

Wellness Initiative
(aka Wellness Policy)



Version: June 2023

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I. Preamble

KIPP SoCal Public Schools (hereto referred to as KIPP SoCal) is committed to the optimal development of every student. KIPP SoCal 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 and in every setting, throughout the school year.

KIPP SoCal's Wellness Initiative aims to teach and provide resources, as well as access to education, for a well balanced and healthier lifestyle for the entire KIPP SoCal community (including all team members). We aim to close the gap our communities have in accessing resources to healthy living by creating goals that can improve one's lifestyle in the realms of: emotional and spiritual wellbeing, as well as, nutrition and physical health.

Our initiative takes a holistic view of health. We believe all aspects of health - social, emotional, physical, spiritual, and financial - are interrelated. By taking a balanced approach to academic programming, which honors the culture of our communities, we aim to equip our students and team members with the tools to enhance and advocate for their own health, champion their community as a whole, and realize their own full selves.

Research shows 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 School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive Tasks.^{1,2} 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. Conversely, less-than-adequate consumption of specific foods including fruits and vegetables, is associated with lower grades among students. In addition, students who are physically active through recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{3,4} There is also evidence adequate hydration is associated with better cognitive performance.⁵

This initiative establishes goals and procedures to be compliant with the USDA Final Rule and to ensure:

- Students have access to healthy foods throughout the school day—both through school meals and other foods available throughout school—in accordance with federal and state nutrition standards
- Students have opportunities to be physically active during school
- Students and team members have access to quality nutrition education to help them make lifelong healthy eating choices
- Schools engage in nutrition and physical activity promotion and other activities that promote wellness
- The community is engaged in supporting the work of KIPP SoCal in creating continuity between school and other settings for students and team members to practice lifelong healthy habits
- KIPP SoCal establishes and maintains an infrastructure for management, oversight, implementation, communication, and monitoring of the Initiative and its established goals and objectives

KIPP SoCal understands resources are not equally distributed. The district will maintain a focus on health equity and will work to ensure all students and team members across the district have equitable access to health and wellness efforts.

II. Regional and School Wellness Committees

A. Committee Role and Membership

KIPP SoCal will convene a representative Regional Wellness Committee (hereto referred to as the RWC) that will aim to meet at least four times throughout the school year to establish goals for and oversee wellness initiatives and programs, including development, implementation, and periodic review and update of this regional-level wellness initiative (aka “wellness policy”).

The RWC membership will represent all school levels (elementary and middle 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, nurses, and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., school leader, operations managers), board members; health professionals (ex., dietitians, doctors, nurses, dentists); expanded learning program coordinators, and the general public. To the extent possible, the RWC will include representatives from each school and reflect the diversity of the community.

Each school within KIPP SoCal will establish an ongoing School Wellness Committee (hereto referred to as the SWC). The SWC convenes to review school-level health and wellness issues, in coordination with the RWC, implements the KIPP SoCal Wellness Initiative, retains records relating to meeting the Initiative goals, and reports on the school’s compliance to the initiatives. The SWC membership will represent all stakeholders possible, including but not limited to: parents and caregivers; students; representatives of the school nutrition program (ex., food service server); physical education teachers; health education teachers; school health professionals (ex., nurses, and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., school leader, assistant school leader), board members; health professionals (ex., dietitians, doctors, nurses, dentists); expanded learning program coordinators, and the general public. To the extent possible, the SWC will reflect the diversity of the community.

B. Leadership

The KIPP SoCal designee will convene the RWC and facilitate development of and updates to the wellness Initiative, and will ensure each school’s compliance with the Initiative.

Each school will designate a school wellness Initiative coordinator (aka: Wellness Champion), who will support compliance with the Initiative at their school site. The name of the KIPP SoCal regional-level designee and school-level designees will be posted to the KIPP SoCal website annually:

www.kippsocal.org/community-engagement.

III. Wellness Initiative Implementation, Monitoring, Accountability, and Community Engagement

A. Implementation Plan

KIPP SoCal will develop and maintain a plan to manage and coordinate the execution of the Wellness Initiative. The plan will delineate roles, responsibilities, actions, and timelines for schools, and include suggestions about any change management; 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, socio-emotional matters, and other school-based activities that promote student, community, and team member wellness. Schools are encouraged (*not required) to use the Centers for Disease Control and Prevention's School Health Index, to identify health and wellness needs and create an action plan that fosters implementation.

This wellness Initiative and the triennial progress reports can be found at:
www.kippsocal.org/community-engagement.

B. Recordkeeping

KIPP SoCal and each individual school will retain records to document compliance with the requirements of the Wellness Initiative. Documentation maintained will include but will not be limited to:

- The written Wellness Initiative (policy 1-pager is also visibly posted at each KIPP site)
- Documentation demonstrating compliance with community involvement requirements, including
 - Efforts to actively solicit RWC and SWC membership from the identified stakeholder groups
 - These groups' participation in the development, implementation, and periodic review and update of the wellness Initiative
- Documentation of the Triennial Assessment of the Initiative for each school under its jurisdiction
- Documentation demonstrating compliance with public notification requirements, including
 - Methods by which the Wellness Initiative and Triennial Assessments are made available to the public
 - Efforts to actively notify families about the availability of the Wellness Initiative

C. Triennial Progress Assessments

At least once every three years, KIPP SoCal will evaluate compliance with the wellness Initiative by measuring:

- The extent to which it meets the requirements of the final rule
- The extent to which schools under the jurisdiction of KIPP SoCal are meeting the goals and objectives of the Wellness Initiative
- A description of the progress made in attaining the goals of the Wellness Initiative

The RWC will be responsible for managing the Triennial Assessment. The RWC, in collaboration with individual schools, will monitor schools' compliance with this Wellness Initiative.

- The RWC will develop and annually update an action plan for the execution of this LWP.
- The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals.

D. Revisions and Updating the Initiative

The RWC will update or modify the Wellness Initiative based on the results of the Triennial Assessments, and/or as: KIPP SoCal priorities change, community needs change, wellness goals are met, new health/science/information/technology emerges, and new Federal or State guidance or standards are issued. The Wellness Initiative will be assessed and updated as indicated at least every three years*, following the triennial assessment. (*Last updated June 2023).

E. Community Involvement, Outreach, and Communications

KIPP SoCal is committed to being responsive to community input, which begins with awareness of the Wellness Initiative. KIPP SoCal will actively communicate ways in which representatives of the RWC and others can participate in the development, implementation, and periodic review and update of the Wellness Initiative through a variety of channels such as:

- KIPP SoCal will use digital platforms and/or tangible methods to send updates or request feedback
- KIPP SoCal will display notices and communicate via the KIPP SoCal website, newsletters, family presentations and/or provide written documents to ensure families are actively notified at least twice a year (4x a year is recommended).
- KIPP SoCal will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that KIPP SoCal and individual schools are communicating other important school information with parents and team members such as ParentSquare

We invite anyone interested in participating in the development, implementation and review of our Wellness Initiative to let us know at rwcsocal@kippsoocal.org . This includes guardians, students, team members, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public.

IV. Nutrition

A. School Meals

KIPP SoCal is committed to serving healthy meals to children, with 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 or hunger, 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. In keeping with this aim, schools within KIPP SoCal will not serve flavored milk during any nutrition program due to their high levels of added sugar (⁶ about 12 grams of added sugars per 8 oz serving).

All schools within KIPP SoCal will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP); participation in the After-School Meal Supplements Program (snack) is encouraged but not required. KIPP SoCal will also encourage team members to model healthy eating behaviors. All schools 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
- Accommodate special dietary needs and food allergies as required by federal regulation
- 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 (KIPP SoCal offers reimbursable school meals that meet USDA nutrition standards).
- Promote healthy food and beverage choices using as many of the following Smarter Lunchroom techniques as executable:
 - Daily fruit and vegetable options are displayed in a location in the line of sight and reach of students
 - All supporting adults have been trained to politely prompt students to select and consume the

daily vegetable and fruit options with their meal

- Student surveys and taste testing opportunities are used to inform improvement of the program and meal participation such as: menu selection, dining space decor, and promotional ideas

KIPP SoCal will provide periodic announcements, either verbal or written, to promote and market menu options. Menus will be sent home to families before the beginning of the new month.

KIPP SoCal is committed to taking feedback and encouraging student voice. Semi-annual surveys, completed by students, will help assess how many times they eat the school food, learn about healthy lifestyle and food choices, as well as asking them what can be improved (e.g. what items should be excluded and what other items should be given more often). KIPP SoCal will utilize the feedback to work with the meal vendor to support the student's choices.

The following are recommendations, which are implemented as the school's schedule allows:

- Students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch
- Students are served lunch at a reasonable and appropriate time
- Lunch will follow the recess period to better support learning and healthy eating, when feasible

Family and Team Members feedback have indicated concerns over schools taking away student's food options brought from home. Many of our schools are located near food deserts where access to healthier food options is limited, healthier food options may not be easily obtained. Given the feedback received and the knowledge of the impact food deserts and economic hardships have on our families, it is recommended that schools do not take away student's food brought from home. Instead, schools will focus on educating students and team members on their choices of food to encourage and empower them to make healthier personal choices; such as eating the healthy food and snack items provided to students at school.

B. Staff Qualifications and Professional Development

All school nutrition program directors, managers, and team members will meet or exceed hiring, and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. KIPP SoCal will contract with a food service management company whose staff will also meet or exceed hiring and annual continuing education/training requirements.

C. Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. KIPP SoCal will make drinking water available where school meals are served during meal times in accordance with State regulations. In addition, students will be allowed to bring and carry water. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Schools will also make sure water cups/jugs/bottles are available in the cafeteria, if a drinking fountain or other water source is not present.

KIPP SoCal will aim to conduct two hydration promotion activities per year to encourage students to increase their daily water consumption. The RWC will recommend or lead activities to promote water consumption which may improve cognitive function among children and adolescents, which is important for learning.

D. Competitive Foods and Beverages

KIPP SoCal is committed to ensuring all foods and beverages available to students on the school campus during the school day support healthy choices. 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 healthy foods during the school day, and create an environment that reinforces the development of healthy eating habits. Schools within KIPP SoCal have the option to put stricter rules into place should they choose to do so.

E. Celebrations and Rewards

KIPP SoCal acknowledges the cognitive link between unhealthy food consumption and the brain's reward pathways which can make it challenging for students to make healthy food and eating choices. The consumption of foods and beverages high in sugar, calories, and fats cause a high level of dopamine to be released in the brain which activates the brain's reward system and causes an urge to seek out foods or beverages that will lead to a dopamine release. This pathway is strengthened when foods or beverages high in sugar, calories, and/or fats are combined with a celebration or incentive as a reward for behavior or performance. Studies have shown that the context in which foods are presented is extremely important in the formation of young children's food preferences. When children are presented food as rewards or paired with adult attention, the foods appear to produce significant increases in preference, whereas no consistent changes are noted when foods are offered in a non-social context.

The positive emotional processes triggered by the reward and attention context become associated with the foods. This can lead to students indulging in the excessive consumption of unhealthy foods and beverages to elicit positive emotions.

Beginning with the 2023-24 school year, classroom celebrations, such as birthday parties and incentive/reward parties, at all schools within KIPP SoCal will make an effort to limit celebrations and rewards that include calorically dense and sugar-laden foods and beverages (e.g. cookies, ice cream, cupcakes, calorically dense pizza, rice krispie treats, brownies, potato chips, soft drinks and candy) to no more than two times per month. This is not intended to completely remove these items from celebrations and rewards but to support the schools in enabling students to choose healthy items and break the cycle of potential food addiction. It is suggested to only allow one treat that is calorically dense or sugar-laden during classroom celebrations and incentive/reward parties.

KIPP SoCal is dedicated to encouraging healthy lifestyles and in keeping with this goal the RWC will help support schools by providing the following resources:

1. Celebrations and parties: KIPP SoCal will provide a list of healthy party ideas to families, staff and teachers, including non-food celebration ideas;
 - Lead a special physical activity break
 - Host a special event such as a dance or kite flying party
 - Provide extra recess or PE time
 - Turn on the music and have a dance party
 - Have a themed parade around your school
 - Let students choose a special activity or be a teacher or student helper
 - Allow students to select a special book or invite a guest to read aloud
 - Go on a scavenger hunt
 - Host a special dress day where students can wear hats or pajamas
2. Classroom snacks brought by families: KIPP SoCal will provide a list of suggested healthy foods and beverages to provide to families;
 - Water
 - 100% fruit juice with no added sugar
 - Fat-free or low fat milk

- Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
 - 100% fruit juice slushies with no added sugar
 - Fresh fruit – trays, salads or kabobs
 - Fresh vegetables – trays, salads or kabobs
 - Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
 - Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
 - Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
 - Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
 - Frosty fruits – freeze your own fruit (frozen grapes make a great summer treat!)
 - Dried fruit with no added sugar
 - Sunflower butter (serve with fruit or whole grain crackers)
 - Trail mix made of nuts or seeds and dried fruit with no added sugar
 - Whole grain crackers
 - Low-fat cheese (serve with fruit or whole grain crackers)
 - Hummus (serve with vegetables or whole grain crackers)
 - Small whole grain waffles or pancakes topped with fruit
 - Whole grain pretzels (soft or crunchy)
 - Low-fat or air-popped popcorn (no added butter or salt)
 - Graham crackers
 - Sunbutter and jelly sandwiches on whole grain bread
 - Small whole grain bagels or English muffins with sunbutter or jelly
 - Whole grain crust pizza with low fat cheese and lean protein or vegetable toppings
 - Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, sunbutter and jelly or vegetables)
 - Fat-free or low fat pudding
 - Bean quesadillas or burritos made with whole grain tortillas with salsa
 - Whole grain cereal bars
 - Baked whole grain tortilla chips with salsa or bean dip
 - Baked chips (small portions)
3. Rewards and incentives: KIPP SoCal will provide teachers and other relevant team members a list of alternative ways to reward children;
- Pencils or erasers
 - Stickers
 - Books
 - Tickets or tokens toward for a larger prize
 - Rulers
 - Slap bracelets
 - Playdough
 - Frisbees
 - Coloring books
 - Give a certificate or ribbon
 - Post a sign in the classroom or on a prominent bulletin board
 - Give a shout-out in the morning announcements
 - Allow child to wear a crown or special sash
 - Recognize the student during an assembly
 - School breakfast or lunch with a teacher/admin

4. Other Resources: [Healthy and Active Parties](#)

F. 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, only during non meal service times. This practice is highly discouraged as it decreases student participation in the School Nutrition Program and encourages students to consume snacks and beverages for meals instead of a healthy and balanced lunch.

Schools are encouraged to use only non-food fundraisers and conduct those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.). KIPP SoCal will make available to parents and teachers a list of healthy fundraising ideas which are grade level appropriate. If a food-based fundraiser is preferred by the school, they should aim to limit them to 1-2 per school year.

G. Nutrition Promotion

At KIPP SoCal, we are committed to educating our students, team members, and community about the significant impact their food choices have on their health and the environment. Encouraging healthy eating habits through evidence-based techniques and nutrition education can have a positive impact on lifelong food choices. This includes creating environments that promote healthy food choices and participation in school meal programs.

Consistent nutrition messages will be shared with all stakeholders through various channels such as school newsletters, classrooms, and cafeterias. Additionally, promoting nutritious food and beverages to students through marketing and advertising can also be effective. A comprehensive approach involving team members, families, students, and the community is recommended to achieve the best results.

As of 2023-2024, we will be working to implement meal service design methods across all KIPP SoCal schools to encourage healthier and sustainable eating habits. Meals provided by food service vendors will be carefully crafted to comply with federal and state regulations, ensuring lower levels of cholesterol and fats while minimizing negative environmental impacts. At times, students may have the opportunity to select their preferred meals from the monthly menu options.

At KIPP SoCal, team members play an important role in influencing students' choices and behaviors. Staff behavior may have a direct effect on student behavior. We discourage team members from openly consuming unhealthy foods and drinks (such as doughnuts, sodas, milkshakes, fast food) on campus. If they choose to consume them, they should avoid them being visible when students are present. KIPP SoCal will aim to provide team members with professional development to help them feel more confident discussing nutrition and health with students. As role models, team members are able to set an example for students that supports them to make healthy choices for their overall well-being.

KIPP SoCal will prioritize educating our students, team members, and community about the connection between food choices, and their health and the environment. Additionally, we will share periodic newsletters covering various topics related to this mission (at least three times a year). Topics will include and are not limited to:

- Nutrition Services
- Physical Education
- Health Education
- Health Services
- Positive Attendance and Building Resiliency
- Safe Environment & Impact

- Community Wellness & Involvement

H. Nutrition Education

KIPP SoCal aims to teach, model, encourage, and support healthy eating by students and team members. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide the knowledge and skills necessary to promote and protect their health
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities (such as cooking demonstrations or lessons, taste-testing, farm visits, and school gardens)
- Promote fruits, vegetables, whole-grain products, and healthy food preparation methods
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise)

Beginning in the 2023-2024 school year, schools within KIPP SoCal will aim to offer 90 minutes of nutrition education to students three times a year, along with health and wellness tips to students, families, and team members. The RWC will aim to locate and connect with local health and wellness organizations to assist schools in providing nutrition education to students and staff.

The RWC will recommend or lead activities for health education curriculum in as many of the following essential topics on healthy eating as possible throughout the school year:

- The relationship between healthy eating and personal health and disease prevention
- Reading and using USDA's food nutrition 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 sodium, added sugars, fat, saturated fat, and cholesterol and do not contain *trans* fat
- Preparing healthy meals and snacks
- Accepting body size differences
- Food safety
- Importance of water consumption and of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

I. Food and Beverage Marketing in Schools

KIPP SoCal 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. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information KIPP SoCal is imparting through nutrition education and health promotion efforts. It is the intent of KIPP SoCal to protect and promote healthy choices through advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with KIPP SoCal's Wellness Initiative.

In keeping with Federal regulations, schools are not allowed to market food or beverages that do not meet Smart Snack standards, including oral, written, or graphic statements, on the school campus. This regulation also applies to marketing posted on campus for fundraisers conducted off-site.

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, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined as an oral, written, or graphic statement 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.

V. Physical Activity

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 program of the following components: physical education, recess, classroom-based physical activity, and out-of-school time activities. KIPP SoCal is committed to providing these opportunities to our students to promote a healthy and active lifestyle. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as a consequence if it is the student's only opportunity for physical activity that day, unless due to the safety of the student or others. This does not include participation on sports teams that have specific academic requirements.

To the extent practicable, KIPP SoCal will ensure that its grounds and facilities are safe and that equipment is available to students to be active. Schools within KIPP SoCal will conduct necessary inspections and repairs as needed to maintain equipment that is safe for students to use.

A. Physical Education

KIPP SoCal 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. KIPP SoCal will make appropriate accommodations to allow for equitable participation for all students as needed.

All KIPP SoCal **students in grade one through six** will receive physical education for at least 200 minutes every 10 days throughout the school year. Education Code Section 51223(a) states that, "Notwithstanding the provisions of Sections 51210 and 51222, instruction in physical education in an elementary school maintaining any of grades 1 to 8 shall be for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period." Schools with kindergarten students will make an effort to include their kindergarten students in the physical education standards that apply to grades one through six when

possible.

All KIPP SoCal **students in grades seven and eight** will receive physical education for at least 400 minutes every 10 days throughout the school year. Education Code Section 51223(a) states in reference to grades 7-12 that, "All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays."

B. Essential Physical Activity and General Health Topics in Health Education

Starting in 2023-2024, KIPP SoCal will aim to provide students with age appropriate health education in the areas of nutrition and physical activity, growth and development, injury prevention and safety, alcohol, tobacco, and other drugs, mental, emotional, and social health, and person and community health in accordance with the California Framework for Health Education. KIPP SoCal will strive to include the following essential topics on physical activity when health education is taught:

- The physical, psychological, or social benefits of physical activity
- 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
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- 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
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

KIPP SoCal will strive to teach 90 mins of health education three times per year, either internally or in partnership with external organizations, covering as many topics listed above as feasible. Schools are not limited to only covering the topics listed above.

C. Recess

All elementary and middle schools will be encouraged to offer at least 20 continuous minutes of recess on all or most days during the school year at least once per day for all students. Recess will complement, not substitute, physical education class. Recess monitors or other supervisors will encourage students to be active.

Outdoor recess will be offered when weather is feasible for outdoor play at the discretion of the school administrator based on his/her best judgment of safety conditions or recommendation of the School Success Team.

In the event that the school or district must conduct **indoor recess**, teachers and staff are highly encouraged to plan activities that promote physical activity for students. Each school should maintain and enforce its own indoor recess program which is suggested to include opportunities for movement. The RWC will provide resources to schools to promote physical activity during indoor recess.

D. Physical Activity Breaks

KIPP SoCal recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, teachers will be encouraged to offer periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. KIPP SoCal recommends teachers provide short (5-7 minute) physical activity breaks to students during and between classroom time to the extent practicable. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. KIPP SoCal also encourages team members to take short stretch breaks throughout their workday as feasible. The RWC will provide resources and links to tools, guides, and/or technology with ideas for physical activity breaks.

VI. Other Activities that Promote Wellness

KIPP SoCal will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities to the extent feasible by the school. KIPP SoCal 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, family, and staff well-being, optimal development, and strong educational outcomes.

Schools in KIPP SoCal are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics and science.

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 Initiative, including but not limited to ensuring the involvement of the RWC/SWC.

A. Community Partnerships

KIPP SoCal will work to develop and enhance relationships with community partners (i.e. medical professionals, universities/colleges, local businesses, community organizations, etc.) in support of the Wellness Initiative. The RWC will work to establish partnerships that will benefit as many schools in the region as possible and coordinate with the SWCs to bring resources to their schools.

B. Community Health Promotion and Engagement

KIPP SoCal 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 through the work of the SWCs and RWC. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

C. Team Member Wellness and Health Promotion

The RWC will additionally focus on team member wellness issues, identify and disseminate wellness resources, and perform other functions that support staff wellness in coordination with human resources staff. KIPP SoCal will aim to promote team member participation in health promotion programs that are accessible and free. These programs will include our partners who help support our Health, Wealth and Future initiative led by the Talent & Equity Team. Partners include our Benefit Carriers, Retirement Services, Professional Development and Home Ownership Resources.

Schools in KIPP SoCal will aim to implement strategies to support team members in actively promoting and

modeling healthy lifestyle choices and behaviors. SWCs are encouraged to hold at least one event or initiative to promote staff health and wellness per school year. These events will be made aware to students and families to model healthy lifestyles and activities and if feasible, families and students will be invited to participate.

D. Professional Learning

When feasible, KIPP SoCal will offer professional learning opportunities and resources for team members 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 class). Professional learning will help KIPP SoCal teams 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.

E. Social-Emotional Climate

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.

KIPP SoCal is committed to creating a positive social-emotional climate across all school campuses and will promote a positive social-emotional climate by doing the following, to the extent feasible:

- Conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- Establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyberbullying
- Establishing school safety and violence prevention policies and strategies
- Connecting social and emotional learning standards and academic standards (such as calm classroom, calm corners, and SEL curriculum)
- Ensuring staff and teachers are promoting positive relationships between students and employees
- Ensuring team members are trained in promoting the engagement of all students in school activities through diversity and inclusion practices and incorporating anti-racists standards
- Training school staff and teachers on the use of Positive Behavioral Interventions and Supports and minimizing exclusionary discipline practices such as suspensions and expulsions
- Ensuring team members are explicitly teaching, modeling and reinforcing social-emotional learning competencies



VII. Appendix A: Glossary

Competitive Food: Any food sold at school other than meals served through USDA’s school meal programs—school lunch, school breakfast, and after school snack programs.

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, and athletic fields, or parking lots.

School Day: Midnight the night before to 30 minutes after the end of the instructional day.

Sold: The exchange of food or beverages for money, coupons, vouchers, or order forms, when any part of the exchange occurs on a school campus.

VIII. Citations

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