

Clovis Unified School District

Wellness Policy

Triennial Assessment Report

April 2023



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Introduction

A local school wellness policy is a written document that guides school districts' efforts to establish a school environment that promotes students' health, well-being, and ability to learn.

The Clovis Unified School District Wellness Policy 5030 not only benefits school children academically, but it is also a federal requirement and must include specific components. The final regulation on local school wellness policies was released in 2017. As part of the requirements, the district informs the public about the wellness policy and any updates that are made. Additionally, the final rule requires completion of triennial assessments. Triennial assessments evaluate the progress Clovis Unified School District has made toward fulfilling specific wellness policy goals.

Clovis Unified School District's Wellness Policy provides a guide to making healthy choices at our schools. The Wellness Policy can be accessed at the Clovis Unified School District website: <https://boardpolicies.cusd.com/ClovisUnifiedBoardPolicies.aspx>.

Wellness Policy Revision Schedule

WELLNESS POLICY EVOLVEMENT

The Child Nutrition and Women, Infants, and Children Reauthorization Act of 2004 required that all school districts participating in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) establish a Local School Wellness Policy (LSWP) by School Year (SY) 2006-07. In 2010, the Healthy, Hunger-Free Kids Act expanded the scope of the LSWP and requires additional stakeholder involvement in the development, implementation, and review of LSWP, such as the requirement of periodic assessment and public updates. In 2014, the proposed rule of LSWP further expanded to include requirements for specific measurable goals for nutrition promotion, education, and nutrition guidelines and standards for all foods and beverages available to student on campus (during the school day). During this time, the proposed rule also established leadership requirements to ensure that each school complied with LSWP requirements. Beginning SY 2016-2017, the California Department of Education (CDE) provided action steps for school districts to commence final implementation stages.

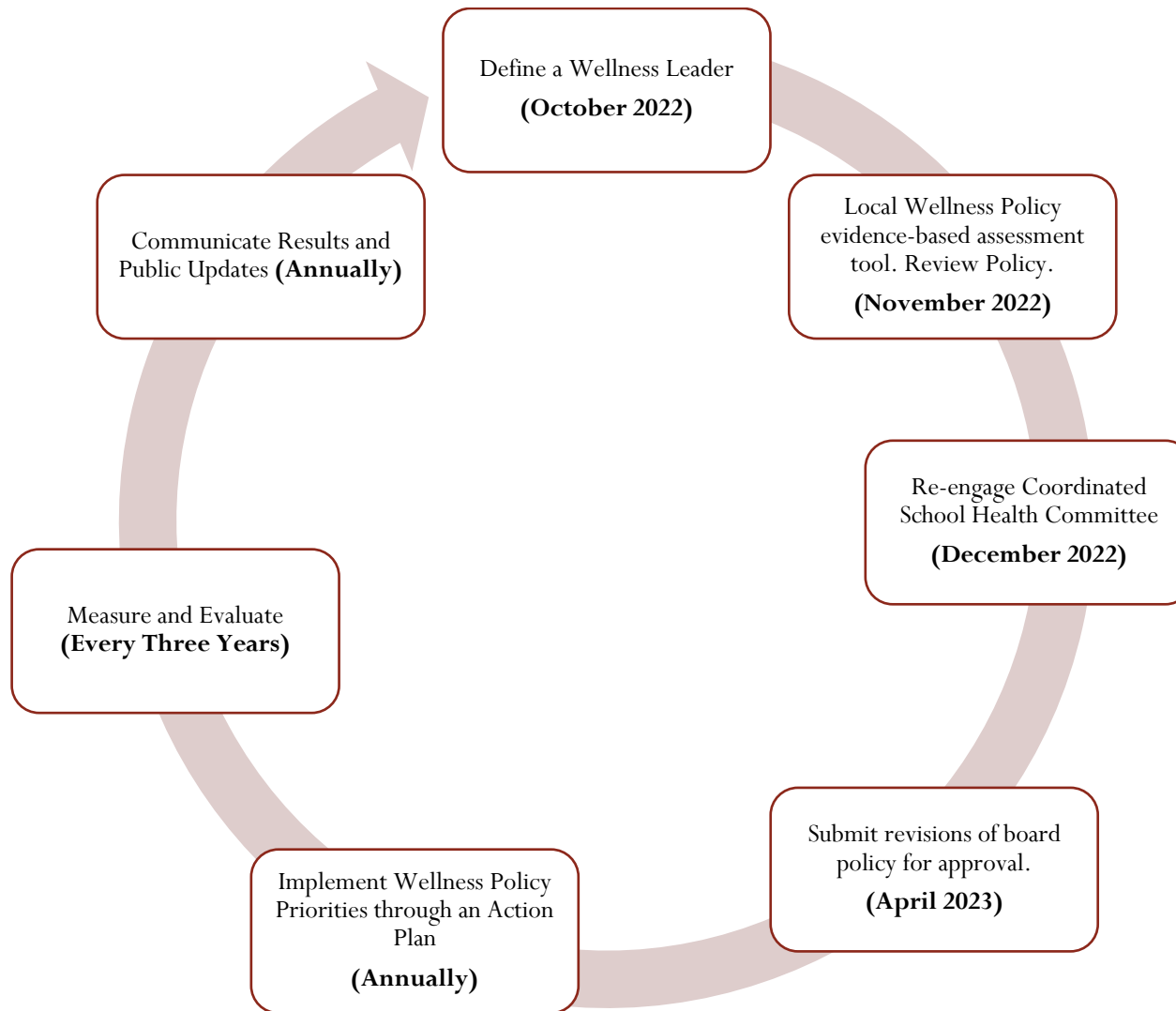
REVISION SCHEDULE

Clovis Unified School District Child Nutrition Department ensured that the district's wellness policy complied with the above policy updates as set forth by the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) and California Department of Education (CDE). Please note the following Clovis Unified School District's wellness policy revision schedule:

- Last reviewed 2/9/2011;
- Last amended 6/9/2021;
- Last reviewed 02/23/2022;
- Approved 4/19/2023

Revision Action Steps

The following action steps were set forth to ensure compliance with the LSWP policy expanded requirements:



1. Identify local wellness policy leadership	The office of the Associate Superintendent of School Leadership	Identify the Wellness Leader/Coordinator	November 2022
2. Local Wellness Policy evidence-based assessment tool.	Campus Catering Director	WellsAT: 3.0 (Model Policy Comparison), for revision of policy and the development of implementation action plans.	November 2022
3. Re-engage Coordinated School Health Committee	Coordinated School Health Committee	Committee comprised of but not limited to: Nursing Services, Athletic Directors at all sites, Area Superintendents, school site principals or designees, Nutrition Services, teachers, psychological services, employee health services, community partners, parents, and students. Campus Catering Director to review WellsAT: 3.0 findings with Coordinated School Health Committee.	December 2022
4. Update policy content to meet federal requirements set forth by the Healthy, Hunger-Free Kids Act of 2010.	Campus Catering Director	Discuss and submit proposed revisions of policy. Present for approval as needed by the end of June 30, 2023.	March-April 2023
5. Convene Coordinated School Health Committee	Campus Catering, Coordinated School Health Committee, Sub Committee	Complete, finalize, and review measurement of implementation of Wellness Policy utilizing Well SAT-I.	February-March 2023

Model Policy Comparison and Assessment

WELLSAT 3.0: SCORECARD REVIEW & WELLSAT-I

The WellSAT 3.0 is a quantitative assessment tool utilized to help score and improve local School Wellness Policies. Since 2010, this measure has been used by thousands of people across the country, representing school districts from every state. All WellSAT items reflect best practices. The purpose of scoring your district’s policy is to identify where it is strong and where it could be improved.

The WellSAT-I is an interview that measures how fully a district is implementing wellness practices. It is designed to be used in conjunction with the written wellness policy scoring tool, WellSAT 3.0. The WellSAT-I was developed by a national team of researchers who work closely with school districts. More information on WellSAT 3.0 and WellSAT-I can be found by visiting <https://www.wellsat.org/>.

Version-WellSAT: 3.0

Policies are given two scores – one for comprehensiveness, and one for strength. Comprehensiveness scores show how many topics the policy addresses overall, while strength show how many topics are addressed in a required, specific manner in the policy. **Please note that the WellSAT 3.0 for Clovis Unified School District was completed utilizing language from various district board policies that included Local School Wellness Policy language associated with the 2010 Healthy, Hunger-Free Kids Act:**

- BP No. 5030-Wellness Policy & AR Coordinated School Wellness 2406
- BP No. 3550-Food Service/Child Nutrition Program
- BP No. 3553-Free and Reduced-Price Meals
- BP No.3551-Food Services Operations/Cafeteria Funds
- BP No. 3554-Other Food Sales
- BP No. 3555-Nutrition Program Compliance
- BP No. 6142.7-Physical Education Program

Combined WellSAT 3.0 and WellSAT-I Scorecard

Below, you will see Clovis Unified School District’s written policy scores WellSAT 3.0 and implementation scores WellSAT-I for every item:



Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy



Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited



Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy



Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

Scoring:



0 – it is not provided/offered/completed or is inadequate/not in compliance

1 – some action has been taken but more work is required for full implementation











2 – this is a priority and standards have been met or exceeded











**WellSAT
3.0 Score**










**WellSAT-
I Score**






Section 1. Nutrition Education				
NE1	 Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	NA	1	
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	NA	1	
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	NA	1	
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	NA	1	
NE5	Do all high school students receive sequential and comprehensive nutrition education?	NA	2	
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	NA	1	
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	NA	1	
NE8	 Does nutrition education address agriculture and the food system?	NA	2	
Section 2. Standards for USDA Child Nutrition Programs and School Meals				







SM1	 Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	2	2	
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	2	2	
SM3	 How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	2	2	
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?	2	2	
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	2	2	
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	NA	1	
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	NA	1	
SM8	 Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	NA	2	
SM9	 What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	1	2	
SM10	 Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	2	1	
Section 3. Nutrition Standards for Competitive and Other Foods and Beverages				
NS1	 Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	1	




NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	NA	2	
NS3	 Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	1	1	
NS4	 Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	1	1	
NS5	 Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items in the school stores meet Smart Snacks regulations?)	1	1	
NS6	 Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulations permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	1	1	
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	1	NA	
NS8	Are foods or beverages containing caffeine sold at the high school level?	NA	2	
NS9	 How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	1	0	
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	NA	1	
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	NA	1	

NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	NA	1	
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water for sale during the school day?	NA	2	
Section 4. Physical Education and Physical Activity				
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	1	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a “Fitnessgram” or “Activitygram”; teaches skills needed for lifelong physical fitness.]	2	2	
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	2	2	
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	2	
PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	2	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2	2	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	2	2	

PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	NA	2	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	2	2	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2	2	
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	2	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	2	2	
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a “joint-use” or “shared-use” agreements? (Note if answer is yes or no).	NA	2	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	2	2	
Section 5. Wellness Promotion and Marketing				
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	NA	1	
WPM2	 Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	NA	2	
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	NA	1	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	NA	2	

WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	NA	1	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	NA	2	
WPM7	 Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	1	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	NA	1	
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	NA	2	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	NA	1	
WPM11	Is there food or beverage 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)? If yes, do the marketed items meet Smart Snacks criteria?	NA	NA	
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	NA	NA	
Section 6. Implementation, Evaluation & Communication				
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	2	2	
IEC2	 Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative 	1	2	

	<ul style="list-style-type: none"> • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 			
IEC3	 Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	NA	2	
IEC4	 How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	NA	2	
IEC5	 How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC’s School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	NA	2	
IEC6	 What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	NA	1	
IEC7	 Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	NA	2	
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	2	2	

 [Federal Requirement](#)
 [Farm to School](#)
 [CSPAP](#)

The WellSAT 3.0 scorecard review indicates that Clovis Unified School District has strong policies and is fully implementing practices that align with the policy in the following areas:

- Standards for USDA Child Nutrition Programs and School Meals,
- Physical Education and Physical Activity,
- Implementation, Evaluation, and Communication (Active Wellness-Coordinated School Health Committee)

The school district created an implementation plan in the following areas as identified in the scorecard. Additional action implementation plan items have been identified by the district's Coordinated School Health Committee. Identified areas include:

- Competitive Foods and Smart Snacks Nutrition Standards,
- Classroom Food Based Celebrations,
- Procurement of Local Foods,
- Food and Beverage Marketing on School Campus

Policy updates are recommended in the following areas:

- Language that fulfills the federal requirements.
- Identification of USDA professional development training.
- Identification of the various stakeholders identified in the Coordinated School Health Committee.

SY 2022-2023 Action Plan

For SY 2022-2023 the development of the Action Plan was conducted utilizing the WellSAT: 3.0 scorecard items in addition to priority action item goals identified by the CUSD Coordinated School Health Committee. For SY 22-23, the Coordinated School Health Committee convened at least twice in the school year. A subcommittee collects and disseminates information on the effectiveness of Coordinated School Wellness action plan.

Goal 1:

The district will increase its understanding of Competitive Foods and Smart Snacks Nutrition Standards.

Implementation Plan Items	Action Steps	Monitoring (How will you know it's happening)	Data Indicators (How you know it's working)	Frequency/Timeline	Person(s) Responsible	Budget Considerations
Smart Snacks and School Resource Guide	Develop guide. Present to senior leadership. Senior leadership to deliver to school administration through email.	Vending agreement requests.	Number of vending agreements processed.	As needed.	Campus Catering, Administrative Assistant	N/A
Smart Snacks in Schools Awareness and Notifications	Establish a resource link on website.	Campus Catering to receive training on website modifications.	Number of vending agreements processed.	As needed.	Campus Catering, Dietitian, Administrative Secretary, Administrative Assistant	N/A

Goal 2:

The district will procure locally grown produce.

Topic	Action Steps	Monitoring (How will you know it's happening)	Data Indicators (How you know it's working)	Timeline	Person(s) Responsible	Budget Considerations
<p>Incorporate DOD produce and procure fresh produce.</p>	<p>Utilize DOD Produce.</p> <p>Modify menus to include whole fruit and vegetables.</p> <p>Complete entitlement survey.</p>	<p>Invoices</p>	<p>Fresh produce order frequency.</p>	<p>Entitlement Survey Due</p> <p>June 2023</p>	<p>Campus Catering, Registered Dietitian.</p>	<p>Fresh Produce Projected Cost: \$550,000</p>
<p>Clovis East Ag Team CDFA Farm to School Partnerships</p>	<p>Meet the Clovis East Farm Ag to partner in CDFA Farm to School initiatives.</p> <p>If the <i>Clovis East Ag</i> team wants to utilize <i>Campus Catering</i> purchases as a source of eligible expenditures.</p> <p><i>(Campus Catering)</i> To procure available broccoli and local California grown fresh produce (tangerine/orange cross over).</p>	<p>Invoices</p>	<p>Fresh produce order.</p>	<p>March 31, 2023</p>	<p>Campus Catering, Registered Dietitian, Campus Catering Accounting, Clovis East Ag</p>	<p>Total Projected Cost: ~\$87,000</p>

<p>Education to school sites, Campus catering, and students</p>	<p>Identify local grown produce on digital menus.</p> <p>Incorporate Harvest of the Month information.</p> <p>Develop a monthly Campus Catering newsletter with wellness information and menu change updates.</p> <p>Send out email memos describing menu changes with locally grown produce.</p> <p>Highlight locally grown produce during NSBW.</p>	<p>Delivery of email notifications.</p> <p>Delivery venues of Campus Catering newsletter.</p>	<p>Meal participation trends and established monthly menus.</p> <p>Frequency of delivery of Campus Catering newsletter.</p>	<p>June 2023</p>	<p>Campus Catering Registered Dietitian, Administrative Secretary, Communications Department</p>	<p>N/A</p>
<p>Public Awareness and Notifications</p>	<p>Post information on the department website.</p> <p>Order marketing tools to notify households of the availability of information.</p>	<p>CUSD today.</p> <p>Board meeting report.</p>	<p>Frequency of CUSD Today marketing content.</p>	<p>June 2023</p>	<p>Campus Catering, Registered Dietitian, Communications Department, Administrative Secretary</p>	<p>Fund 1300-Marketing Cost:</p> <p>Pending</p>

Goal 3:

The district will discourage classroom food-based celebrations.

Implementation Plan Items	Action Steps	Monitoring (How will you know it is happening)	Data Indicators (How you know it is working)	Frequency	Person(s) Responsible	Budget Considerations
Review board policy language.	Review policy language and submit for review.	Submittal for board approval.		As needed	Campus Catering	N/A
Develop a resource tool for alternate rewards in the classroom.	Incorporate Smart Snacks In School resource for school sites. Present for leadership delivery through email notification memo.	Establish baseline through survey monkey.	Annual changes to baseline survey outcomes.	As needed	Campus Catering	N/A

Triennial Implementation Highlights

Over the course of three school years, Clovis Unified School District Coordinated School Health Committee convened a total of seven times. Partners included parents, nursing staff, community partners, nutrition services, employee benefits staff, psychological staff and district administration. Some community partnerships have included Center for Wellness and Nutrition, California Health Collaborative, Dairy Council, and Valley Children’s Hospital. Wellness policy action items were prioritized collectively. The following are the Wellness Policy triennial implementation highlights; SY 19-20, SY 20-21, SY 21-22.

During the pandemic, meals were offered to the community for all children aged one year to eighteen. Boxes of food were also distributed once a week to reduce exposure to others thus reducing COVID-19 from spreading. Food safety information was included with meals. Nutrition education remained a focus via Zoom instruction when students were engaged in remote learning.

Prior to the pandemic CUSD Coordinated School Health Committee coordinated walk-to-school events, facilitated the drug prevention team’s anti-tobacco use campaign along public trails and in city parks in coordination with the City of Clovis, smoking cessation and diabetes prevention classes as well as self-monitored fitness challenges for staff were also promoted.

To increase water access, the Campus Catering Department purchased water dispensers for all Clovis Unified School District in 2022. The iced water dispensers will give an additional water access point in addition to the refillable water stations and water fountains at each school site.

For SY 2022-2023 the development of the action plan was conducted utilizing the WellSAT: 3.0 scorecard items in addition to priority action item goals identified by the CUSD Coordinated School Health Committee. For SY 22-23, the Coordinated School Health Committee convened at least twice in the school year. The Director of Campus Catering alongside the Director of Nursing attended various subcommittee convenings to progress implementation of identified Wellness Policy goals.

Current and future action item goals identified by CUSD Coordinated School Health Committee include:

- Student inclusion for sports clinics.
- Discussions on classroom food-based celebrations.
- Promote healthy activities for staff.
- Promoting and advertising school meal program activities through various venues. (Examples: board meeting, town hall meetings, CUSD Today, social media).
 - Community Education
 - School Level Education
 - Community Partnerships

- Improving mealtimes and bell schedules.
 - Second Chance Breakfast, Breakfast in the Classroom, Staggered Meal Services
- Scratch cooking promotion.
- Promote Smart Snacks in Schools:
 - Share model school within the district.
- Discuss “Joint Use Agreements” and process.
- Community partnerships to leverage resources.

Next Steps

The health of our community depends on the partnership between the District and the City. Urban planning that promotes physical activity, social integration, and mental health as well as fostering environments where students and staff can truly be the best they can be in mind, body and spirit is our collective aim. The continued work with the Coordinated School Health Committee is on-going with the overarching goal to support our students towards healthier lifestyle habits for optimal student learning success.