

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

SCHOOL WELLNESS POLICY

The Governing Board for the Inland Leaders Charter School District (hereto referred to as the District) recognizes the link between student health and learning and is committed to a comprehensive program promoting healthy eating and physical activity for ILCS students. The administration or designee shall build a coordinated school health system that supports and reinforces health literacy through health and nutrition education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

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

- Students 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;
- *Students have access to quality mental wellness supports or services to facilitate student well being;*
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- *School staff regularly implement social emotional learning practices to build healthy classrooms and school community;*
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.
- This policy applies to all students, staff, and schools in the District.
- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets 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 membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC. Refer to Appendix A for a list of school wellness committee members.

Each 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.

Leadership

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

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, *mental wellness*, and other school-based activities that promote student wellness. The school will 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: <http://www.inlandleaders.com>.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Inland Leaders Charter School Central Computer Network. 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 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 each 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 September, and will include information from each school within the District.

This report will include, but is not limited to:

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) 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 and Spanish. The District will actively notify households/families of the availability of the annual report.
- The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary) 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

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.
- The position/person responsible for managing the triennial assessment and contact information is updated annually in Appendix A.
- The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.
- The District [or school] will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual 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 if needed.

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards if needed. 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

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

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 the district and individual schools are communicating other important school information with parents.

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

III. Health and nutrition education

The school's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free, low-fat milk, or non-dairy substitute; 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.

1. As appropriate, nutrition education will provide a health education program in grades K-8 and will integrate core academic subjects and offered through before and after school programs.
2. Resources and training are available for employees responsible for providing nutrition and health education.
3. The school cafeteria serves as a learning laboratory to teach and practice good nutrition, incorporating nutrition promotions and foods from school gardens and local farms to enhance the experience.
4. All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP). The District also operates additional nutrition-related programs and activities including school gardens and Grab and Go Breakfast (to be provided starting the 2016-2017 school year). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:
 - Are accessible to all students;
 - Are appealing and attractive to children;
 - Are served in clean and pleasant settings;
 - Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
 - Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a 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

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

- White milk is placed in front of other beverages in all coolers
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
- Student artwork is displayed in the service and/or dining areas
- Daily announcements are used to promote and market menu options

Staff Qualifications and Professional Development

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

Water

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

- Water cups/jugs will be available in the cafeteria and health office if a drinking fountain is not present.
- 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 filling 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.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed will meet or exceed state nutrition standards including through:

1. Celebrations and parties. *All birthday celebrations must not include food items to be shared within the classroom, class gifts / trinkets gift bags are permissible. All staff are encouraged to avoid non-nutritious foods for classroom theme parties/celebrations.* Healthy party ideas from the Alliance for a Healthier Generation and from the USDA.
2. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. *School staff are strongly encouraged to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments or classroom behaviors, or withheld as punishment for any reason, such as for performance or behavior.*

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].

- Schools will promote only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- *Fundraising during school hours will sell only non-food items or foods and beverages that meet or*

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

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)]

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.
- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

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**

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

- 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 sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- 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. Therefore, there is no food or beverage marketing in schools.

IV. Physical activity and other school-based activities

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, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical education activities during the school day will not be withheld or used as a school-wide discipline strategy. 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 ideas](#) for alternative ways to discipline students.

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

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

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

All District **elementary students** in each grade will receive physical education for at least 60-100 minutes per week throughout the school year.

All **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity when developmentally appropriate by age and grade level:

- 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

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

- 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 **30 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing 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 in to the recess transition period/timeframe before students enter the cafeteria. **Outdoor recess** will be offered when weather is feasible for outdoor play. Each school will maintain and enforce its own outdoor recess guidelines. In the event that 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. Each school will maintain and enforce its own indoor recess guidelines.

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 time. 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 feasible.

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

Before and After School Activities

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

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
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crosswalks exist on streets leading to schools

V. Other Activities that Promote Student Wellness

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

Schools in the District are encouraged to content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

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

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

Mental Wellness

The district is committed to serving our students with quality mental wellness supports and services from the classroom to the individualized, one to one setting. The classroom will provide social emotional learning (SEL) opportunities. The playground and other unstructured settings will provide students opportunities for skills to be realized. A multi-tiered system of supports and services will be implemented when classroom SEL is found insufficient to support student learning. The district will provide various tier 1 supports such as 8 Key Strategies, Morning Meetings, ROAR to Success, Conscious Discipline, etc. Should more support be needed students may access tier 2 supports such as in-class support from specialists, parent trainings/workshops, Student Success Team meetings, etc. Tier 3 supports (including counseling referrals, crisis screenings, referrals to community services, contact with city/county services including police or family services) may be accessed through referrals by parent, teacher, or school administration to support mental wellbeing of any student. Further services may be offered through referral to special education assessment and services.

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

Community Partnerships

The District will develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

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

Staff Wellness and Health Promotion

The district will implement strategies to support staff in actively promoting healthy eating, physical activity behaviors, and mental wellness activities. The district will complete bi-annual staff pulse check-ins to monitor staff wellbeing. Examples of strategies schools will use, as well as specific actions staff members can take, include staff activities such as running clubs, gym membership, healthy snacks at meetings, fitness/ nutrition highlights at meetings and promotion of the health plan associated with medical benefits provided to employees. 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, incorporating nutrition lessons into math class, or social emotional learning activities). Professional learning will help District staff understand the connections between academics and wellness and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

VI. Activities to monitor implementation and effectiveness

Monitoring Activities

The school shall establish indicators that will be used to measure the implementation and effectiveness of the school's activities as it relates to student wellness.

- Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
- An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
- Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
- Extent to which foods and beverages sold on campus outside the food services program, such as through student stores, or fundraisers, comply with nutrition standards
- Extent to which other foods and beverages that are available on campus during the school day, such as

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards

- Results of the state's physical fitness test at applicable grade levels
- Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
- A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
- A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate
- Staff response rate to Staff Pulse Check-ins
- Staff use of SEL strategies as monitored through survey responses and classroom observations
- Monitoring of referrals for Tier 2 or Tier 3 mental wellness interventions

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24

INLAND LEADERS CHARTER SCHOOL

SECTION 8.4

Glossary:

Extended School Day - time during before and after school activities that includes 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.

Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at 202-720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at 800-877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDAOASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling 866-632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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:**

(833) 256-1665 or (202) 690-7442; or

3. **email:**

program.intake@usda.gov

This institution is an equal opportunity provider.

Inland Leaders Board Policy

Adopted: 2-23-10

Amended: 2-09-16; 8-27-18; 2-7-19; 9-9-24