



2022 Wellness Policy Report Card

Palmdale School District



Our Wellness Goals



We met these goals:

- ✓ Increased Wellness Committee attendance
- ✓ Increased efforts to abide by the established policies pertaining to classroom celebrations and fundraisers
- ✓ Aligned the policy with federal and state standards
- ✓ Qualified all students for free meals

We are still working on these:



- ✗ Discourage food being used as a reward and discontinue non-compliant classroom celebrations
- ✗ Offer Nutrition Education to all students
- ✗ Update policy language to include grades 9-12 in all areas

District Wellness Committee

Actively recruiting!

- ✓ Meets three times per year to discuss school health & wellness
- ✓ Led by Alecia Woods, Director of Child Nutrition

Current members include: parents, students, teachers, administrators, child nutrition representatives, school staff, school board members, and community partners



Our District Wellness Policies

- ☐ All meals served on our campuses meet or exceed USDA and CDE regulations
- ☐ Non-program foods sold at school sites meet Smart Snack guidelines
- ☐ Procedures are in place to ensure fundraisers are compliant

- ☐ All necessary policy language updates will be made during the 22-23 school year
- ☐ Triennial Assessment will be shared with the school board, school employees, parents, students, and the community on June 21, 2022

Planning, Tracking, & Sharing





Logramos estos objetivos:

- ✓ Aumento la asistencia al Comité de Bienestar
- ✓ Aumento los esfuerzos para cumplir con las políticas establecidas relacionadas con celebraciones en el salón de clases y eventos de recaudación de fondos
- ✓ Se alinee la política con los estándares federales y estatales
- ✓ Se califico a todos los estudiantes para comidas gratis

Todavía estamos trabajando en estos:



- ✗ Desanimar el uso de comida como recompensa y discontinuar las celebraciones en el salón de clases que no cumplen los requisitos
- ✗ Asegurar que se ofrezca Educación Nutricional a todos los estudiantes en todas las escuelas
- ✗ Actualizar el lenguaje de la política en todas las áreas para incluir los grados del 9 al 12

Comité de Bienestar del Distrito

¡Reclutando activamente!

- ✓ Se reúne tres veces al año para discutir la salud y el bienestar escolar
- ✓ Dirigido por Alecia Woods, Directora de Nutrición Infantil

Los miembros actuales incluyen: padres, estudiantes, maestros, administradores, representantes de Nutrición Infantil, personal de escuela, miembros de la junta escolar, y socios comunitarios



Nuestras Políticas de Bienestar del Distrito

- ☛ Todas las comidas que se sirven en nuestras escuelas cumplen o superan las normas del USDA y el CDE
- ☛ Los alimentos que no pertenecen al programa que se venden en las escuelas cumplen con las pautas de Smart Snack
- ☛ Existen procedimientos para asegurar que los eventos de recaudación de fondos cumplan los requisitos

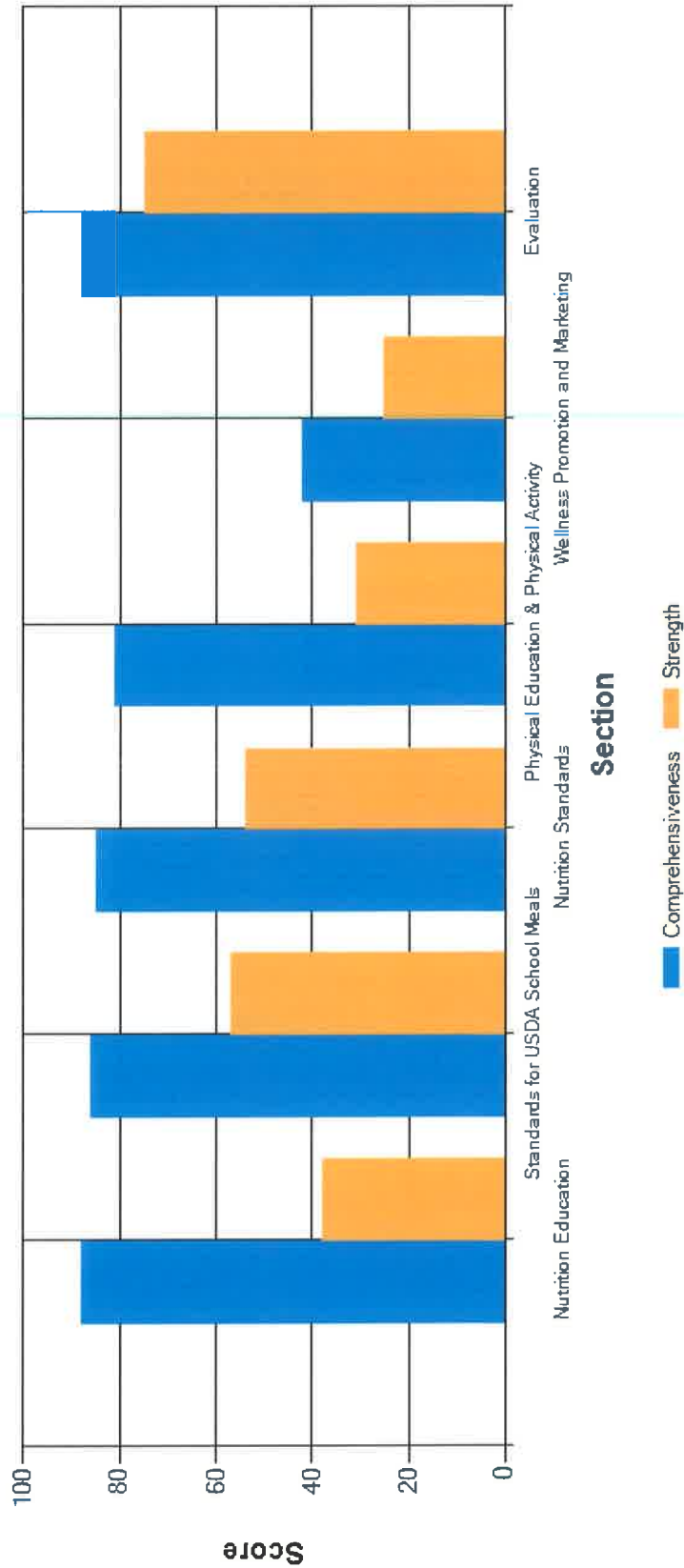
- ☛ Todas las actualizaciones necesarias del lenguaje de la política se realizarán durante el año escolar 22-23
- ☛ La Evaluación Trienal se compartirá con la junta escolar, los empleados escolares, los padres, los estudiantes, y la comunidad el 21 de junio del 2022

Planificación, Seguimiento, Intercambiando





Your District's Scorecard

Version: 3.0







Section 1. Nutrition Education

Rating

NE1	 Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	0
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	1
NE8	 Nutrition education addresses agriculture and the food system.	1
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	38

Section 2. Standards for USDA Child Nutrition Programs and School Meals





Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM6	Specifies strategies to increase participation in school meal programs.	1
SM7	Addresses the amount of "seat time" students have to eat school meals.	1
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	 Addresses purchasing local foods for the school meals program.	0
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 7 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	86
	Strength Score: Count the number of items rated as "2" and divide this number by 7 (the number of items in this section). Multiply by 100.	57

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating

NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
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NS2	USDA Smart Snack standards are easily accessed in the policy.	0
NS3	 Regulates food and beverages sold in a la carte.	2
NS4	 Regulates food and beverages sold in vending machines.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	1
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	1
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	85
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section).	54

	Multiply by 100.	
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Section 4. Physical Education and Physical Activity

		Rating
PEPA1	 There is a written physical education curriculum for grades K-12.	0
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	0
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	1
PEPA5	Addresses time per week of physical education instruction for all middle school students.	1
PEPA6	Addresses time per week of physical education instruction for all high school students.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	1
PEPA9	Addresses physical education exemption requirements for all students.	2
PEPA10	Addresses physical education substitution for all students.	2
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	1

PEPA12	✕ Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	✕ Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	1
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	1
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	81
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	31

Section 5. Wellness Promotion and Marketing







Rating

WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
WPM2	✕ Addresses strategies to support employee wellness.	1
	Addresses using physical activity as a reward.	

WPM3			0
WPM4	Addresses physical activity not being used as a punishment.		0
WPM5	Addresses physical activity not being withheld as a punishment.		0
WPM6	Specifies marketing to promote healthy food and beverage choices.		0
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.		2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).		0
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).		0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).		2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).		0
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).		1
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."		42
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.		25

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	 Triennial assessment results will be made available to the public and will include:	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	75

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 78
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 47

Summary of Findings:
Local School Wellness Policy Triennial Assessment

Alecia Woods, MS, SNS, CDM, CFPP
Director of Child Nutrition, Palmdale School District
Sara Erdman
Dietetic Intern, Bowling Green State University
May 20, 2022

Strong Policies and Aligned Practices

Palmdale School District has many strong policies that align with current practices. Every enrolled student qualifies for free breakfast and lunch regardless of income; and all school meals comply with the United States Department of Agriculture (USDA) and California Department of Education (CDE) standards for reimbursable meals. Fresh fruits and vegetables are offered each day and the students have a variety of entrée options available to ensure there is something they will enjoy. Free drinking water is accessible during meals and throughout the school day, and water bottle filling stations have been installed at all schools. Smarter Lunchroom Movement practices have been implemented in all cafeterias. We identified the annual training requirement, according to the USDA Professional Standards, that our child nutrition staff need to meet. To ensure that all staff meet this requirement each year, we record training hours at the district level.

We regulate placement of marketing for food products and restrict marketing to only food approved by the CDE's Competitive Food Regulations during the school day. Additionally, we regulate food and beverages sold a la carte and in student-accessible vending machines, and we ensure all nutrition standards for food and beverages sold or served after the school day on school grounds or in after-school programs meet state and federal nutrition standards.

We have implemented policies and procedures related to fundraising with food that meets the federal and state guidelines. The *Request for Approval: Fundraising Event* form ensures that all fundraisers are compliant both nutritionally and fiscally. Additionally, we have made the CDE's Competitive Food Regulations Summary easily accessible within the wellness policy. Finally, we have maintained an active district wellness committee and made the wellness policy available to the public through the district website. We assess the implementation of the wellness policy every three years, and complete and make available the results of the triennial assessment.

We also have strong policies and aligned practices for physical education and physical activity. Our physical education promotes a physically active lifestyle for our students. We only employ state certified/licensed physical education teachers. Additionally, we implement strict guidelines related to physical education exemptions; we accommodate exemptions solely based on a disability, religious, or medical reasons. Finally, less than 5% of our students receive substitutions for physical education due to engagement in other activities.

Practice Implementation Plan

Based on our assessment, we identified a few areas where we can improve practices to meet our wellness policy goals. Primarily, we found that nutrition education in some schools may not meet the goals, or may not have specific goals, promoting student wellness. To address this issue, we encourage the district to develop a comprehensive nutrition education curriculum for elementary, middle, and high school students which teaches skills that are behavior focused, interactive, participatory, and can be integrated into other subjects. To meet our nutrition education goals, we should also connect key messages learned in nutrition education to visual aids (posters, signage) and food presented in the cafeteria. Effective school year 2021-2022, we

placed *Comes From* signage in all of our cafeterias. This teaches student where their food comes from with the intended outcome of identifying food from farm to table.

Our assessment identified that we do not have an individual at each school responsible for implementing and monitoring compliance with the wellness policy. This issue should be addressed by appointing an individual at each school site to monitor compliance with the wellness policy and communicate any situations that do not support our wellness policy to the Wellness Coordinator - likely a site administrator. The Wellness Coordinator can then provide solution-oriented alternatives. In an effort to adhere to the Whole Child Model, it is recommended that a co-chair be appointed to the wellness committee, such as the Director of Health Services or the Director of Mental Health.

Our assessment revealed that although all school sites designate at least 20 minutes for lunch and at least 10 minutes of breakfast "seat time," some students may not consistently have 20 minutes of seat time at lunch. Reverse recess has been found to not only increase milk and food consumption but also eliminates the temptation to stop eating before they are full to go play outside. Schools with Breakfast in the Classroom should be encouraged to use that time to teach or read, to the extent practical.

Another area identified by our assessment was that at least one of our schools does not regulate food and beverages in the school store, does not enforce the district policy regarding food and beverages served during class celebrations in an elementary school, and/or utilizes food as a reward. To address this issue, we will provide information to site administrators regarding items allowed to be offered in the school store, appropriate food items for celebrations, and reasons why food should not be used as a reward. We do not believe these instances were done with malicious intent but rather lack of knowledge. We will continue to update and send out our Healthy Snack list annually.

Finally, our assessment indicated that to meet our wellness goal of encouraging staff to model healthy eating and physical activity behaviors, we need to implement a few more strategies. We should encourage staff to engage in physical activity before, during, or after the school day with or without student observation. The district has offered free yoga to all employees and walking tracks are being constructed on many campuses. Weight loss challenges through HealthyWage also take place annually.

Updated Policies

Our wellness policy was recently updated to align with the CSBA model policy. The wellness committee provided input and the policy was board approved in March 2020. Based on the results of this triennial assessment, we did identify some additional areas of improvement. We recommend the following items be addressed in an updated version of the wellness policy to reflect the additional wellness components that we are successfully implementing that are not stated in the wellness policy. First, we are engaging in strategies that promote school meal participation. We serve free meals to all students regardless of income, provide education to parents, staff, and the community regarding the benefits of participating in school meals, and provide staff training to cultivate a welcoming environment in the cafeteria.

Second, we are restricting the availability of caffeine-containing beverages at our dependent charter school. We recommend that the wellness policy reflect our success in restricting the service of food and/or beverages that contain caffeine to our high school students. Also, we recommend the policy mirror our efforts to limit physical activity from being used as a punishment in any form, including during recess. Additionally, we recommend including a statement that addresses physical activity not being withheld as a punishment. Finally, we recommend that terminology addressing “high school” and/or “high school students” be incorporated into the language throughout the wellness policy.

As identified by our assessment, updates regarding physical education and physical activity are recommended in the wellness policy. First, we recommend that the wellness policy reflect the nutrition education being provided to high school students. Currently, the wellness policy does not address high school or high school students at all. Second, we suggest updating the wellness policy to address physical education curriculum for grades K-12 which align with established state physical education standards. Additionally, we encourage the wellness policy to reflect our efforts of having shared-use agreements regarding our school facilities and tracks to support community physical activity programs.

Opportunities for Growth

Based on our assessment, there are opportunities for growth. Our assessment revealed that although we have an active wellness committee, we have not identified in the wellness policy or in practice specifically how stakeholders will participate in the development, implementation, periodic review, and update of the local wellness policy, even though this was in practice for the recent revise. We also need more participation from school sites and they must be held accountable to ensure the policies are being followed as written. Lastly, an individual from either Mental Health or Health Services is recommended to co-chair the committee. As stated by the CDE, the wellness policy and wellness committee are not intended to be solely the responsibility of the Child Nutrition Department.

Policy language will be updated to reflect K-12 with the recent addition of Palmdale Academy Charter School. We recommend reverse recess is implemented at all sites to ensure students have adequate seat time in the cafeteria and to encourage meal consumption. We should ensure that nutrition education is offered to all students at all sites. Efforts should be made to discourage food being used as a reward and discontinue non-compliant classroom celebrations.

To improve our physical education and physical activity programs, we encourage all elementary schools to provide students with at least 20 minutes of recess daily and we should encourage our schools to continue providing daily brain breaks. We encourage the district to rethink how we address behavioral issues on the playground. It is recommended that diversion or re-direction be used rather than “benching” students during recess. We also recommend a refresh on the active recess program; perhaps the district could re-partner with Playworks who, in the past, came to our district to train noon-duties on the active recess program. This program may need to be re-established due to staff turnover. Last, we encourage school sites to host physically active events that are open to the community at least once per year.

Parent healthy eating and active living classes were completed through the Parent Community Liaisons at each school site in 2018. Each site was able to complete the entire series of classes with the parents with the help of our former Wellness Coordinator through the Kaiser Permanente Thriving Schools grant. The Parent Community Liaisons were setup with the online nutrition class modules from EatFresh.org to ensure the classes would continue after the grant cycle. This is another program that may need to be re-established due to staff turnover.

Through the LACOE Champions for Change grant in 2018, bins were created that included health and wellness resources. One was sent to each school with the intent of being used with parents, teachers, staff, and students to promote health and wellness. They were also intended to be used as Sub Tubs. Due to the passage of time and school renovations, it is recommended that the bins be located and refreshed.

Overall, the results of the triennial assessment are favorable despite the challenges faced during the past two years. Palmdale School District has a strong policy and good buy-in from stakeholders. There are procedures in place to ensure the established protocols are being followed. While there are some opportunities for improvement, the updates are minor and can likely be accomplished in one school year. We look forward to continued participation in all upcoming wellness committee activities.