

Agenda Item:	IV B: Action Item
Date:	February 8, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Jason Hernandez, Director of Student Services
RE:	Approval of MPS School Wellness Plan

Action Proposed:

I move that the Board approve the MPS School Wellness Plan for immediate implementation.

Purpose:

In accordance with the National School Lunch Program requirements, schools are mandated to establish a local wellness policy to address nutrition and physical activity education. The policy is aligned with the Healthy, Hunger-Free Act of 2010. The review and adoption are required every 3 years by local schools. The policy also encompasses key elements mandated by the California Healthy Youth Act (CHYA), covering topics like healthy relationships, human development, and responsible decision-making regarding sexual health.

Furthermore, our commitment extends beyond physical well-being to mental health. The state actively encourages transforming schools into wellness centers, promoting the creation and expansion of mental health resources for all students. The Magnolia Public Schools Wellness Policy empowers every student by cultivating an environment that prioritizes positive experiences, healthy habits, and physical activity.

Through collaboration and clear goals, we aim to establish safe and supportive spaces where each student can academically thrive and grow personally. This policy is a testament to our dedication to creating an educational environment that enables students to reach their full potential in their academic and personal journeys.

The Magnolia Public Schools (MPS) – School Wellness Plan consists of 9 components, each crucial in promoting and monitoring student well-being across school sites. These components are:

1. Preamble
2. MPS Wellness Committee (MPS-WC)
3. Accountability
4. Nutrition Services
5. Nutrition and Health Education
6. Physical Activity
7. Other Activities that Promote Student Wellness
8. Whole School, Whole Community, Whole Child (WSCC)
9. Glossary

Budget Implications:

The following are potential budgetary factors for school sites:

- Implementation Cost – implementation of policy through staff liaison, training, and necessary infrastructure changes
- Mental Health Resources – hiring, training, and establishment of wellness centers



- Monitoring and Evaluation – Data collection, analysis, and reporting mechanism
- Communication and Outreach – communication materials and community meetings
- Collaboration and Partnerships – collaboration with external organizations or partners

Exhibits:

- MPS School Wellness Policy

Magnolia Public Schools
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Los Angeles, CA 90012-3831

MPS School Wellness Policy

1. Preamble

Magnolia Public Schools (MPS) is dedicated to helping every student physically and academically grow. We want each student to succeed personally, academically, and socially and to achieve their best development. To make this happen, we are committed to creating positive, safe, and healthy learning spaces at all levels, in all places, throughout the school year.

We will work to make sure that students have the chance to learn and practice healthy habits in their daily lives. Our efforts to support health and wellness will go hand-in-hand with other ways we are making our schools better. We want all students to be healthy and do well in their studies.

The MPS Wellness Policy (WP) is a plan that shows how we will ensure that our school environment gives students opportunities to eat healthily and be active throughout the school day. This plan is for everyone - students, teachers, and schools across MPS. In each part of the plan, we set clear and measurable goals for everyone to work towards.

Our goal is to support every student's well-being, and we will do this by ensuring that our schools are safe and positive and encourage healthy living. When students are healthy, they can succeed in their studies and lives.

2. MPS Wellness Committee (MPS-WC)

Purpose of the Council

MPS will form a group called the MPS Wellness Committee (MPS-WC) to ensure our schools are as healthy and safe as possible. This group will meet at least four (4) times a year to set goals and oversee the policies and programs related to the health and safety of our schools. This includes creating, implementing, and reviewing the MPS Wellness Policy.

Council Membership

The superintendent (or designee) will convene the MPS-WC, facilitate the development of and updates to the Wellness Policy (WP), and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

The MPS-WC membership for the MPS includes:

- Jason Hernandez, Director of Student Services, jhernandez@magnoliapublicschools.org
- David Yilmaz, Chief Accountability Officer, dyilmaz@magnoliapublicschools.org
- Erdinc Acar, Chief Academic Officer, eracar@magnoliapublicschools.org
- Alfredo Rubalcava, CEO and Superintendent, arubalcava@magnoliapublicschools.org
- Jason Mertell, Dean of Students, jmertell@magnoliapublicschools.org
- Vartan Shohmelian, Assistant Principal, vshohmelian@magnoliapublicschools.org
- Keith Wright, Dean of Students, kwright@magnoliapublicschools.org
- Elizabeth Veloz, Assistant Principal, eveloz@magnoliapublicschools.org
- Natalie Paredes, Dean of Students, nparedes@magnoliapublicschools.org
- Jacob Theis, Assistant Principal, jtheis@magnoliapublicschools.org
- Gil Yoon, Assistant Principal, gyoon@magnoliapublicschools.org
- Arturo Prado, Dean of Students, aprado@magnoliapublicschools.org
- Curtiss Philipsen, Dean of Students, cphilipsen@magnoliapublicschools.org
- Neil Egasani, Dean of Students, cegasani@magnoliapublicschools.org

Public Involvement

MPS is committed to ensuring that the community is aware of and involved in developing and implementing the WP. MPS will actively communicate how representatives of the MPS-WC, Parent Advisory Committee (PAC), and others can participate in creating, implementing, reviewing, and updating the WP.

3. Accountability

Triennial Assessment

At least once every three years, MPS will assess the WP by measuring the following:

- **WP Compliance:** The extent to which our WP meets the final rule's requirements.
- **School Compliance:** The adherence of schools under MPS jurisdiction to the WP.
- **Goal Progress:** The strides made in achieving the goals outlined in the WP.
- **Model Policy Alignment:** How our WP aligns with model local wellness policies and the Alliance for a Healthier Generation's Model Wellness Policy.

MPS requires that all efforts related to obtaining federal, state, or association recognition of and/or funding for healthy school environments be coordinated with and complementary to this WP, including but not limited to ensuring the involvement of the MPS-WC and PAC.

Documentation

MPS will retain records to document the presence of and compliance with the WP, including but not limited to the following:

- **Record Keeping:** Retaining records of the current and previous board-approved WP.
- **Public Accessibility:** Ensuring public access to the WP.

- **Assessment Records:** Documenting the most recent MPS- and school-level assessments of WP implementation.
- **Review and Update Efforts:** Recording efforts to review and update the WP, including involved parties and communication with educational partners.
- **Impact Assessment:** Documenting the impact of the WP on behavioral and educational outcomes and making this information accessible to the public.

Policy Updates

MPS will update the WP based on the following:

- the results of the triennial assessment
- charter school priorities
- community needs
- the results of school health assessment
- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance

Notification to the Public

MPS will actively inform caregivers and the public by:

- **Annual Communication:** Annually communicating WP content, updates, and implementation status.
- **Explanation of Changes:** Explain why updates were made, who was involved, and how educational partners were made aware of their ability to participate.
- **Contact Information:** Sharing the names and contact information of MPS and school officials leading and coordinating the MPS-WC.
- **Meeting Information:** Disseminating information about MPS-WC meetings, including dates, times, locations, agendas, and meeting minutes.
- **Feedback Mechanisms:** Offering mechanisms for the public to provide feedback and comments.

The policy can be found here: [Magnolia Public Schools - Home Office](#)

MPS will employ various methods such as electronic communication, school websites, newsletters, presentations, and direct communication to reach and engage the community effectively.

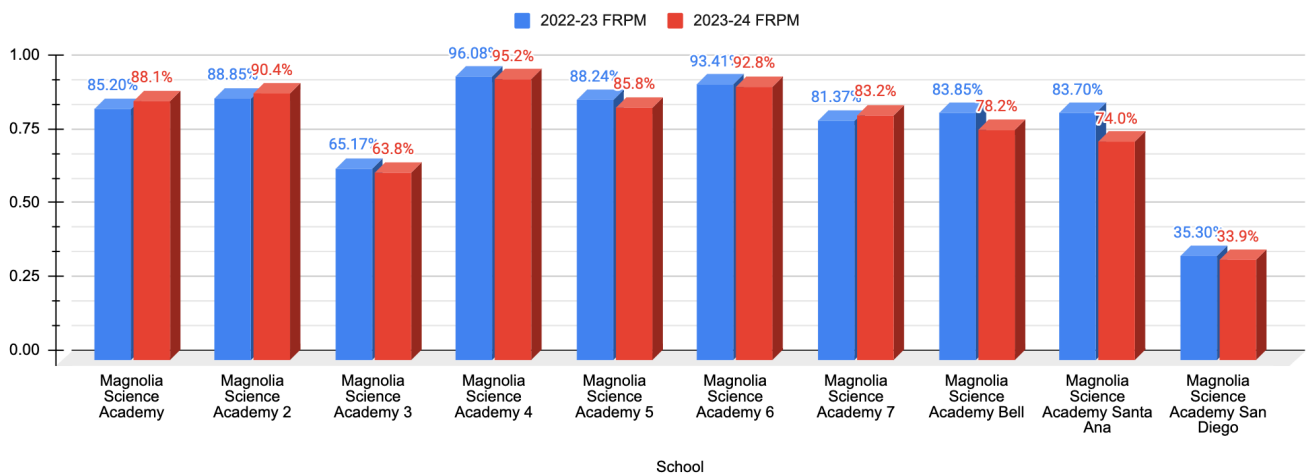
4. Nutrition Services

School Meals

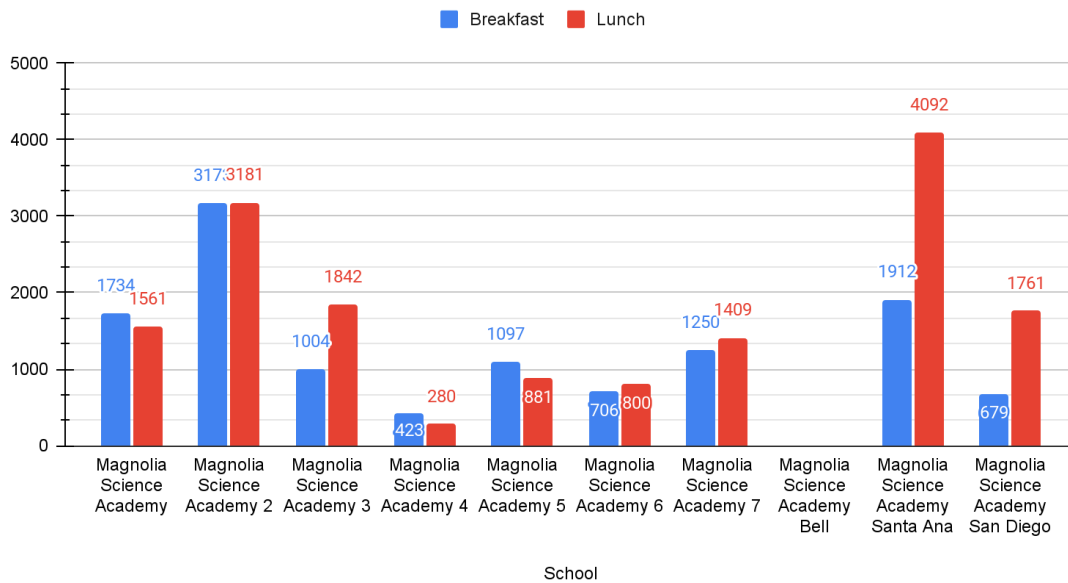
All schools within MPS are committed to providing nutritious and well-balanced meals to support the health of all our students. Our nutrition services cover various aspects:

- **School Meals:** All MPS schools participate in the National School Lunch Program and School Breakfast Program, offering meals that meet nutrition standards. *Example: School meals include a variety of fruits and vegetables, whole grains, lean proteins, and low-fat dairy.*
- **Clean and Inviting Eating Setting:** All MPS schools will prioritize maintaining clean and inviting eating settings to enhance the overall eating experience for students.
- **Accessibility:** School meals are accessible to every student, with accommodations for special dietary needs.
- **Meal Timing:** Students are provided adequate time to eat, with a minimum of 10 minutes for breakfast and 20 minutes for lunch. Students are offered two (2) school meals free of charge during the school day.
- **Water Access:** Free, safe, unflavored drinking water is available to all students during mealtimes.
- **Competitive Foods:** All foods and beverages sold on the school campus during the day meet Smart Snacks standards, promoting healthy eating. *Example: Snacks offered during fundraisers adhere to these standards.*
- **Celebrations and Rewards:** Celebrations and rewards align with nutrition policies, emphasizing Smart Snacks. We encourage alternatives that promote physical activity or educational messages.
- **Fundraising:** Fundraising efforts during the school day involve only foods and beverages meeting or exceeding Smart Snacks standards. *Example: Consider using non-food items or healthy snacks for fundraising.*
- **Marketing:** Foods and beverages marketed to students on the school campus meet or exceed Smart Snacks standards.

2022-23 FRPM and 2023-24 FRPM



2022-23 Breakfast and Lunch Total Distribution



5. Nutrition and Health Education

Magnolia Public Schools is dedicated to providing students with a holistic education, including optimal nutrition and health practices. The approach aligns with national standards, ensuring students receive comprehensive and skill-based health education.

Key Features:

- **Integration Across Subjects:** We believe in weaving nutrition and physical activity education into various subjects like math, science, language arts, social studies, and art. This interdisciplinary approach ensures a well-rounded understanding of health.
- **Comprehensive Health Education:** Our commitment extends to offering all students comprehensive, skills-based health education aligned with the California Healthy Youth Act 2016 (California Education Code sections 51930-51939). Beyond imparting information, we build practical skills applicable to real-life situations.
- **Promoting Healthy Choices:** We actively promote healthy food and beverage choices through school announcements, newsletters, and website updates. Keeping parents and students informed is crucial to fostering healthy habits.
- **Incorporating Physical Activity Rewards:** Our approach includes rewards that encourage physical activity and convey educational messages. Positive reinforcement reinforces the link between healthy behaviors and positive outcomes.
- **Cultural Inclusivity:** We recognize the diverse backgrounds of our students and ensure that wellness activities are culturally inclusive. We aim to create an environment that respects and accommodates various preferences.

- Clear Educational Goals: Our plan outlines clear goals for nutrition and health education. We emphasize evidence-based curricula and skills-based learning to ensure effective implementation and assessment.

At Magnolia Public Schools, education goes beyond the classroom, and we are committed to nurturing healthy habits that will benefit our students throughout their lives.

6. Physical Activity

The Physical Education (PE) program aims to create a positive learning experience through physical activity and social interactions. Driven by a hybrid curriculum combining fitness and sports, students are offered equal individual and team success opportunities. Following universal design for learning (UDL) principles, the program empowers students to explore their potential in the motor, cognitive, and social learning domains.

MPS is dedicated to providing various physical activity opportunities for students, including classroom activities, daily recess, PE, before- and after-school sports, and active academic initiatives. All students must receive education on the benefits of physical activity.

MPS strictly prohibits using or withholding physical activity, including recess, as a form of punishment during the school day and extended periods.

MPS physical activity goals include:

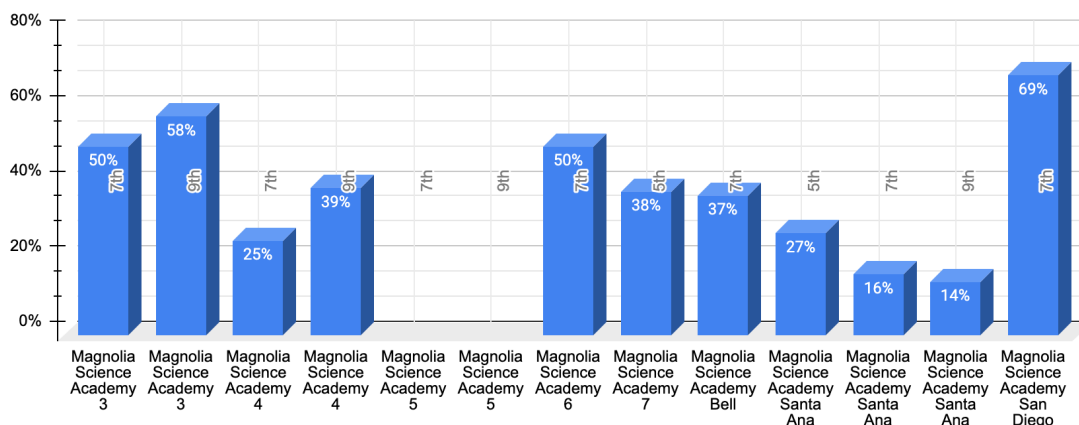
1. Classroom Physical Activity:
 - Minimizing barriers to classroom physical activity, such as lack of equipment or space.
 - Providing resources and annual training to classroom teachers on promoting and integrating physical activity.
2. Daily Recess:
 - As a local decision, schools may implement a minimum of 30 minutes of recess per day throughout the school year to complement PE classes.
 - Assessing playground accessibility and making improvements for better access.
3. Physical Education:
 - Ensuring PE classes are age-appropriate, following state standards, and promoting a physically active lifestyle. [Physical Education Model Content Standards for California Public Schools](#)
 - Providing PE for all middle school students every academic year.
 - Ensuring student engagement in moderate to vigorous physical activity (MVPA) for at least 50% of class time. *It is defined as any activity where the individual's heart rate reaches 50%-75% of their max heart rate (220 - Age).*
 - Offering professional development to PE teachers at least once per year.

- Ensuring all PE classes are taught by licensed teachers with appropriate certifications.
 - Providing accommodations ensures equal participation for all students, including those with disabilities.
 - Promoting student physical fitness through annual FITNESSGRAM® assessments. *As outlined in California Education Code Section 60800, schools are required to administer and report five (5) out of six (6) FITNESSGRAM® components annually for students in grades 5, 7, and 9.*
4. Before and After School Activities:
- Offering physical activity clubs and intramural or interscholastic sports.
5. Active Transportation:
- Supporting walking and bicycling to school through communication and promoting active transportation activities. The following activities can promote active transportation:
 - Provide bicycling skills instruction to students.
 - Promote Safe Routes to School programs through newsletters, websites, and/or the local newspaper.
 - Designate a Safe Routes to School coordinator to lead activities and support school initiatives.
 - Ensure the provision of one or more crossing guards for every school.
 - Collaborate with local jurisdictions to encourage the installation of high-visibility crosswalks and other infrastructure for safer walking and bicycling to school.
 - Conduct walking and bicycling safety audits of routes to each school and share information with local jurisdictions.
 - Provide outreach and adaptive Safe Routes to School programming for students with disabilities.
 - Establish monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays).
 - Promote walking, busing, and bicycle trains.
 - Designate safe or preferred routes to school.
 - Create and distribute maps of the active school environment, including sidewalks, crosswalks, roads, pathways, and bike racks.
 - Engage in tracking, evaluating, and reporting student travel methods (e.g., walking, bicycling, school bus, carpooling, and private vehicles) and use this data for continuous improvement.

MPS is committed to creating an environment that fosters physical activity, ensuring the well-being of our students across all school settings.

% meeting the Healthy Fitness Zone (5+ fitness standards)

2018-2019



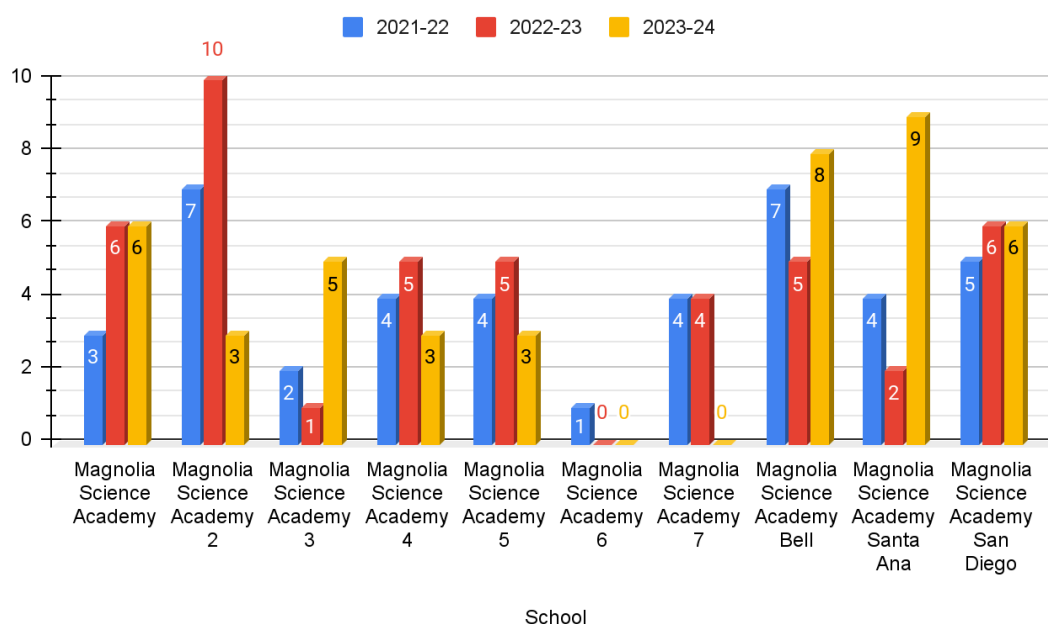
7. Other Activities That Promote Student Wellness

MPS will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms, and physical activity facilities.

MPS will ensure it will meet the following goals:

- Wellness activities are coordinated and integrated throughout the school day, are culturally inclusive, accessible to all students and staff across MPS, and are age-appropriate.

of Sports o Fitness Clubs by School



8. Whole School, Whole Community, Whole Child (WSCC)

Social-emotional Climate (School Climate)

MPS is committed to creating a positive social-emotional climate across all school campuses during the school day and out-of-school time (OST).

MPS will promote a positive social-emotional climate in the following ways:

- 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
- ensuring that school and school-based OST staff are promoting relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports (PBIS) and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling, and reinforcing social-emotional learning (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practices
- regularly assessing and reporting upon the MPS- and building-level implementation of these practices and providing resources for continuous improvement

Physical Environment

MPS is committed to ensuring that the school environment protects the health and safety of students and staff. MPS will support healthy and safe school environments within and around all facilities in the following ways:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides, and cleaning products)
- specifying a system for monitoring and addressing water quality
- specifying an integrated pest management plan

- addressing the physical condition of buildings and grounds(e.g., lighting, noise, ventilation, and air quality)
- establishing tobacco-free buildings and grounds
- educating students, school staff, and school-based OST staff on maintaining the safety of the school's physical environment
- specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors, and safe transport)
- requiring the establishment of an ongoing school safety team for MPS and in each school building
- specifying a crisis preparedness and response plan for MPS and assisting each school in developing a plan
- addressing the presence of and training for school monitors and security
- regularly assessing and reporting on the MPS- and building-level implementation of these practices and providing resources and training for continuous improvement

Family Engagement

MPS is committed to encouraging caregiver engagement in school-level decision-making and activities. MPS will support caregiver engagement in the following ways:

- ensuring that caregivers are actively recruited for inclusion on PAC or other parent committees with attention to the diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- ensuring that caregivers participate in the development, implementation, and periodic review and update of the WP
- making the WP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers, and posters)
- providing programs on physical activity, nutrition, and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed, and address the needs of the community
- providing school-based volunteer opportunities for caregivers (e.g., PAC, PTF, school wellness committee, and other school committees)

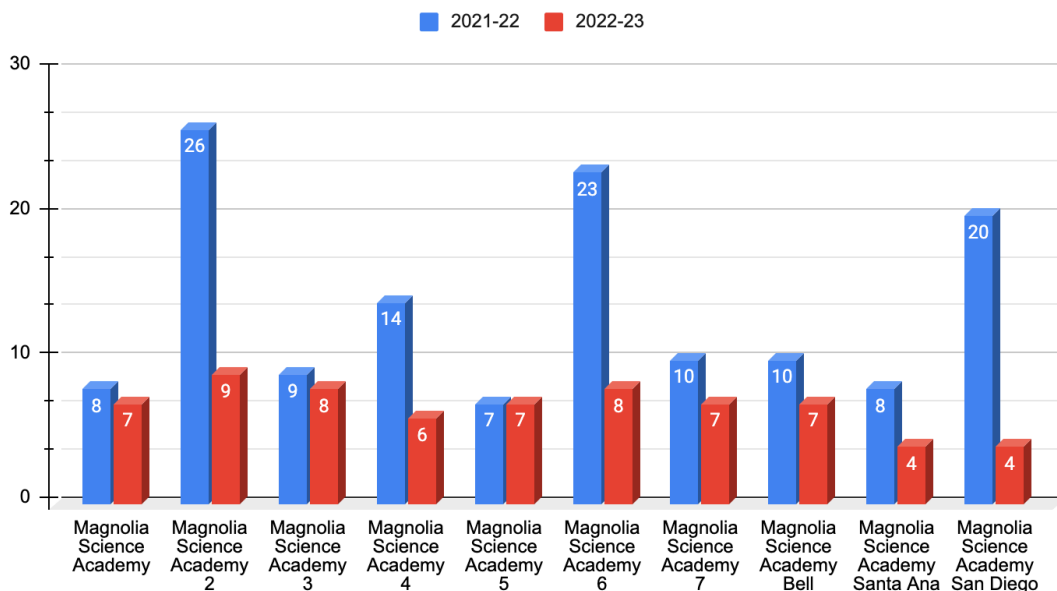
- including caregivers in regularly assessing and reporting on the MPS- and building-level implementation of these practices providing appropriate resources and training for continuous improvement

Community Involvement

MPS will support community involvement in the following ways:

- ensuring that community members are actively recruited for inclusion on the MPS-WC with attention to the diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.
- ensuring that community members participate in the development, implementation, and periodic review and update of the WP
- making the WP available to the public
- developing relationships with community organizations to identify community-based opportunities for student service-learning
- developing joint or shared-use agreements for physical activity participation at all schools
- including community members in regularly assessing and reporting on the MPS- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Number of Parent Advisory Committee (PAC) meetings per year



9. Glossary

21st Century Community Learning Centers (CCLC)

The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting after-school, before-school, and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs, and physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children served by the program.

Boys and Girls Clubs of America (BGA)

Boys and Girls Clubs of America is a national nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging, and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

Child Nutrition Programs

The Child Nutrition Programs are federally funded programs to provide low-income children with nutritionally balanced, low-cost, or free meals and snacks in schools, childcare centers, and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program, and the Summer Food Service Program.

Competitive Foods and Beverages

Competitive foods and beverages are those sold outside of federal school meal programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods and beverages must meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010.

Comprehensive School Physical Activity Program (CSPAP)

A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity daily, and develop the knowledge, skills, and confidence to be physically active throughout their lives.

Magnolia Public Schools Wellness Committee (MPS-WC)

Magnolia Public Schools Wellness Committee (MPS-WC) is sometimes called the School Health Advisory Council (SHAC). It comprises home office, school, and community members who meet at least four times per year to establish MPS goals and oversee school health and safety policies and programs, including development, implementation, evaluation, and updates of the Wellness Policy.

Diversity and Inclusion Practices

Diversity and inclusion practices are the methods undertaken by organizations to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological, or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes how programming is presented and reaching out to people, engaging them in ways that address their needs and perspectives, and encouraging all to become actively involved.

Evidence-Based

Evidence-based interventions have been rigorously studied and shown to improve student outcomes.

Extended School Day

The extended school day is the time during, before, and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals, and more.

Food and Beverage Marketing

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes written or graphic statements to promote the sale of food or beverage products made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.

Health Equity

Health equity means everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health, such as poverty, discrimination, and their consequences, including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.

Healthy, Hunger-free Kids Act of 2010

The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and, for the first

time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

Local Education Agency (LEA)

A Local Education Agency is the local/district agency responsible for education within their jurisdiction and/or school district or charter school.

Moderate to Vigorous Physical Activity (MVPA)

Moderate to vigorous physical activities cause an increase in heart rate, breathing, and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

National School Lunch Program (NSLP)

The National School Lunch Program is a federally assisted meal program in public and nonprofit private schools and residential childcare institutions. It provides children with nutritionally balanced, low-cost, or free lunches each school day.

Nutrition Education

Nutrition education uses a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

Nutrition Promotion

Nutrition promotion uses evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, posters about healthy eating could be displayed in the cafeteria.

Offered

Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

Out-of-School Time (OST) SETTINGS

Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after-school programs on (or offsite from) a school campus or facilities, academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs, or art enrichment programs), and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

Parent Advisory Committee (PAC)

Parent Advisory Committee (PAC) is a collective of parents collaborating with the school site to enrich students' educational journey. PAC members provide

insights, guidance, and assistance on various aspects, including curriculum, school policies, and extracurricular activities, promoting effective communication between parents and school administrators. Their collaboration is often formalized through documents like the Local Control and Accountability Plan (LCAP), Comprehensive School Safety Plan (CSSP), and Wellness Policy (WP).

Parent Task Force (PTF)

The Parent Task Force (PTF) comprises active, engaged caregivers of students enrolled in the school. The Committee is composed of officers elected to serve an annual term, key positions include President, Secretary, and treasurer. The officers work directly with school leaders to address school-related matters, such as upcoming school-wide events, competitions, assessments, and fundraising opportunities.

Positive Behavioral Intervention and Supports (PBIS)

Positive Behavioral Intervention and Support (PBIS) is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know them.

Park and Recreation Agencies

Park and recreation agencies oversee parks and recreation facilities that are for leisure, entertainment, and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails, and built structures for sports, recreation, or arts programs. Examples of services include recreational activity programs, athletic leagues, special events, arts programs, and environmental education programs. Many recreation agencies provide programming for children and youth.

School Breakfast Program (SBP)

The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students nationwide. School breakfast can be offered in the cafeteria. However, many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in meal programs and to reduce the stigma of receiving school breakfast.

School Campus

The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the school building, vehicles used to transport students, athletic fields and stadiums, and parking lots.

School Day

The school day is represented by the time between midnight the night before and 30 minutes after the end of the instructional day.

School Food Authority (SFA)

The School Food Authority is the governing body responsible for administering one or more schools and has the legal authority to operate the federal meal programs.

Smart Snacks in School Nutrition Standards (Smart Snacks)

The Smart Snacks in School Nutrition Standards are science-based nutrition standards for all foods and beverages sold to students on the school campus during the day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went into effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including vending machines, à la carte, school stores, snack or food carts, and in-school fundraising.

Social-Emotional Climate

The social-emotional climate refers to the physical, social, academic, and disciplinary environment in a school building, campus, or out-of-school time. This includes norms, values, culture, policies, practices, characteristics of relationships, and organizational structure. A positive school climate supports children's overall mental and physical health while meeting their academic needs and ensuring positive interactions between students and staff.

Social-Emotional Learning (SEL)

Social-emotional learning is how children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

State Education Agency (SEA)

A State Education Agency, often called the Department of Education, provides information, resources, and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

Trauma-informed Approaches

Trauma-informed refers to delivering services in a way that includes understanding trauma and its impact across settings, services, and populations.


Trauma-sensitive Approaches

Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed, and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

Whole School, Whole Community, Whole Child (WSCC) Model

The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention's framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.

Resources

1.  Communicating Wellness Plan to Educational Partners