



Springville Union Elementary School District

Wellness Policy

2025-2030

Board Approval:

December 2025

SPRINGVILLE UNION ELEMENTARY SCHOOL DISTRICT

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Table of Contents

Current Revision History	2
SUESD Non-Discrimination States	3
District Vision and Mission	4
Wellness Policy on Physical Activity and Nutrition	4
I. Preamble	4
Wellness Goals	6
I. School Wellness Policy Committee / School Site Council	10
II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement	11
III. Nutritional Quality of Foods and Beverages Sold and Served on Campus	14
IV. Nutrition, Food Marketing, and Wellness Promotion	18
V. Physical Activity Opportunities and Physical Education	21
Glossary	27
Appendix A: School Level Contacts	28
Revision History	30
Footnotes	31

Current Revision History			
Date	Page	Summary of Changes (Target Audience, Method of Delivery)	By
	All	Update policy to new year	
	All	Reviewed with Wellness Committee; changes made as directed	
	All	Updated completion of annual goals; met with Wellness Committed	

SPRINGVILLE UNION ELEMENTARY SCHOOL DISTRICT NON-DISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, [AD-3027](#) (PDF), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington,
D.C. 20250-9410; or
2. fax:
(202) 690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Questions: Child Nutrition Programs (CNP) Complaints | cnpcomplaints@cde.ca.gov

Last Reviewed: Thursday, April 17, 2025

Springville Union Elementary School District

2025 VISION: We aim at inspiring our students to dream more, learn more, do more, and become more in their respective journeys of life.

MISSION STATEMENT:

The mission of Springville Union Elementary School is to:

- Teach students skills to improve themselves, others, and the community
- Encourage students to dream big, embrace learning, and strive to become the best versions of themselves.
- Provide students with knowledge and real-world skills
- Focus on social-emotional development
- Focus on early literacy and numeracy
- Help students develop into confident and creative thinkers
- Provide an education that is relevant to students' future

WELLNESS POLICY ON PHYSICAL ACTIVITY AND NUTRITION

I. Preamble

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

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

breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy applies to all students, staff, and schools in the district.

This policy outlines the district’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity, and behavior throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during, and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the district in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The district establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

WELLNESS GOALS 2024-2025	GOAL MET (Yes/No)	HOW GOAL WAS MET
NURSING		
Train staff in CPR and first aid as needed.	Yes/No	Staff training provided by _____ on _____.
Train staff in EpiPen as needed.	Yes/No	Staff training provided by Registered Credential School Nurse throughout the school year.
Continue to host bi-monthly visits from a credentialed school nurse on campus.	Yes/No	Registered Credential School Nurse services offered through the partnership of Tulare County Office of Education, School Health Program.
Keep current/updated health records on AERIES. Adherence to HIPAA Rules is required for all health records.	Yes/No	Ongoing, updated daily with health office visits, medical histories, and parent/teacher/nurse/ administrator contacts.
Update food service manager on all student food allergies.	Yes/No	Continuously updated.
Provide vision and hearing screening to students (TK, K, 2, 5, 8, new and IEP) in district.	Yes/No	Completed: _____ (Date of Screenings)
Sex education may be provided for 8 th grade students.	Yes/No	Completed: _____ (Date)
Hygiene Education to be provided for 4 th grade boys and girls.	Yes/No	Completed: _____ (Date)

NUTRITION		
Increase awareness of “My Plate”.	Yes/No	
The food service manager, and others designated staff, will attend required professional development activities.	Yes/No	Attended throughout the school year.
Administration will consult the food service manager for alternative rewards, as needed. The principal or designee will communicate alternative rewards to staff, as needed.	Yes/No	Administration continuously consults with food service manager.
Administration will clear food items for sale on campus with food service manager as needed.	Yes/No	Administration continuously consults with food service manager.
The food service manager will provide principal with lists of food and beverage recommendations for class parties and celebrations that meet Smart Snacks nutrition standards for distribution to staff and parents.	Yes/No	Guidelines that meet Smart Snacks nutrition standards were posted on the school website for parent information.
Food service will provide increased amounts of fruits and vegetables in an attractive manner, including the Fresh Fruit and Vegetable program.	Yes/No	Food service participated in the “Fresh Fruits and Vegetables” program.
Food service will provide school nutrition menu requirements from California Department of Education for parents, students and staff via the school website.	Yes/No	On website and continue to update as needed.
Grade level assemblies provided by community partner teaching nutrition.	Yes/No	Completed: _____ (Date and grades)
The food service manager will provide a food production nutrition report to the district nurse.	Yes/No	Completed Monthly

PHYSICAL EDUCATION		
Provide Health and Nutrition classes for PE students during rainy day schedule.	Yes/No	Completed throughout the school year.
Maintain and monitor the required Physical Education minutes at K-8 th grades in accordance with the California Education Code. (200 minutes, every 10 days)	Yes/No	Completed as noted in the master schedule. Principals monitor lesson plans and class rosters throughout the school year.
Continued preparation and practice of the California Physical Fitness Test (PFT) at a minimum weekly during Physical Education classes 4 th -8 th grades.	Yes/No	Completed: _____ (Dates)
Information will be distributed to parents of students at Springville Union Elementary annually on Sudden Cardiac Arrest risks and symptoms.	Yes/No	Materials distributed to parents in the Student Handbook.
Information will be distributed to parents of students at Springville Union Elementary annually on concussion risks and symptoms.	Yes/No	Materials distributed to parents in the Student Handbook.
HEALTH PROMOTION FOR STAFF, PARENTS, AND COMMUNITY		
The District will sponsor a yearly health fair.	Yes/No	Completed: _____ (Date of Event)
The District will provide health/wellness information to parents in district newsletter.	Yes/No	Provided in _____ (Date) school newsletter.
The District will notify parents of community food distributions.	Yes/No	Dates and locations provided on the school website.

COUNSELING/PSYCHOLOGICAL SERVICES

The District will provide psychological services at Springville Union Elementary.	Yes/No	Services provided by TCOE weekly. Additional counselors called in as needed from TCOE.
The District will provide Suicide training to 6 th – 8 th Grade.	Yes/No	Services provided by TCOE yearly.
The District will maintain a Suicide Prevention Plan.	Yes/No	Plan is in place and available on school website.

I. School Wellness Policy Committee / School Site Council

Committee Role and Membership

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

The DWC/SSC membership will represent all grade levels of the district and include, but not be limited to parents and caregivers; students; cafeteria director; physical education teachers; health education teachers; school health professionals, school administrators, school board members; health professionals, and the general public

Representatives of the District

The Superintendent or designee(s) will convene the DWC/SSC and facilitate development of and updates to the wellness policy and will ensure each school’s compliance with the policy.

Name	Title	Email address	Role
Matthew Baxter	Superintendent/Principal	mbaxter@springvilleschool.org	Coordinator
Candace Martin	Administrative Secretary	cmartin@springvilleschool.org	Secretary Classified Staff
Vicki Matthews	Science Teacher	vmatthews@springvilleschool.org	Member Certificated Staff
Maria Lemus	School Counselor	mlemus@springvilleschool.org	Member Certificated Staff
Tracy Keovilaysane	TCOE Nurse	tracy.keovilaysane@tcoe.org	Member At Large
Alexandra Rogers	TCOE Lead Dietitian	alexandrar@tcoe.org	Member At Large

Our school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The district will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

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

Recordkeeping

The district will retain records to document compliance with the requirements of the wellness policy at 35424 Ward Avenue. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC/SSC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy.
- Documentation of annual policy progress reports for our school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction.
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The district will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year in June and will include information from our school. This report will include, but is not limited to:

- The website addresses the wellness policy and/or how the public can receive/access a copy of the wellness policy.
- A description of our school's progress in meeting the wellness policy goals.
- A summary of our school's events or activities related to wellness policy implementation.
- The name, position title, and contact information of the designated District policy representatives of the district identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English.

The district will actively notify households/families of the availability of the annual report.

specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

- The district will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.]

Triennial Progress Assessments

The triennial assessment will be completed by the end of the school year 2025, using The Triennial Assessment Template For Local Educational Agencies (Appendix B). Our next triennial progress assessment will be by the end of the school year 2028 and every three years afterwards, the district will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy.
- The extent to which the district's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and

- A description of the progress made in attaining the goals of the district's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Matthew Baxter and can be contacted at 559-539-2605 or mbaxter@springvilleschool.org

The DWC/SSC will monitor schools' compliance with this wellness policy.

The district will notify households/families of the availability of the triennial progress report. Notification will be sent via ParentSquare, and copies of the assessment and results will be in the district office. In addition, the general Public will be notified by placing posters in our local post office and by advertising the triennial progress report in our district website.

Revisions and Updating the Policy

The DWC/SSC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach, and Communications

The district is committed to being responsive to community input, which begins with awareness of the wellness policy. The district will actively communicate ways in which representatives of DWC/SSC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The district will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The district will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The district will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that our school is communicating information with parents.

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

III. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

The Springville District participates in USDA child nutrition programs, including the National School Lunch Program (NSLP). The district operates additional nutrition-related programs and activities including: (Farm to School and Vegetable of the Month). The district is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs to the extent possible, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The district offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Sliced or cut fruit is available daily to the extent possible
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab and go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.

- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student taste testing opportunities are used to inform menu development.
 - Daily announcements are used to promote and market menu options.
-
- Menus will be posted on the district website and will include nutrient content and ingredients.
 - Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
 - School meals are administered by a team of child nutrition professionals.
 - The district child nutrition program will accommodate students with special dietary needs.
 - Students will be allowed at least 10 minutes to eat breakfast (n/a) and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
 - Lunch will follow the recess period to better support learning and healthy eating.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
 - The district will implement at least four of the following five Farm to School activities (meets HSP Gold level; mark/circle the four activities the district plans to do):
 - Local and/or regional products are incorporated into the school meal program.
 - Messages about agriculture and nutrition are reinforced throughout the learning environment.
 - School hosts a school garden.
 - School hosts field trips to local farms.
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.]

Staff Qualifications and Professional Development

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

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout our school campus* (“school campus” and “school day” are defined in the glossary). The district will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

- All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Competitive Foods and Beverages

The district is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schoolssmart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

[Meets HSP Silver]

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)]

IV. Nutrition, Food Marketing, and Wellness Promotion

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

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

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health.

- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects.
- Include enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens.
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods.
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services.
- Teach media literacy with an emphasis on food and beverage marketing; and □
Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

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

- The relationship between healthy eating and personal health and disease prevention □
Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans-fat.
- Choosing foods and beverages with little added sugar
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture.
- How to find valid information or services related to nutrition and dietary behavior.

- How to develop a plan and track progress toward achieving a personal goal to eat healthfully.
- Resisting peer pressure related to unhealthy dietary behavior.
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The district is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the district is imparting through nutrition education and health promotion efforts. It is the intent of the district to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the district's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined¹⁵ as oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brands, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the district.

- Advertisements in school publications or school mailings.

Wellness and Health Promotion Activities and Events

To promote student wellness and learning, the district will:

- Provide vision and hearing screening to students in the district.
- Provide scoliosis screening and sex education to required grades.
- Establish a relationship with community providers (Tulare County Office of Education) to provide counseling services to elementary and middle school students as needed.
- Provide psychological services to staff and students in the district.
- Increase awareness of “MyPlate.”
- Provide health information in monthly district newsletters.
- Sponsor a yearly health fair.
- Keep current/updated health records in health cumulative files and AERIES.
- Adherence to HIPAA Rules is required for all health records.
- Provide immunization clinics throughout the school year as available.
- Encourage employees to model healthy eating, activities, and a healthy lifestyle to their students.
- Provide health and wellness screenings for employees if participation enrollment is met.

V. Physical Activity Opportunities and Physical Education

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walking and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Our school will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason: “This does not include participation on sports teams that have specific academic requirements.” The district will provide teachers and other school staff with a list of alternative ways to discipline students.

To the extent practicable, the district will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. The district will conduct Facility Inspections and make repairs as needed.

- □ The district will work to ensure that inventories of physical activity supplies are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.

Physical Education

The district will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection).

All students will be provided with equal opportunity to participate in physical education classes. The district will make the appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All Springville elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All Springville Union Elementary secondary students (middle school) are required to take the equivalent of one academic year of physical education.

The district physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

- □ Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.

Essential Physical Activity Topics in Health Education

The district will include in the health education curriculum the following essential topics on physical activity: (Health Education and Nutrition is taught within the Science curriculum in K – 8th grades)

- The physical, psychological, or social benefits of physical activity □ How physical activity can contribute to a healthy weight.
- How physical activity can contribute to the academic learning process.
- How an inactive lifestyle contributes to chronic disease.
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.

- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down.
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active.
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity.
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan.
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture.
- How to find valid information or services related to physical activity and fitness.
- How to influence, support, or advocate for others to engage in physical activity □
How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all or most days during the school year. If recess is offered before lunch, schools will have appropriate handwashing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

If the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The district recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most

days during a typical school week. The district recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The district will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

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

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

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

Before and After School Activities

The district offers opportunities for students to participate in physical activity either before and/or during the school day (or both) through a variety of methods. The district will encourage students to be physically active before and during the school day by providing playground supervision and play opportunities 20 minutes prior to the first bell, as well as 30 minutes of organized playground opportunities during the lunch hour.

Active Transport

The district will support active transport to and from school, such as walking or biking. The district will encourage this behavior by engaging in six or more of the activities below; including but not limited to:

- Designation of safe or preferred routes to school.
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) □
Instructions on walking/bicycling safety provided to students.
- Crossing guards are used.
- Crosswalks exist on streets leading to schools.
- Walking, bicycling, and school buses are used.

Other Activities that Promote Student Wellness

The district will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

The district will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district's curriculum experts to the extent possible.

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

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The district will develop and continue relationships with community partners with the community, Family Healthcare Network, and local businesses, in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

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

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

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies, and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

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

Professional Learning

When feasible, the district will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math classes). Professional learning will help the District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

Extended School Day – time; during, before, and after school activities that include clubs, intramural sports, band and choir practice, drama rehearsals, etc.

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

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

ParentSquare- is a communication and organization tool that helps schools and families communicate.

Appendix A: School Level Contacts

Name	Title	Email address	Role
Matthew Baxter	Superintendent/Principal	mbaxter@springvilleschool.org	Coordinator
Candace Martin	Administrative Secretary	cmartin@springvilleschool.org	Secretary Classified Staff
Vicki Matthews	Science Teacher	vmatthews@springvilleschool.org	Member Certificated Staff
Maria Lemus	School Counselor	mlemus@springvilleschool.org	Member Certificated Staff
Tracy Keovilaysane	TCOE Nurse	tracy.keovilaysane@tcoe.org	Member At Large
Alexandra Rogers	TCOE Lead Dietitian	alexandrar@tcoe.org	Member At Large

Appendix B: Model Wellness Policy Comparison Results Template

Component	Description
Tool used for Model LSWP Comparison:	
Areas of Strength:	1.
	2.
	3.
Opportunities for Improvement	1.
	2.
	3.
As a result of the comparison, was new language adopted in the LSWP?	☐ Yes ☐ No
If yes, briefly describe what was adopted (include page numbers for new language if possible)	
Describe next steps for strengthening your LSWP	

Revision History (Previous Years)			
Date	Page	Summary of Changes (Target Audience, Method of Delivery)	By

Springville Union School District LSWP Components			
Date	Public Involvement	Public Notification	Triennial Assessment
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

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