


Blueprint for Wellness

Healthy Choices for Lifelong Health



**THE LAUSD
HEALTH AND
WELLNESS
POLICY**





HEALTHY LIFE
NEXT EXIT 

Let's make healthy choices.

FOREWARD

The students in the Los Angeles Unified School District (LAUSD) are facing increasing health and safety issues that can affect their wellness, ability to learn, and ability to be productive members of society. Understanding that physical and mental health, social-emotional well-being, and positive development are inextricably linked with academic success and lifelong health, the LAUSD is working to transform the District's capacity to meet the health needs of children in Los Angeles. LAUSD is committed to providing an environment where students can learn to make healthy choices for lifelong health.

We are all in this together.

To create a healthy school environment where the healthy choice is the easy choice, the District has developed a **Blueprint for Wellness Policy** that serves as the LAUSD's wellness policy and guide for implementing a comprehensive health and wellness plan. Knowing that schools play a critical role in promoting student health and wellness, this blueprint will assist schools and the District in implementing a comprehensive wellness plan for students, families, and staff.

The Local School Wellness Policy requirement was established by the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 and was further strengthened by the Healthy, Hunger-Free Kids Act of 2010, which was adopted by the Board of Education on June 27, 2006. The Healthy, Hunger-Free Kids Act requires all school district wellness policies to include involvement of stakeholders, goals for nutrition guidelines for all foods available on school campus, nutrition education and promotion, physical education and activity, notification to the public, and monitoring and evaluation of the policies.

The District's Central Coordinated Health and Safety Committee was formed to develop this blueprint using the Coordinated School Health (CSH) structure, as created by the Centers for Disease Control and Prevention, to frame the **Blueprint for Wellness Policy**. The CSH structure has eight components that are included in LAUSD's **Blueprint for Wellness Policy**, including Nutrition Services, Physical Education, Health Education, Health Services, Positive Attendance and Building Resiliency, Safe Environment, Staff Wellness, as well as Parent and Community Involvement. The committee is comprised of District staff, teachers and students, as well as civic and community organizations that will work collaboratively to continue to address local and District-wide health and safety.

The LAUSD aims to actively promote the health and wellness of all students to advance both their healthy development and ensure readiness to learn. Student wellness is a core value of the LAUSD. Together, we can make a difference in the lives of our students, our staff, and their families.

Michelle King, Superintendent

ACKNOWLEDGMENTS

The LAUSD **Blueprint for Wellness Policy** is a result of the tireless work of District staff, students, parents, teachers, administrators, governmental agencies, and community-based organizations on behalf of the students, schools, and employees of our District. This blueprint would not have been accomplished without the innovation, hard work, and dedication of each individual and organization involved in every step of the process.

In Spring 2015, the Los Angeles County Department of Public Health, through the Racial and Ethnic Approaches to Community Health (REACH) Program Fund, approved funding to redevelop and expand the current Blueprint for Wellness document into the District’s comprehensive Wellness Policy. This expansion was led throughout the summer by an assembly of project management team (the tiger team), subject matter experts, and advisory groups comprised of students, principals, teachers, and other District staff. This blueprint is the product of these staff members who worked vigorously during many after-hours and weekends adding the technical requirements, best practices and tips, as well as resources, which have been integrated into the **Blueprint for Wellness Policy** revised beginning in September 2015.

Our utmost appreciation to the Los Angeles County Department of Public Health, including Dr. Eloisa Gonzalez, Ruth Bell, and Belinda Campos, for their continual support. We would like to thank the following District staff members who contributed their knowledge and time in policy development.

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Our gratitude extends to the original Central Coordinated School Health District Council of 2006, whose members set the foundation of this work for the District.

We are thankful for the support and leadership of Dr. Thelma Meléndez de Santa Ana, Chief Executive Officer; Dr. Ruth Perez, Deputy Superintendent of Instruction; Debra Duardo, Executive Director of Student Health and Human Services, and Earl Perkins, Assistant Superintendent of School Operations.

We are especially grateful to Superintendent Michelle King for her continued guidance and leadership.

The following are members of the District’s Central Coordinated Health and Safety Committee.

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We are all in this together.



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INTRODUCTION

The students, families and community of the Los Angeles Unified School District (LAUSD) face increasing health risks that can affect their wellness, quality of life and possibly their life span. LAUSD is committed to providing an environment where students can learn to make healthy choices for lifelong health and academic achievement. The LAUSD Board of Education adopted the Wellness Policy that addresses student wellness for every school in the District. This **Blueprint for Wellness Policy** is the District's wellness policy and guide for implementing a comprehensive health and wellness plan. The following research statistics in the areas of including Nutrition Services, Physical Education, Health Education, Health Services, Positive Attendance and Building Resiliency, Safe Environment, Staff Wellness, as well as Parent and Community Involvement, reflect the need for a strong and achievable wellness policy.

NUTRITION SERVICES

Studies show that good nutrition increases student achievement. However, studies also show that food insecurity of low-income adults in California has increased from 29.1% in 2001 to 42.0% in 2012.¹ Children in food-insecure households have increased absences and tardiness and demonstrated poorer cognitive functioning resulting in lower test scores.² Furthermore, food insecurity may be related to overall poor diet quality.³ Many of the leading causes of death in the United States such as diabetes, heart disease, stroke, obesity, hypertension, and cancer have a nutrition-related component.

PHYSICAL EDUCATION

Children participating in daily physical activity have shown superior academic performance and a more positive attitude toward school. Exercise has been shown to improve scores on short-term memory, reaction time, and creativity. In addition, young persons who exercised daily outperformed other students on exams as stated by the California State Board of Education. Furthermore, considering that lack of physical activity can contribute to obesity, research showed that severely obese children missed more school days than normal-weight children. The mean number of school days missed was 4.2 days for severely obese children and 0.7 days for healthy children over a 30-day period.⁴

HEALTH EDUCATION

A student's academic success, absenteeism and behavior can be directly linked to health and wellness. Optimal performance and self-regulation can be heavily impacted by our daily health. Health education introduces content to develop goal-setting, decision-making, and coping skills for everyday experiences. To be healthy is to be resilient. It should be noted that 29.5% of students were offered, sold, or given an illegal drug on school property during the past twelve months in LAUSD, according to the 2013 Youth Risk Behavior Survey (YRBS). The use of illegal substances can negatively impact a student's academic achievement. Harassment and bullying have been linked to 75% of school-shooting incidents according to the U.S. Secret Service Report in May 2002, which points to the need for violence-prevention curriculum within health education. One in four teens will be infected with a

¹ California Food Policy Advocates, Nutrition and Food Insecurity Profile, Los Angeles County, March 4, 2015 <http://cfpa.net/county-profiles>

² Jyoti DF, Frongillo EA, Jones SJ. Food Insecurity affects school children's academic performance, weight gain, and social skills. *J Nutr.* 2005 Dec;135(12):2831-9.

³ Hanson KL, Connor LM. Food insecurity and dietary quality in US adults and children; a systematic review. *Am J Clin Nutr.* 2014 Jun 18. pii: ajcn.084525.

⁴ Schwimmer J.B., Burwinkle TM, Varni JW. Health-related quality of life of severely obese children and adolescents. *JAMA.* 2003; 289(14):1813-1819. (USA).

sexually transmitted disease and although overall we have reduced unintended pregnancy in Los Angeles County, specific areas of the District are significantly impacted and have higher birth rates than the national average.

HEALTH SERVICES

LAUSD is committed to improving the health of every student in order to enhance overall wellness. Every school in the District is provided with a minimum of one day of an assigned Registered Nurse. In addition, schools may purchase nursing time based on need. Nursing Services employs more than 500 school nurses. To support student wellness, the District partners with numerous health care providers, operates Child Health and Disability Prevention (CHDP) and Healthy Start programs, School Based Health Clinics, and Wellness Centers. LAUSD employs doctors, nurse practitioners, and other healthcare professionals to help ensure students are in optimal health and ready to learn.

Various health issues and impairments impact students in LAUSD. Ten percent of elementary and nineteen percent of secondary students are identified with visual impairments that make reading difficult. Forty percent of these students do not receive any treatment by the end of the school year. In regard to the impacts of asthma, 27,000 students in LAUSD are taking medications for asthma while in school. It is estimated that over 10% of children living within LAUSD boundaries have asthma. Many of these cases are undiagnosed and many of those that have been diagnosed are receiving substandard treatment. It is estimated that children with poorly controlled asthma will miss at least 10 school days annually due to their asthma.

Dental disease is the number one chronic childhood illness and is the most prevalent unmet health need of children in the United States. LAUSD students have a high rate of dental disease and unmet oral health needs that affect their attendance. On average, LAUSD students miss two days of school per year due to dental disease. Of 2,491 children screened from six LAUSD elementary schools, only 24% had a normal exam with no visible evidence of decay. Fillings, demonstrating a history of cavities, were seen in 29% of students. Approximately 30% of students had early, reversible signs of tooth decay (white spots and brown spots), and 6% had severe dental disease requiring emergent attention. The number of cavities per child ranged from 1-13. These findings suggest an extremely large prevalence of dental disease among those served.

Considering the data, it is imperative that LAUSD continue to provide health services and programs to support overall student wellness and school success. Students in optimal health are more likely to attend school regularly and perform well socially and academically. District staff have a responsibility to ensure that students and families have access to health programs and services.

POSITIVE ATTENDANCE AND BUILDING RESILIENCY

Research indicates that there is more to student success than cognitive ability, curriculum, and instruction. 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. Research has demonstrated that attendance has a statistically significant and quantitatively relevant

affect on student learning. Additionally, research has demonstrated that 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. School staff is able to teach and support positive attendance behaviors and are instrumental in building student resiliency.

SAFE ENVIRONMENT



Students who received the Second Step curriculum in elementary schools showed 70% fewer physically aggressive incidents by the end of the school year than students who did not receive the curriculum.⁵ In addition, 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.

Discipline Foundation Policy

School-Wide Positive Behavior Intervention and Support (SWPBIS) is a research-based, highly-effective approach to creating, teaching, and reinforcing students’ social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students. In order to support students in positive behavior, all schools are responsible for adopting, implementing, and maintaining Tier I supports in alignment with the District’s Discipline Foundation Policy: School-Wide Positive Behavior Intervention Support and the School Climate Bill of Rights.

Board Report:
Discipline Foundation Policy: School-Wide Positive Behavior Support
January 23, 2007
 Development of a school-wide positive behavior support and discipline plan consistent with Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations.

Board Resolution:
2013 School Discipline Policy and School Climate Bill of Rights
 This resolution requested that staff review current policies related to discipline, utilize alternatives to school suspension to correct student misconduct, and by 2020, develop and implement Restorative Justice practices as an alternative to traditional school discipline.

Restorative Justice

Restorative Justice is a philosophy and an approach to discipline that moves away from traditional discipline toward restoring a sense of harmony and well-being for all those affected by a hurtful act.

- **Tier I** focuses on relationships through the practice of community building circles, facilitated by the Restorative Justice Teacher Adviser and trained staff members.
- **Tier II** focuses on repairing harm, accountability, and making things as right as possible, through the implementation of harm circles facilitated by the Restorative Justice Teacher Adviser and trained support staff members.
- **Tier III** focuses on re-integrating students to the school setting after suspensions or other absences, facilitated by the Restorative Justice Teacher Adviser and trained support staff members.

⁵ Grossman, D.C., et al. 1997, JAMA, 277, 1605–1611.

COMPONENTS OF THE BLUEPRINT FOR WELLNESS

In response to the previous statistics and the needs of our students, families, and staff and in accordance with the federal Child Nutrition and Women Infants Children Reauthorization Act of 2004 (which requires recipients to address both obesity and wellness) and directives in 2005 from the California Department of Education, the District formalized a wellness policy that addresses student wellness for every school in the District. The policy and blueprint, which addresses parent, staff, and community wellness in addition to student wellness, are 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. The District ensures that there are Local District Coordinated Health and Safety Committees, and a Central Coordinated Health and Safety Committee to address Local District and District-wide health and safety.

Our responsibility to the commitments outlined in our Local Wellness Policy, requires that we continually review, revise, and update the policy. Our updates 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 welcomed at any time and may be submitted to our website at <http://achieve.lausd.net/healthandwellness>, or you may contact one of the LAUSD Wellness Divisions on page 97.

NUTRITION SERVICES

FOOD SERVICES DIVISION - CAFÉ LA

<http://achieve.lausd.net/cafela>

OVERVIEW

The Food Services Division, **Café LA**, operates the official Meal Program for the LAUSD providing nutritious meals to students by offering healthy choices to fuel their learning and education. The Meal Program operates under the regulations of the United States Department of Agriculture (USDA) and the California Department of Education (CDE). The National School Lunch Program (NSLP) was created in 1946 as a federal measure to prevent malnutrition by providing nutritious lunches to school-aged children. USDA research shows that children who participate in the school lunch program have superior nutritional intake compared to those who do not. This intake helps to improve students' wellness.



Food insecurity and obesity are two core nationwide concerns that pose substantial risks to the health of our children. Moderate malnutrition can have lasting effects on the cognitive development of children.⁶ According to the Los Angeles County Department of Health Services, Public Health, and the Office of Health Assessment and Epidemiology, *food insecurity* involves the “limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire foods in socially acceptable ways.”⁷ Although the National School Lunch and School Breakfast Programs were developed to protect children from the harmful effects of hunger, these programs are underutilized.



Our commitments to providing students access to meals and formulating lifelong healthy eating habits address the concerns of childhood hunger and obesity. By working with schools through Café LA cafeterias, we ensure that healthy meals and supper/snacks are always available to students during the instructional day and/or in a school program outside the regular day.

LAUSD recognizes the connection between academic achievement and good nutrition. Our division's capacity to meet or exceed regulations; to introduce innovative measures that enhance participation and accessibility to students; and to align our partnerships with organizations that work towards the progression of the school food program, demonstrate our commitment to leading the way in school meal reform. Our **Blueprint for Wellness Policy** initiatives under Nutrition Services outlines what Café LA's meal programs are, why they are developed, and how they are implemented in hopes that all stakeholders have the resources to guide them in utilizing our programs effectively. The Food Services Division's Mission Statement, “**Nourishing Children to Achieve Excellence**” is a representation of this policy goal.

⁶ Center on Hunger, Poverty and Nutrition Policy. Tufts University School of Nutrition Science and Policy (1998). The Nutrition-Cognition Initiative. “Statement on the Link Between Nutrition and Cognitive Development in Children.”

⁷ Los Angeles, CA; Los Angeles County Department of Health Services, Public Health. Office of Health Assessment and Epidemiology. March 2004.


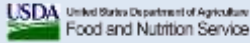

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

POLICIES

The Food Services Division commits to operational compliance on all levels encompassing federal, state and District regulations. Two examples of District policies that have had a positive impact on reducing competitive food sales and increasing student participation in the school breakfast and lunch programs are the LAUSD *Improving Food and Nutrition Resolution* (adopted December 2012) and the *Good Food Procurement Resolution* (adopted November 2012 and 2014).

In addition, District Bulletin 6292.1 Guidelines for Sales and Service of Non-School Meal Program Food/Beverages on School Campus, provides stakeholders


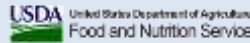

specific policy background and regulations on what can and cannot be sold/served on school campuses during the instructional day. A Competitive Sales Flow Chart referenced in the Competitive Foods section of this document has been developed to further aid in the understanding of competitive food sales policy.

<p>DISTRICT</p> 	<p>LAUSD Board of Education Resolution <i>Improving Food and Nutrition Policy</i> LAUSD Food and Nutrition Policy Motion LAUSD Food and Nutrition Implementation Plan</p> <p>LAUSD Board of Education Resolution <i>Good Food Procurement</i></p> <p>Los Angeles Unified School District BUL-6292.1 Guidelines for Sales and Service of Non-School Meal Program Food/Beverages on School Campus</p>
<p>FEDERAL</p> 	<p>United States Department of Agriculture (USDA) http://www.fns.usda.gov/programs-and-services http://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf</p>
<p>STATE</p> 	<p>California Department of Education (CDE) http://www.cde.ca.gov/ls/nu/</p>

NUTRITIONAL STANDARDS

The Food Services Division adheres to mandated laws and policies governing school food nutrition. The current USDA nutritional standards in core areas are listed in the accompanying table with an indication that LAUSD has met the standards prescribed by USDA.

As a school district leading the nation in school meal reform, we are continually driven to not only meet the standards, but to exceed them to benefit the students in our communities.

<p>DISTRICT</p> 	<p>Los Angeles Unified Board of Education (Resolution <i>Improving Food and Nutrition Policy</i>) http://boardresolutions.lausd.net/fmi/iwp/cgi?-db=Resolutions&-loadframes</p>
<p>FEDERAL</p> 	<p>United States Department of Agriculture (USDA) http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals http://www.fns.usda.gov/pressrelease/002312 http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp</p>
<p>STATE</p> 	<p>California Department of Education (CDE) http://www.cde.ca.gov/ls/nu</p>

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LAUSD STANDARDS MEET USDA SCHOOL MEAL REQUIREMENT STANDARDS

Nutritional Standards	USDA School Meal Requirement Standards	LAUSD (Standards Met)						
Portion Size	Snacks <200 calories Entrees <350 calories	✓						
Grains	Must be whole grain rich (at least 51% whole grain)	✓						
Fruit/ Vegetables	<ul style="list-style-type: none"> ▶ Dried fruit must have no added sweetener ▶ Canned fruit must be packed in water or natural fruit juice 	✓						
Beverages	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Milk</td> <td>Limited to low fat or skim, non-flavored</td> <td>✓</td> </tr> <tr> <td>Juice</td> <td>Not to exceed 8 ounces</td> <td>✓</td> </tr> </table>	Milk	Limited to low fat or skim, non-flavored	✓	Juice	Not to exceed 8 ounces	✓	
Milk	Limited to low fat or skim, non-flavored	✓						
Juice	Not to exceed 8 ounces	✓						
Fat	<ul style="list-style-type: none"> ▶ 30% or less calories from fat ▶ 10% or less calories from saturated fat 	✓ ✓						
Sodium	K-5= 1,230 mg; 6-8= 1,360 mg; 9-12= 1,420 mg	✓						

NUTRITION SERVICES

LAUSD SCHOOLS AWARDED IN HEALTHIER U.S. SCHOOL CHALLENGE



USDA awarded participating LAUSD schools a Bronze level recognition in the 2014-15 **Healthier U.S. School Challenge: Smarter Lunchrooms** (HUSSC: SL) initiative.

This initiative recognizes schools that are creating healthier school environments through their promotion of nutritious meals, physical activity, and nutrition education. Schools receive monetary incentives in award levels (Bronze \$500, Silver \$1,000, Gold \$1,500 and Gold Distinction \$2,000) based on criteria listed in the Smarter Lunchrooms Movement Self-Assessment 2014 Scorecard Checklist. http://smarterlunchrooms.org/sites/default/files/lunchroom_self-assessmt_score_card.final_4-3-14.pdf. As a Bronze award recipient, participating LAUSD schools received \$500 as a monetary incentive for exceeding the USDA standards:

LAUSD EXCEEDS STANDARDS <i>Healthier U.S. School Challenge: Smarter Lunchrooms</i> BRONZE AWARD 2014-15	
Breakfast	Lunch
<ul style="list-style-type: none"> ▶ At least three different fruits offered each week ▶ Dried fruit must have no added sweetener ▶ At least one fruit per week must be fresh ▶ 100% juice counted as a fruit only once weekly ▶ Canned fruit packed in juice or light syrup 	<ul style="list-style-type: none"> ▶ At least five different fruits offered weekly ▶ Dried fruit must have no added sweetener ▶ One fruit per week must be served fresh ▶ 100% juice counted as a fruit only once weekly ▶ Dark green, red/orange and dry beans and peas must be offered in amounts equal to the meal pattern ▶ Offer one additional ½ cup vegetable from any 3 vegetable subgroups listed above.

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

Further information to participate in the initiative can be found on the USDA website <http://www.fns.usda.gov/hussc/application-materials> along with the criteria detailed below:

Criteria to receive a **HUSSC: SL award**, a school or school district must:

1. Be a Team Nutrition (TN) school—to enroll as a TN school, please visit the USDA [Team Nutrition](#)
2. Participate in **both** the National School Lunch Program (NSLP) and the School Breakfast Program (SBP)
3. Serve reimbursable meals that meet the USDA nutrition standards. Additionally, the school food authority must be six-cent certified
4. Implement the smarter lunchrooms techniques in six areas (fruits, vegetables, entrees, milk, sales of reimbursable meals, and school synergies) as defined in the [Smarter Lunchrooms Self-Assessment Scorecard](#) (For more information, please visit the CDE [Smarter Lunchrooms Movement](#) Web page.)
5. Meet the Smart Snacks in Schools Nutrition Standards as defined in the [Nutrition Standards for All Foods Sold in Schools](#)
6. Adopt and support a Local School Wellness Policy (LSWP) as mandated by Section 204 of the Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296
7. Meet or exceed HUSSC: SL criteria established for:
 - Average Daily Participation (ADP) in the NSLP and the SBP (No required ADP for Bronze award level)
 - Nutrition education
 - Physical education and opportunities for physical activity
 - Other Criteria of Excellence from which schools can select data. Data above is actual.



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MENU

<http://achieve.lausd.net/Page/845>

The Food Services Division menus comply with federal, state, and local regulations and are developed with student input. Menus provide the appropriate combination of foods to promote good health associated with improved academic performance. Meals served under the provisions of the following programs must comply with nutrition standards mandated by the USDA which include breakfast and lunch meals that provide the Recommended Dietary Allowances consistent with the US Dietary Guidelines for Americans:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Summer Food Service Program (SFSP)
- After School Snack Program
- Child and Adult Care Food Program (CACFP)

SAMPLE CAFÉ LA AUGUST 2015 MENUS

<p><u>K-5 Breakfast</u> <i>Breakfast in the Classroom/ Grab n' Go featured breakfast at all participating schools</i></p> <p><i>Italian Egg and Cheese Pocket Pick-A-Fresh Pear Milk</i></p>	<p><u>6-8 Lunch</u></p> <p><i>Loaded Beefy Taco Wedges Artisan Dinner Roll Chinese Chicken Salad Tasty Hot Turkey Sandwich Yummy Broccoli & Carrots Wildberry Juice Milk</i></p>	<p><u>9-12</u></p> <p><i>Our Fav Turkey Burger Mexicali BBQ Chicken Salad Artisan Dinner Roll Home-Style Tuna Sandwich Classic Salad Fresh Nectarine Milk</i></p>	<p><u>Early Education Center</u></p> <p><u>Lunch</u></p> <p><i>Grilled Chicken Sandwich Fiesta Pinto Beans Applesauce Cup Milk</i></p> <p><u>Supper Program</u></p> <p><i>Honey Mustard Chicken Wrap Fruit Juice</i></p>
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NUTRITION SERVICES

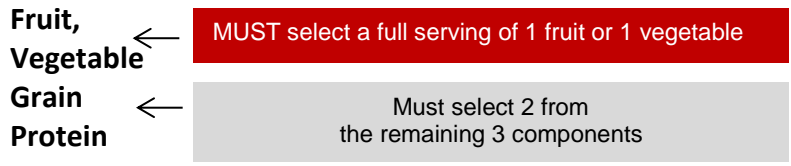
With regard to nutrition standards, it is important to understand that all foods are not created equal. When evaluating the quality of a diet, everyone should consider the following:*

- ♦ The **nutrient composition** of the food item: food served in LAUSD schools is typically low in fat, sodium, and sugar and high in fiber.
- ♦ The **variety** of all foods consumed: LAUSD provides meals that include foods from all food groups.
- ♦ The **portion sizes** of foods served: the serving sizes of entrees offered in school cafeterias are appropriate and do not provide excess calories.
- ♦ The **frequency** of foods eaten: all foods can fit into a nutritionally balanced diet, provided that foods that are high calorie and low in nutrients are consumed infrequently, and foods that are appropriate in calories and high in nutrients are consumed regularly.

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SCHOOL MEAL COMPONENTS

A reimbursable school meal is defined as a school district meeting the USDA nutritional meal components served in the National School Lunch Program category. Students receive a balanced and nutritious school meal by selecting three (3) items offered in the following categories:



HIGHLIGHTS OF THE CAFÉ LA MEAL COMPONENT

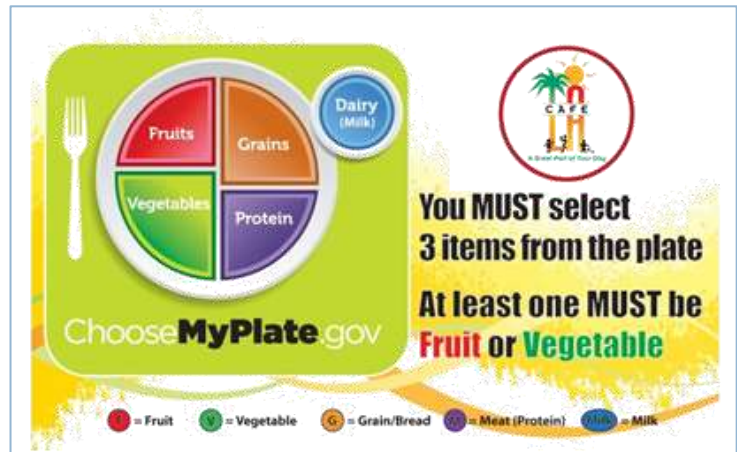
- Fat Content of Meals**
 - ▶ Only low-fat (1%) and fat-free milks unflavored are served.
 - ▶ Added trans fats are prohibited in all foods.
- Fruits and Vegetables**
 - ▶ A daily variety of fresh fruits as a choice daily.
- Whole Grains**
 - ▶ Making all whole grain offerings available daily.
 - ▶ LAUSD has recently been named a “Whole Grain District” by the Whole Grain Council.
- Added Sugars**
 - ▶ 100% fruit juices are offered and contain no added sugars.
- Sodium Content of Meals**
 - ▶ No more than 1500 mg of sodium per meal.
- Additives**
 - ▶ Elimination of peanuts, peanut oil, and peanut derivatives
 - ▶ Elimination of added animal fats (lard/tallow)
 - ▶ No added artificial colors, flavors and sweeteners

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Café LA staff encourages students to select the appropriate food components. The CDE MyPlate graphic poster is displayed throughout Café LA cafeterias as a visual guide to assist students in the correct selection of food components and ensure our division’s compliance to CDE regulatory requirements.

Breakfast in the Classroom (BIC) and Supper/Snack programs are excluded as a CDE reimbursable meal.

MyPlate graphics can be accessed at <http://achieve.lausd.net/cafela>



MENU DEVELOPMENT

Café LA develops our menu based on key factors: nutritional and dietary requirements meet or exceed regulations; USDA compliance of school meal components; and student input on healthy, tasty, and appealing menu items.

STUDENT DRIVEN MENUS

Student menus are based on student preferences. Before an item is placed on our menus, it must have an acceptability factor of 75% or more. Each year, our menu development cycle involves developing new menu options, products, and recipes. For example, in 2014 we moved from one menu option for secondary students to three. Based on student feedback and menu testing at pilot sites we added salads and sandwiches to all secondary schools. Each year we re-evaluate our menus and adjust them to gain the highest student acceptability possible. Our goal is to *Nourish Students to Achieve Excellence* and student participation and enjoyment of our meals is paramount to this.

Marketing strategies are used to improve student participation. Foods served in the cafeteria must achieve student acceptance to be considered for placement on the menu.

“SCRATCH-COOKING”

In moving forward towards healthy, fresh food served, Café LA has begun the transition of converting satellite kitchens to “prep” kitchens. The goal of the division is to have all Café LA managers preparing fresh food on-site for service; current total of district-wide prep kitchens is 582. A 2015-16 Recipe Team Committee was established, comprised of six (6) Café LA managers District-wide with professional culinary experience, developing recipes from scratch for possible menu adoption.

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SAFE FOOD/SAFE ENVIRONMENT

Student safety is a paramount obligation at LAUSD as keeping our students safe is every 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:

- Every cafeteria has at least one person on staff that is certified in food safety and sanitation and that person must be recertified every five years.
- All cafeteria staff members receive monthly sanitation training.
- 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 (HACCP) system in all schools, the central production kitchen, and in the foods warehouse.
- For the safety and security of the food and facility, access to the food service operations is limited to child-nutrition staff and authorized personnel.
- Cafeteria sanitation and food safety inspections are conducted regularly by the following:
 - ✓ The Los Angeles County Health Department inspects twice a year.
 - ✓ Cafeteria Managers self-inspect on a monthly basis.
 - ✓ Area Food Services Supervisors inspect at least twice a year at each cafeteria.
 - ✓ Maintenance and Operations provides Integrated Pest Management visits and inspects all cafeterias monthly.
 - ✓ The Food Services Division inspects sanitation and food safety annually on vendor food-processing plants.
- The Food Services Division conducts bacteriological testing on food items regularly.
- The Food Services Division’s Quality Control Unit investigates quality, safety, and service concerns.

Best Practices

Café LA debuted uniforms for all managers and workers in the 2015-16 school year! An array of Café LA signature colors in yellow, orange, red, and green were on display the first day of school welcoming students and faculty back to our cafeterias. Managers select their crews’ daily color to wear as the team promotes unity, safety and professionalism in their work attire.



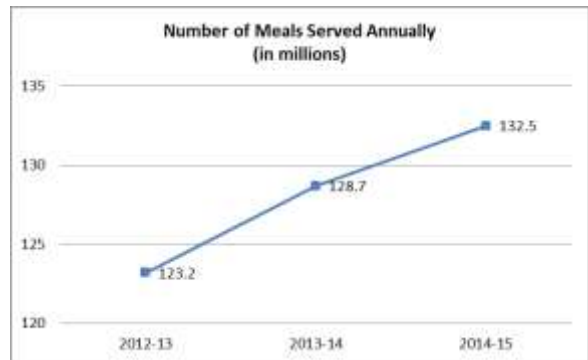
Portola Middle School Café LA staff in uniform opening day of school!

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PROGRAMS

The Food Services Division operates the largest School Breakfast Program (SBP) and second largest National School Lunch Program (NSLP) in the United States, servicing more than 695 cafes, 89 Early Ed Centers and 100+ offsite programs each day.

The 2014-15 school year was a record year for the Food Services Division, which served more than 132.5 million meals in FY 14-15.



DISTRICT 	http://achieve.lausd.net/cafela BIC http://achieve.lausd.net/Page/855
STATE 	California Department of Education (CDE) http://www.cde.ca.gov/ls/nu/
PARTNERS	http://www.healthylausd.net/lausdParticipants/whatsNew.htm Nutrition Education for Obesity Prevention (NEOP)

BREAKFAST IN THE CLASSROOM

BIC provides breakfast at no charge to District students in class, after the first bell or on their way to class. Currently, 98% of District schools participate in the program, allowing more than 34,000 students access to a healthy breakfast at the start of their instructional day. Breakfast menus all meet or exceed the strict District and USDA nutritional guidelines. BIC meals are packed at the cafeteria and picked up in temperature controlled bags by the students and delivered to the classrooms.



NATIONAL SCHOOL LUNCH PROGRAM

LAUSD’s lunch menus all meet or exceed the strict District and USDA nutritional guidelines. Our District Nutrition Specialists address the food and nutritional needs for our students. We offer lunch with an entrée along with fruit, vegetables, and milk.



SUPPER PROGRAM

Part of the U.S. Department of Agriculture’s Child and Adult Care Food Program (CACFP), the LAUSD Supper Program was implemented in August 2012, allowing the Beyond the Bell afterschool programs to provide students, and anyone 18 years old or younger, access to healthy food that is 100% reimbursed by the federal government.

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Our after-school Supper Program targets the prevention of child hunger after the end of the instructional day and is served at least two hours after the school's last lunch period. Supper includes milk, bread or grain, meat or meat alternates and two servings of different vegetables or fruits.



LAUSD currently serves about 70,000 supper meals a day at 584 schools.

INCREASE ACCESS TO HEALTHY, BALANCED MEALS and BEVERAGES

Café LA ensures that **all students** have access to healthy, balanced meals and beverages with programs such as *Breakfast in the Classroom (BIC)*, *Supper Program Meals*, *Summer Food Service Program (eligible locations)*, and *Child and Adult Care Food Program (Early Education Services)*. Increasing access to all students involves processes such as *Meal Applications*, *Special Diets for Students with Severe Allergies and/or Disabilities*, and *Vended Services to Community Recreation and Parks*.

Furthermore, any foods and beverages marketed or promoted to students on any Los Angeles Unified School District campus, during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

DISTRICT



LAUSD Café LA Website MENU SECTION
<http://achieve.lausd.net/Page/845>

[Meal Applications](http://achieve.lausd.net/Page/852)

<http://achieve.lausd.net/Page/852>

Los Angeles Unified Board of Education Resolution *Improving Food and Nutrition Policy*

[LAUSD Food and Nutrition Policy Motion](#)

[LAUSD Food and Nutrition Implementation Plan](#)

[Nutritional Information and Special Diets](#)

Further, our Board Resolutions instill the provisions of providing adequate time for students to obtain and consume their meals (*Improving Food and Nutrition Policy Resolution*) and reasonable lunch schedules allowing students at least 20 minutes to eat after they arrive at the table with their food.

Best Practices

Marina Del Rey Middle School
Food Services Manager Evelyn Guirguis

Marina Del Rey Middle School has made access to water appealing and available to students with the simple addition of fruit and vegetables as "Spa Water." The students eagerly consume water in place of other beverages. It is a Best Practice that highlights healthy choices.



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MEAL APPLICATIONS

<http://achieve.lausd.net/Page/852>

<https://www.applyforlunch.com/Home/PickDistrict>



Café LA provides meal applications to student households to determine if their household income qualifies for free or reduced price meals based on CDE income guidelines. As the meal application process is a vital link to students' access to meals, our Division assists parents and the school community by implementing an online meal application system. Parents are encouraged to apply online before the deadline for convenience and faster processing.

SPECIAL DIETS FOR STUDENTS WITH SEVERE ALLERGIES AND/OR DISABILITIES

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

Information needed to submit a Special Diet Request can be found in the following documents:

1. Special diet form- to include NS email and areas they cover
2. Request form for soy milk
3. Nutrient analysis of menu items and carbohydrate count (for diabetics)
4. [Food Allergen & Ingredient List*](#) revised 7.7.15

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 Program)* for which select Café LA cafeterias provide and transport meals to community parks and recreation centers during their summer hours of operation.

LAUSD charter schools interested in receiving meal service 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 a LAUSD campus.

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COMPETITIVE FOODS / FUNDRAISING

NUTRITION SERVICES



The Food Services Division is focused on supporting schools in the implementation of the District’s Competitive Food Policy. The policy encompasses all of the new federal and state law regulations pertaining to the sale and/or serving of food and beverages, in competition with school meals, on campus during the school day, as well as, regulations limiting the types of food sales permitted as part of student body school sales and fundraisers.

Effective July 1, 2014, the USDA *Smart Snacks 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.

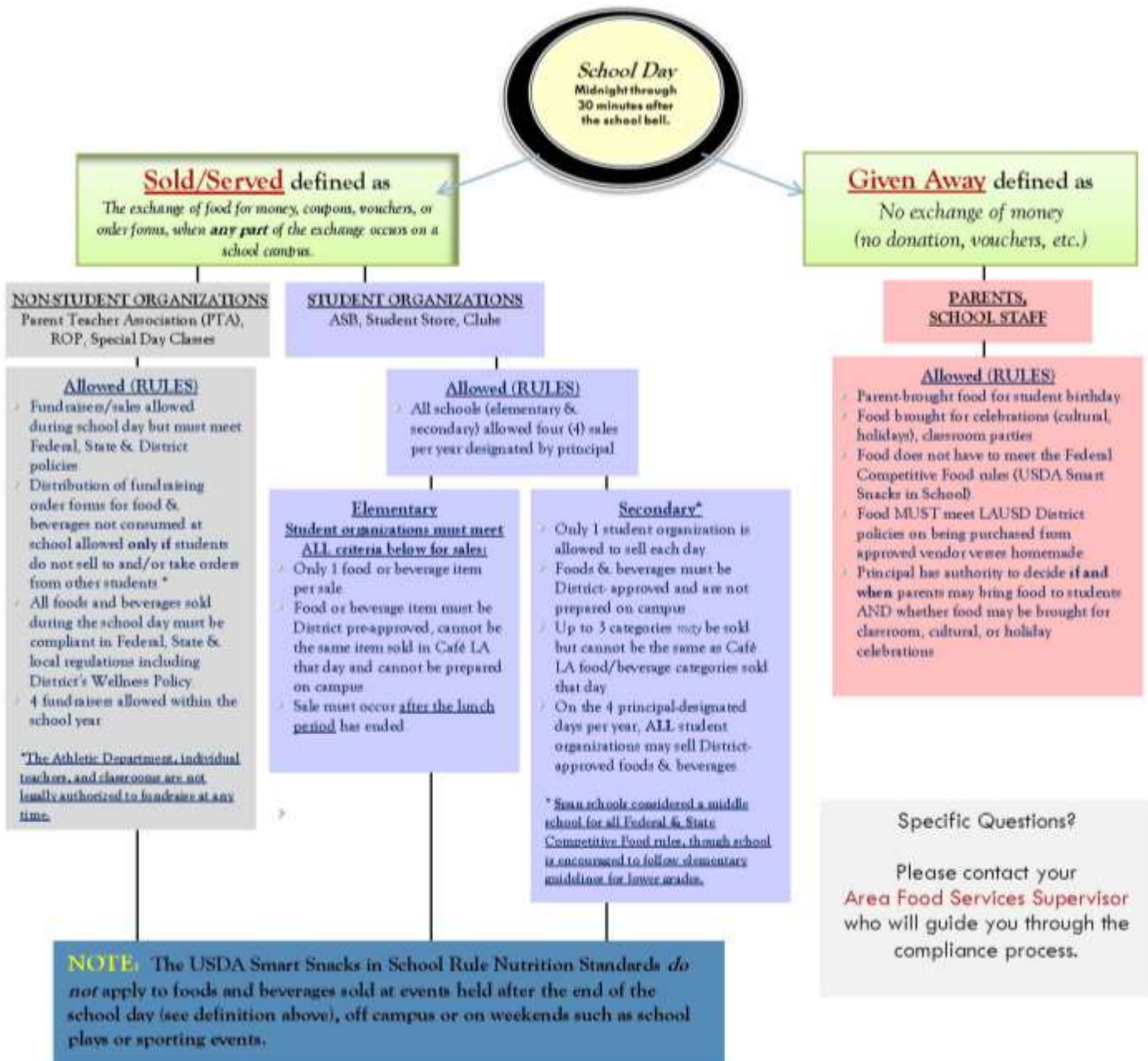
An example of a publication aimed to assist school site staff in alternate ways to promote Healthy Classroom Celebrations.

 <p>DISTRICT</p>	<p>Food Services Division Website COMPETITIVE FOODS (Principals Resources) LAUSD BUL-6292.1 Guidelines for Sales and Service of Non-School Meal Program Food/Beverages on School Campus LAUSD BUL 4994.0-Vendors at or Near School Campuses Approved Beverages List Approved Snacks List Fundraising and Student Rewards Ideas</p>
 <p>FEDERAL United States Department of Agriculture Food and Nutrition Service</p>	<p>United States Department of Agriculture (USDA) SMART SNACKS IN SCHOOL http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks AB 626 SB 12 Fact Sheet SB 965 Fact Sheet</p>
 <p>STATE California Department of EDUCATION</p>	<p>California Department of Education (CDE) COMPETITIVE FOODS AND BEVERAGES http://www.cde.ca.gov/ls/nu/he/compfoods.asp CDE Management Bulletin AB626 CDE COMPETITIVE FOOD QUICK REFERENCE CARDS – PUBLIC SCHOOLS http://www.cde.ca.gov/ls/nu/he/documents/compfoodrefcard.doc</p>

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 flow chart to assist in understanding what can and cannot be served/sold on campus during the instructional day.

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The Difference in Competitive Foods Policy Language
Where do I start? Flow Chart



NUTRITION SERVICES

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FOOD WASTE PREVENTION

 <p>DISTRICT</p>	<p>Food Services Division Café LA Website FOOD DONATION PROGRAM http://achieve.lausd.net/Page/847 Food Donation Program FAQs Approved Location Listing - Please continue to check this list, as more locations are approved. Food Donation Pick-Up Slip Food Donation Policy - Memo Food Donation Motion</p>
 <p>FEDERAL</p>	<p>United States Department of Agriculture (USDA) http://www.fns.usda.gov/programs-and-services http://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf</p>
 <p>STATE</p>	<p>California Department of Education (CDE) http://www.cde.ca.gov/ls/nu/sn/mbcnp052015.asp</p>

FOOD DONATION PROGRAM

LAUSD Board of Education Resolution “Healthy Students, Healthy Families, Healthy Communities” was passed in an effort to avoid discarding excess or unused food in the meal program by making it available to charitable organizations.



Non-profit organizations may apply to pick up the excess and unused food at local cafeterias by submitting the Food Donation Agreement application **and** Certificate of Liability insurance for their organization. Documents are available at the Food Services Division website. Approved school site pick-ups are not limited to one school site. School administrators are encouraged to inform local organizations of the program and work in conjunction with the Café LA Manager and Area Food Service Supervisors to maximize the program for the benefit of the District and school community.

SAVE IT FOR LATER PROGRAM



The “Save-It-For-Later” program launching in the 2015-16 school year is an LAUSD-named program designed by USDA to further enhance food waste prevention measures. USDA recognizes it is not always possible for students to finish all components of their meal within the meal service period. Therefore, the USDA allows students to take certain food items outside the foodservice area to consume later in the school day. The USDA encourages this practice as a means of reducing food waste and encouraging consumption of healthy meals.

PROMOTING NUTRITION AND HEALTHIER LIFESTYLE OPTIONS

Campaigns are used to encourage students to choose balanced and nutritious meals including a la carte items. This includes collaboration with Nutrition Education for Obesity Prevention (NEOP), Kaiser Permanente’s HEAL (Healthy Eating Active Living) program and other city, county, and state programs to promote breakfast and lunch in schools and increase consumption of fruits and vegetables. In addition, improving indoor serving and dining areas to create a pleasant dining experience encourages student participation in the meal program.

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FUNDING FOR THE MEAL PROGRAM

<p>FEDERAL</p>  <p>United States Department of Agriculture Food and Nutrition Service</p>	<p>United States Department of Agriculture (USDA)</p> <p>http://www.fns.usda.gov/school-meals/rates-reimbursement</p> <p>http://www.fns.usda.gov/sites/default/files/cn/NAPS15-16nslp.pdf</p>
<p>STATE</p>  <p>EDUCATION</p>	<p>California Department of Education (CDE)</p> <p>http://www.cde.ca.gov/ls/nu/rs/</p>



The National School Lunch Program is operated on a reimbursement basis, with school districts paid on the number of meals served. School districts that participate in the program are reimbursed from two sources: the United States Department of Agriculture (USDA) and the State of California. State reimbursement is paid for all free and reduced price meals. Federal reimbursement is paid for all free, reduced price, and paid meals. Unfortunately, the reimbursement rates are set nationally and do not take into account regional costs for producing or serving meals.

Nationwide, the most pressing issue facing school meal programs is adequate funding. To assure financial stability, the Food Services Division uses a three-pronged approach, which includes the following components:

- Containment of food costs
Utilizing LAUSD purchasing power, the Food Services Division works with our vendors to ensure the highest quality foods are provided for our students at the lowest possible cost. We use the freshest ingredients, with delivery in most cases straight to our cafeterias to reduce spoilage and waste. Cafeteria managers order their food based upon student preferences, and Area Food Service Supervisors oversee the cafeterias to control waste.
- Containment of labor costs
Our labor costs are controlled in part by our student participation. Since there is a set cost for opening a cafeteria every day and producing meals, the more meals we serve, the higher our reimbursement income is, and the lower our labor cost. More meals means happier, healthier students and cafeterias!
- Optimal revenue from student participation

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NUTRITION EDUCATION IMPLEMENTATION

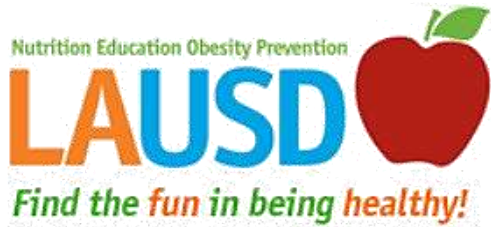
<p>FEDERAL</p>  <p>United States Department of Agriculture Food and Nutrition Service</p>	<p>United States Department of Agriculture (USDA) http://fnic.nal.usda.gov/professional-and-career-resources/nutrition-education</p>
<p>STATE</p>  <p>California Department of Education</p>	<p>California Department of Education (CDE) http://www.cde.ca.gov/ls/nu/he/documents/nergcomplete.pdf</p>
<p>PARTNERS</p>	<p>Nutrition Education for Obesity Prevention (NEOP) http://www.healthylaasd.net/laUSDParticipants/whatsNew.htm</p>

Nutrition education is part of a K-12 comprehensive health education program that has planned, sequential, age and grade appropriate curriculum that teaches behavior-focused skills, and is required as part of a District-adopted standards-based program designed to provide students with the knowledge and skills necessary to promote their health and make positive choices regarding food and nutrition. The program also meets the California Education Code requirements for K-6 on health education. (please see page 51 for related information)

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* and the most current “My Plate” plan.
- Include enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as promotions, taste testing, farm visits, and school gardens.
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
- 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.
- Students should be encouraged to start each day with a healthy breakfast, be encouraged to eat a healthy lunch that includes fruits and vegetables, and a healthy after school snack to increase learning and sustain energy throughout the day.
- 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 for reaching parents.

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6651-C Balboa Blvd. | Van Nuys, CA 91406
Phone (818) 609-2550 | Fax (818) 609-2580

The **Nutrition Education for Obesity Prevention (NEOP)** is a USDA grant-funded program implemented under the direction of the Los Angeles County Department of Public Health and Chronic Diseases. The program has involved over 40 LAUSD schools. Its core mission is to increase fruit and vegetable consumption, physical activity, and food security with the goal of preventing obesity and other diet-related chronic diseases.

The Kitchen Foundation Learning Garden Grants established by the NEOP program highlight the collaboration of all school community stakeholders across all NEOP school sites. With the implementation of the Common Core curriculum, the gardens will also provide an interactive platform for students to study science, agronomy, agriculture, horticulture, nutrition education and will also serve as a place for English Language/History/Social Studies/Math/Physical Education/Electives for a variety of learning and articulation purposes.

Parents support, maintain, and sustain the garden as part of their nutrition/physical activity and obesity prevention programmatic learning framework. The Learning Garden's goal is to serve as a platform for all our stakeholders to articulate a genuine school wellness policy.

Curriculum

Team Nutrition, an initiative of the United States Department of Agriculture, has the following available:

- **Serving Up MyPlate: A Yummy Curriculum** is a new collection of classroom materials for Grades 1-6 that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts and Health. Printed copies are available. For more details and ordering information, click [here](#).
- **Nutrition Voyage: Quest To Be Our Best** takes 7th and 8th grade classes on an exploratory journey into school wellness. The lessons are designed to be easy for Math, Science and English teachers to integrate into their course curricula. Click [here](#) for more information.

Rethink Your Drink High School Lessons are designed to help students learn essential nutrition concepts and to develop the skills necessary to improve, sustain, and promote personal, family, and community health. Included are lessons on reading Nutrition Facts labels, analyzing influences that impact beverage choices, and setting goals. These lessons can be adapted for use with younger students. Click [here](#) to access this resource.

Food Day School Curriculum can be used to celebrate Food Day (October 24) or in the classroom anytime of the year. Lesson plans include a Getting Started page, Core Activities and Digging Deeper (activities and resources to extend the lessons). Please note that only lessons 2 and 5 are NEOP-approved. Click [here](#) for Food Day Curriculum.

Dairy Council of California has two new nutrition education programs for middle school and high school students. These are available to teachers free of charge. Click [here](#) for information on the middle school program (Exercise Your Options). Click [here](#) for information on the high school program (Activity and Eating).



CONTACT INFORMATION

Café LA is committed to delivering quality meals in a welcoming environment. If you have any questions, comments or suggestions please feel free to contact us, or (if reading this electronically) click the email yellow Café LA button below to email us. We are located at:

LAUSD Administration Building
333 South Beaudry, 28th Floor
Los Angeles, CA 90017

Main line: (213) 241-6419 or (213) 241-6422
Director's Office: (213) 241-2993
Fax: (213) 241-8464
E-mail: cafela@lausd.net



If you have questions about your child's school food service, you may contact your Café LA Manager at your child's school; they are the most knowledgeable about their site.

[Cafeteria School Listing](#)

NUTRITION SERVICES CHECKLIST FOR SCHOOL ADMINISTRATORS

This checklist, for school administrators, provides a summary of required policies and recommended practices from the Nutrition Services s235section.

NUTRITION SERVICES

REVIEW POLICIES	
<input type="checkbox"/>	<p>LAUSD Board of Education Review RESOLUTION “Improving Food and Nutrition Policy” Adopted December 2012, mandates provision allow adequate time for students to eat their meals (20 minutes). Development of Student Driven menus soliciting student feedback.</p> <p style="text-align: center;">LAUSD Food and Nutrition Policy Motion LAUSD Food and Nutrition Implementation Plan</p>
<input type="checkbox"/>	<p>LAUSD Board of Education Review RESOLUTION “Good Food Procurement” Adopted November 2012 and December 2014, resolves District’s commitment to the continued implementation of the Good Food Purchasing Guidelines.</p>
<input type="checkbox"/>	<p>LAUSD District Policies Review BUL-6292.1 Guidelines for Sales and Services of Non-School Meal Program Food/Beverages on School Campus August 2015, replaces BUL-6292.0 updating new Federal regulations on what can be sold/served to students, outside of the school meal program, during the school day. Defines the term “sold” and the timeframe of “school day.”</p>
DISTRICT GOALS	
<input type="checkbox"/>	All schools will be provided the minimum instruction in health education and physical activity adopted by the LAUSD School Board.
<input type="checkbox"/>	All schools will provide students a minimum of 30 minutes for lunch.
<input type="checkbox"/>	All schools will ensure nutrition is promoted in each classroom.
<input type="checkbox"/>	All schools will ensure that nutrition efforts are communicated to all stakeholders at least once every semester.
<input type="checkbox"/>	All schools will implement with fidelity the guideline for Sales and Services of Non-School Meal Program Food/Beverages on their school campus to promote healthy eating habits.
GENERAL	
<input type="checkbox"/>	Review Principal Resource page on Café LA website
<input type="checkbox"/>	Make available policy documents to school site staff & parent/community group stakeholders
<input type="checkbox"/>	Create a link to the Café LA website on your school’s homepage (http://achieve.lausd.net/cafela) using the Café LA logo
<input type="checkbox"/>	Direct parents, staff and community organizations to the Café LA website to obtain nutritional facts on the food served to students and staff
<input type="checkbox"/>	Encourage promotion of nutrition not only at the cafeteria but throughout the school campus: highlight menu items in school newsletters; place nutritional posters in prominent student and teacher areas, etc.
MENU	
<input type="checkbox"/>	Post daily menus on your school’s website homepage
<input type="checkbox"/>	Include monthly menu in letter distributions to student’s home
<input type="checkbox"/>	Apply for the Healthier U.S. School Challenge USDA Program to qualify your school for a monetary Gold, Silver or Bronze award

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NUTRITION SERVICES CHECKLIST FOR SCHOOL ADMINISTRATORS

MEAL PROGRAM PROMOTION	
<input type="checkbox"/>	Encourage students and staff to consume/purchase menu items from Café LA as a healthy choice measure towards good nutrition
<input type="checkbox"/>	Encourage parents to submit a meal application electronically
<input type="checkbox"/>	Discuss compliance measures to staff on meal applications and Special Diets for students with severe allergies and/or disabilities at the beginning of the school year
<input type="checkbox"/>	Support our District Policy by encouraging alternative ways for fundraising and celebrations
<input type="checkbox"/>	Post the CDE MyPlate poster in prominent cafeteria areas for students' awareness of the school meal component
COMMUNICATION	
<input type="checkbox"/>	Introduce the Area Food Services Supervisor (AFSS) and your cafeteria manager at your staff meetings and parent meetings to present the meal program information for your school site
<input type="checkbox"/>	Encourage community non-profit organizations to apply to the Food Donation Program <ul style="list-style-type: none"> ○ Download the application documents from the Food Services website or direct organizations to the website to retrieve the information
<input type="checkbox"/>	Ask for assistance! Your Area Food Services Supervisor can visit your site to discuss the implementation and strategies for the meal programs at your school

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PHYSICAL EDUCATION

<http://achieve.lausd.net/Page/1240>

OVERVIEW

A strong correlation exists between physical fitness and [academic achievement](#). Physical education has been part of the required school curriculum in California for decades 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.



First Lady Michelle Obama stated in her "Let's Move" launch on physical and emotional health in February of 2010: "The physical and emotional health of an entire generation and the economic health and security of our nation is at stake. This isn't the kind of problem that can be solved overnight, but with everyone working together, it can be solved. So, let's move!"

Additionally, research shows that providing recess breaks throughout the day can improve students' classroom behavior and attentiveness, that students can accumulate up to 40 percent of their total daily physical activity during recess, and that students who are obese or at increased risk for obesity are least likely to have [recess](#).⁸ Therefore, schools should protect recess time from disciplinary measures and from any school activities that would impinge upon recess time.

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.

⁸ Active Living Research. Building Evidence to Prevent Childhood Obesity and Support Active Communities. Research Brief. Jan 2012.

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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 ensuring 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
- 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 Local District 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.
- Standards-based summative assessment of student learning.
- All teachers will have access to physical activity breaks via the Physical Education Programs website at <http://achieve.lausd.net/Page/1240>, under resources tab.
- Shape America recommends at least one 20-minute recess daily, and the CDC and USDA recommend

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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.

recess shortly before lunch, as this appears to result in children eating more fruits and vegetables, drinking more milk, and throwing away less food.

- Physical education class sizes comparable to class sizes in other subject areas.
- Certification that all coaches have completed First Aid, CPR, coaching education, and concussion training.

Program Spotlight: Marathon Kids Program



Marathon Kids is an elementary school Run/Walk Program designed to improve the health and well-being of children. Students run/walk at least one full marathon (26.2 miles or farther) in developmentally appropriate, incremental steps over the course of several months. This program is FREE for the first 20,000 students that sign up.

- Developmentally appropriate
- Mileage Log
- Fuel Log
- 19,000 Students in LAUSD

Phone: 512-477-1259

<http://marathonkids.org>

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
- **Physical education instruction at the elementary level to include 200 minutes of instruction each 10 school days. (EC 51210)**
- Teachers are encouraged to pre-test 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 Local District 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.

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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 teaches will be assigned to new elementary schools until all 454 elementary schools have been trained, and the rotation process will be repeated.



- Elementary teachers are **encouraged** to provide information to their students to take home to their parents on the Ask, Advise, and Refer (AAR) protocol for tobacco cessation. AAR information can be found on the [Health and Wellness Policy website](#).
- 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 Team (SST), 504 or Individualized Education Plan. More detail is provided in District Policy

Program Spotlights

Elementary Physical Education Itinerant Program (PETIP)

PETIP program will fund an itinerant credentialed physical education teacher, one day per week, to provide embedded professional development for designated teachers during physical education instruction. This model is designed to provide teachers with pedagogy, confidence, and content knowledge to provide quality physical education to their elementary students. Schools chosen to participate will receive physical education services one day per week by a credentialed physical education teacher for up to two years. Participating teachers are expected to gradually assume the role of providing quality physical education instruction to their class with the assistance of the itinerant teacher as a coach, no later than the second semester of year two. Additionally, schools will receive appropriate physical education equipment and curriculum for the duration of the grant. For more information and to apply, [click here](#).

Ready, Set, Gold!

- First and only program of its kind in the country: since September, 2006 and on-going
- Matches 50 Olympians/Paralympians with 60 Los Angeles schools
- Target group ages: 9 -15 years old: 5th, 7th and 9th graders
- Partners: LAUSD, the Southern California Committee for the Olympic Games and Samsung Electronics North America
- Impressive video: www.youtube.com/watch?v=FKp2Z3e5le0
- Contact: Bernadine Bednarz, bbednarz@lasports.org



Norwood Elementary School



Norwood's implementation of quality physical education improved academics. It was the first elementary school in LAUSD to receive a grant to study the effects of ensuring a minimum of 200 minutes of physical education instruction each 10 school days. All teachers were provided professional development, equipment and curriculum. The professional development was a combination of banked time on Tuesdays and embedded professional development by a credentialed teacher over a two year period. The first year was four days per week and the second year was twice per week with a gradual release to the classroom teachers. During the third and fourth years, the physical education instruction was provided by the teachers and the after school programs provided additional professional development. Over the four years, the school's API went from 674 to 739, a total increase of 65 points with a 47 point increase in the fourth year. At the same time, the school's fitness scores for students passing 5-6 of 6 FITNESSGRAM sections went from 17% to 59%. To read the Student Fitness and Academic Performance Report for Norwood Street Elementary School, [click here](#).

Overland Elementary School

Overland ES has been recognized for its comprehensive and innovative physical activity and physical education programs. The parents and school collaborated on a "My School In Motion" physical activity program at the beginning of the school day. Students and teachers meet on the playground at the start of the school day and participate in guided physical activities of dance and movement exercises, with music, and scripted educational chants for 15 minutes. The teachers and students move on into the classroom ready to learn. Additionally, the students participate throughout the school day with physical education as well as in-classroom brain breaks and energizers. For more information and results, [click here](#).

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.

State Mandated Physical Fitness Test PFT.

- Percentage of students tested
- Body Mass Index (BMI)

Calculation

- Percentage of students tested is based on the number of students tested in the SBAC minus the number of students tested in the PFT, as reported to the California Department of Education.
- BMI

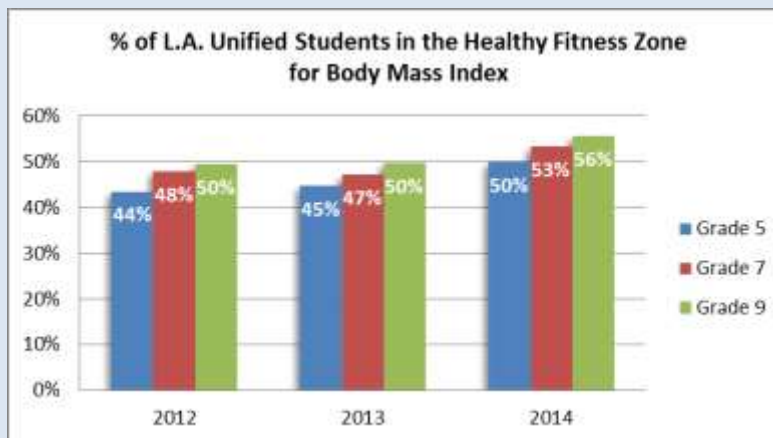
Estimating Body Mass Index

$BMI = \text{Weight} / (\text{Height} * \text{Height})$

- Height = $.3048 * (\text{feet}) + .0254 * (\text{inches})$ [convert height in feet and inches to meters]
- Weight = $0.45359237 * (\text{pounds})$ [convert weight in pounds to kilograms]

* signifies multiplication

Example: $86\text{kg} \text{ divided by } (1.65) \text{ squared} = 86\text{kg} \text{ divided by } (1.65 \times 1.65) = 86\text{kg} \text{ divided by } 2.72 = 31.6 \text{ kg/m squared.}$



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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. Between 2005 and 2011, the rate of Los Angeles County residents treated for concussions in emergency departments (ED) increased by 58%. Youth and young adults ages 15-24 had the highest rates of ED visit for concussions, particularly males, whites, and African-Americans. Among injuries that had an associated activity reported, team sports accounted for nearly half of all concussions.⁹ 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))
- A comprehensive and sequential physical education program is provided for students in Grades 9–12 with exposure to the eight core content areas as described in the *California Code of Regulations*, Title 5, §10060.
- 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.

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

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

⁹ Sternfeld I, Lieb L, Shih M, Fischer K, Perras N. Concussions: How Sports-Related Injuries Are Impacting Our Youth in Los Angeles County. Los Angeles County Department of Public Health; May 2014. http://publichealth.lacounty.gov/epi/docs/ConcussionFinal_web.pdf/.

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Education course 1 AB or 2 AB.

participated on an athletic team must return to the core physical education course. For more information see [LAUSD BUL-2528.1](#)

- Physical Education Course One content, identified in the [Physical Education Model Content Standards for California Public Schools](#), includes mechanics of movement, effects of physical activity upon dynamic health, aquatics, dance, and individual and dual activities.

- Physical Education Course Two content, identified in the [Physical Education Model Content Standards for California Public Schools](#), 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.

- 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)

- Physical education classes are conducted in a coeducational manner. (Title IX, 106.00, 106.34; 5CCR4930.4931,4940) (EC 200, 201, 220,221.5, 235, 260)

All students in Grade 9 must meet five of six assessments (In Healthy Fitness Zone) on the *FITNESSGRAM* test to earn the right to exempt themselves from Physical Education for two years in Grades 10-12 within the mandated testing window. (EC 51241)

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 10-12 or until they meet the passing requirement. More detail is provided in BUL – 2457.1.

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.

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.

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

Only students that are not able to attend an LAUSD school due to medical reasons can be granted a waiver from physical education by the LAUSD Board of Education or LA County Superintendent of Schools. If a student with a disability does attend a LAUSD school, a

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- 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](#).
- modified or specially designed physical education program will be provided for them.
- 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 at [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 contest 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.

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Program Spotlights

King Middle School

King Middle School provides a standards-based middle school physical education program for all students. The students experience a wide variety of activities expanding their performance and understanding of fundamental movement and motor skills to more specialized movement and motor skills used in a variety of content areas. King's physical education program provides a spotlight on developmentally appropriate equipment and many practice opportunities throughout all their learning experiences. For more information on resources for Middle School Physical Education [click here](#).

Mendez Senior High

Mendez Senior High systematically plans, develops, and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported, and unafraid to make mistakes. Students experience a planned sequence of formal physical education instructional experiences. During the students required two years of physical education, in course one and two, students experience the six content areas. This gives them the chance to become proficient in a variety of activities, giving them a well-rounded background of skills and knowledge to maintain a physically active lifestyle. The spotlighted activities are boxing (Combative), dance and personal fitness. For more information on resources from the Physical Education Leadership Institute Media Repository [click here](#).



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.
- The after school network encourages water as the beverage of choice and 60 minutes of moderate-to-vigorous exercise daily.
- Extracurricular physical activity programs for elementary, middle, and high school students are offered before and after school in a variety of supervised activities in physical activity clubs or intramural programs.
- 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.
- Safe routes to schools are defined and Walk to School Days are kicked off in the fall. All schools are encouraged to participate, but are not mandated. Students and parents are taught about [walking school buses](#). Students and community members are taught about the safe use of bicycles, skateboards and scooters. 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” (walking, skating, walking school buses and biking to schools) and shall 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.

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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 – 5747.1

INTERSCHOLASTIC ATHLETICS

<http://achieve.lausd.net/Page/635>

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 need 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

Facilities and Services Division website

<http://www.laschools.org/new-site/healthy-spaces/civic-center-permits>

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.



An example of a school banner at school sites funded by County of Los Angeles Department of Public Health.

CIVIC CENTER PERMITS

California Education Code 38130-38139

http://www.oaklandcyo.org/Athletic_Director_Resources/Civic_Center_Act.pdf mandates and 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.

Authorized uses include:

- Supervised recreational activities
- Jazzercise, aerobics, jujitsu, etc.
- Meetings and public discussions
- Senior Citizen's Organizations

For other uses, contact [Leasing & Space Utilization for a License Agreement](#).

SHORT TERM LEASE

To obtain the "Request for Short-Term Lease" application, please contact the District's Real Estate Leasing & Asset Management Branch at (213) 241-6785.

JOINT USE AGREEMENTS

The **Joint-Use Development Bond Program** supports shared use of school facilities through the development of joint use agreements. A joint use agreement is a legally binding contract between two or more entities that is reciprocal and mutually beneficial. Joint use projects are developed in partnership with third parties to develop and operate LAUSD facilities to benefit students, partners, and the larger community.

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LAUSD is opening 15 new school-based Wellness Centers located on campuses in high-priority areas across the District. This Joint Use Agreement is made possible through partnerships with community health care providers, the generosity and guidance of the Los Angeles Trust for Children’s Health, and approximately \$34 million from the Joint-Use/Innovation facilities funding of the Los Angeles School Board. For additional information regarding Joint Use Agreements [click here](#).

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.



PHYSICAL EDUCATION

Program Spotlight: Examples of Community School Parks

Trinity Elementary School and Vine Street Elementary School

- **Funding:** Initial grant from People for Parks, additional funds raised to maintain operation beyond initial grant.
- **Hours:** Weekends and during the summer break.
- **Programming:** Healthy cooking classes for students and parents, walking clubs. Nutrition and health classes for students and parents.

Eastman Elementary School

- **Funding:** Grants from the Department of Mental Health and YWCA of Greater Los Angeles.
- **Hours:** Saturdays and throughout the summer.
- **Programming:** Health and nutrition classes. Physical fitness programs for students and parents.

Wonderland Elementary School and Carthay Center Elementary School

- **Funding:** Parent organizations saw a need to open the campuses to their communities.
- **Hours:** Weekends
- **Program:** Carthay Center boasts an extensive garden that the community and students tend to on the weekend and when the harvest is complete everyone enjoys eating from the garden.

Contact Beyond the Bell at 213 241-7900, or btb@lausd.net for more information on funding opportunities and potential partners if you are interested in a Community School Park at your school site.

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SPECIAL EVENTS

Many School Booster Clubs, Parent Teacher Organizations (PTOs) and Student Body Groups regularly sponsor extracurricular activities, health fairs, special events and/or fundraisers. These events could pose liability risks to LAUSD owned property, its employees, students and the sponsoring organization if the event or the sponsoring organization is improperly insured and there are allegations of negligence that result in liability claims. The sponsoring organization could find their personal assets are at risk. Additionally, the District, as the owner of the property, may incur expenses related to defense of a liability claim.

There are minimum insurance requirements for sponsors of special events as set by the Insurance and Surety Unit of the Procurement Services Division. For additional information contact the Division of Risk Management and Insurance Services 213 241-3139 or to obtain a Request for Approval of Special Event [click here](#).

INSURANCE COVERAGE FOR SPECIAL EVENTS

For most "Special Events," the District provides access to insurance through its approved insurance broker, Alliant Insurance. Alliant can provide coverage for events occurring on or at LAUSD properties and can assist event sponsors in purchasing a reasonably priced special events liability policy that meets the minimum requirements set by the District for its Short-Term Leasing Agreement. This program provides cost effective insurance coverage for short-term and limited events. However, this insurance program is not cost effective for long term insurance coverage needs. Long term coverage needs may be best served by obtaining an industry standard policy that covers a standard one-year coverage period.

CARNIVALS, FAIRS, AND OTHER SPECIAL EVENTS

Carnivals, fairs, and other special events may require approvals and inspections from the Office of Environmental Health and Safety (OEHS), <http://www.lausd-oehs.org/index.asp>. Please allow sufficient time for processing.

SUPPER PROGRAMS

LAUSD started the Child and Adult Care Nutrition ("supper") program in 2012 in collaboration with Beyond the Bell after school programs to provide anyone 18 years old or younger access to a free and nutritious meal. The District now serves 70,000 supper meals a day at 584 schools. Supper programs provide an opportunity to bridge the hunger gap between lunch the participant's next meal. LAUSD's nutrition programs are helping to close the hunger gap in Los Angeles County. Access to free quality meals allows eligible participants to benefit from a nutritious meal.

District Spotlight: LAUSD 5k ‘Move It’ Challenge and Health Festival



The 2015-16 school year marks the third annual **LAUSD 5K ‘Move It!’ Challenge and Health Festival** taking place in the Spring 2016. The event is designed to promote the benefits of active living and healthy eating while raising important dollars to support our **LAUSD Wellness Centers**, campus-based facilities that offer health and wellness programs for our students, their families and surrounding communities.

In the recent years, the District community gathered together at Dodger Stadium to celebrate health and wellness! There was music, laughter, food trucks, hula hoop demonstrations, giveaways, and a very enthusiastic crowd running and walking the 5K and visiting our sponsors throughout the Health Festival.

If you have any questions for event participation and sponsorship, visit our event website at <http://moveit.lausd.net>.

Let’s move it LAUSD!



PHYSICAL EDUCATION

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

PHYSICAL EDUCATION CHECKLIST FOR SCHOOL ADMINISTRATORS

Physical education is an integral part of LAUSD curriculum at every grade level. All schools are expected to implement a comprehensive, standards-based physical education program and comply with applicable federal, state, local laws, and LAUSD Board policies which include the “Physical Education is a Priority” Board Motion.

PHYSICAL EDUCATION

REVIEW POLICIES	
<input type="checkbox"/>	Provide professional development opportunities to all staff on the Fitnessgram assessment protocol. 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). Refer to the <i>Fitnessgram Administrator Checklist</i> on the physical education website.
<input type="checkbox"/>	Review the high school course descriptions for Advanced PE 1AB and 2AB so that a comprehensive and sequential physical education program is provided for students in Grades 9–12 with exposure to the eight core content areas as described in the <i>California Code of Regulations</i> , Title 5, §10060. Elementary and middle schools review the scope and sequence for your grade levels and have each grade level plan their units of instruction. These documents can be found on the physical education website.
<input type="checkbox"/>	Review all policies and bulletins on physical education according to their grade level which can be found on the physical education website at achieve.lausd.net/Page8104 .
DISTRICT GOALS	
<input type="checkbox"/>	All 5 TH , 7 TH , and 9 TH grade teachers required to teach physical education will be trained and will administer the Physical Fitness Assessment by the end of each school year.
<input type="checkbox"/>	All elementary teachers will certify that they taught physical education 200 minutes every 10 days.
GENERAL	
<input type="checkbox"/>	Post the elementary physical education bell schedule in the school’s main office or on the schools website.
<input type="checkbox"/>	Provide adequate physical education facilities throughout the school day and during inclement weather, designed, developed, and constructed according to the California Department of Education Guide to School Site Analysis and Development
<input type="checkbox"/>	Ensure the physical education bell schedule over a 10 school day period will reflect a minimum of 200 minutes in elementary, and 400 minutes in secondary schools, including students with disabilities.
<input type="checkbox"/>	Ensure adequate physical education equipment is provided so that a minimum of one piece of equipment can be shared between three students, or the ideal of one piece of equipment for each child to increase practice opportunities.
<input type="checkbox"/>	Establish a school-site Coordinated School Health (CSH) Committee or an augmented Health and Safety Committee. This committee must have representation from physical education and physical activity, along with representation from health education, health services, nutrition services, counseling, psychological and social services, safe environment, and parent and community. It is a best practice in elementary schools to create a physical education committee.
<input type="checkbox"/>	Implement a school-wide physical education curriculum by adoption or creation, that is aligned with the California Physical Education Standards. Elementary physical education curriculums can be downloaded at achieve.lausd.net/Page/7764 .
<input type="checkbox"/>	Review annually the Blueprint for Wellness, developed by the Coordinated School Physical Education District Council and score your school’s physical education and physical activity programs.
<input type="checkbox"/>	Create three goals for your physical education program from your Blueprint for Wellness scorecard each year. An excellent guide, the School District Physical Education Model Action Plan (PE MAP) can be found at http://publichealth.lacounty.gov/cardio/ .
<input type="checkbox"/>	Create an action plan on how your school can improve on your goals.

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<input type="checkbox"/>	Provide professional development and growth opportunities to your physical education teachers, examples and opportunities can be found on the physical education website. Contact the central office to schedule a banked day professional development.
<input type="checkbox"/>	Review the physical education appropriate practices that can be found on the physical education website with your physical education teachers for their grade level each year.
<input type="checkbox"/>	Review each year your shared use vision for your school and maximize physical activity opportunities for students, parents and teachers. Further information on Shared Use can be found at the Facilities Services Division http://www.laschools.org/new-site/healthy-spaces/civic-center-permits .

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HEALTH EDUCATION

OVERVIEW

LAUSD 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 structure. Many of these health issues are preventable.



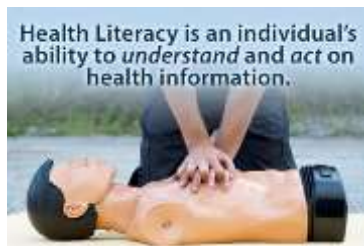
MONITORING OUR STUDENTS' HEALTH BEHAVIORS



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.

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, by:

- having an emphasis on a comprehensive health education model to develop lifelong, positive health-related attitudes and behaviors. Such attitudes and behaviors begin to be developed in the home, but schools should be working closely with parents and community members as partners to develop and reinforce health and wellness, and
- that the health education model in schools must be supported by a comprehensive school-wide system to promote children's health and must be developed and sustained by the collaborative efforts of school personnel, parents, school board members, community leaders, and health and social services.

The LAUSD School Board of Education formally adopted California health standards and fulfills California Education Code (CEC) in accordance with all legal mandates of the board, state, and federal entities.

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The District has adopted a comprehensive K-12 health education instructional model for our schools directed by public health research on the minimum hours of instruction necessary for positive health behavior change. The program focuses on positive attitude, increasing confidence, building skills and linking students to internal and external health services. The material presented is 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.



HEALTH EDUCATION PROGRAMS (HEP)

The HEP office was opened in the Division of Instruction to manage and support the mandates, policies, and programs surrounding health education. HEP now bridges health education, prevention-education, and child safety programs into one unit. The goals of HEP are to support the District in meeting the federal, state, and board mandates in these areas. HEP collaborates actively with Student Health and Human Services, School Operations, the Office of Environmental Health and Safety, the Office of Human Relations, and the Office of Educational Services to compare and 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 campaigns for health, safe schools, and HIV/AIDS education with constant evaluation of best practices for our support services to schools and students. These relationships are also key to implementing a link to care protocol in each school. Where LAUSD has a school-based health center or wellness center, staff and faculty are encouraged to promote the use of this resource on the campus.

A Health Education Moment

8% of all teens have an anxiety disorder

35% of teenaged girls have an eating disorder. That's 7 out of every 25 teen girls

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COMPREHENSIVE HEALTH EDUCATION IN THE CLASSROOM

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

These content areas are studied in-depth when students receive health instruction in Grades K-12. In elementary schools (K-5), health is provided at each grade level. In secondary, Grade 6 is provided 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 teacher. The California Health Standards and California Education Code (CEC) determine what is required to be covered in Grades K-12. An LAUSD health course matrix has been adopted for K-12 teachers on the scope and sequence of health topics to be covered per grade level.


The content areas are emphasized at different grade levels.

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)	●	●	●	●	●	●	●

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

Using the [California Health Standards](#) and [California Education Code](#), the LAUSD School Board has mandated a comprehensive health education program that follows all tenets of the state law regarding health education. A health textbook has been adopted and purchased for every student in LAUSD. A matrix and pacing guide is developed for K-12 to be consistent with the expectations of the California Health Standards and California Education Code. Staff development will be conducted to support the health educator in all areas of health education, especially student wellness. Health assessments are developed for the school site to ensure that students are effectively learning the six content areas of health education in our K-12 plan. The District is developing an active campaign to recruit teachers credentialed in health education and is working with local universities on a health credential focus for future teachers. See chart below.

Grade Level Requirements:	Curriculum
<p>Elementary School:</p> <p>1) Grade K-5, A comprehensive health model in each classroom. California Education Code 51210 requires that health education be taught in Grades K-6, including instruction in the principles and practices of individual, family, and community health. As required by CEC, a K-6 elementary health course can be taught by a multiple-subject credentialed teacher.</p> <p><i>* California Health Content Standards to be covered</i></p>	 <p>Click here for more information</p>
<p>Middle School</p> <p>1) Grade 6, a 12-week course. CEC51210 requires that health education be taught in Grades K-6, including instruction in the principles and practices of individual, family, and community health. As required by CEC, a K-6 elementary health course can be taught by a multiple-subject credentialed teacher.</p> <p>2) As required by Board policy, Grade 7, 90-hour, full-semester course in health education, separate from science, taught by a credentialed health teacher.</p> <p><i>* California Health Content Standards to be covered</i></p>	 <p>Click here for more information</p>
<p>High School</p> <p>1) As required by Board policy, Grade 9, 90-hour, full-semester course in health education, separate from science, taught by a credentialed health teacher.</p> <p><i>* California Health Content Standards to be covered</i></p>	 <p>Click here for more information</p>

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POSITIVE YOUTH DEVELOPMENT, ASSET DEVELOPMENT, AND RESILIENCY

The District understands that schools need approaches to help youth build strong relationships with others, learn new skills, and give back to the community. By utilizing these strategies, we are growing connections with the individual student, the school and the community. Students who have strong connections to schools are less likely to engage in risky behaviors and have stronger academic outcomes. This starts with social-emotional learning that builds connections to schools and is supported with positive youth development and resiliency programs. Together, these programs begin to penetrate our schools and student resiliency increases. Their ability to bounce back from the adversity and stress they may face is vital to managing their decisions. Schools attempt to provide not only the external protective factors, such as caring relationships, high expectations, and opportunities to participate and contribute, but they also provide internal protective factors so that students have self-efficacy and positive beliefs about themselves.

STATE MANDATES RELATED TO HEALTH EDUCATION AND WELLNESS

The District will continue to follow all tenets of the state law requiring health education, comprehensive sexual health education and HIV prevention-education. In addition, all compliances, including nutrition, violence prevention, alcohol-, tobacco-, and other drugs- requirements will be met.

CALIFORNIA HEALTHY YOUTH ACT



The LAUSD HIV/AIDS Prevention Unit is funded by the U.S. Centers for Disease Control and Prevention (CDC), Division of Adolescent School Health (DASH) and supports the District in meeting the required comprehensive sexual health and HIV/AIDS prevention education mandated in California, including teen pregnancy prevention, healthy relationships, human trafficking, sexual harassment, affirmed consent and related topics. The District has adopted and requires a textbook to be in compliance with the requirements for comprehensive sexual health for elementary, middle, and high schools. The District requires that the *Sexuality and Society* supplement is used in the high school level to meet mandates for comprehensive sexual health. The District-adopted research-based STD/HIV curriculum, *Positive Prevention Plus*, is taught in school health class to meet the California HIV prevention-education mandate. The *HIV Program Review Panel* approves all health materials used outside of the health textbooks in LAUSD classrooms and health related events relating to sexual health. A variety of supplemental health materials continue to be reviewed and approved by LAUSD to support the education on HIV/AIDS and other sexual risk behaviors, both of which bear heavily on student wellness. All outside presenters, for health presentations in classrooms, must be authorized by the Health Education Programs and follow all federal, state, and board laws, mandates, policies and protocols. The District maintains the right to allow or deny who may present health information during instructional minutes of the day on an LAUSD campus. A list of approved presenters can be found at <http://aidspreventionlausd.net>. As an evidence-based core strategy, LAUSD will continue its condom availability policy District-wide for each high school.



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FEDERAL MANDATES FROM TITLE IV, PART A: SAFE & DRUG-FREE SCHOOLS & COMMUNITIES ACT

To maintain a safe and drug-free environment, LAUSD continues to comply with federal mandates for Title IV, Part A: Safe and Drug-Free Schools and Communities Act. The District has adopted the following science-based and research-validated curriculums (evidence-based interventions) and programs that meet the federal requirements:

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

A Health Education Moment



The image contains two side-by-side health education graphics. The left graphic shows a hand holding a glass of alcohol, with the text "Average Age at First Drink" and "11 13" overlaid. The right graphic shows a hand on a scale, with the text "35% of teenaged girls have an eating disorder. That's 7 out of every 25 teen girls" overlaid.

RESEARCH BASED PRACTICES USED TO SUPPORT HEALTH EDUCATION AND PROMOTE WELLNESS

Health SUCCESS Stories

SOCIAL MEDIA AND TECHNOLOGY: *Project U Los Angeles*

PROJECT U



Project U Los Angeles is interactive web portal for teens designed to be an age-restricted inclusive, safe space that provides medically accurate and bias-free health information for LAUSD students. The content is reviewed by LAUSD personnel, but the campaign is student driven. Students are allowed to create a profile and view the health

content. The students can select from a variety of health information. The technology allows them to receive push messaging, on-demand messaging, a clinic locator for a variety of health issues by zip code, and a free condom request system. The students can view youth-written blogs, see videos, and chat with fellow classmates. Schools are invited to bring teams of students to a *Project U Leadership Summit* to train students as *Project U* street teams on their campus. The students plan and implement to health events of their choice each year on their campus.

PUBERTY, GENDER, FAIRNESS, AND PUBERTY CURRICULUM FOR UPPER ELEMENTARY: *iMatter*

The *iMatter* pilot is an introduction to the evidence-based, eight-lesson curriculum on puberty, gender, and fairness that is aligned to both California Health Standards and Common Core Standards. It also incorporates an optional technology component that can be used with the curriculum. Students are introduced to the curriculum topics through small group discussion and brief presentations; they will identify issues that matter as they approach puberty: their changing bodies, their evolving relationships, and their greater capacity to reflect on how people treat each other.

GUN VIOLENCE PREVENTION: *WHERE'S DARYL*



The LAUSD partnered with the Art Center College of Design, Design Matters department to design and develop a gun violence prevention campaign for middle schools health classes. There is an eight lesson manual that aligns with vignettes and artfully designed campaign materials. The campaign introduces students to a character named



Daryl and through his story, they are able to come to conclusion about the risks of playing with guns. The program has won the national Spark award and is being exhibited at the Smithsonian for an international exhibit. Our evaluations show that the program resonates with students, and teachers continue to use the character throughout the year for other health topics. For more information visit the [website](#).

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HEALTH RELATIONSHIPS: HEALTHY CHOICES, HEALTHY RELATIONSHIPS

The District has partnered with a federal grant to implement a healthy relationships curriculum in our high school health classes. The curriculum focuses on the teen brain, communication strategies, and fun activities for student to learn about the power of healthy relationships. Participating schools are providing comprehensive training and support materials each semester.

NUTRITION TRAINER OF TRAINER WORKSHOP

In partnership with the Los Angeles County Department of Public Health, the District provided a series of teacher trainer-of-trainer workshops in nutrition education and physical activity to update teachers on new information regarding MyPlate, District initiatives, and provide current resources in these topics. An online course with updates and resources in nutrition education and physical activity will launch in 2015 for health teachers.



NUTRITION EDUCATION IMPLEMENTATION

(Please see page 20 for related information). Schools use the District-adopted health textbooks to promote healthy eating and teach appropriate, long-term eating habits and practices. Nutrition education is part of a K-12 comprehensive health education program that has planned, sequential, age and grade appropriate curriculum that teaches behavior-focused skills and is required as part of a District-adopted standards-based program designed to provide students with the knowledge, experiential learning and skills necessary to promote healthy attitudes to make positive health choices regarding food and nutrition. The program also meets the California Education Code requirements for K-6 on health education and the California Health Content Standards.



HEALTH EDUCATION

<p>DISTRICT</p>	<p>Health Education Programs – Required Health Lesson Content (K-12 Course Matrix) http://aidspreventionlausd.net/comprehensivehealth.html Food Services Division Café LA Website MARKETING POSTERS</p>
<p>FEDERAL</p>	<p>United States Department of Agriculture (USDA) http://www.fns.usda.gov/programs-and-services http://www.gpo.gov/fdsys/pkg/FR-2012-01-26/pdf/2012-1010.pdf</p>
<p>STATE</p>	<p>California Department of Education (CDE) – Nutrition Education http://www.cde.ca.gov/ls/nu/ Nutrition Education Resource Guide (CDPH) http://www.cde.ca.gov/ls/nu/he/documents/nergcomplete.pdf California Health Education Content Standards http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf</p>

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SNaX (Students for Nutrition and eXercise)

<http://snaxinschools.org>

In 2006 Los Angeles Unified School District (LAUSD) and UCLA/RAND Center for Adolescent Health Promotion formed a community academic partnership to identify community needs and priorities for addressing adolescent obesity and to develop and pilot test a school based intervention...from that partnership SNaX was developed.

SNaX provides an evidence-based program and support materials for schools to implement their wellness policies and achieve their wellness goals related to healthy eating and physical activity. SNaX gives school administrators, teachers, and food services staff the tools to achieve their school's wellness goals by helping to improve student attitudes about healthy eating and physical activity. The SNaX program operates through Student Advocates, who are students recruited and trained to provide information to their peers and lead activities such as taste tests of cafeteria food. The SNaX program engages students in discussing nutrition and physical activity in the classroom, during lunchtime, at home with their family, and in the community.

The mission of Students for Nutrition and eXercise (SNaX) is to help schools create an environment that promotes healthy eating and physical activity among middle school students through an innovative curriculum, changes to the school food setting and culture, student advocacy, and social and multimedia marketing.

NUTRITION ACTIVITIES AND RESEARCH-BASED STRATEGIES

In addition to the required segments on nutrition and physical activity during school health courses, the District should expand use of additional resources for educating students about nutrition habits and physical activity patterns via the following:

- The District should offer the USDA-funded [LAUSD Network for a Healthy California](#) and HEAL Programs at all eligible school sites.*
- Schools are **encouraged** to pursue strategies to incorporate additional nutrition education and physical activity promotional resources from government and non-profit partners, such as 5-A-Day, [Dairy Council of California](#), [American Cancer Society](#), [American Diabetes Association](#), [Alliance for a Healthier Generation](#), and others.

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NUTRITION EDUCATION OBESITY PREVENTION (NEOP): HEALTH EDUCATION CHAMPIONS FOR CHANGE

[NEOP](#) (formerly Network for a Healthy California) provides eligible schools with supports services and resources that support our students' decision-making power regarding their health through research-based and practical strategies. The core mission of NEOP is to increase fruit and vegetable consumption, physical activity, and food security with the goal of preventing obesity and other diet-related chronic diseases. Students are introduced to fruit and vegetables every month and activity options, like Farmers in the Market, are brought to the school as an educational program on the importance of eating healthy and how to make better food choices. This program which is under the Division's Planning, Health Education Programs, and Special Projects Department is funded from a large grant from the USDA and is being implemented through the [Los Angeles County Department of Public Health](#). Please click [here](#) to read more.



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 areas of nutrition education and physical activity.
- Provide nutrition instruction that is consistent with or exceeds the U.S. Department of Agriculture (USDA)'s *Dietary Guidelines for Americans* and the most current "My Plate" plan. It also follows the most current science-based nutrition research and other evidence-based instructional strategies.
- Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as promotions, taste testing, farm visits, and school gardens.
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
- 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.
- Students should be encouraged to start each day with a healthy breakfast, be encouraged to eat a healthy lunch that includes fruits and vegetables, and a healthy after school snack to increase learning and sustain energy throughout the day.
- 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 for reaching parents.

Nutrition education is taught in many layers at each school to reinforce the concepts and emphasize the importance. The primary nutrition education source will be from a credentialed teacher at each school site. Secondary schools have credentialed health teachers, separate from science. Furthermore, schools support nutrition education for students, parents and the community at events such as back-to-school night, parent summits, parents meetings and career days.

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HEALTH EDUCATION CHECKLIST AND FOR SCHOOL ADMINISTRATORS

REVIEW POLICIES	
<input type="checkbox"/>	All K-5 schools are expected to implement the comprehensive health education model in elementary (CEC 51210), including instruction in the principles and practices of individual, family, and community health.
<input type="checkbox"/>	All middle schools are expected to provide their 6 th Grade students with 12-weeks of health instructions (CEC 51210) and 7th grade students with a full-semester course in health education, separate from their Science course, and taught by a credentialed health teacher.
<input type="checkbox"/>	All schools are expected to comply with applicable federal, state, local laws and LAUSD Board policies, which include the “ <u>Motion to Promote Healthy Beverages</u> ,” “ <u>Obesity Prevention</u> ,” and the “Cafeteria Improvement Motion” to maintain compliance for nutrition guidelines and fundraising activities.
<input type="checkbox"/>	To maintain a safe and drug-free environment, LAUSD has and will fully comply with mandates for <u>Title IV, Part A: Safe and Drug-Free Schools and Communities Act</u> .
<input type="checkbox"/>	To maintain a safe and supportive environment, LAUSD should fully comply with the mandates of the <u>California Comprehensive Sexual Health & HIV/AIDS Prevention Act</u> .
<input type="checkbox"/>	A health textbook is purchased for the entire student population Grade K-12, where health course is taught (Williams).
DISTRICT GOALS	
<input type="checkbox"/>	In school year 2017-2018, a minimum of 20% of all teachers required to teach health education will have completed the nutrition education online course (Nutrition T.O.T.). By 2022 all teachers will be trained.
<input type="checkbox"/>	All students will be provided the minimum instruction in health education using the California Health Standards and physical activity (CEC 51210) adopted by the LAUSD School Board.
GENERAL	
<input type="checkbox"/>	To provide a learning environment that develops health literacy for students at all schools.
<input type="checkbox"/>	All high schools are expected to provide their 9th grade students with a semester course in health education, separate from their Science course, and taught by a credentialed health teacher.
<input type="checkbox"/>	To maintain a nutritious and healthy environment, LAUSD has and will fully comply with mandates for nutrition education and obesity prevention.
<input type="checkbox"/>	Approved and appropriate awareness campaigns on health topics should be supported throughout the school year.
<input type="checkbox"/>	Approved and appropriate outside presenters for a health classroom may be utilized when content experts are available.
<input type="checkbox"/>	All schools must have assigned teachers with appropriate credentials to teach health education.
<input type="checkbox"/>	Professional development and growth opportunities should be encouraged and offered to health education teachers.

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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 student attendance, fosters a more cohesive school culture, and ultimately improves 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 promote wellness for its students, staff, and school communities.

STANDARDS TO PROMOTE HEALTH AND WELLNESS

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. [Click here to access the above referenced policy bulletin and other health related LAUSD policies.](#)

- **Vision:** Upon first enrollment of a child at a California elementary school, and at least every third year thereafter until the child has completed the eighth grade, the child’s vision shall be appraised by the school nurse or other authorized person (California Code of Regulations, Title 17, Section 6846; and Health and Safety Code 12040).
- **Hearing:** Hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1)) . Hearing screening in California public schools must be conducted by a credentialed school audiometrist. Click here to visit the [LAUSD Audiometric Testing Program](#)

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

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.

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. District health programs and services aim to prevent obesity, control communicable diseases, and other related health problems for students and staff; and to a certain extent for families and the 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-1660.7 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-2514.1 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-3585.5 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-4948.1 Participation Physical Evaluation and Medical Clearance of 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 and teen pregnancy. 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](#)

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-1660.7 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 and are listed in the table below. Most the clinics listed in the table below are open 5 days a week during the beginning of the school year. Schools should visit the Nursing Services Immunization Clinics webpage at <http://achieve.lausd.net/Page/6580> or call (213) 202-7580 for updated times and dates prior to referring families.

CLINIC	LOCATION	PHONE
CENTRAL PTA	1000 Venice Blvd., Los Angeles 90015	(213) 745-5090
COLUMBUS CLINIC	22250 Elkwood St., Canoga Park 91304	(818) 702-1270
DIEGO RIVERA LEARNING COMMUNITY IMMUNIZATION CLINIC	6100 S. Central Ave., Los Angeles 90001	(323) 846-2001
HOLLYWOOD HS CLINIC	1521 N. Highland Ave., Los Angeles 90028	(323) 993-2355
HOLMES ES CLINIC	5108 Holmes Ave., Los Angeles 90058	(323) 587-3638
KENNEDY HS CLINIC	11254 Gothic Ave., Granada Hills 91344	(818) 271-2547
LAWRENCE MS CLINIC	10100 Variel Ave., Chatsworth 91311	(818) 678-7965
MARK TWAIN MS IMMUNIZATION CLINIC	2224 Walgrove Ave., Los Angeles 90066	(310) 305-3100
MICHAEL GODFREY CLINIC at MURCHISON ES	1501 Murchison St., Los Angeles 90033	(323) 222-0148 ext. 116
ROOSEVELT HS	456 S. Mathews St., Los Angeles 90033	(323) 780-4575
SAN MIGUEL HEALTHY START CLINIC	9801 San Miguel Ave., Southgate 90280	(323) 566-8269
SCHOOL MENTAL HEALTH CLINIC	6651 Balboa Blvd., Van Nuys 91406	(818) 758-2300
2 nd STREET ES/FLOAT	1942 E. 2 nd St., Los Angeles 90033	(323) 264-1926
S.E.P.A CENTER @ Plasencia ES	1339 Angelina St., Los Angeles 90026	(213) 482-1301
TELFAIR CLINIC	10911 Telfair Ave., Pacoima 91331	(818) 899-6113
WELLNESS CLINIC ZELZAH SITE	6505 Zelzah Ave., Reseda 91335	(818) 654-1670

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. Ideally, all schools would have at least one AED present, maintained and compliant with District policy.
- The District works to ensure prevention of disease exposure to staff and students by providing staff training and information regarding HIV, hepatitis B, influenza, and blood-borne pathogens and ensuring the use of universal precautions.

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- 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 <http://www.epa.gov/iaq/schools/actionkit.html>.

HEALTH INSURANCE ACCESS

District staff provides students and their families with information about how to enroll in no-cost or low-cost health insurance plans, including Medi-Cal. The [District Child Health Access and Medi-Cal Program \(CHAMP\) unit](#), [Healthy Start Program](#), and other health care partners provide staff to assist families in the application process in order to obtain medical, dental, and vision insurance programs. In addition, the District works with funders and partners to create a barrier-free insurance application process, including use of the California health insurance exchange ([Covered California](#)).

WELLNESS CENTERS AND SCHOOL-BASED HEALTH CENTERS

LAUSD has invested significantly in the development and maintenance of school-based health centers. In 2011, \$36 million was appropriated to build state of the art full service community clinics, called Wellness Centers, on 14 LAUSD’s highest need campuses. They are operated by community clinic providers and are open to students, families, and the community. Staff and faculty on Wellness Center campuses must participate in an orientation to the Wellness Center system at the beginning of the school year. Each Wellness Center provides physical and mental health and some provide oral health services as well. Most of the mandated health assessment requirements can be met by referring students directly to the Wellness Center.



As of May 2014, the District allocated \$50 million of funds from the School Upgrade Program (SUP) for the development and expansion of these Wellness Centers. This represents a significant infrastructure investment that will leverage additional health and wellness services for students, families, and the general LAUSD school community.

Spotlight

The current facilities are already making an impact as illustrated by a quote from a mother of a Hollywood High School student: *“The Wellness Center at Hollywood High has been wonderful for our family, and my daughter has used the services on multiple occasions. For example, when she needed to get medical clearance to run on the school’s track team, she made a quick, convenient – and free! – trip to the Wellness Center on campus. Not only did my daughter get checked out for track, but the doctor gave her a full physical exam and offered recommendations to help my daughter avoid recurring joint pain she had been experiencing while she was working out. Every high school should have a facility like this!”*

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

WELLNESS CENTER	LOCATION	PHONE
BELMONT WELLNESS CENTER	180 Union Place, Los Angeles, CA 90026 Located at Belmont High School	Medical (323) 644-3885 x400 or x401 Mental Health (213) 241-4451
CARSON WELLNESS CENTER	270 East 223th St, Carson, CA 90745 Located at Carson High School	(310) 802-6170
CRESHAW WELLNESS CENTER	3206 W. 50 th St, Los Angeles, CA 90043 Located at Crenshaw High School	(323) 730-1920 x5005
ELIZABETH LEARNING CENTER WELLNESS CENTER	4811 Elizabeth St, Cudahy, CA 90201 Located at Elizabeth Learning Center	(323) 923-1900
FREMONT WELLNESS CENTER	7821 S. Avalon, Los Angeles, CA 90003 Located at Fremont High School	(323) 404-9270 (323) 789-5610
GAGE WELLNESS CENTER	2975 Zoe Ave, Huntington Park, CA 90255 Located at Gage Middle School	(323) 826-9449
GARFIELD WELLNESS CENTER	501 Woods Ave, Los Angeles, CA 90022 Located at Garfield High School	(323) 268-9191
HOLLYWOOD WELLNESS CENTER	1530 Orange Dr, Los Angeles, CA 90028 Located at Hollywood High School	(323) 993-2355
JEFFERSON WELLNESS CENTER	3410 S. Hooper Ave, Los Angeles, CA 90011 Located at Jefferson High School	(323) 908-4200 x4402
JORDAN WELLNESS CENTER	10110 Juniper St, Los Angeles, CA 90002 Located at Jordan High School	(323) 488-5915
LOCKE EEC WELLNESS CENTER	320 E. 111 th St., Los Angeles, CA 90061 Located at Locke Early Education Center	(323) 755-0721
MANUAL ARTS WELLNESS CENTER	4085 S. Vermont Ave, Los Angeles, CA 90037 Located at Manual Arts High School	(323) 541-1631
MONROE WELLNESS CENTER	9119 Haskell Ave, North Hills, CA 91343 Located at Monroe High School	Medical (818) 763-8836 Mental Health (818) 739-5900
WASHINGTON PREP WELLNESS CENTER	1555 W. 110 th St, Los Angeles, CA 90047 Located at Washington Prep High School	Medical (323) 757-2771 Mental Health (323) 418-4101 or (323) 541-1411

HEALTH SERVICES

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

The School Enrollment Placement and Assessment (S.E.P.A.) Center (formerly GAP Center) has assisted families since it opened its doors in 1988. Since its inception, the S.E.P.A. Center has focused on providing guidance and support to students and families who have recently immigrated to the US. The center also supports all students that may have difficulty navigating the school enrollment process. Students and families can receive assistance with the school enrollment process, immunizations, physicals and health insurance enrollment. In addition, staff can also refer families for medical, mental health, legal and other social services and community resources. <http://achieve.lausd.net/Page/8703>.

DISTRICT NURSING SERVICES ORAL HEALTH PROGRAM

The [District Nursing Services Oral Health Program](#) helps to improve the health, attendance, and academic achievement of all students by reducing dental disease through education. Program staff work with school based nurses to identify students with dental needs, provide preventative care opportunities, assist in the management of dental disease, and provide resources to students and families. This program works closely with The [L.A. Trust for Children's Health](#), colleges and universities, dental providers, and grantors to help increase the number of oral health services that can be provided to LAUSD students. The overall goal is to increase oral health services for LAUSD students with the focus being on prevention and treatment of dental disease.

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 student's Individualized Education Program (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 will be fully coordinated with all relevant school staff, parents, and community programs.

HEALTH PROMOTION AND EDUCATION

The District promotes health education and parent training programs to reduce health disparities due to poverty, culture, or language and improve healthy behaviors for students, staff, families, and communities. The District promotes health education to assist students, parents, and families to be better consumers of health care and improve their wellness. In addition, the District supports participation of school staff in Health and Career Fairs to help further educate students, families, and communities on health, wellness, and career pathways. Refer to the Health Education section of this policy for more details and information.

PARTNERSHIPS

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

As of June 2014, over 50 school-based health centers and school Wellness Centers, located in low income areas throughout the District, are operated by community clinic partners. These centers provide an array of medical, mental health, and dental care for students, as well as to the community. The District collaborates closely with mobile programs, such as the LAC-USC Breathmobile, which provides asthma care services for students at over 100 LAUSD schools; mobile vision care and dental care programs; and primary care services through partnerships such as Queenscare (<https://www.queenscare.org/school>), Cedars-Sinai COACH for Kids (<http://www.cedars-sinai.edu/Community-Benefit/Programs-and--Services/COACH-for-Kids-and-Their-Families/>), and Little Company of Mary/Providence Hospital (<http://california.providence.org/torrance/news/2014/06/beyond-the-hospital-walls/>). The District continues to explore opportunities for joint use of school facilities, such as school-based health and wellness centers, in order to improve student and community health.

Staff within the District are responsible for convening collaborative groups of partners at the school-, region- and Local Districts- levels in order to address the local needs of students and communities. The District has a specific Memorandum Of Understanding (MOU) with the County of Los Angeles, which delineates the intention of the two parties to work together around mutual goals of health and wellness for the communities in Los Angeles. Organization Facilitators have been assigned to each Local District and centrally to assist schools and offices with the MOU process. Schools are encouraged to contact the [Community Partnerships and Medi-Cal Programs Office](#) for more information at (213) 241-3872.

The District partners with over 150 community agencies and programs to bring health care and health programs to schools

HEALTH SERVICES CHECKLIST FOR SCHOOL ADMINISTRATORS

Outlined below are some of the requirements set forth in the Coordinated Safe and Healthy School Plan (CSHSP) Volume 1 that are related to health services:

<input type="checkbox"/>	Faculty, administrators, staff, and parents are aware of the LAUSD School Board motions and State Legislation involving nutrition, school lunch programs, and obesity. The motions include but are not limited to: Obesity Prevention Motion, Healthy Beverage Motion, Cafeteria Improvement Motion, and California legislation (CSHSP 6.1.1).
<input type="checkbox"/>	Physical fitness development activities and testing are provided in Grades 4–12 with mandated testing in Grades 5, 7, and 9 (CSHSP 6.2.1).
<input type="checkbox"/>	The school provides information to parents to help them promote and incorporate physical activity and healthy eating into their children’s lives (CSHSP 6.2.11).
<input type="checkbox"/>	Health services are provided by a school nurse to meet federal and state mandates and the health needs of the students (CSHSP 6.4.1).
<input type="checkbox"/>	The school ensures immediate and reliable access to medications, special diets, treatments and emergency care for students with asthma, diabetes or severe allergies (CSHSP 6.4.2).
<input type="checkbox"/>	The school offers asthma management education and school environmental assessment programs to students, families, and school staff, including before- and after-school program staff (CSHSP 6.4.3).
<input type="checkbox"/>	The school has school-wide early intervention and identification procedures for students at risk for health problems related to being overweight and obese (CSHSP 6.4.4).
<input type="checkbox"/>	The school identifies and refers uninsured students to the District’s Children’s Health Access and Medi-Cal Program (CHAMP) for health insurance outreach and enrollment (CSHSP 6.4.5).
<input type="checkbox"/>	The school ensures training of designated personnel to assist students with medication, first aid, and specialized physical health care services (CSHSP 6.4.6).
<input type="checkbox"/>	The school establishes links with District and community health resources (CSHSP 6.4.7).
<input type="checkbox"/>	If a school has an Automatic External Defibrillator (AED), the school ensures it is ready to use in an emergency (CSHSP 6.4.8).
<input type="checkbox"/>	<p>Kindergarten to 12th Grade Immunization Requirements including 7th Grade Tdap</p> <p><u>BUL-1660.7 Immunization Guidelines for School Admission</u></p> <ul style="list-style-type: none"> ○ Attachment D – Office Guide for Immunizations ○ Attachment E – Immunization Schedule ○ Attachment G – Tdap (Pertussis Booster)

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*Life is like riding a
bicycle. To keep your
balance, you must keep
moving.*

- Albert Einstein



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 a high school diploma will provide students the opportunity to become productive and contributing members of society. 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 in wanting to come to school every day and that provide opportunities to build resiliency.



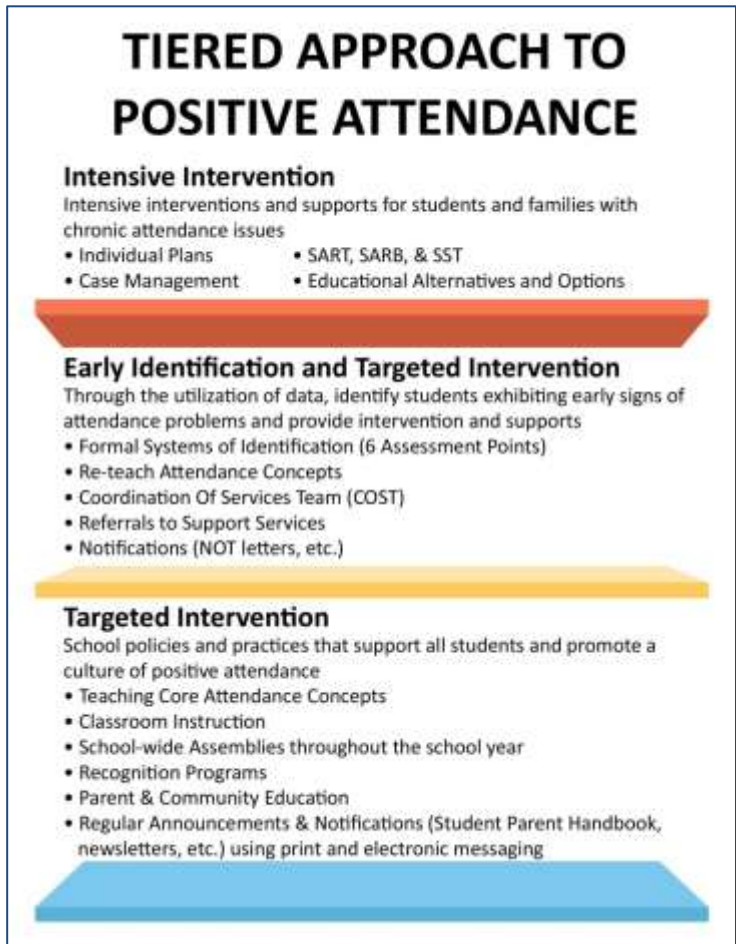
Emotional health is one of the critical building blocks of overall student wellness. A student’s positive perception of self and his/her ability to positively interact with peers, adults and the community has a direct effect on the student’s sense of well-being and academic achievement. All school programs must be integrated within the context of the school environment, family, and community at large.

School attendance is the strongest predictor of High School Graduation.

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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

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CORE ATTENDANCE CONCEPTS

1. CLEAR EXPECTATIONS (Goal = 96% in-seat attendance)
2. ATTENDANCE LAWS
3. BENEFITS OF POSITIVE ATTENDANCE (Should be motivational and relevant)
4. SCHOOL CALENDAR & SCHEDULES
5. MORNING ROUTINES (importance, what they should look like, how to encourage at home)
6. EVENING ROUTINES (importance, what they should look like, how to encourage at home)
7. PLANS FOR COMING TO SCHOOL (people to support you coming to school)
8. HAVING A “BACK-UP” PLAN (others to support you that are different from those in your plan)
9. SELF CARE (best practices for staying healthy, sleep requirements, mental health)
10. CONSEQUENCES FOR POOR ATTENDANCE

METHODS FOR TEACHING THE CORE ATTENDANCE CONCEPTS

There are various strategies that may be used to teach the Core Attendance Concepts. Teachers should incorporate the concepts into weekly lessons as well as provide opportunities for students to be recognized for positive attendance habits. Other school staff should support teachers by modeling and teaching the Core Attendance Concepts using assemblies, groups, and outreach to families and the community. In addition, schools should design incentive and recognition programs that promote positive attendance.

Helpful information for teaching and reinforcing the Core Attendance Concepts and other essential school attendance program strategies can be found at <http://achieve.lausd.net//site/Default.aspx?PageID=5096>.

The webpage provides access to valuable toolkits, including the following:

- Pupil Services and Attendance (PSA) Toolkit
- Tools for Schools
- Attendance improvement Program (AIP) Toolkit

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:

- Perfect Attendance
- Proficient Attendance
- Basic Attendance
- Below Basic Attendance and
- Far Below Basic 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.

Attendance Achievement by Instructional Day					
<i>Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION</i>					
Instructional Day	FBB	BB	Basic	Proficient	Advanced
	<87%	87%-95%	92%-95%	96%-99%	100%
25	4 or more	3	2	1	0
50	7 or more	5-6	3-4	1-2	0
75	10 or more	7-9	4-6	1-3	0
100	14 or more	9-13	5-8	1-4	0
125	17 or more	11-16	6-10	1-5	0
150	20 or more	13-19	7-12	1-6	0
175	23 or more	15-22	8-14	1-7	0
180	24 or more	15-23	8-14	1-7	0

TIER 2 – EARLY IDENTIFICATION AND TARGETED INTERVENTION

Data should then be collected and used to identify areas that need re-teaching. This can be done in assemblies and small groups. After the school’s universal practices are effective in meeting the benchmark of 71% of students attending 96% of the time, attendance data must also be used to identify students needing Select and Targeted levels of supports. Schools should not wait until a student moves from the universal level to intervene.

Attendance is often a symptom of some other underlying issues that manifest in poor school attendance behavior. Therefore, students identified at-risk should be assessed using the following Six Assessment Points:

1. Academic achievement
2. Behavior
3. Medical or Physical
4. Family
5. Social/Emotional
6. Community

Schools should begin this assessment process by grouping students within each of the 5 levels of attendance starting from Perfect Attendance, to Proficient Attendance, Basic Attendance, Below Basic Attendance, and Far Below Basic Attendance. Staff should then look at each level and prioritize where they will focus their energy and resources. School staff should consider where they will see the largest gains for the least amount of effort.

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Example #1:

School staff at a District secondary school noted 300 students fell in the basic attendance band (92-95%). They developed a plan to target the 300 students to encourage them to attend one (1) more day (miss 1 less day) by educating parents, training teachers to monitor and intervene early, and targeted outreach to students and families that fostered school connectedness. Of the 300 students, 275 students improved their attendance by one day and moved from the basic to the proficient attendance band (96-99%). A special assembly was organized and held to recognize this group of students and their families.

Example #2:

Staff should use the Six Assessment Points to design targeted group interventions and supports such as Attendance Contracts, Tardy Clubs, etc.

Example #3:

School administrators and support staff at a District middle school review attendance data regularly. They identified that community violence and lack of safety has impacted regular school attendance. The school team initiated discussions and established partnerships with community groups (i.e. faith based organizations, parks and recreation, law enforcement, etc.) to create safe routes for students to get to and from school.

Refer to <http://achieve.lausd.net/Page/9367> and click on the *Strategies by Band* link for additional prevention and intervention strategies.

TIER 3 – INTENSIVE INTERVENTION

Students needing more intensive support (below basic and far below basic attendance) must have the intensity of intervention plans meet their specific needs. The level of intensity for intervention planning is also based on the Six Assessment Points Evaluation within three levels that include:

- Referral to Supports and Services
- Individual Plans
- Case Management

Students needing more intensive intervention will require a team approach to plan intervention. Schools should utilize team processes such as Student Support and Progress Team (SSPT) 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 with multiple issues or more intensive problems should participate SSPT, Student Attendance Review Teams (SART) or other multidisciplinary teams that include school staff, the student, and family. These teams will develop specific plans that a particular student and family needs in order to improve attendance. 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).

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RESOURCES FOR SCHOOLS

LAUSD Pupil Services staff are committed to ensuring that all LAUSD students are enrolled, attending, engaged, and on-track to graduate. For student attendance information, resources, programs and service offered, contact LAUSD Pupil Services at (213) 241-3844 or visit the [website](#).

Title	Description
<u>BUL-4926.2, Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools</u>	Outlines the policy regarding the enrollment of students and those with special circumstances (beginning on page 15)
<u>BUL-3720.0, Dropout Prevention, Intervention and Recovery Strategies</u>	Outlines the requirements for LAUSD schools to develop and implement a comprehensive dropout prevention plan that focuses on prevention, intervention and recovery efforts. This bulletin communicates the District’s vision of creating a school system that supports students staying in school to earn a diploma or its equivalent.
<u>School Attendance Month</u>	September is "School Attendance Month" in Los Angeles County. LAUSD schools are encouraged to offer a variety of activities to promote attendance awareness including parent workshops, contests, announcements, awards/recognitions and attendance incentives throughout the month of September.
<u>The National Dropout Prevention Center/Network (NDPC/N)</u>	The National Dropout Prevention Center/Network (NDPC/N) is a well-established national resource for dropout prevention and offers strategies designed to increase the graduation rate and provide support to students in America’s schools.
<u>Attendance Works</u>	Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. Attendance Works offers resources for monitoring, understanding, and addressing chronic absence beginning in the early grades in the Tools and T.A. section of the website. These strategies can be implemented at the school, district, and state level.

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; and Public Counsel Law Center.

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

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
<p><u>FamilySource Partnership Program (FSPP)</u></p>	<p>The FSPP is a collaborative effort between the LAUSD and the City of Los Angeles Housing and Community Investment Department to serve students and families from low-income communities through FamilySource Centers. Pupil Services and Attendance (PSA) Counselors are co-located at 13 FamilySource Centers (FSC) throughout the city and primarily serve families with children ages 5-17.</p>
<p><u>Foster Youth Achievement Program (FYAP)</u></p>	<p>FYAP is a specialized program that is dedicated to enhancing educational outcomes and academic achievements for students living in foster care (e.g., with relative caregivers, foster care, and group homes).</p>
<p><u>Juvenile Hall/Camp Returnee Program</u></p>	<p>The Camp Returnee Program is a specialized program dedicated to enhancing the educational outcomes of our probation students returning from juvenile detention centers. The program provides early intervention, advocacy for student rights, appropriate school placement, timely enrollment, and dropout prevention.</p>
<p><u>School Enrollment Placement and Assessment (S.E.P.A.) Center</u></p>	<p>The SEPA Center is a collaborative partnership between Student Health and Human Services Departments and the Office of Curriculum, Instruction, and Student Support (OCISS). The Center provides assistance to students and families that need extra help, beyond the school’s resources, with the LAUSD enrollment process. The SEPA Center offers a team of cross-functional staff to assist with multiple aspects of enrollment, including: assistance completing all required LAUSD enrollment forms; interpreters for parents and/or students; physical examinations; medical screenings; immunizations; medical referrals; mental health assessment and counseling referrals for individuals and families.</p>
<p><u>YouthSource City Partnership</u></p>	<p>LAUSD Pupil Services and the Economic and Workforce Development Department (EWDD) of the City of Los Angeles have partnered to address the high school dropout crisis and implement student recovery efforts. Pupil Services and Attendance (PSA) Counselors are co-located in 13 YouthSource Centers throughout the city. The Centers service youth between the ages of 14-21 with a focus on re-engaging students to school and providing them with opportunities to develop work skills.</p>
<p><u>Nurse Family Partnership Program</u></p>	<p>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.</p>
<p><u>Homeless Education Program</u></p>	<p>The Homeless Education Program was designed to provide assistance to homeless students and families in compliance with the McKinney Vento Homeless Assistance Act, an integral part of No Child Left Behind. 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.</p>

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BUILDING RESILIENCY IN A TRAUMA SENSITIVE SCHOOL

Every school should institutionalize 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.

Society is changing more rapidly than ever before and these changes are causing both positive and negative consequences. Destructive societal norms, violence, and poverty are increasing the prevalence and frequency of traumatic experiences. Additionally the understanding of trauma has changed. Previously, trauma was seen as exposure to extraordinary situations or events. Recent research has shown that trauma is not only related to horrific events, but can be part of daily or common experiences. These traumatic events can be experienced, seen, perceived and/or threatened. Trauma and the symptoms of traumatic stress, for both students and staff, are directly correlated with low performance and maladaptive behaviors. In students (depending on their age), the type of trauma or continual exposure to trauma can result in maladaptive behavior, mental disorders, developmental delays, as well as, changes in brain development, structure and functioning. While there are a number of negative outcomes associated with trauma, it is important to be mindful that it is possible to interrupt and correct the negative impact caused by trauma.

Teachers and school administrators are usually not trained mental health professionals; however there are 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.

STANDARDS AND TOOLS FOR BUILDING RESILIENCE

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.
- Implementing culturally and linguistically relevant strategies to promote student connectedness and cultural competence.
- Encouraging and nurturing parents' involvement and participation in their children's education through collaboration, volunteerism, and membership on school councils.
- Helping parents understand their critical role in the development of their child's sense of value within the home, school, and community.
- Teaching LAUSD Human Relations, Diversity and Equity strategies to facilitate staff's, students' and families' cultural understanding.
- 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.

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- 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 EXAMPLE

Assemblies are held at the beginning of the year and upon returning from breaks. Students are taught behavior expectations in classrooms, common areas, for transition, restrooms, etc. The school has students in small groups learn expectations and demonstrate what expectations look and sound like in action.

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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 referral systems as well as District data systems such as MiSiS and MyData Elementary and Secondary Alert Reports.
- 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).
- 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.
- 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.
- Participating on local Resource Coordinating Councils.
- Utilizing existing funding sources, including LCFF, to promote and expand health and mental health programs and services.
- Collaborating with Organizational Facilitators to foster the development of community partnerships.
- Utilizing staff development time to discuss students’ academic, social, and emotional needs across grade levels and during transitions between schools to ensure coordinated support.

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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, and 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.



POSITIVE ATTENDANCE AND BUILDING RESILIENCY

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

- 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 can develop and implement a school-wide positive behavior support and discipline plan consistent with the "[Culture of Discipline: Guiding Principles for the School Community](#)" and ensure that it is taught, enforced, advocated, communicated and modeled to the entire school community ([BUL-6231.0](#)).

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 Justice Practices

- 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

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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

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, 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)
- 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)

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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 6231.0, Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support	Provides guidelines and procedures for a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior support and interventions. For more information visit the Discipline Foundation Policy website .
School Mental Health Resource Guide of Agencies and Social Services	School Mental Health Resource Guide of Agencies and Social Services is an extensive list of community-based resources in the Greater Los Angeles area. Included in the guide is contact information for the following types of resources: Basic Needs/Emergency; Child Care; Gang Prevention/Intervention; Grief/Loss; Hotlines; LAUSD; Legal/Advocacy; Medical; Mental Health; Parenting; Shelter/Housing; Substance Abuse; Tutoring/Education; and Vocational.
Search Institute	Search Institute studies and works to strengthen the developmental relationships that help young people acquire developmental assets. Search Institute provides information and resources that are helpful to schools and districts in implementing resiliency and developmental asset building strategies.
The National Child Traumatic Stress Network (NCTSN)	The National Child Traumatic Stress Network (NCTSN) was established to improve access to care, treatment, and services for traumatized children and adolescents exposed to traumatic events.

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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.

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. The program includes seven Wellness Networks, eight clinics, and satellite clinics at school sites.
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 of recovery services in collaboration with School Police, Local Districts (LD), and community resources. Specific services include on-campus crisis intervention, threat assessment, suicide prevention, and disaster response.
Field 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 counseling and other support to students in schools throughout the District.

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POSITIVE ATTENDANCE AND BUILDING RESILIENCY 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 annual target has been set at 71% of students with 96% or higher attendance. Schools should implement effective attendance and dropout prevention strategies to help achieve the annual targets and overall goal.

In addition, LAUSD schools are required to comply with California Education Codes 32280-32289 which mandate the preparation of school safety plans. These plans address violence prevention, emergency preparedness, traffic safety and crisis intervention. The Safe School Plan is comprised of three volumes: Volume 1 - Coordinated Safe and Healthy School Plan (CSHSP); Volume 2 - Emergency Procedures; and Volume 3 - Intervention and Recovery.

Outlined below are some of the requirements set forth in the Coordinated Safe and Healthy School Plan (CSHSP) Volume 1 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:

<input type="checkbox"/>	Attendance information should be in the parent student handbook (CSHSP 2.3).
<input type="checkbox"/>	Safe passage To and From school (CSHSP 3.13).
<input type="checkbox"/>	Truancy/Tardiness Abatement—The school has a well-defined plan that addresses truancy and tardiness abatement (CSHSP 5.4).
<input type="checkbox"/>	There is a system in place for early identification and monitoring/tracking students at risk for school failure or potentially dropping out of school (CSHSP 5.5).
<input type="checkbox"/>	Schools have systems in place to recover, enroll, or provide alternative education referrals to students who have left school or are currently not attending school (CSHSP 5.7).
<input type="checkbox"/>	The school environment promotes a strong sense of connectedness among staff, students, and their families (CSHSP 4.1).
<input type="checkbox"/>	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 (CSHSP 4.7 School Crisis Team-Mental Health).
<input type="checkbox"/>	The school assists or provides resources to students who express suicidal wishes or engage in suicidal behaviors. All threats are taken seriously (CSHSP 4.8 Suicide Prevention).
<input type="checkbox"/>	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 (CSHSP 4.9 Threat Assessment and Management).
<input type="checkbox"/>	School-wide prevention efforts exist to promote building assets and resiliency to increase positive development in all students (CSHSP 6.5.1).

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<input type="checkbox"/>	Early identification and intervention programs/practices are used for students who present at-risk academic, behavioral, and mental health problems (CSHSP 6.5.2).
<input type="checkbox"/>	A formal process exists for coordinating referrals, identifying student strengths and weaknesses, and for accessing the appropriate programs and services (CSHSP 6.5.3).
<input type="checkbox"/>	Ongoing training is provided for all staff on early identification of students with signs of academic and behavioral/mental health problems (CSHSP 6.5.4).
<input type="checkbox"/>	School identifies community-based mental health services and has established a process for accessing those services (To access services through School Mental Health (SMH) please refer to the referral form located on the LAUSD SMH Website) (CSHSP 6.5.6).
<input type="checkbox"/>	A system is in place to measure the effectiveness of support services and to modify resources/funds to successfully meet student academic, behavior, and mental health needs (CSHSP 6.5.7).

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“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 providing schools with climates that focus on safety, teaching, learning, and interpersonal relationships that enhance student academic achievement and well-being. Every student and staff member has the right to an environment that is safe, respectful, welcoming, and free from disruption and/or obstacles that impede learning and teaching.

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.



MEANS USED TO PROMOTE WELLNESS

Social-Emotional Climate

School Mental Health

<http://achieve.lausd.net/Page/1316>

Parent Community Student Services Branch

<http://achieve.lausd.net/Page/303>

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 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.

SAFE SCHOOL CLIMATE

The District adopted and is committed to the implementation of Restorative Justice practices in all schools by 2020 by introducing the *School Climate Bill of Rights* in May 2013. Restorative Justice emphasizes community building and commits to restoring relationships a practice that promotes and strengthens positive school culture.

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 through various methods, such as:

- Intervening when bullying occurs, consistent with the *District’s Bullying and Hazing Policy, Bulletin No. 5212.1*, and using appropriate resources including the District’s *Bully Prevention Reference Guide* to address the bullying and Title IX Nondiscrimination Notices (Student Brochures) under MEM-5818.1.
- Developing a positive behavior discipline plan in accordance with the *Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support Bulletin 6231.0*
- Implementing the LAUSD-adopted violence-prevention curriculum “Second Step” to meet the NCLB, Title IV mandates for Safe and Drug-Free Communities Single Plan in all elementary and middle schools. <http://www.cfchildren.org/second-step>

LAUSD-adopted violence-prevention curriculum “Second Step”



- In regard to senior high schools, staff should be encouraged to teach students social-emotional skills through available programs.

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- Implementing Restorative Justice practices and the LAUSD Student Bill of Rights.



- Training adult supervisors on conflict resolution techniques consistent with the District’s adopted social-emotional skills curriculum so that all staff and students speak a common language in identifying and resolving conflicts.
- Participating in human relations/diversity training.
- Communicating District policies on safety and equity through the prominent posting of such policies in visible locations, Internet, Blackboard Connect messages, i.e. Parent-Student Handbook, parent meetings.
- Connecting with an existing safe-school collaborative within the school’s area.
- There are two district committees:
 - Successful School Climate Progressive Discipline
 - School-wide Positive Behavior Intervention Support Task Force
 The committees focus on the discipline and the implementation of the Restorative Justice program as an alternative to suspensions. Both of these committees have representation from the community agencies such as Public Counsel, CADRE, Inner-city Struggle, probation department, law enforcement and School Police.

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WALK TO SCHOOL DAY

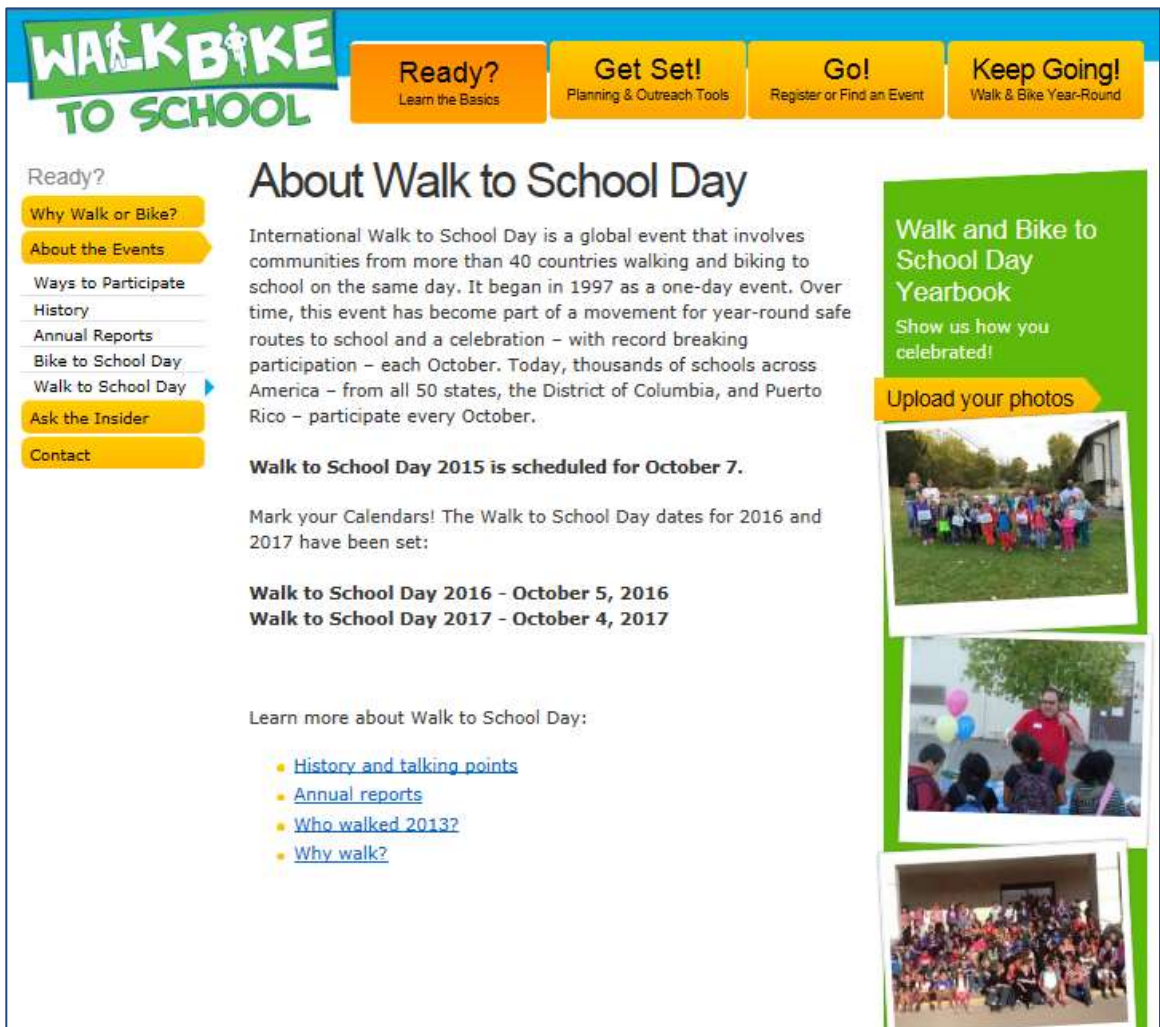
The District has also partnered with the Los Angeles Department of Transportation (LADOT) and has developed a relationship where we are working together to implement programs

<http://www.ladot.lacity.org/index.htm>

<http://www.walktoschoolday-la.org>

The City of Los Angeles Walk To School Day 2014 was a great success! Over **18,000 students** from **67 Los Angeles schools** participated in Walk-tober this year. Thank you again to all of our schools, organizers, volunteers, and partners.

International Walk to School Day brings together thousands of schools to host students, school administration, community members, and elected officials to celebrate a walk to school. Save the date for WTSD 2015 next year, to be held on October 7, 2015!



The screenshot shows the 'WALK BIKE TO SCHOOL' website. At the top, there are four navigation buttons: 'Ready? Learn the Basics', 'Get Set! Planning & Outreach Tools', 'Go! Register or Find an Event', and 'Keep Going! Walk & Bike Year-Round'. The main content area is titled 'About Walk to School Day' and includes a sidebar with links like 'Why Walk or Bike?', 'About the Events', 'Ways to Participate', 'History', 'Annual Reports', 'Bike to School Day', 'Walk to School Day', 'Ask the Insider', and 'Contact'. The main text describes the event as a global celebration where communities walk and bike to school on the same day. It mentions that the 2015 event is scheduled for October 7, and provides dates for 2016 (October 5) and 2017 (October 4). There is also a section for 'Walk and Bike to School Day Yearbook' with a photo upload button and three photos of students and adults participating in the event.

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CITY OF LOS ANGELES SAFE ROUTES TO SCHOOL

Students who feel safe and secure walking in their community are more likely to arrive to school ready to learn. This physical activity also helps students meet their physical activity targets and improves school zone traffic by reducing the number of cars in the drop off and pick up periods.

The City of Los Angeles Department of Transportation (LADOT) is working with the LAUSD to develop and implement the Citywide Safe Routes to School Strategic Plan to improve the student journey to school within City of Los Angeles boundaries. Safe Routes activities include offering one day and year-long Walk to School activities, sharing traffic safety campaign and educational materials, developing School Safety Plans to secure infrastructure improvements in the public way, creating a volunteer safety patrol program and implementing school slow zones. Many of the resources developed are available to all LAUSD schools, regardless of their location.

As a partner with the City of Los Angeles in support of the Vision Zero goal to eliminate all traffic fatalities 2025, 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 by improving student journey safety include:

- Register and participate in annual Walk to School Day events, tapping walktoschool-la.org for recruitment, promotion materials and event logistics support for schools in City of Los Angeles, while offering free event information for all District schools.
- Host walk activities throughout the school year by sourcing LADOT and METRO walk activity guides at walktoschool-la.org to encourage and organize walk and bicycle activities.
- Develop school-specific Safe Routes School Safety Plans as an element of LAUSD Safe School Plans.
- Collect and report on 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 by which 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 OEHS.
- Schedule school assemblies and leverage physical activity programs to teach students basic traffic safety skills.
- Partner with Safe Routes to School leadership to continue to nurture a culture of Safe Routes to School by designating a position with school based Safe Routes to School responsibilities in the administrative and Parent, Community and Student Services.

The District's website for School Operations is divided into ten sections that cover topics such as the Discipline Foundation Policy, Human Relations, Diversity, and Equity, Student Discipline and Expulsion, and Emergency Services. In each section, there is an extensive list of resources and information that employees can utilize to provide training for their sites. The information will walk the employees through the various situations.

<http://achieve.lausd.net/Page/1604>

SAFE SCHOOL PLAN (SSP)

California public schools are required to comply with California Education Code, Section 32281, which calls for preparing safe school plans that address violence prevention, student and staff wellness, emergency preparedness, traffic safety, and crisis intervention and recovery.

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_OFFICE_OF_SUP/E/SAFE%20SCHOOL%20PLANS%20UPDATE%20FOR%202015-2016.PDF

The SSP currently consists of three volumes that follow the federally identified cycle of disaster preparedness and response:

- Prevention Volume 1 - Coordinated Safe and Healthy School (CSHS) Assessment/Practices
- Response Volume 2 - Emergency Procedures/Practices
- Recovery Volume 3 - Intervention & Recovery Procedures/Practices

Site administrators will prepare and annually update a Safe School Plan for their respective school using the District’s *Model Safe School Plan*:

Assessment/Practices

Volume I: Prevention – Coordinated Safe and Healthy School - Coordinated Safe and Healthy School

- The District shall **encourage** partnerships with local law enforcement agencies and community stakeholders to foster safer communities and support safe school passages for students.

Volume II: Response – Emergency Procedures/ Practices

Volume III: Recovery – Intervention and Recovery Procedures/Practices

- Establishing an active crisis intervention team at each school site and ensuring that the team receives appropriate and ongoing training as offered by the District.

The Office of Emergency Services’ website contains an extensive list of resources and trainings for employees. A highlight is the Emergency Plan app for LAUSD that can be downloaded to a cell phone. The app includes 21 categories of emergency response procedures, all taken from the District-wide LAUSD Safe School Plan template The website contains links to LAUSD emergency documents, emergency preparedness, videos and PowerPoints, special needs, emergency planning, first responders, links to resources outside the District, and parent emergency information. <http://achieve.lausd.net/Page/4691>

EMERGENCY PREPAREDNESS <http://achieve.lausd.net/Page/6692>

The following practices are in place to ensure schools are safe in the event of an emergency:

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

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

CYBER SAFETY AND DIGITAL CITIZENSHIP

The District strives to provide our students with the safest learning environment possible. As we continue to move into the 21st century, technology is evolving at an incredible rate. The internet has become a wonderful learning tool for students. They can use it to research school reports, communicate with teachers and other students, and play interactive games. Just as the internet can be used for learning, it can also be used inappropriately and can pose risks to students. It is important for parents to be aware of what their students are doing online. Parents and students should be reminded that they must be proactive in taking steps to protect themselves.

Cyber Safety is everyone's responsibility and students are encouraged to be responsible digital citizens. Digital Citizenship is the practice of critical engagement and respectful behavior online, which is demonstrated through the digital content a student posts also known as digital footprints. The benefits of understanding the importance of digital citizenship include: 1) knowing how online behavior will affect students' college and career opportunities and 2) knowing how to find and share reliable information in appropriate ways.

When users post online across multiple social media sites, this becomes their digital footprint, which can be stored and viewed by others. Digital footprints have important college and career implications when social media is being used to determine one's employability and character. While teenagers view social media as a space to privately interact with friends, they often engage without much thought about their online behavior. In many cases, teenagers are sharing private information in these digital, public spaces. Understanding digital citizenship is critical to the success of our students and the preparedness of all our stakeholders.

Students should keep their devices in a secure location. If their device is lost or stolen, students should notify an adult immediately. We create passwords to keep our devices and information secure. Password protection is very important. Students are encouraged to create difficult passwords containing a mix of letters and numbers to ensure security. Additionally, students should not, under any circumstances, share their passwords with anyone.

As the world continues to become more connected, there are new social media sites that allow us to connect to others. Parents are encouraged to monitor their student's activity to be aware of what they are seeing and hearing on the Internet, who they meet, and what they share about themselves online. Students should know who their "friends" are online and should not be connecting with strangers. Often times we share information about ourselves with others. Students are reminded not share information about themselves or their families that they wouldn't want to be public – keep it private.

For more information on cyber safety and other general guidelines for internet use, please visit <http://achieve.lausd.net/cybersafety> and review the District's Responsible Use Policy (RUP) For District Computer and Network Systems at <http://achieve.lausd.net.rup>. For additional digital citizenship information please visit <http://achieve.lausd.net/digcit>. The LAUSD is also in partnership with the not-for-profit organization Common Sense Education, which provides additional resources on digital citizenship <https://www.common sense media.org/educators/digital-citizenship>.

Safe and Healthy Physical Environment

SCHOOL INSPECTION SAFETY SCORECARDS

The Office of Environmental Health and Safety (OEHS) is dedicated to providing a safe and healthy environment for students and employees of LAUSD. This mission is supported through periodic inspections of existing District facilities and careful review of all proposed school sites to ensure a school environment that is health-protective and conducive to learning. The District will ensure the prompt identification, assessment, and mitigation of school and workplace safety concerns.

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

- A periodic inspection of all District schools by the OEHS to review environmental conditions, assess compliance, and determine the need for corrective actions. A written record of the inspections, including necessary corrective actions will be issued to the site administrator and other appropriate parties.
- Issuing an annual *Health and Safety Scorecard* for each school to reflect the degree of compliance at the school, and how the school's compliance status compares to each of the other schools in the Local District and throughout the LAUSD. The *Health and Safety Scorecards* will be distributed to school administrators and District managers, and will be readily accessible to the public via the OEHS web site. <http://achieve.lausd.net/oehs>

The OEHS website contains links to programs, Bulletins, policies and procedures, trainings and videos as resources for school staff to follow.

RESPONSE TO HEALTH AND SAFETY COMPLAINTS AND CONCERNS

The District will ensure the prompt identification, assessment, and mitigation of school and workplace safety concerns through the following means:

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

Note: The asterisks (*) found in sections of this blueprint represent areas that are the responsibility of central District offices and divisions (not school sites).

ENVIRONMENTAL ASSESSMENT OF PROPOSED NEW SCHOOL SITES

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

DESIGN AND CONSTRUCTION OF HEALTHY AND SUSTAINABLE SCHOOLS

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

- Implementing measures such as day lighting, avoiding the use of toxic-emitting materials, and sound insulation or isolation to minimize noise and enhance acoustical quality in the classroom.
- Operating cost minimization through energy and water efficiency.
- Minimizing the impact of District operations on the environment by installing renewable energy resources such as solar power, maximizing the beneficial use of storm water runoff, and implementing other conservation initiatives.

USE OF PESTICIDES ON SCHOOL GROUNDS

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

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STAFF WELLNESS

OVERVIEW

LAUSD recognizes that school personnel, administrative staff, and all other employees involved in the educational process set the culture and tone of the educational environment. The District will strive to promote healthy living for staff and students. It should be recognized that in order to promote student wellness, employee wellness must also be emphasized and that there should be a common goal for the entire educational community. The overall goal shall be to improve employee wellness awareness to promote proactive preventive care. The



objectives of this endeavor are to reduce health-care costs, increase productivity, and reduce absenteeism, worker's compensation, and retirement costs due to disability. The District has begun the process of designing a District-wide Wellness and Total Health Management Program. However, in the interim, it is the intent of this blueprint to provide minimal guidelines for schools and offices in promoting healthy living styles for employees that is also compliant with an array of laws and regulations.

MEANS USED TO PROMOTE WELLNESS

WORKPLACE WELLNESS STRATEGY

In order for the District to promote student wellness, staff wellness must be stressed. Staff should be aware of wellness information, health care services, and activities available to them such as the following:

- 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

Information can be distributed to staff through the following means:*

- Total Health Management website and links
- Health Care Providers
- Wellness program flyers and posters
- Wellness presentations and events
- Wellness campaigns

The District will develop guidelines and provide resources to schools in order to assist in the implementation of staff wellness at work. The guidelines will include the following:

- Healthy eating (including during staff meetings and events)
- Walking or participation in physical activities during lunch/breaks
- Simple desk exercises
- Stress management tools
- First Aid and CPR classes



Please visit the [Total Health Management website!](#)

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PARENT AND COMMUNITY INVOLVEMENT

OVERVIEW

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



LAUSD recognizes that the 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.

MEANS USED TO PROMOTE WELLNESS

SUPPORTING A HEALTHY DIET

- The schools will support parents' efforts to provide a healthy diet. Parent outreach should emphasize the relationship between student health and academic performance and the need for consistent health messages between the home and the school environment.
- Schools should **encourage** parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the nutrition standards for individual foods and beverages as mentioned in the Nutrition Services section. The school may provide opportunities for parents to share their healthy food practices with others in the school community.
- The District will promote and provide tips for healthier diets through school and District websites.

ACCESS TO HEALTH INSURANCE AND HEALTH SERVICES

- The schools will provide information about free and low-cost health insurance to parents to ensure students have the means to obtain periodic well-child examinations, appropriate immunizations, and other preventative health-care services. Such support will include the District's Children's Health Access and Medi-Cal Programs (CHAMP), schools partnerships with cities, the County of Los Angeles, and other public and private community stakeholders to link and promote family-friendly health and social services that is responsive to the needs of the school community.
- Each Local District should be **encouraged** to facilitate health and wellness activities and events to engage parents and increase awareness of resources within their communities.*
- Communities can access their local wellness center for health services.

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ENCOURAGING PHYSICAL ACTIVITY

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

COUNSELING AND PSYCHOLOGICAL SERVICES

- The schools encourage parents to participate in the Student Success Team when relevant to their child.
- The schools encourage parents to work together to implement behavior plans and other recommendations. When parents seek additional mental health services that are not available at the school site, parents are encouraged to utilize services at other appropriate District locations, through their private health providers, or through local community agencies.

RESOURCES

- The school will **encourage** publicizing parent trainings on health and nutrition through the school and District websites.
- Schools are **encouraged** to promote sharing-information and providing resources on nutrition at parent centers. The schools are also encouraged to conduct parent and family workshops that are linked to nutrition and suggestions on how to prepare healthy family meals within the family budget.
- Schools should be **encouraged** to develop and maintain school gardens with the support and participation of parents and children. The District will encourage Farmers’ Markets to help parents make healthier choices about nutrition.

COMMUNITY INVOLVEMENT

The schools are **encouraged** to work with the city and county to draft joint use agreements in order to increase access to safe spaces for the community. Furthermore, the schools are **encouraged** to 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. These partnerships will also allow us to continue to improve our wellness policies.

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IMPLEMENTATION AND EVALUATION OF THE WELLNESS POLICY

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

REQUIREMENTS FOR 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 CSHS Plan and identify goals based on the results from the entire CSHS Plan. The results from this assessment and action plan must then be presented to the School Site Council **by May 30, annually**. Upon completion of the presentation to the School Site Council, the principal and UTLA Chapter Chair will sign off on the Certification form located in the CSHS Plan in Chapter 2 and send the form to the Local District Administrator of Operations or designee **by May 30, annually**.

OVERSIGHT BY STUDENT HEALTH AND HUMAN SERVICES

The implementation of the policy in each school will be monitored on an annual basis by the Student Health and Human Services Division. The designee from this Division will report annually to the Board Health and Safety Committee 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.

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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:

<http://achieve.lausd.net/healthandwellness>

For further assistance, please contact:

Food Services Division for **Nutrition Services**: 213-241-2993

Physical Education Offices for **Physical Education**: 213-241-4556

Health Education Office for **Health Education**: 213-241-3570

Student Health and Human Services 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: Michael Romero: michael.romero@lausd.net



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