Angeles Unified School District hosts the LAUSD 5K “MOVE IT” Health and Wellness Festival annually. The event aims to encourage our students, families, employees and community members to take a holistic approach to health and wellness by participating in physical activity and taking care of our body and mind. The LAUSD 5K “MOVE IT” Health and Wellness Festival also aims to raise awareness of the health and wellness resources and services accessible for Los Angeles Unified School District students, families, and employees.



Health Education

OVERVIEW

Los Angeles Unified believes that all children must be healthy to be educated and must be educated to be healthy. The District strives to ensure our campuses are safe and drug-free learning environments where students and stakeholders can be safe and where all students can achieve their highest academic potential.

The District recognizes the critical relationship between a healthy student, reduced absenteeism, and academic achievement. An increasing number of our students are coming to school with a variety of health-related circumstances that make it more difficult for them to learn at an optimal level and achieve academically in a classroom. Many of these health issues are preventable and can be supported by links to services.

Mental health is directly linked to academic performance. It affects a student's engagement and focus. It can be a predictor of failure through reduced performance and behavioral issues.

Recent research indicates that adolescents who use drugs have been found to have reduced attention spans, lower interest in homework, lower grades, more negative attitudes toward school, increased absenteeism, and higher dropout rates.

Student academic success is connected to learning environments on a campus. It is also connected to behavior and absenteeism of students. Building

protective factors are a key strategy in the Health Education Program's Multi-Tiered Systems of Support (MTSS) to increase academic achievement and reduce absenteeism.

The District monitors health behaviors of our students by implementing and analyzing the findings of health surveillance surveys, such as, the California Healthy Kids Survey (CHKS), the Youth Risk Behavior Survey (YRBS), and other supplemental surveys. The findings help identify any significant changes in our students' health habits as we plan our instructional programs and activities. The District also administers the School Health Profiles Survey to our principals and lead health teachers to find out what health programs are happening on school campuses and how effectively policies are being implemented. These findings educate District stakeholders as we adopt policy and plan programs and trainings for staff. The findings are also used by external agencies to partner with the District to support health projects and grants to fund health related initiatives.



LAUSD BOARD MANDATES ON LAWS, CURRICULUM, AND STAFFING RELATED TO HEALTH EDUCATION AND WELLNESS

The LAUSD School Board of Education formally adopted a comprehensive K-12 health education instructional model for our schools directed by public health behavioral research on the minimum hours of instruction necessary for positive health behavior change. the Board mandates a comprehensive health education program that follows all tenets of the state law regarding health education taught by a qualified certificated teacher. Using the California Health Standards and California Education Code a health education textbook has been adopted and purchased for every student in LAUSD.

HEALTH EDUCATION PROGRAMS (HEP)

The Health Education Programs (HEP) sits within the Division of Instruction. The goals of the HEP is to support the District in meeting the federal, state, and board health education instruction mandates.

HEP manages the health education instruction that complies to the mandates and policies using adopted curriculum and supplemental resources. The HEP bridges health education, prevention-education, and child safety programs together. HEP promotes a safe and supportive environment for students to be healthy, resilient youth. The adopted curriculum, approved supplemental resources, and internal District services and community support services help students build the skills necessary to be lifelong active consumers of their health needs.

The HEP collaborates actively with Medical Services Division, School Operations, the Office of Environmental Health and Safety, the Office of Human Relations, and the Office of Educational Services to coordinate activities to reduce duplication of educational programs and prevention services within LAUSD and efforts to support student wellness and developing safe and supportive schools.



In addition, the District builds relationships with community agencies to offer continued supplemental educational for health education and prevention education through campaigns, supplemental information, and services. There is a constant evaluation of best practices for our internal and external support services to schools and students. These relationships are also key to implementing a link to care protocol and referral systems at each school. Where LAUSD has a school-based health center, wellness center, or well-being center, staff and faculty are encouraged to promote the use of this resource and services on the campus.

HEALTH LITERACY

The overall goal is to have students achieve health literacy and ultimately lifelong wellness by mastering the knowledge, skills, and behaviors critical to healthy living. The District uses these strategies:

- Skills-Based Comprehensive Health Education Instruction: The instruction develops lifelong positive health-related attitudes and behaviors. Health education instruction can play a significant role in shaping the response and resilience to any negative risk behaviors.
- Student-Centered: The District offers a variety of way to capture student input. The District has a School Health Advisory Council (SHAC) where students are members to provide input and support of the health education on campuses. Schools may also establish a student engagement group. Throughout the District schools support their peers through advocacy efforts by seeking support for health education on various topics and promoting healthcare services for students.
- District-wide Systems of Support: A comprehensive District-wide system to promote whole child health and wellness begins at the school site guided by the resources and services provided by the District. A collaborative effort among school personnel, parents/guardians, school board members, and health and social services is critical to comprehensively serve student health needs.
- Family Centered: Schools work closely with parents and guardians to carry the instruction at home to inform and integrate the attitudes and beliefs that exist within a family structure.
- Community Approach: Community stakeholders are partners to reinforce health and wellness and develop protective factors that can minimize risky behaviors through additional supplemental health promotion and health services.

COMPREHENSIVE HEALTH EDUCATION IN THE CLASSROOM

The [California Health Education Standards and Framework](#) help fulfill the California Education Code (CEC) in accordance with all legal mandates of the board, state, and federal entities. Health education textbooks and supplemental programs have been adopted that align to all mandates. A health education course matrix has been adopted for K-12 teachers on the scope and sequence of health topics to be covered per grade levels.

All schools have a health education instruction in place. The hours of instruction devoted to comprehensive health education depends on the grade level and CA Health Education Standards and CA Education Code that are required to be delivered to students.

The instructional material focuses on positive attitude, increasing confidence, building skills and resilience, and linking students to internal and external health services. The material presented to students are inclusive, culturally sensitive, and developmentally appropriate for each grade level. This health information provided through instruction to students is medically accurate, current and bias-free, including supplemental material used outside the textbook and material presented by outside presenters.

In the District's comprehensive health education course, students study six content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

The California Health Standards and California Education Code (CEC) determine what is required health content to be covered in Grades K-12. The chart below provides what health education content is taught per grade level and span.

Health Education by Grade Level							
Grade Level Emphasis	Nutrition and Physical Activity	Growth, Development, and Sexual Health		Injury Prevention and Safety	Alcohol, Tobacco, and other Drugs	Mental, Emotional, and Social Health	Personal and Community Health
		Growth and Development	Sexual Health				
Kindergarten	•	•		•	•	•	•
Grade 1		•		•			
Grade 2	•				•	•	
Grade 3		•				•	•
Grade 4	•			•	•		
Grade 5	•	•	•				•
Grade 6				•	•	•	
Grade 7 and 8	•	•	•	•	•	•	•
High School (Grades 9 through 12)	•	•	•	•	•	•	•

In elementary school setting (K-5 or K-6), health is provided at each grade level. In secondary setting, Grade 6 is provided up to 12 weeks of health instruction. In Grades 7 and 9, a full-semester, 90-hour course of Health Education is implemented, separate from science, using a credentialed health science or life science teacher.

Our health education matrix and pacing guide was developed for K-12 to be consistent with the expectations of the California Health Standards and California Education Code. Staff development is conducted to support the health educator in all required areas of health education. Health assessments are developed for the school sites to ensure that students are effectively learning the six content areas of health education in our K-12 plan.

PREVENTION EDUCATION

Prevention education uses skills-based interventions using research-based strategies to change behavior that involves healthy decision-making about your individual health and others around you. Most prevention-education is implemented using an Evidence-Based Intervention (EBI) that are curriculum models that have been piloted, tested and researched extensively to deem them effective. Some interventions are deemed Promising Programs (PP) and may be used as an implementation project. All EBIs and PPs are placed on a list that by theme and organization around the country and world use them as part of their interventions in their setting.

District adopted and required EBIs by theme:

V = Violence

A = Alcohol

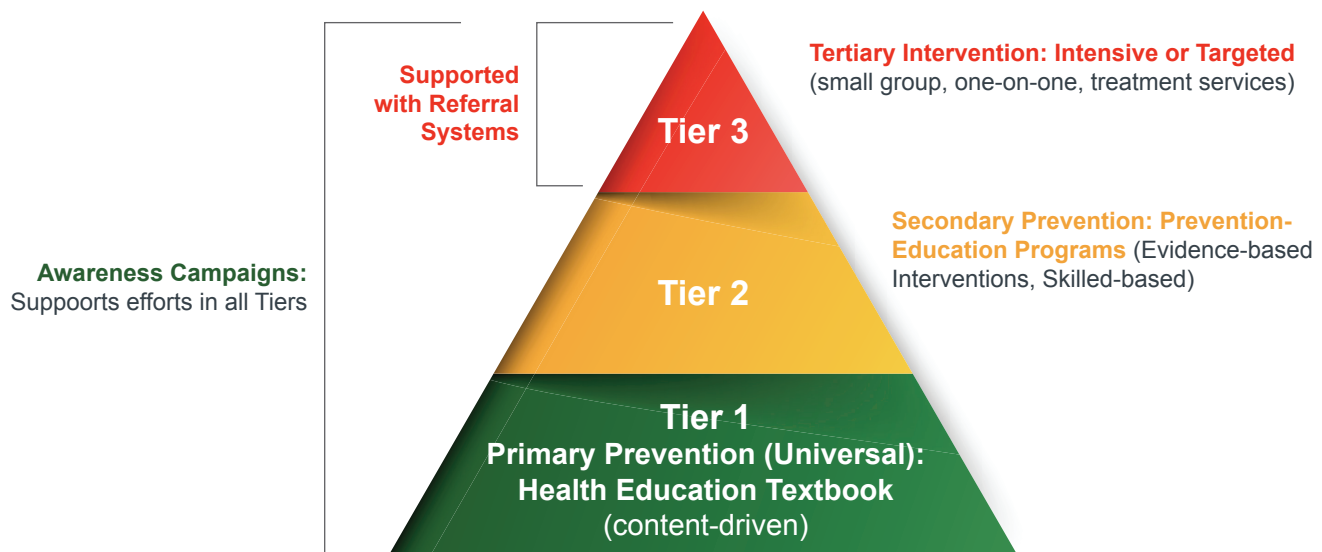
T = Tobacco

OD = Other Drugs

S = Sexual

SEL = Social Emotional Learning

MULTIPLE-TIER SYSTEMS OF SUPPORT – HEALTH EDUCATION AND PREVENTION EDUCATION



Tier 1: Universal (DOI)

The District has adopted a health education textbook for all grade spans. Please see the adopted textbooks below.

Elementary School

[The Great Body Shop](#), The Children's Health Market Inc.

Middle School

Grade 6, [Essential Health Skills](#), Goodheart-Wilcox

Grade 6, [HealthSmart](#), ETR

Grade 7, [Comprehensive Health Skills](#), Goodheart-Wilcox

Grade 7, [HealthSmart](#), ETR

High School

Grade 9: [Comprehensive Health Skills](#), Goodheart-Wilcox.

Tier 2: Supplemental, Evidence-based Interventions (EBI)

[You Belong Here](#), K-12 (V, SEL), Nest Foundation

SEL Adopted Programs, TK–12 (SEL), [Approved Vendor List](#)

[Too Good for Drugs](#), K-6 (ATOD), Mendez Foundation

[Project ALERT](#), Grade 7 & 8 (ATOD), Conrad-Hilton Foundation

[Project Towards No Drug Abuse](#), Grade 9 (V, ATOD), University of Southern CA

[Positive Prevention PLUS](#), Grades 5, Grade 7 & Grade 9 (S,V, SEL), Positive Prevention

Tier 3: Targeted Interventions (Interventions typically require a referral process)**Example of Interventions:**

- Tobacco and Cannabis Prevention Education: [Stanford Toolkits](#) are used for preventing or reducing the use of tobacco and cannabis.
- Youth Substance Abuse Brief Intervention and Referral to Treatment (SBIRT): [YSBIRT](#) screening used in a clinic setting with high school aged youth. [Brief Intervention](#) is part of SBIRT and used for cessation at the school site for tobacco and cannabis prevention.
- Gun Violence Prevention for middle schools: [Where's Daryl](#) is gun violence prevention program that has been developed by LAUSD for reducing gun violence in our communities.
- Healthy Relationships: The [Healthy Choice. Healthy Relationships](#) program is used by middle and high school teachers as part of healthy relationship initiative.

School Campus Campaigns: Used throughout each tier.

- Each school has the autonomy to select from a menu of approved campaigns/resources that can be launched on campus. A campaign is a great tool to encourage visibility and begin the discussion on a health topic and linking students to support services. A campaign is not a stand-alone intervention. It supports each tier.

Examples of approved campaigns:

- [Denim Day](#) in LAUSD
- [National Youth HIV/AIDS Awareness](#)
- [One Love](#): Teen Dating Violence
- [Red Ribbon Week](#): Substance Abuse Prevention
- [Natural High](#): Fentanyl Prevention Toolkit
- [Songs for Charlie](#) (Fentanyl specific)
- [CDC Campaign on Fentanyl](#)
- [DEA: One Pill](#)
- [National Institute on Drug Abuse \(NIDA\)](#)

HEALTH SERVICES

OVERVIEW

LAUSD has an extensive history of providing health services to students and the larger school community. The District recognizes that healthy students, staff, and school communities help to improve attendance, foster a 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 do not have access to basic, quality health care. As the prevalence of chronic disease increases, including those associated with childhood obesity, schools can play an important role in disease prevention and health promotion activities. With the rapid changes in health care delivery, ushered in by the Affordable Care Act, the District is continuing to increase access to health care services and focus on health promotion among students, staff, and families.

This section provides information regarding health-related state mandates and the dedicated resources that the District provides in order to accomplish these directives and to promote wellness for its students, staff and school communities.



STATE MANDATES FOR HEALTH SCREENINGS IN SCHOOLS

LAUSD [BUL-989.1 General Guidelines – Credentialed School Nurse State Mandated Responsibilities](#) is intended for administrators and school staff to clarify School Nurse responsibilities to assure State Mandates relating to student health and academic achievement are prioritized. This bulletin provides details about the various mandated health screenings in schools, including vision, hearing, and scoliosis.



Vision: Vision screening requirements as mandated by law includes TK/K or upon first enrollment or entry into a California School, grades two, five, and eight, and for students being assessed for, or currently enrolled in, special education services for the purposes of reporting on the IEP. The 5 California Code of Regulations (5 CCR) and the California Education Code (EC) provide the legal basis for vision screening in California public schools. CCR provision related to Vision Testing are listed under Title 5 CCR, Division 1, Chapter 2, Subchapter 3, Article 4. Provisions of the California Education Code (EC) Section 49452, 49455, and 49456 address, or are related to, vision assessment.

Hearing: Hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry into a California public school system (California Education Code (EC) 49452). According to California Code of Regulations, Title 17, Section 2950 hearing screening in California public schools must be conducted by a credentialed school audiometrist. Click here to visit the [LAUSD Audiometric Testing Program](#) webpage for additional information.

Scoliosis: All girls in grade 7 and boys in grade 8 will be screened for possible scoliosis (unnatural curvature of the spine) by the school nurse or other authorized person.

Parents and guardians are notified of any findings as a result of the mandated screening tests that require further attention. Families are offered no cost or low-cost services and/or provided referrals for resources to address any health issues detected through screening.

[Scoliosis](#) has been suspended for school districts and county offices of education during the 2024-2025 fiscal year.

DISEASE PREVENTION AND EARLY DETECTION SERVICES

The District utilizes medical, mental health, social service, health education, nutrition, and physical education staff and community partners to provide programs to promote good nutrition, healthy lifestyles, and physical activity. The district's health programs and services aim to prevent obesity, control communicable diseases, and address other related health issues for students and staff. Additionally, these efforts extend to some degree to families and the broader community. School entry physical examinations (including immunizations) and assessments help ensure that students are healthy and able to attend and participate fully in school activities. The District requires the following physical assessments prior to, or while enrolled in school:

Immunization Requirements: Under the California School Immunization Law (California Health and Safety Code, Sections 120325-120375), children are required to receive certain immunizations in order to attend elementary and secondary schools. In addition to kindergarten entry requirements, all students entering, advancing or transferring into 7th grade need proof of an adolescent whooping cough booster immunization (Tdap). For more information view [BUL-1660.9 Immunization Guidelines for School Admission](#).

First Grade CHDP Examination Requirement: A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all first-grade students within 18 months prior to entry or up to 3 months after admission to the first grade. A CHDP or equivalent examination may be done by a California licensed private health care provider, health department clinic, or District CHDP staff. For more information view [BUL-2514.2 Child Health and Disability Prevention \(CHDP\) Program and Blood Lead Testing](#).

Oral Health Assessment: Kindergarten students enrolled in a public school, or first grade students not previously enrolled in a public school, must present evidence of having received an oral health assessment. This assessment may be performed no earlier than 12 months prior to the date of the initial enrollment of the student into a public school. The assessment may be performed by a licensed dentist or other licensed or registered dental health professional. For more information view [BUL-3585.6 Oral Health Assessment for Kindergarten or First Grade Entry](#).



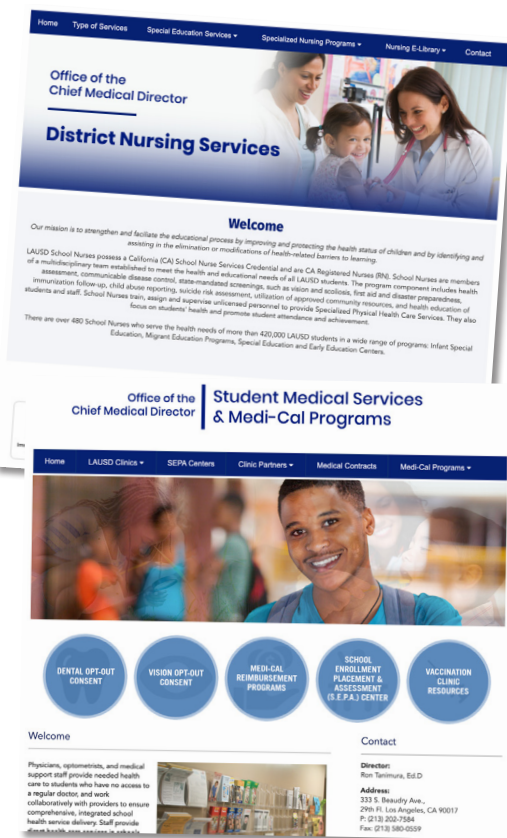
Pre-Participation Physical Examination for Athletics: Each student in grades 9 through 12 planning to participate in interscholastic athletic or certain auxiliary units must pass a comprehensive physical examination yearly. The examination must be performed by a California licensed health provider and must comply with current District policy. For more information view [BUL-4948.2 Medical Clearance and Return to Play Guidelines for Students Participating in Interscholastic Athletics and Select Auxiliary Units](#).

Condom Availability Program: The District-wide condom availability program is found in all high schools, providing students access to condoms, which reduce the incidence of sexually transmitted infections, including HIV. For more information view [REF-5010.2 High School Condom Availability Program](#).



RESOURCES FOR SCHOOLS

School physicians, nurse practitioners, and other health providers are able to provide some of the aforementioned physical health care to LAUSD students, free of charge and compliant with Medi-Cal and the CHDP program. Schools are also able to help coordinate care for students and families who do not have a regular health care provider (refer to the School-Based Health Centers and Health Insurance Access section below).



District Nursing Website: click [here](#) for nursing resources and specialized programs and services.

Immunizations: Current and up-to-date immunizations are an integral aspect of a safe and healthy school environment. To protect the well-being of LAUSD students and staff, schools are required to comply with the requirements outlined in [BUL-1660.9 Immunization Guidelines for School Admission](#). As with many other laws and regulations, these requirements are subject to change. Schools are strongly encouraged to consult with District Nursing Services about any questions or concerns related to immunization requirements at (213) 202-7580.

[School-based health clinics](#) are available to provide immunizations. Schools should visit the Nursing Services Immunization Clinics webpage at www.lausd.org/immunizations or call (213) 202-7590 for updated times and dates prior to referring families.



STAFF TRAINING IN HEALTH AND WELLNESS SERVICES

The District provides a sufficient number of health personnel to provide staff trainings for designated staff who are responsible for assisting students with medication, first aid, and specialized physical healthcare services. In addition, the District offers the following trainings to meet state mandates, District policy or best practice:

- Nursing Services offers [Cardiopulmonary Resuscitation \(CPR\) and Automated External Defibrillator \(AED\) training](#) to staff. All schools should have at least one full-time staff member trained in CPR and AED use. All schools have at least one AED present and should be maintained and compliant with [District policy](#).
- The District works to ensure prevention of disease exposure to staff and students by providing staff training in [MyPLN](#) and information regarding HIV, hepatitis B, influenza, and blood-borne pathogens and ensuring the use of Universal Precautions.
- The District promotes programs to improve indoor air quality for students and staff, such as the Environmental Protection Agency's "Tools for Schools" program. For additional information about this program, visit <https://www.epa.gov/iaq-schools>.

HEALTH INSURANCE ACCESS

District staff provide students and their families with information about how to enroll in no-cost or low-cost health insurance plans, including Medi-Cal. The District's Child Health Access and Medi-Cal Program (CHAMP) www.lausd.org/champ Unit and [Healthy Start Program](#), provide Certified Enrollment Counselors to create a barrier-free insurance application process, which include the California health insurance exchange [Covered California](#).

WELLNESS CENTERS AND SCHOOL-BASED HEALTH CENTERS

LAUSD has dedicated bond funding to support the construction, development, and upkeep of School-Based Health Centers. These centers are located on some of the District's highest-need campuses. The funding has been used to create state-of-the-art, full-service student and community clinics, known as "Wellness Centers."

Many are operated by Federally Qualified Health Centers, [Student Medical Services](#), [School Mental Health](#), L.A. County or other community providers and are open to students, families, and the community.

The goals of the Wellness Centers and School-Based Health Centers are to increase student access to vital health, including Medical, Dental, Vision and Mental Health services, and to promote wellness and career pathways.



WELLBEING CENTERS

As a partnership with the Los Angeles County Department of Public Health and Planned Parenthood of Los Angeles, the District hosts Student Wellbeing Centers on selected campuses throughout the District. These centers offer youth-focused health, wellness education and preventive health care that is accessible to young people on their high school campuses.

Student Wellbeing Centers offer services to educate students for lifelong protective practices by addressing substance abuse prevention and control measures, reproductive health, social/emotional well-being, and youth leadership. These spaces are youth-friendly and provide students with a safe, welcoming place where they will find caring adults, supportive peers, and integrated services.

SCHOOL ENROLLMENT PLACEMENT AND ASSESSMENT (S.E.P.A.) CENTER

LAUSD is governed by District policies and mandates that receive immigrant children and youth into the educational system. To align the District's belief in serving all children, LAUSD operates the [School Enrollment Placement and Assessment \(S.E.P.A.\) Center](#) (formerly GAP Center) which supports students and families with school enrollment and placement. In observance of the growing need for providing guidance and support to students and families who recently immigrated to the San Fernando Valley, a second SEPA Center opened in 2020.

The overarching objective for the SEPA Centers is to ensure all students across the District have the necessary documentation for immediate enrollment in school, and the resources needed for physical, social-emotional well-being, and academic success. To accomplish this objective, staff at the SEPA Center provides students and families with assistance in the school enrollment process, immunizations, physical exams, health insurance enrollment, and resources to assist with basic needs such as shelter, food, and clothing. The SEPA Center staff is a multidisciplinary team,

which includes an attendance counselor, clinical social worker, school nurse/nurse practitioner, student and family resource navigator, health care advocate, and interpreter aides.

In addition, the SEPA Centers provide support to the entire District by consulting with schools on District policies, the use of affidavits, other forms, and referrals to services for students with unique needs and life circumstances. The SEPA Centers have expanded their purpose to include assisting schools across the District through consultation, advocacy, training, and outreach regarding services provided through the Centers, throughout the District, and community at large.

Currently, it is becoming a hub for the effort around unaccompanied youth. SEPA Centers have established partnerships with various non-profit organizations and staff are prepared to provide legal referrals for students and their families that may need representation. For more information and SEPA Center resources call: SEPA LA: (213) 482-3954; SEPA PANORAMA: (818) 909-4593.

HEALTH CARE TREATMENT AND SPECIAL EDUCATION SERVICES IN SCHOOLS

The District ensures that students with significant health issues—such as asthma, diabetes, severe allergies, seizure disorders, other medical problems, and emotional disorders—have access to their prescribed medications, special diets, treatments, and emergency care as needed during school hours. These include health assessments and services required for students with disabilities, as indicated by a 504 plan or a student's Individualized Education Plan (IEP) and as outlined in the Individuals with Disabilities Education Act (IDEA). School nurses, school psychologists, physical, occupational, and speech therapists, and other health professionals may be involved in special education health assessments, as well as indicated services and treatments. Case management services for students with chronic medical or mental health conditions are coordinated with all relevant school staff, parents, and community programs.



EMERGENCY INTERVENTION TREATMENTS

Administration of Epinephrine Auto-Injectors: The California Education Code (EC) Section 49414 requires school districts to provide emergency epinephrine auto-injectors to school nurses, or trained personnel who have volunteered, to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent is to protect not only persons with previously diagnosed allergies, but also persons who do not know they are allergic and who therefore may not have been prescribed epinephrine. In addition, Section 49414 requires a school district, county office of education, or charter school to annually distribute a notice and description of volunteer training.

Administration of Naloxone (Narcan) Nasal Spray: The California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.



POSITIVE ATTENDANCE AND BUILDING RESILIENCY

OVERVIEW

LAUSD affirms the importance of teaching students to be mentally healthy while creating and maintaining a school environment that promotes positive attendance behaviors to increase academic achievement.

LAUSD recognizes the connection between academic achievement and student wellness. In addition, the District believes that students who earn a high school diploma will graduate ready for the world.

It's important to note, parents and guardians are the primary educators of their children and ultimately responsible for their child's well-being, including their attendance at school. LAUSD shares in these important child rearing responsibilities, and LAUSD staff are uniquely qualified to assist children in learning the necessary skills needed to navigate the complex world in which they live. Every student faces distinct situations and challenges which may result in personal trauma and lead to behaviors that negatively impact functioning. It is possible to build

resilience to negative experiences so that students can more easily "bounce back" from a traumatic situation. Students and parents/guardians can also be supported and taught positive behaviors to ensure daily attendance. School staff can create environments that motivate students to want to come to school every day and that provide opportunities to build resiliency.

Emotional health is one of the critical building blocks of overall student wellness. A student's positive perception of self and his/her ability to positively interact with peers, adults and the 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.



iAttend Campaign

LAUSD's iAttend campaign offers a framework, tools, and resources to promote student attendance and engagement, while helping to recover students who are not enrolled in school. Schools have access to a growing array of resources and support materials focusing on four key areas:

- Cultivating a schoolwide culture of attendance
- Student, family and community engagement
- Absentee prevention and intervention strategies
- Building capacity



School attendance is the strongest predictor of high school graduation.

The District's priority is to ensure outstanding attendance to support consistent in-class learning. Being engaged and on campus is essential for students to learn.

Schools will implement the following strategies to support positive attendance:

- Provide regular mentorship and community-building opportunities to strengthen interpersonal relationships with students
- Engage and build capacity of families to support attendance for students as a shared responsibility
- Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports
- Implement incentive programs for students with regular attendance, including recognition events, attendance "challenges," and spirit days
- Leverage school teams to conduct personalized, daily outreach to families of students with low attendance
- Collaborate with organizations promoting student attendance and re-engagement efforts to increase coordination, consultation, and referrals

For iAttend resources for parents, caregivers, and educators, click [here](#).

**PUPIL SERVICES
CHILD WELFARE AND ATTENDANCE**

ATTENDANCE ACHIEVEMENT
BY 25 INSTRUCTIONAL DAYS
MEANS HAVING NO MORE THAN 1 ABSENCE PER 25 DAYS OF INSTRUCTION

Instructional Day	Date	Chronic Absence	Basic 82-89%	Excellent 90-100%
25	September 20	3 or more	2	0-1
50	October 26	5 or more	3-4	0-2
75	December 8	7 or more	4-6	0-3
100	February 9	8 or more	5-8	0-4
125	March 12	10 or more	6-10	0-5
150	April 26	12 or more	7-12	0-6
175	May 31	15 or more	8-14	0-7
182	June 11	16 or more	8-14	0-7

Quick Tip:
LAUSD Mobile App 3.0
Stay up to date with your student's attendance with the free LAUSD Mobile App 3.0 and the new Parent Portal Mobile App 3.0.

Parent Portal App Quick Links
• How to sign up for the Parent Portal App / appstore
• Navigating the Parent Portal App / appstore
• Adding students to your Parent Portal account / appstore

iATTEND LAUSD
SCHOOL CALENDAR 2023-2024

QR Code for iAttend app



PROMOTING POSITIVE ATTENDANCE

Parents/guardians, staff, community, and school leadership are vital in supporting all students to graduate. Every school should create a healthy and optimistic environment that promotes positive attendance behaviors. Schools should ensure that every LAUSD student is enrolled, attending, engaged, and on-track to graduate. Schools should design and implement a three-tiered model (universal strategies, early identification and targeted intervention, and intensive intervention) of support to improve individual and system-wide student attendance, engagement, achievement and graduation. This includes systems of support for diverse populations, such as newly arriving students, camp returnees, students in foster care, and other students who may require additional assistance to enroll, attend, and be engaged in learning.

TIER 1 – UNIVERSAL STRATEGIES TO PROMOTE POSITIVE ATTENDANCE

All attendance strategies and interventions will be more effective if they are integrated with other school wide initiatives. Schools should begin by implementing integrated school wide universal practices that include:

- Positive Behavior Support
- Safe and Welcoming Environment
- Resiliency Building
- High Quality Instruction
- Recognition and Incentive Programs

UNDERSTANDING ATTENDANCE STANDARDS

Every student should strive to attend school every day, on-time, and ready to learn. In addition to the California Education Code regarding attendance, and LAUSD Attendance Policies, LAUSD has set the goal of 96% in seat attendance. In order to meet this goal, a student should not miss more than seven (7) days in a school year. Schools and families should monitor attendance daily and intervene as early as possible.

To better align attendance with academic achievement, LAUSD utilizes the following attendance bands:

- Excellent Attendance
- Basic Attendance
- Chronic Attendance

Student attendance and student achievement are closely intertwined. Students who develop patterns of good attendance are much more likely to be successful both academically and socially than students who develop patterns of poor attendance.

School Attendance Month

As September is officially “School Attendance Month” in Los Angeles County, LAUSD encourages all school sites to engage in activities to promote attendance awareness, including parent workshops, contests, announcements, awards/recognitions and attendance incentives throughout the month. LAUSD educators can access monthly attendance improvement tools [here](#) with their single sign on.



TIER 2 – EARLY IDENTIFICATION AND TARGETED INTERVENTION

School attendance teams should analyze and closely monitor attendance data to identify students who require targeted levels of support. This can be achieved through targeted outreach and intervention strategies, such as:

1. Assemblies
2. Classroom presentations
3. Small group attendance improvement meetings
4. School mentorship programs



TIER 3 – INTENSIVE SUPPORTS

Individualized interventions are the cornerstone of intensive case management support, focusing on addressing the root causes of absenteeism.

Based on continuous assessments of family needs and consultations, students and families are connected to community-based resources that will provide support to their specific needs.

Students needing more intensive intervention will require a team approach to plan intervention. Schools should utilize team processes such as Multi-Tiered System of Support Team (MTSS) for students needing referrals to support services. The first level is Referral to supports and services which includes In-School Referrals (i.e. individual counseling, mentoring), Community Referrals (i.e. clinics, transportation, tutoring, law enforcement) and/or Family Referrals (i.e. shelter, food, counseling). The Student Support and Progress Team (SSPT) can support the student and family in accessing services and supports to address the specific issues identified in the assessment process.

Students and families facing multiple challenges that hinder regular school attendance may be referred to the Student Attendance Review Teams (SART) or other multidisciplinary teams that include school staff, the student, and family.

The school teams will develop specific plans that a particular student and family needs in order to improve attendance. It is essential for school teams to continuously monitor the family's progress and their access to both school and community-based resources.

School teams may also use behavior support plans, SART and Student Attendance Review Board (SARB) contracts to help the student attend school regularly. These teams may also determine that it is necessary to intensify supports through case management where a specific case manager is assigned to a student and family. Case management can be either a school-based system or involve community-based models/systems such as Wraparound services, Department of Mental Health (DMH), Probation, Team Decision Making Meetings (TDM from the Department of Children and Family Services).

PARTNERSHIPS

LAUSD has initiated and maintained a variety of internal and external partnerships in an effort to support students attending school regularly. Partnerships have been established with the following entities: City of Los Angeles; Los Angeles County Office of Education; Los Angeles County Department of Children and Family Services; Los Angeles County Probation Department; Public Counsel Law Center and California universities.

LAUSD launched Everyone Mentors LA program which provides personalized encouragement and support to ensure every student graduates Ready for the World. This mentoring initiative matches students contending with challenges that have inhibited their academic success with a mentor from the Los Angeles community.

The goal is to connect students with a supportive mentor who can teach and model skills that will support school re-engagement and provide students an opportunity to demonstrate positive social emotional behaviors.

These partnerships have resulted in a variety of programs and services aimed at supporting students, families, and schools. The list below describes some of the programs and services:



Program	Services
<u>Black Student Achievement Program</u>	Black Student and Achievement Plan Pupil Services and Attendance (PSA) Counselors will provide child welfare and attendance supports, working with students participating in BSAP and families to address social/emotional, home, and community barriers and support students with achieving their academic potential. BSAP PSA Counselors leverage a strengths-based, identity affirming approach to ensure that the educational goals and needs of students participating in BSAP within the assigned region/program/school are met.
<u>FamilySource Partnership Program (FSPP)</u>	The FSPP is a collaborative effort between the LAUSD and the City of Los Angeles Community Investment for Families Department to serve students and families from low-income communities through FamilySource Centers. PSA Counselors are co-located at 19 FamilySource Centers (FSC) throughout the city and primarily serve families with children ages 5-17.
<u>Human Trafficking and the Commercial Sex Exploitation of Children</u>	<p>In 2015, LAUSD joined a national movement to increase awareness of the Commercial Sexual Exploitation of Children (CSEC). The Board Resolution “Not in our Schools, Not in our Communities” initiated a campaign to provide CSEC and human trafficking awareness and prevention training throughout LAUSD.</p> <p>Since 2015, awareness education has been provided to all secondary school staff in the District. Under the Student Support and Attendance Services (SSAS) branch, the initiative delivers a comprehensive, multi-tiered framework to prevent and respond to the trafficking of youth across the district. At the primary tier, efforts are focused on broad education and awareness for students, staff, and families. The secondary tier focuses on early identification of victims, collaboration with school site staff and Region Operations for campus impact assessments, and immediate trauma-informed responses. The tertiary tier includes long-term support and collaboration with the LA County’s DREAM Court, ensuring school site staff are equipped to provide safety planning, referrals to specialized services, and ongoing care in partnership with mental health professionals in the county.</p> <p>Resources include a school toolkit, mandated reporting guidance, and one on one case consultations for district employees. For more tools, resources, and support materials, visit the initiative’s website at www.lausd.org/CSEC.</p>
<u>Homeless Education Office</u>	The Homeless Education Office was designed to provide assistance to students and families experiencing homelessness in compliance with the McKinney Vento Homeless Assistance Act, an integral part the Every Student Succeeds Act (ESSA). Program personnel work in collaboration with school personnel and community service agencies in an effort to maximize access to various educational, social and enrichment programs which promote academic success and student achievement.
<u>Nurse Family Partnership Program</u>	The Nurse Family Partnership (NFP) Program is an evidence-based nurse home visitation program providing comprehensive health education services and support to first time pregnant teens enrolled in an LAUSD school. It is free and voluntary to eligible participants and there are no medical or immigration restrictions. The program supports first time, at risk mothers throughout pregnancy and until the baby is two years of age through home visits.

Program	Services
<u>Student Support and Attendance Practicum Program</u>	<p>The Student Support and Attendance Practicum Education Program (PEP) values its working relationship with Social Work and School Counseling Programs university internship programs in. Practicum Education has long been recognized to bring significant long-term benefits to our profession as Pupil Personnel Services (PPS) and Child Welfare and Attendance (CWA) experts, such as new perspectives, enthusiasm, on the most up-to-date practices. These partnerships have led to over 833 successful internship experiences since 2012. Practicum Instructors and Preceptors offer a variety of unique “hands on” learning experiences in a diverse urban setting to their interns and also benefit by having an opportunity to share their expertise and sharpen their professional skills.</p>
<u>School Enrollment Placement and Assessment (S.E.P.A.) Center</u>	<p>The S.E.P.A. Center is a collaborative partnership between Medical Services Division. It’s primary purpose is to accelerate and facilitate the enrollment and adaptation into school for newly arriving and continuing students attending L.A. Unified schools. The center also assists schools by providing consultation and advocacy for families. The S.E.P.A. Center is staffed by a multidisciplinary Medical Services Division team, including a Pupil Services & Attendance (PSA) Counselor, Psychiatric Social Worker (PSW), School Nurse/Nurse Practitioner, Health Insurance Advocate, and Interpreter Aides.</p>
<u>Student Support Programs</u>	<p>LAUSD’s Student Support Programs closes gaps and creates opportunities for at-promise students through tailored support that promotes stability, success, and access to higher education. The Student Support Programs department provides comprehensive, specialized services to eliminate disparities in attendance, school stability, and well-being to improve achievement, graduation rates, and college access for our at-promise students.</p>
<u>YouthSource City Partnership</u>	<p>YouthSource City Partnership brings together LAUSD Pupil Services and the City of Los Angeles to support opportunity youth and disconnected young people on their path toward academic, employment, and career success.</p> <p>At the core of this collaboration are LAUSD Pupil Services and Attendance (PSA) Counselors, who are co-located at 14 YouthSource Centers and 3 America’s Job Centers of California (AJCCs). These counselors provide comprehensive, youth-centered services—including educational assessments, re-engagement strategies, and access to employment resources—designed to remove barriers and build pathways to high school completion, post-secondary opportunities, and meaningful careers.</p>

BUILDING RESILIENCY IN A TRAUMA SENSITIVE SCHOOL

Every school is responsible for implementing school-wide systems and supports that address student wellness. When designing systems and supports it is important to assess school climate, student achievement, teaching practices, student and adult behavior, available and needed resources, as well as consider the impact trauma is having on student success. Resilience is the ability to bounce back from adversity or overcome challenges in life. This is vital for well-being. [Student Mental Health and Wellness Services](#) provides key resources to guide schools' efforts in supporting recovery after individual and community exposure to extreme stress.

Teachers and school administrators are offered trainings on alternative approaches and tools that can be utilized to reduce the negative effects of traumatic stress. It is important to remember that a trauma sensitive school:

- Recognizes the impact trauma has on student behavior and brain development
- Supports adults to utilize self-care and regulation
- Does not personalize inappropriate behaviors
- Understands that traumatized students require different instructional strategies and techniques in the classroom
- Has school-wide systems to screen and support students
- Utilizes a positive, strengths based approach to teach skills that help reduce stress and maladaptive behaviors
- Provides opportunities for students to build resiliency
- Makes available more intensive mental health services and counseling



Staff must not only have high expectations, but also believe that all students are capable of meeting them.

Teachers utilize Inner Explorer with students in the classroom to promote wellness and mental health. By becoming aware of our emotions, thoughts, and bodily sensations, students are better able to:

- Regulate emotions
- Improve behavior
- Reduce anxiety
- Manage stress

STANDARDS AND TOOLS FOR BUILDING RESILIENCE

Over 600 Psychiatric Social Workers (PSW) support Los Angeles Unified's students across the District, with the majority based directly on school sites, to provide school social work and mental health services using a multi-tiered framework.

HIGH EXPECTATIONS

All staff should believe that every student is capable of meeting the highest behavioral and academic expectations. Students must be encouraged to set their own high expectations and be confident that they can reach their goals by:

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

SOCIAL COMPETENCE AND CONNECTEDNESS

Students and families must feel welcomed and included in order to be successful. Through mentoring, unconditional caring and connectedness, schools can build relationships. Schools should increase bonds between staff, students and their families by:

- Creating opportunities for every student to build significant relationships with adults on campus through positive communication and mentoring.
- Encouraging and nurturing parents' involvement and participation in their children's education through collaboration, volunteerism, and membership on school councils.
- Teaching LAUSD Human Relations, Diversity and Equity strategies to facilitate staff's, students' and families' cultural understanding.
- Implementing culturally and linguistically relevant strategies to promote student connectedness and cultural competence.
- Helping parents understand their critical role in the development of their child's sense of value within the home, school, and community.
- Teaching students to understand that there are multiple ways to communicate and interact depending on the setting.



OPPORTUNITIES FOR MEANINGFUL PARTICIPATION

Students that feel part of the school and community are more engaged in learning. Opportunities for meaningful participation foster intrinsic motivation and a sense of ownership with the school and community. Schools can create opportunities by:

- Creating opportunities for all students to participate in leadership, clubs, sports, and/or other school activities.
- Promoting service learning through flexible scheduling options, opportunities offered in the curriculum and community partnerships.
- Encouraging students to contribute to the school and community through volunteerism, service learning, and teamwork.
- Recognizing, promoting, and rewarding student contributions to the school and community.

HELPING STUDENTS DEVELOP A SENSE OF PURPOSE AND FUTURE

Students need to understand the connection between education and their future. Schools must support students in setting guided short- and long-term goals. Schools should promote sense of purpose and future by:

- Encouraging an optimistic outlook for the future of all students.
- Utilizing advisory periods for goal setting and giving examples of success through motivational speakers and alumni success stories.
- Providing opportunities for students to participate in leadership, college visitations, and career and vocational planning.
- 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.

CLEAR AND CONSISTENT BOUNDARIES

School rules are clearly established, communicated, and consistently enforced in school policies, guiding principles as established by the [Discipline Foundation Policy](#), staff follow through, and school- wide positive support. Schools can establish clear and consistent boundaries by:

- Ensuring all members of the school community have a clear understanding of school policies, guiding principles, and positive behavior supports.
- Developing a partnership with staff, parents, and the community to support school rules, policies, and guiding principles.
- Posting developmentally appropriate District, school, and classroom guiding principles
- Throughout the campus and clearly communicate these to all stakeholders.
- Implementing research-based Positive Behavior Intervention and Support (PBIS) strategies.



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:

- Establishing a multidisciplinary team (Student Support and Progress Team) that is charged with identifying students needing support, developing intervention strategies, monitoring, implementing school and community resources, and evaluating the effectiveness of support services.
- Helping staff become more aware of behaviors and health conditions that may require mental health or medical interventions and/or support.
- Developing systems to assess the wellness of all students.
- Utilizing trained mental health staff to conduct mental health screenings and assessments of students for classroom preferred behaviors, trauma, and/or Adverse Childhood Experiences (ACE).
- Utilizing referral systems as well as District data systems such as MiSiS and MyData Elementary and Secondary Alert Reports.
- Implementing a process for the identification of students with chronic health conditions (such as asthma, diabetes, obesity, and substance abuse) that are known to have co- occurring social-emotional issues.

COORDINATION OF SCHOOL AND COMMUNITY RESOURCES

Schools should establish community-based partnerships to coordinate and provide support to all students. Supports should meet the individual needs of students who are struggling with academic, attitude (behavior), and/or attendance problems by:

- Utilizing community-based resources to supplement student support services that promote student wellness.
- Participating on local Resource Coordinating Councils.
- Collaborating with Organization Facilitators to foster the development of community partnerships.
- Assuring that support service personnel have sufficient time to communicate and collaborate in order to ensure the best use of available resources and the delivery of services.
- Utilizing existing funding sources, including LCFF, to promote and expand health and mental health programs and services.
- Utilizing staff development time to discuss students' academic, social, and emotional needs across grade levels and during transitions between schools to ensure coordinated support.



TRAUMA INFORMED CARE

As mentioned earlier, studies over the last 20 years have made an irrefutable link between exposure to community violence and other Adverse Childhood Experiences (ACE), and a host of social, academic, and behavioral challenges.

Longitudinal studies of ACE such as abuse, neglect, and extreme family instability have also pointed to an impact across the lifespan for those with multiple ACEs. This impact includes greater risk for health, mental health, social difficulties, and a shorter life span.

Early intervention can have a significant, positive effect on these at-risk lifespan trajectories. Looking through a Trauma Lens, we can see that understanding a child's past experiences allows us to recognize that behavior may often communicate a student's emotional need. When we shift away from a deficit approach, exemplified by the question, "What is wrong with a student", and shift to a stance of, "What may have happened that can explain this behavior", we create an opening to begin the healing process. Over 600 Psychiatric Social Workers (PSW) support Los Angeles Unified's students across the District, with the majority based directly on school sites, to provide school social work and mental health services using a multi-tiered framework.

Trauma-informed care should be provided utilizing a three-tiered model of support.

1. Interventions and supports at the **Universal Level** include school-wide mental health promotion and efforts to create a welcoming school culture and climate, a safe campus, school connectedness, and positive behavior. Everyone at a school is responsible for establishing a caring school climate and safe environment. Schools are required to develop and implement a school-wide positive behavior support and discipline plan consistent with the Tiered Fidelity Inventory. Schools should actively teach, model, reinforce, advocate, and communicate to the entire school community ([BUL-133307](#)).

What Can Schools Do at the Universal Level?

- Implement strategies for building resiliency throughout the school
- Implement the 8 key features of School-Wide Positive Behavior Intervention and Support
- Provide staff development on Psychological First Aid, Substance Abuse Prevention, Grief, Post Traumatic Stress, Suicide Prevention and Crisis Intervention
- Teach a Social Emotional Learning Curriculum
- Utilize Restorative Practices and language (i.e., affective statements and restorative questions)
- Positive behavioral expectations are explicitly defined, taught, reinforced, monitored, and corrected
- Implement community building circles
- Check-ins
- 4:1 (4 positive interactions to 1 corrective interaction)
- Social-emotional learning incorporated into lessons
- Fostering and promoting healthy affirming relationships

2. Targeted Support Services are for students who have been identified at risk or are beginning to exhibit signs of emotional and/or behavioral problems. Interventions at this level are designed to counter that risk and promote resiliency, well-being, and academic success. Providing early mental health intervention in schools has been shown to reduce course failures, reduce dropout rates and transfers to alternative schools. For example, implementing evidenced-based interventions for students exposed to high levels of violence can improve symptoms of child traumatic stress and depression, improving grades and attendance.

What Can Schools Do at the Select or Targeted Level?

- Psycho-educational groups
- Parent conferences
- Student Support and Progress Team (SSPT)
- School-based mentoring
- Home visits
- Grade level case conference
- Grade level parent meetings with at-risk students
- Parent education
- After-school enrichment programs
- Restorative conferences
- Repairing the harm circles
- Targeted small group or individual interventions and supports
- Targeted social-emotional learning
- Self-monitoring daily progress report

3. **Intensive** Support Services are aimed at students who have significant emotional and behavioral barriers and may include: behavior contract/behavior support, individual and group therapy, suicide/violence/threat/risk assessment and management, family outreach and counseling, home visits, case management, multi-disciplinary team support, and referral and linkage to District and community resources.

What Can Schools Do at the Intensive Level?

- Student Support and Progress Team (including follow-up meetings)
- PBIS/RP Team
- Increased supervision and monitoring of students or locations
- Daily school-home reports
- Suicide Prevention, Intervention, and Postvention activities
- School-based and community referrals for treatment and services
- Threat / Risk Assessment
- Utilize school-based crisis team
- 504 Plan
- Assessment and Individualized Education Plan (IEP)
- Interim Behavior Response Plan (IBRP)

RESOURCES FOR SCHOOLS

LAUSD School Mental Health professionals are committed to supporting positive student connections with peers, family, school and community to facilitate student development. They also facilitate the ability to successfully deal with problems, crises, or traumatic experiences, while fostering resiliency. For additional information about programs and services offered, call (213) 241-3841 or visit the [website](#).

Resources	Description
BUL-133307.0 Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social- Emotional Wellbeing using Positive Behavior and Interventions and Supports/ Restorative Practices	<p>Every member of our school District community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework.</p>
<u>BUL-5800.1 Crisis Preparedness, Response and Recovery</u>	<p>School crises can result in significant human and fiscal costs as well as disruption to the learning environment. Crisis preparedness, response and recovery efforts in the educational setting are crucial in restoring a safe and healthy learning environment. These efforts promote resiliency and a sense of self-efficacy for students, staff and school community stakeholders. Providing effective crisis management and interventions can mitigate negative social-emotional consequences, reduce the period of school disruption as well as restore safety and security to the school community to promote attendance, academic achievement, and wellness.</p>
<u>Suicide Prevention and Intervention</u>	<p>The Shool Mental/Suicide Prevention & Intervention (laUSD.org) toolkit includes resources in English and Spanish, and many activities that can be done individually or as a group. For suicide prevention resources and tools, click here.</p>
BUL-5799.2 Threat Assessment & Management	<p>Violence results in significant human/fiscal costs and disruption of the learning environment. Threat and violence risk assessment and management in the educational setting is recognized as a challenging and dynamic process that calls for collaborative responses and interventions from administration and relevant stakeholders, such as staff, law enforcement, and the school community. Educators can click here for instructions on how to download this bulletin.</p>

PARTNERSHIPS

The LAUSD has initiated and maintained a variety of internal and external partnerships in an effort to support resiliency and trauma informed schools. Partnerships have been established with the following entities:

- Los Angeles County Department of Mental Health;
- National Child Traumatic Stress Network;
- The RAND Corporation;
- Substance Abuse and Mental Health Services Administration (SAMHSA);
- University of California, Los Angeles;
- University of Southern California;
- California State University, Los Angeles;
- California State University, Long Beach;
- Mayor's Crisis Response Team;
- The California Endowment;
- The LA Trust for Children's Health;
- Child Adolescent Suicide Review Team; and the Suicide Prevention Network;
- [Sandy Hook Promise](#);
- [Center for Safe and Resilient Schools and Workplaces](#);
- [UCLA Nathanson Family Resilience Center](#);
- UCLA Health;
- UCLA Center of Excellence for Behavioral Health;
- [David Lynch Foundation, Center for Resilience](#);
- The Center for Health and Health Care in Schools

These partnerships have resulted in a variety of programs and services aimed at supporting students, families, and schools. The list below describes some of the programs and services:

Program	Services
School Mental Health Clinics and Wellness Centers	Clinic outpatient mental health services for LAUSD students are provided through a partnership between the Los Angeles County Department of Mental Health (DMH) and LAUSD SMH. As DMH providers, SMH clinicians are committed to implement the County of Los Angeles' vision to improve the quality of life in the county, by providing responsive, efficient, and high quality public services that promote the self-sufficiency, well-being and prosperity of individuals, families, businesses and communities. Mental health is available throughout the District at 13 locations. For a list of clinic locations and the Clinic and Wellness Center Referral form, click here .



Program	Services
Crisis Counseling and Intervention Services	Crisis Counseling and Intervention Services (CCIS) is dedicated to restoring and maintaining a safe and healthy learning environment for the students and staff after critical incidents on or near a school campus. CCIS staff builds the capacity of District staff to implement prevention strategies and mitigate the risk school and community crises. They provide crisis response and recovery services in collaboration with School Police), Regional staff and community resources. Specific services include on-campus crisis intervention, threat assessment, suicide prevention, and disaster response.
The Mental Health Evaluation Team (MHET)	MHET is a collaboration between School Mental Health professionals and LASPD to provide a clinician/ officer model to support students who pose imminent risk of harm to self or others. MHET teams respond in a trauma-informed and culturally responsive manner and provide transport when needed. MHET teams support L.A. County Department of Mental Health in responding to Los Angeles Unified students experiencing a mental health crisis, thereby making mental health assessment and care more immediate and readily available to those of highest need.
Practicum Instruction	SMH partners with local universities to provide internship opportunities for MSW and BSW level candidates. Internships provide learning opportunities for university students who provide direct practice interventions and other support to students and their families in schools.



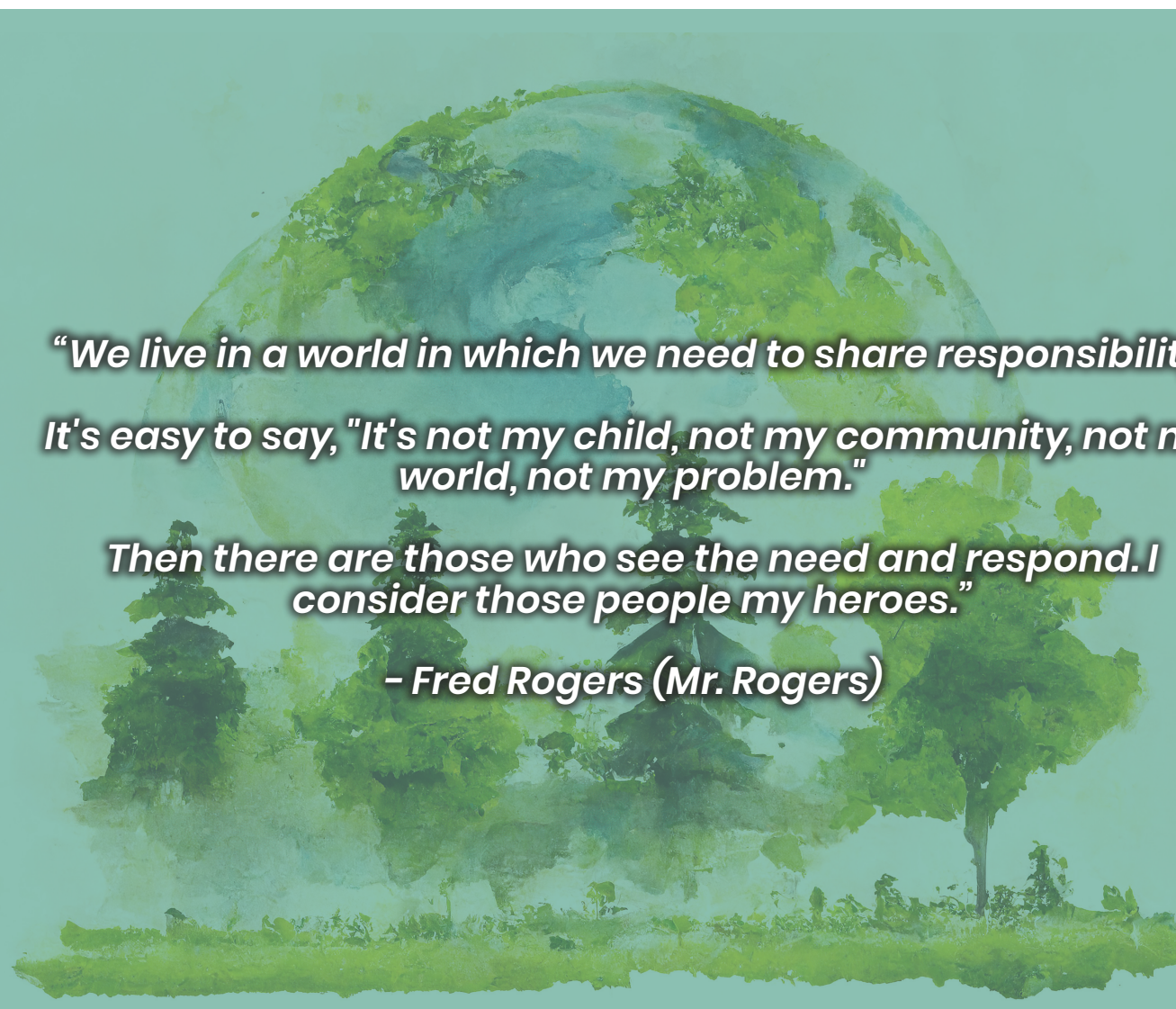
POSITIVE ATTENDANCE AND BUILDING RESILIENCE CHECKLIST FOR SCHOOL ADMINISTRATORS

It is the goal of LAUSD to achieve 100 percent attendance for students and staff. In an effort to meet this goal, the District has set annual targets. The goal is for students to achieve excellent attendance. Schools should implement effective attendance and dropout prevention strategies to help achieve the annual targets and overall goal.

Outlined below are some of the requirements set forth in the Integrated Safe School Plan that are related to positive attendance and building resilience. Schools should implement these requirements as a part of the school's attendance and resilience building programs:

- ☐ School has a written attendance/absence and tardy policy that is shared with all stakeholders in the enrollment packet, and at the beginning of each semester.
- ☐ Establish at least three SMART attendance improvement goals that are tracked and shared at least monthly with all stakeholders.
- ☐ Establish a goal to increase rates to 96% or higher attendance.
- ☐ Establish a goal to reduce rates of chronic absenteeism (91% or lower attendance).
- ☐ There are systems in place to ensure that all school staff understand, teach, and reinforce attendance expectations and prevent absenteeism among students.
- ☐ There are staff designated to serve as liaisons for special student populations that may require additional support and/or services (as required by federal, state, and district mandates).
- ☐ Attendance/Engagement and Dropout Prevention.
- ☐ Implement a multi-tiered system of support for attendance, truancy, and dropout prevention.
- ☐ Truancy/Tardiness Abatement—The school has a well-defined plan that addresses truancy and tardiness abatement.
- ☐ Intervention for At-Promise Students.
- ☐ System to Recover, Enroll, or Provide Alternative Education Referrals.
- ☐ Schools have systems in place to recover, enroll, and/or provide alternative education referrals when appropriate to students who have left school or are currently not attending school.
- ☐ Schoolwide prevention efforts exist to promote building assets and resiliency to increase positive development in all students.
- ☐ The school has a School Crisis Intervention Team that can effectively respond to critical incidents to help restore the climate of physical and emotional safety in the classroom and limit the disruption caused by such incidents.
- ☐ The school assists or provides resources to students who express suicidal wishes or engage in suicidal behaviors. All threats are taken seriously.
- ☐ The school evaluates risk factors and warning signs when a student makes a threat against other students or staff so that a management plan can be organized to maintain the safety of students and staff and secure assistance and intervention for the threatening student.

- ☐ School-wide prevention efforts exist to promote building assets and resiliency to increase positive development in all students.
- ☐ Early identification and intervention programs/practices are used for students who present at-risk academic, behavioral, and mental health problems.
- ☐ A formal process exists for coordinating referrals, identifying student strengths and weaknesses, and for accessing the appropriate programs and services.
- ☐ Pupil Personnel staff routinely collaborate with teachers and other school staff in conducting preventive activities related to academic, attendance, behavior, and mental health issues.
- ☐ School regularly consults with Organization Facilitator to identify community-based mental health services and has established a process for accessing those services.
- ☐ A system is in place to measure the effectiveness of support services and to modify resources/funds to successfully meet student academic, attendance, behavior, and mental health needs.
- ☐ Ongoing training on early identification of students with signs of academic, attendance, and behavioral/mental health problems is provided for all staff.



***“We live in a world in which we need to share responsibility.
It's easy to say, “It's not my child, not my community, not my
world, not my problem.”***

***Then there are those who see the need and respond. I
consider those people my heroes.”***

– Fred Rogers (Mr. Rogers)

SAFE ENVIRONMENT

Overview

LAUSD is committed to creating schools with climates that focus on safety, teaching, learning, and interpersonal relationships that enhance student academic achievement and well-being.

The health and well-being of our students and their academic achievement can be greatly influenced by the physical and social-emotional environment. Incidents of violence and other factors related to school climate can often impact the ability of students to feel safe and to fully engage in the learning process.



PROMOTING JOY AND WELLNESS BY FOSTERING A SAFE AND WELCOMING ENVIRONMENT

The District is devoted to fostering a safe, inclusive, and supportive school culture on every campus and minimizing disruptions or barriers to learning. Our approach to safety is comprehensive, and we are committed to creating environments that offer physical, emotional, and environmental safety. By promoting these conditions, we believe our campuses and classrooms will shine as exciting and exemplary learning spaces for students to realize their potential.

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 stakeholders must create an environment that promotes a sense of connectedness among staff, students, and their families. This may be facilitated through:

- Promoting respect for and appreciation of individual and cultural differences ([Board Resolution “Respectful Treatment for All Others”](#)).
- Engaging students, staff and families in community building activities that build a strong sense of belonging, connection, and community, and a shared ownership of the learning space.
- Encouraging inclusivity and respect through the use of community building circles, restorative conversations, and other Restorative Practices.
- Training adult supervisors on conflict resolution techniques consistent with the District’s adopted social-emotional skills curriculum and restorative practices so that all staff and students speak a common language in identifying and resolving conflicts.
- Engaging all stakeholders in human relations/diversity training and practices.
- Communicating District policies on safety and equity through the prominent posting of such policies in visible locations, Internet, Blackboard Connect messages, Parent-Student Handbook, and parent meetings.
- Engaging parents in school activities.
- Communicating frequently and positively between all stakeholders.
- Responding to student and parent concerns.
- Promoting activities that help create a sense of school ownership and pride by involving school leadership.
- Utilize inclusive curriculum as a variable affecting connectedness.

CREATING AND SUSTAINING A SAFE AND WELCOMING LEARNING ENVIRONMENT WITHOUT BIAS AND RACISM

LAUSD is committed to creating environments where all students feel safe, welcome, and excited to learn. As part of this commitment, we are emphasizing and highlighting the anti-racist, anti-bias practices we have in place to eliminate barriers to student success.³

³ LAUSD IOC: Creating and Sustaining a Safe and Welcoming Learning Environment, April 24, 2023

School and District Staff Expectations

Employees are to remain mindful of professional responsibilities and immediately address any conflicts that arise pertaining to race and/or identity, with clear action steps to address the concern. Employees should be mindful to avoid imposing personal biases or political opinions while creating learning environments that:

- Set expectations for respectful communication and interaction
- Create space for the expression of feelings
- Promote active listening, validation, and respectful ways to share opposing views
- Encourage self-reflection and feedback
- Immediately respond to concerns

Students' Rights

Students may exercise their right to freedom of speech as long as their speech, expression, or conduct is not obscene, hate-motivated, lewd, libelous or slanderous; does not incite students to destroy property or inflict injury upon any person; or does not cause a substantial disruption to school operations.

Instructional Resources

The Division of Instruction and Medical Services Division have curated resources to assist teachers, administrators, students and families in addressing situations and incidents when 2 race and/or identity conflicts occur.⁴

- [**Uplifting Black Students**](#) - is a comprehensive document that centers the needs of and provides a tiered approach to situations impacting our Black students. This guide provides a systematic approach to prevention, tiered intervention, strategies for conducting courageous conversations, support for addressing racial epithets, and guidance for implementing community circles as a restorative practice.
- [**Courageous Conversations with Students**](#) - is a guide for educators to help students process their thoughts and feelings about the world and create space for them to bring their full selves to school.
- [**Human Relations Diversity and Equity \(HRDE\)**](#) - provides resources for educators, caregivers, and administrators looking for information about [Sexual Orientation Gender Identity and Expression \(SOGIE\)](#), including the [Gender Identity Support Discussion Guide](#).
- [**Psychological First Aid \(PFA\)**](#) - is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning. [School Mental Health](#) also has targeted PFAs to support our Black [students](#) and [caregivers](#).



⁴ LAUSD IOC: Creating and Sustaining a Safe and Welcoming Learning Environment, Attachment A, April 24, 2023

The District supports efforts to educate students by having meaningful dialogues about issues that affect their lives. This guidance creates space for courageous conversations, provides social emotional support for students and families affected and supports instruction. Incidents of bias and hate, whether implicit and/or intentional, can have far-reaching impacts on students, staff and families, whether internationally, locally, or even on our campuses. School safety requires a multipronged approach to prevention, tiered interventions, and follow-up. Schools can support student and staff recovery while promoting healing by preparing to respond to a given situation; meaningfully engaging the impacted parties; acknowledging the depth of the occurrence, and taking action.

For additional information and resources, please visit:

- [Medical Services Division](#)
- [Human Relations Diversity & Equity](#)
- [Black Student Achievement Plan \(BSAP\)](#)
- [Educational Equity Compliance Office \(EECO\)](#)
- [Equal Opportunity Section \(EOS\)](#)



BLACK STUDENT ACHIEVEMENT PLAN (BSAP)

The Black Student Achievement Plan was approved by the LAUSD Board of Education in February of the 2020-21 school year. Dedicated funding has been earmarked to address the longstanding disparities in educational outcomes between Black students and their non-Black peers. Dating back to the landmark case, [Brown v. Board of Education of Topeka](#), in which the U.S. Supreme Court declared that segregated schools were unconstitutional, favorable outcomes for Black students and their communities continue to fall below District and national averages of their non-Black counterparts.

The BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community-based organizations with proven track records of success within the Black community, and provides increased staffing support to address the academic and social-emotional needs of Black students.

The creation and implementation of this plan is a joint effort shared across LAUSD and community partners. The support will remain until parity and beyond is achieved.

HUMAN RELATIONS, DIVERSITY & EQUITY

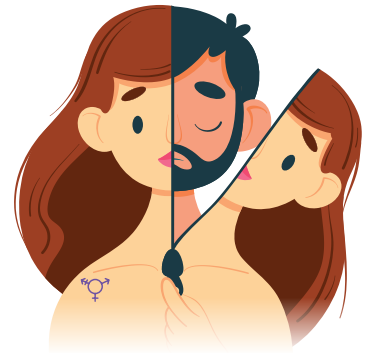
LAUSD's Human Relations, Diversity & Equity (HRDE) is committed to fostering a safe and respectful District, school, and community culture where the seeds of peace and justice is sown so that all students and staff can lead safe, purposeful, and academically fruitful lives.

Sexual Orientation, Gender Identity, and Expression (SOGIE)

This term recognizes all sexual orientations and gender identities, including heterosexual and cisgender. Good teaching includes helping students process their thoughts and feelings about the world and creating space for them to bring their whole selves to school. This document, *Courageous Conversations with Students*, provides tools, lesson plans, and practical advice for facilitating dialogues with students about power, privilege, oppression, and resistance. They were adapted by the Office of Human Relations, Diversity & Equity (HRDE). Resources for educators, caregivers, and administrators click [here](#).

Genders and Sexualities Alliances

Genders and Sexualities Alliances (GSA) have proven to be critical protective factors for our LGBTQ+ youth and their friends and allies. HRDE supports the leadership of our school communities' GSA club. Club membership is open to all. To learn more about GSA, visit our [website](#). For LAUSD resources, supports and policies for LGBTQ+, click [here](#).



Standing with Black Students, Staff, and Families

LAUSD joins educators nationwide in inviting critical conversations about racial bias, social justice, and black identities. For resources, visit our [website](#).

Advisory Lessons

The Office of Human Relations, Diversity & Equity has created an array of short, student-facing mini-lessons for educators to utilize in their classes to recognize the contributions of diverse people to American culture. Click [here](#) to view curated lessons.

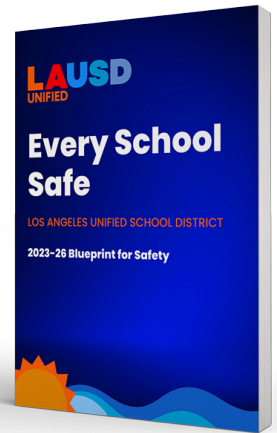
SAFE SCHOOL CLIMATE

Students who feel safe and secure at school are more likely to attend school and engage in the learning process. Schools may foster a safe school climate by proactively collaborating with **all** members of the school community to create respectful relationships where **everyone** achieves success and resolves conflict restoratively. To establish a safe school climate, schools should:

- Follow the guidelines and implementation strategies and interventions outlined in the District's [Every School Safe Plan: 2023-2026 Blueprint for Safety](#).
- Implement Positive Behavior Interventions and Supports/Restorative Practices.
- Establish a Coordinated Health and Safety Committee and develop a positive behavior discipline plan in accordance with the [Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices \(PBIS/RP\) \(BUL- 133307\)](#).
- Implement the [District approved Social Emotional Learning curriculum](#) to meet the NCLB, Title IV mandates for Safe and Drug-Free Communities Single Plan in all elementary and secondary schools.

The District's [Every School Safe Plan: Blueprint for Safety](#) encompasses the collaborative efforts of District administrators, staff and community partners to ensure the environmental, physical, psychological, and social-emotional safety and wellbeing of our students and employees. It is aligned and interconnected to the priorities and strategies reflected in the Los Angeles Unified Strategic Plan to prepare our students to be Ready for the World.⁵

Additionally, it introduces enhancements to the Integrated Safe School Plan, new systems to promote communication within schools and with families and community, and nationally-recognized processes and practices to promote positive behavior in schools. The Every School Safe Plan also reflects the ongoing development and collaboration with community partners to ensure safe routes to schools, constructive and meaningful relationships amongst students and employees, and the overall wellness of the District's students and families.



POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS AND RESTORATIVE PRACTICES (PBIS/RP)

What is PBIS/RP

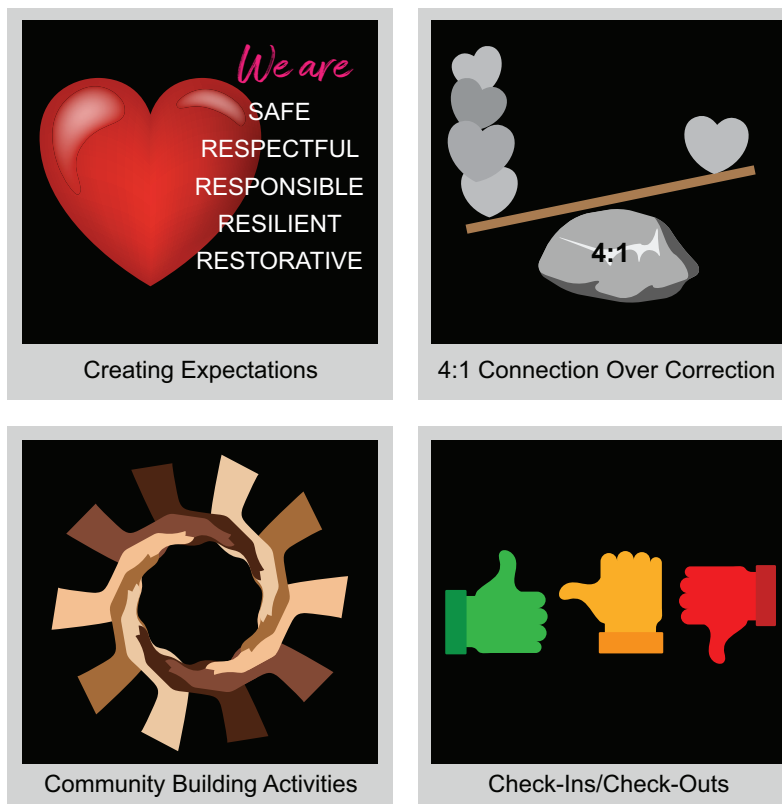
PBIS/RP are proactive approaches used in Los Angeles Unified schools to enhance safety and support positive behavior by emphasizing prevention over punishment, while fostering equity and accountability.

Positive Behaviors Interventions and Supports (PBIS)	Restorative Practices (RP)
Proactive, evidence-based approaches to discipline that promote equity and accountability	
<ul style="list-style-type: none"> • Utilizes a 3-tiered framework to support ALL students' success • Emphasizes prevention through systems change • Integrates and enhances data, systems and practices 	<ul style="list-style-type: none"> • Promotes reflective thinking and collaborative problem solving • Emphasizes community building and repairing harm • Fosters resilience through authentic, positive relationships

PBIS/RP department leverages a trauma-resilience-informed approach through a multi-tiered system of supports framework to cultivate safe, healthy, welcoming and affirming learning environments that establish a culture of learning and positive behavior. By focusing on social-emotional wellbeing and community building to promote equity, PBIS/RP collaborates with Regions, Community of Schools, school teams, families, and community partners to address the needs of the whole child, whole school, and whole community.

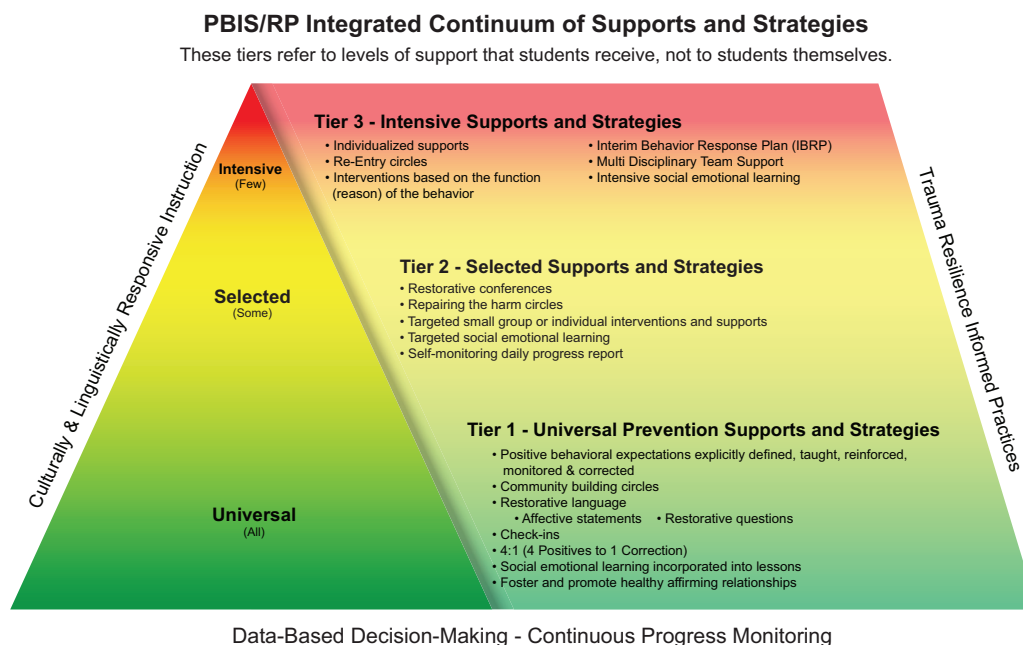
⁵ LAUSD Every Safe School Plan: Blueprint for Safety, April 2023

4 Unifying Features of PBIS/RP



The four unifying features of PBIS/RP are [community building activities](#), [creating expectations](#), [check-ins/check-outs](#), and [4:1 connections over corrections](#).

Multi-tiered Integrated Strategies & Resources



DISCIPLINE FOUNDATION POLICY

Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school District community has the right to a safe and inclusive learning environment by adopting and implementing a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework.

All students must be taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. This is accomplished through the implementation of a multi-tiered system of Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), which prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and the whole community.

The District has adopted the Tiered Fidelity Inventory (TFI) as the tool for schools to assess the implementation.

[Attachment E-1 2022](#) - Tiered Fidelity Inventory: Tier 1 Table

[Attachment E-2 2022](#) - Tiered Fidelity Inventory: Tier 2 Table

[Attachment E-3 2022](#) - Tiered Fidelity Inventory: Tier 3 Table

For additional resources, including multi-tiered supports, visit the [PBIS/RP Webpage](#).

Bullying and Hazing Policy

The [Bullying and Hazing Policy BUL-5212.3](#) defines bullying & hazing behavior and provides procedures and responsibilities for how school staff, parents, and students are expected to manage and resolve bullying behavior.

Bullying Prevention and Intervention Resources

For resources for educators, students, caregivers, and administrators, including public service announcements, please visit our Human Relation, Diversity and Equity [Bullying webpage](#).

LAUSD's School Mental Health also offers bullying resources for educators which can be accessed on their website [here](#).

LAUSD's Educational Equity Compliance Office bullying resources for students, families, and educators can be found [here](#).





SECOND STEP

School principals may select Second Step, as their the LAUSD-adopted violence-prevention curriculum, to meet the NCLB, Title IV mandates for Safe and Drug-Free Communities Single Plan. For more information, visit: <http://www.cfchildren.org/second-step> or contact your regional SEL advisor.



THE LOS ANGELES SCHOOLS ANONYMOUS REPORTING APP⁶

The Los Angeles Schools Anonymous Reporting app (LASAR) aims to increase community-focused public safety in and around our schools by allowing students, families and community members to anonymously report non-emergency school safety incidents 24 hours a day/7 days a week.

The LAUSD Emergency Alert app is available to employees allowing them to alert LASPD of an active assailant situation in real-time. The app automatically detects the school location of the user.

The District uses the Blackboard Connect notification system to send messages to parents by phone, email and text, including emergency messages and critical notifications from LASPD. The system is capable of sending three million calls within an hour which is crucial to ensuring student safety during emergency situations. Los Angeles Unified parents have real-time access to information regarding their student's attendance, health records and discipline through the [Parent Portal](#). Students and families can download the app [here](#).



COMMUNITY PARTNERSHIPS⁷

Los Angeles Unified's Wellness Programs support schools by establishing partnerships with city, county and community-based organizations to address the needs of the whole school, whole community and whole child. Los Angeles Unified recognizes that physical and mental health, wellness and safety are essential for effective teaching and learning.

[Community partnerships](#) offer Los Angeles Unified students and families even greater access to medical, dental, vision and mental health services. Furthermore, additional partnerships offer students dropout prevention, substance abuse prevention, and mentoring services.

[Everyone Mentors LA](#) harnesses the power of community-based organizations, business leaders, civic leaders and school teams, to bring meaningful mentorships to our students.

The District's [Beyond the Bell](#) program ensures that all children and youth have access to high quality, safe and supervised academic, enrichment and recreation programs that inspire learning and achievement beyond the regular school day. Numerous partner agencies complement District programs and offer students safe and stimulating places to be before and after school.

⁶ LAUSD Every School Safe Plan: 2023-2026 Blueprint for Safety, pages 15 and 16.

⁷ LAUSD Every Student Safe Plan: 2023-2026 Blueprint for Safety, page 17.

SAFE ENVIRONMENTS

The mission of the [Division of School Operations](#) is to ensure that every LAUSD site receives support and guidance toward creating and maintaining a safe and caring environment that supports learning and achievement.

SAFETY COLLABORATIVES

Organization Facilitators, from LAUSD's Wellness Programs, partner with Region Operations Administrators to host Safety Collaborative meetings across the District.

Participating collaborators include District leaders, the [Los Angeles School Police Department](#), local law enforcement, city officials, community partners and others. Safety Collaboratives discuss current safety concerns in order to identify solutions and strategies to keep our students and schools safe.

SCHOOL CLIMATE ADVOCATES

School Climate Advocates assist school administrators with providing a safe and welcoming school environment for students, staff, and community members by utilizing culturally sustaining and responsive pedagogy, active listening skills, de-escalation and conflict resolution techniques, and District programs such as Second Step and Inner-Explorer to support student's social and emotional learning. The School Climate Advocates work collaboratively with site personnel and holistic team members such as counselors, psychiatric social workers, and pupil and attendance counselors to implement multi-tiered support systems to ensure all students feel safe, welcomed, and supported at school. For more information, please visit the [Division of School Operations](#).

CITY OF LOS ANGELES SAFE ROUTES TO SCHOOLS PROGRAMS

Students who feel safe and secure walking in their community are more likely to arrive at school ready to learn. This fitness activity also helps students meet their physical activity targets.

The Los Angeles Department of Transportation (LADOT) Safe Routes to School program, brings safety improvements to school neighborhoods, streets, and safety education into school communities to create a culture that prioritizes safety for all.

LADOT also provides crossing guards which serve as a valuable resource to enhance the safety of students, specifically those walking and cycling in school zones.



As a partner with the City of Los Angeles in support of the [Vision Zero](#) goal to eliminate all traffic fatalities, LAUSD is collaborating with LADOT on Safe Routes activities at all levels, from the District to school-based actions. Some simple ways to advance wellness:

- Collect and report student-travel-to-school data to inform the development of effective engineering, enforcement, and education strategies for the Safe School Plan and monitor the modes students travel to and from school.
- Support community engagement in walk audits and School Safety Plan review, and outreach to promote City and community collaboration on safety solutions in the school environs.
- Monitor schools' zones to enhance expedient reporting on sidewalk, traffic, and other roadway safety concerns to the City of Los Angeles.
- Schedule school assemblies and leverage physical activity programs to teach students basic traffic safety skills.

CYBERSECURITY AND DIGITAL CITIZENSHIP

Instructional Technology Initiative (ITI) is the office responsible for digital citizenship District-wide.

ITI provides policy, professional learning, and school-site support to ensure coherent digital citizenship efforts District-wide. Programs are grounded in research and founded on curriculum and practices developed by the International Society for Technology in Education (ISTE) and Common Sense Education (CSE).

CAMPUS AND ENVIRONMENTAL SAFETY⁶

A number of District policies guide Regions and school administrators in their roles and responsibilities for ensuring student and campus safety.

These include ensuring perimeter gates are locked during school hours, enforcing policies for visitors during school hours, and adhering to required standard operating procedures to prevent [illness and injury](#) of support staff.

Dedicated personnel are assigned to supervise the campus and student activity throughout the day, including Campus Aides, Supervision Aides, School Climate Advocates and Restorative Justice Teacher Advisers. Los Angeles School Police Officers respond to calls for service to emerging or real-time safety threats and crimes in progress, and regularly provide off-campus patrol. School Safety Officers support safety and security for the Division of Adult and Career Education sites.



The City of Los Angeles and the Los Angeles City Attorney's Office are partners of Los Angeles Unified in the commitment to keep schools safe, including the immediate vicinity. California Penal Code designates any area within 1,000 feet of a school, as well as any area within 100 feet of a designated bus stop during regular school hours or within 60 minutes before or after any school-sponsored activity on the campus, a Safe School Zone. Crimes committed within identified Safe

School Zones are subject to increased penalties and conviction under the law. Los Angeles Unified staff regularly participates in safety collaboratives with local law enforcement including the city Attorney's Office to assess and monitor the physical security of school campuses and promptly follow up on security needs. These areas include the outer perimeter of each campus, outdoor spaces within the campus, as well as the perimeter and interior of each school building.

SAFE SCHOOL INSPECTIONS⁸

The mission of Los Angeles Unified School District's Office of Environmental Health and Safety (OEHS) is to ensure a healthy environment for students to learn, teachers to teach and employees to work. OEHS strives to eliminate all environmental health and safety risks at schools in alignment with all governmental regulatory requirements.

OEHS staff conducts Safe School Inspections to evaluate the condition of Los Angeles Unified schools and their operating practices to ensure compliance with regulatory standards, District policies and are conducive to learning. These inspections address 15 subject areas:

Asbestos Management	Emergency Procedures (Integrated Safe School Plan)	Lead Management
Campus Safety	Facilities and Equipment Maintenance	Miscellaneous
Chemical Safety	Fire/Life Safety	Off-Site Risks
Construction Safety	Indoor Environment	Pest Management
COVID-19 Compliance	Injury and Illness Prevention	Traffic and Pedestrian Safety

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.

⁸ LAUSD Every Student Safe Plan: 2023-2026 Blueprint for Safety, page 17.

STAFF WELLNESS

Overview

LA Unified recognizes that the health, well-being, and engagement of employees are essential to creating positive learning environments and supporting student success. School personnel, administrators, and all District employees play a critical role in establishing the culture, climate, and tone of the educational community. As role models for students, employees influence attitudes and behaviors related to health, wellness, and lifelong well-being.

LA Unified is committed to fostering a culture of wellness that supports the physical, mental, emotional, and social well-being of all employees. Recognizing the strong connection between employee wellness and student achievement, LA Unified affirms that efforts to promote student wellness must be accompanied by meaningful investments in staff wellness. A healthy workforce is better equipped to provide high-quality instruction, services, and support that contribute to positive educational outcomes.

Through comprehensive wellness initiatives, resources, and programs, LA Unified seeks to increase awareness of healthy lifestyle practices and encourage proactive preventive care among employees. The district will promote opportunities that support overall well-being, reduce health risks, and enhance quality of life for all staff members.

The goals of the District's Staff Wellness Program are to strengthen employee health and well-being, increase productivity and job satisfaction, reduce absenteeism, lower healthcare and workers' compensation costs, and support employee retention and long-term workforce sustainability. By fostering a shared commitment to wellness across the entire educational community, LA Unified advances a healthier, more resilient workforce and learning environments for all.



INVESTING IN STAFF – DEVELOPMENT AND UPLIFTING OF TALENTED STAFF TO SERVE ALL STUDENTS

LA Unified believes in the boundless potential of each of our students, and realizing that potential is only possible when we recognize, empower, and support our staff. The most important factor in ensuring our students thrive and are ready for the world is having knowledgeable, caring, and courageous educators, school leaders, and support staff to guide them on their journey through Los Angeles Unified. The ambitious goals we have set for ourselves and for our students require a clear focus on the recruitment, development, and retention of talented and dedicated staff. Our commitment to upholding students' joy and wellness, as well as their academic success, must be mirrored in our investments to cultivate and sustain staff wellness through responsive and affirming practices.

Every employee should be supported, valued, and connected to their schools, as this is essential for serving students well. LA Unified is committed to building the capacity of employees to promote wellness strategies for their schools and teams.

MEANS USED TO PROMOTE WELLNESS

Workplace Wellnees Strategy

Staff should be aware of wellness information, health care services, and activities available to them such as the following:



- Free supplemental, confidential mental health and counseling services to all employees through the [Employee Assistance Service for Education \(EASE\) program](#)
- [Wellness Programs](#) supports schools in establishing Staff Wellness Rooms on campus and offering free physical and mental health resources.
- Screening tools, including Health Risk Assessments and clinical tests (e.g. blood pressure measurements or cholesterol checks)
- Lifestyle management (e.g. smoking cessation, stress management, weight management) and disease management (e.g. diabetes management) program
- Health promotion benefits, such as vaccinations
- Community events (LAUSD 5K, marathons, health fairs, etc.) Services at the wellness centers are available to staff
- Professional development trainings focused around building educator resilience and fostering staff wellness

Information is distributed to staff through the following means:

- Employee Benefits/Resources at [Benefits Administration](#)
- Health Care Providers
- Monthly [Wellness newsletters](#), flyers, and posters
- Wellness presentations and events
- Wellness campaigns

[Wellness Programs](#) provide resources to schools to assist in the implementation of staff wellness at work. Some examples include:

- Supporting schools to establish Staff Wellness Rooms on campus and offering free physical and mental health resources
- Modeling healthy eating workshops during staff meetings and events
- Creating walking clubs as physical activities during lunch/breaks
- Providing simple desk exercises
- Sharing stress management tools



The District continues to develop programs to recognize and celebrate employee accomplishments and contributions. We believe that every employee deserves support, recognition, care, and connection to their schools as both a fundamental right and a requirement for effectively serving our students.



PARENT AND COMMUNITY INVOLVEMENT

Overview

LAUSD recognizes the importance of parent, family and community engagement in a child's education and wellness. When parents are engaged and activating their learning at home, students come to school more regularly, complete homework more consistently, and engage in more positive behaviors. Families also provide their children with a diet and daily routine which is proven by research to impact the child's ability to succeed academically. Hence, parent and family engagement and community involvement directly impact a child's health and academic success.

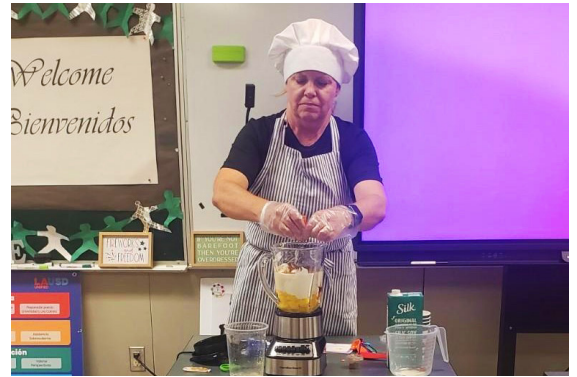
The District's priority is to strengthen relationships between families, students, and their schools to improve student success recognizing that schools are part of a larger community. As health and safety issues increase, schools cannot address these issues alone. Positive family-school partnerships cultivate students' social, emotional, and physical well-being, create a sense of belonging in the school community, and build families' capacity to engage in and support student learning. It is vital that the communities and schools work together to support children as they develop into healthy, responsible, and productive members of society ready for the world.



PROMOTING WELLNESS

Support a Healthy Diet

Schools encourage parents to provide a healthy diet through outreach which emphasize the relationship between student health and academic performance. The District is committed to providing consistent messages supporting healthy eating between the home and the school environment.



Schools teach parents to pack healthy lunches and snacks.

Education workshops are provided to inform parents on beverages and foods that meet the nutrition standards outlined in the Nutrition Services section. Schools provide opportunities for parents to share their healthy food recipes and practices with others in the school community

Wellness Programs train schools to facilitate 8-week sessions of Healthy Habits for Families Interactive workshops for parents. These workshops for parents reinforce key messaging that students learn in their Healthy Habits lessons, such as MyPlate the different food groups, recommended daily amounts including portion control, reading nutrition facts labels, and the importance of physical activity. Healthy Habits for Families emphasizes how self-empowerment leads to healthier lifestyle changes not only for individuals, but for their whole family.

The District also promotes and provide tips for healthier diets through school and District websites such as the [Menu](#), [Café LA Harvest](#), [Café LA Programs](#), [Parent Resources](#), and [Cooking with Café LA](#).

Encourage Physical Activity

Schools support parents' efforts to provide daily physical activity for their children. Schools are encouraged to provide information about physical education and other school-based physical activity opportunities before, during, and [after the school day](#).

The District also support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports include sharing information about physical activity and physical education through [District website](#), [Wellness newsletter](#), other take-home materials, special events, or physical education homework.

Wellness Programs in collaboration with KLCS, produces *Everyday Fitness*, an original production of fun fitness classes for the entire family. Each stand-alone 15-minute episode is led by Nationally Certified Health and Fitness Trainers and airs once a week on the KLCS public broadcast channel. Episodes are also accessible on demand at [Wellness Programs Health and Wellness Fitness Channel](#).

These easy-to-follow physical activity classes such as HIIT, Tabata, Cardio Box, Cardio Dance, Strength Training, and Yoga are especially designed to encourage elementary school students through high school students to reap substantial health benefits by improving cardiovascular health, muscle strength and endurance, and flexibility.

Wellness Programs train schools to facilitate Walk to Wellness, a 8-week parent workshop series, developed as a resource for schools to set up parent walking groups which promote physical activity and instill healthier lifestyles by teaching self-management programs.

Additional resources to support families: [Eating Healthy at Home](#), [MyPlate Guide to School Breakfast](#), [MyPlate Guide to School Lunch](#), [Parents for Healthy Schools](#).

ACCESS TO HEALTH SERVICES AND OTHER WHOLE-CHILD SUPPORTS

LA Unified [Wellness Programs](#) support families enroll in [health insurance](#), access physical and mental health services, and ensure families have access to basic needs like food, emergency shelter, transportation and more. Schools provide information about free and low-cost health insurance to parents to enable students to obtain periodic well-child examinations, appropriate immunizations, and other preventative health-care services. Families and community can access these services by calling the Student and Family Wellness Hotline at (213) 241-3840. Parents and community members can also access their school community's local [Wellness Center](#) for comprehensive health services.

Additional resources to support families: [Kaiser Permanente Center for Healthy Living](#), [Kaiser Permanente Healthy Children and Teens](#).

LA Unified's Student, Family, and Community Engagement office facilitates health and wellness activities and events to engage parents and community through the Family Academy Course Catalogue. These webinar and regional in-person learning segments, increase awareness and educate parents and caregivers on an array of resources within their community. Information may be accessed by visiting lausd.org/familyacademy or calling (213) 241-1300.

COMMUNITY INVOLVEMENT

The District works with city and county agencies to draft joint use agreements in order to increase access to safe learning spaces for the community. Furthermore, schools partner and collaborate with community-based organizations such as the Healthy School Food Coalition and California Center for Public Health Advocacy in order to provide the community with additional resources and services that promote wellness. Local Farmers' Markets are invited to partner with schools to help parents make healthier choices about nutrition. These ongoing partnerships are essential in our pursuit to improve wellness within each school community.

IMPLEMENTATION AND EVALUATION OF THE WELLNESS POLICY

Overview

Wellness Programs Organization Facilitators offer trainings to every school on the wellness policy. They provide ongoing support with implementing and evaluating the effectiveness of the policy.

Requirements for Schools

Every school in LAUSD will implement the wellness policy using the Blueprint for Wellness.

In each school, 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 Health and Safety Committee.

Every School-based Coordinated Health and Safety Committee Must, Annually:

1. Convene for a minimum of six (6) meetings throughout the school year and maintain records of agendas and sign-ins.
2. Ensure representation from each: nutrition services, physical education, health education, health services, counseling, psychological and social services, safe environment, and parent and community.

3. Dedicate time for the review of one of the nine (9) sections of the Blueprint for Wellness, separately at each meeting over the course of the school year. **Blueprint for Wellness section included on each agenda.**

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 Coordinated Safe and Healthy School (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 Regional Administrator of Operations or designee by **May 30, annually**.

OVERSIGHT BY MEDICAL SERVICES DIVISION

The implementation of the policy in each school will be monitored on an annual basis by the Medical Services Division. The designee from this Division will report annually to the Board Health and Safety Committee and periodically to the public with regards to the implementation and status of the policy in the District. In addition, the policy will be assessed yearly to make 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 LAUSD. Fiscal matters as mentioned in the policy may be subject to availability of funds.

CONTACT INFORMATION

To assist in the implementation of this Blueprint for Wellness Policy, the following Health and Wellness Policy Website has been developed with various resources: www.lausd.org/wellnessprograms.

Our responsibility to the commitments outlined in our Local Wellness Policy requires that we continually review, revise, and update the policy to reflect the input of our school community members: students, parents, teachers, school administrators/health professionals, school board, public school food authorities and the general public. Your comments and suggestions are welcome and may be submitted via email at WellnessPrograms@lausd.net, or you may contact one of the LAUSD Wellness Subject Matter Office or Division at:

Food Services Division for Nutrition Services:
(213) 241-6419 or (213) 241-6422

Physical Education Offices for Physical Education: (213) 241-4556

Health Education Office for Health Education:
(213) 241-3570

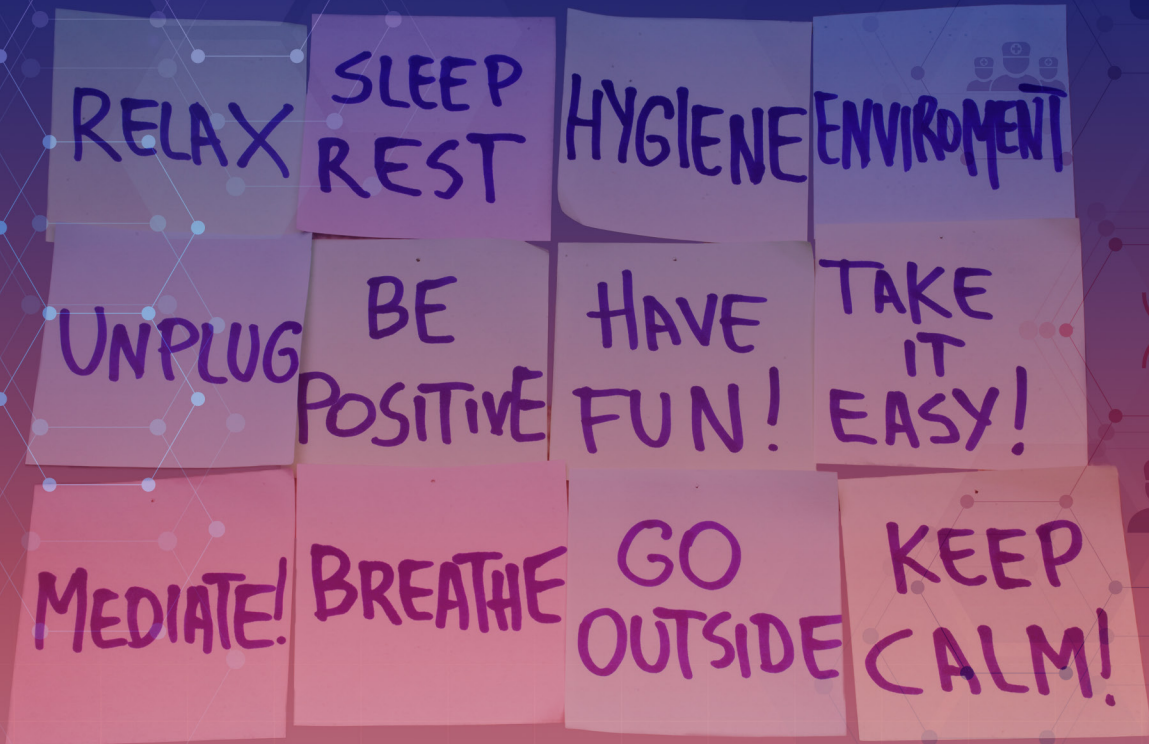
Medical Services Division for Health Services, Positive Attendance and Building Resiliency:
(213) 241-3840

School Operations Division for Safe Environment: (213) 241-5337

Benefits Administration for Staff Wellness:
(213) 241-4262

Parent and Community Services Branch for Parent and Community Involvement:
(213) 481-3350

Wellness Plan Committee Facilitator:
William Celestine: wcelesti@lausd.net



Blueprint for Wellness

Healthy Choices for Lifelong Health

www.lausd.org/blueprintforwellness