

# California LSWP Triennial Assessment Guidance

Local Education Agencies (LEAs) must conduct a comprehensive assessment of the Local School Wellness Policy (LSWP) a minimum of once every three years, beginning no later than June 30, 2020. The 2020 triennial assessment requirements are: 1) comparison to a model policy; 2) progress with the LSWP goals; and 3) compliance with the policy. The structure of the assessments prior to 2020 is up to LEAs. For triennial assessments conducted 2020 and later, LEAs may choose their methods to meet the three requirements outlined above. One online tool recommended for model policy comparison is the Well SAT, which can be located on the Well SAT [website](#). LEAs may use action planning documents containing timelines, goals, and tasks to assist in measuring progress and compliance with the policy, such as the School Health Index online tool located on the [Center for Disease Control and Prevention website](#). LEAs must also make the results of the triennial assessment available to the public.

<b>Agency Name:</b>	Solana Beach School District
<b>Date Policy Revised:</b>	June 13, 2024
<b>Number of Schools:</b>	7
<b>Reporting Time Period:</b>	2021-2022 School Year 2022-2023 School Year 2023-2024 School Year
<b>Report Completed and By Whom:</b>	District Wellness Committee (see committee list in the following table)

## District Wellness Committee Members 2023-24

Lauren Leahy, Ed.D (lead) JP Kachaluba (co facilitator) Terra Carlson Sarah Whelihan Kathy Stamer Debra Mulvaney Christine Murphy Liz Schlicher Jenny Sutton Catherine McFadden Sara Black	Felicity Smith Sheridan Pearson Karras Hacker Mike Campbell Trevor Hays Jill Carter Harlan Klein Terry Arone Theresa Wetherhold Megan Laughlin Amber Hishmeh	Beth Mudd Kathy Cimo Miguel Herrera Shohre Zahedi Corinna Acevez Rose Corzine Katherine Suel, Ph.D
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**Members include:** Certificated staff, classified staff, specialists, school counselors, school psychologists, Board member, Licensed Clinical Social Worker, parents, district directors, community liaison, SBSD residents, and community partners from the healthcare field/industry

Comparison to Model Policy Used	Check If Used
Alliance for a Healthier Generation	x

**Please indicate which tool was used and the score and provide a brief summary of the result of model policy comparison.**

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Tool Used	Results
Well SAT Scorecard	Comprehensiveness Score: 94
Well SAT Scorecard	Strength Score: 75

**Monitoring Progress with Meeting the LSWP Goals:** completed tools attached

**Please indicate which tool was used to monitor progress:**

Tool Used to Monitor Progress	Check if Used
Well SAT Implementation Assessment	X

\*A condensed version of the School Health Index is located on the [Action for Healthy Kids website](#).

**Please summarize successes and barriers by school year:**

## School Year: 2021-2022

### **Successes:**

- Child Nutrition Services provided scratch lunch meals throughout the entire pandemic. Families had the opportunity to drive through and pick up meals.
- Social Emotional Learning strategies and practices implemented across the district in alignment with the CASEL competencies at all 7 school sites.

### **Barriers:**

- Availability of large group events, community builders and school activities was reduced and restricted to align with California Department of Public Health (CDPH) health and safety guidelines due to the COVID-19 pandemic.
- With the availability of Immersive EDU, not all students had returned to a comprehensive school campus. This limited the access to live peer-to-peer interaction to strengthen social learning skills and strategies.
- CDPH required assigned seating, separation of 6 feet or more inside and outside of the classroom setting that limited students and their ability to self-select choices throughout the school day.

## School Year: 2022-2023

### **Successes:**

- Along with principals and school staff members, the Traveling SEL Team implemented a systematic framework that follows a progressive continuum for school sites to learn, practice, model and coach additional social, emotional and positive behavioral skills, practice them, and reinforce them; for all staff across all schools.
- Solana Beach School District contracted with Care Solace, a 24/7/365 Mental Health Care Coordination organization for all students.
- Certain CDPH restrictions were lifted, and this allowed LEA's to bring back select student programming/offers and in person school based events resumed.
- Child Nutrition Services provided a total of 516,000 scratch meals (including breakfast and lunch).

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## Barriers:

- There is a need to consistently implement no food for birthday celebrations at all school sites, no student sharing of food and/or drinks.
- There is a need to consistently encourage school organizations to use health food items or non-food items for fundraising purposes.
- There is a need to educate students and families about the 5 components of school meals.

## School Year: 2023-2024

## Successes:

- Solana Beach School District's Employee Assistance Program (EASE) brings on a new partner, Evernorth Behavioral Health. This allows all staff members the ability to access mental health services and resources.
- Increased student awareness and engagement through Environmental Stewardship initiative:
  - minimizing waste (share bins, recycling)
  - understanding where and how our foods are grown
  - utilizing outdoor and physical education
  - food recovery programs (providing nourishment for communities facing food insecurities)
- The Traveling SEL team provided ongoing opportunities for professional learning for classified staff to support student behavior.
- Continued to offer Care Solace to all students (mental health care coordination service)

## Barriers:

- There is a need to educate students and families about the 5 components of school meals.
- Vacancies and turn over in food service positions districtwide.

## Extent of Compliance for ALL schools with the LSWP: (attach completed tools)

Please indicate the tool used to assess the extent of compliance:

Tool Used to Assess Extent of Compliance	Check if Used
Well SAT Implementation Tool	X
District LCAP Survey	X

Please indicate how many schools are in compliance:

Policy Area	Not Met (number of schools)	Partial Compliance (number of schools)	Full Compliance (number of schools)
Nutrition Education			7
Nutrition Promotion			7
Physical Activity			7

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Other Areas of Student Wellness			7
Nutrition Standards for Meals			7
Competitive Food and Beverage Standards			7
Food and Beverage Marketing			7
Foods Offered but Not Sold			7
Public Involvement			7
Public Notification			7
Leadership			7

## Triennial Assessment Report to Public: (attach documentation)

Please indicate which target audiences received a report of the triennial assessment, the method used, and the date reported.


Target Audience(s)	Method	Date
School Board	Written notification	6/14/24
Parents	Posting to Student Services, CNS and linked to school sites	6/17/24
General School Community	Posting to Student Services, CNS and linked to school sites	6/17/24
Students	Posting to Student Services, CNS and linked to school sites	6/17/24
Teachers	Posting to Student Services, CNS and linked to school sites	6/17/24
School Administrators	Posting to Student Services, CNS and linked to school sites	6/17/24
General School Staff	Posting to Student Services, CNS and linked to school sites	6/17/24
Educational Partners	Posting to Student Services, CNS and linked to school sites	6/17/24


# Your District's Combined WellSAT 3.0 and WellSAT-I Scorecard


[Close window](#)


## Policy Name: 5030 Student Wellness















Below, you will see your written policy scores [WellSAT 3.0] and implementation scores [WellSAT-I] for every item. Each pair of responses is compared and linked to an outcome, listed below:






 **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























		WellSAT 3.0 Score	WellSAT-I Score	
<b>Section 1. Nutrition Education</b>				
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?	2	2	
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?	2	1	
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	2	2	
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	NA	NA	
NE5	Do all high school students receive sequential and comprehensive nutrition education?	NA	NA	
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.]	2	2	
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.]	2	2	
NE8	 Does nutrition education address agriculture and the food system?	1	2	
<b>Section 2. Standards for USDA Child Nutrition Programs and School Meals</b>				
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.]	NA	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)	1	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]	2	2	☆
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.	2	2	☆
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?	2	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?	0	2	

### 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	2	☆
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?	0	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?	2	2	☆
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?)	NA	2	
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 for ensuring all items in the school stores meet Smart Snacks regulations?)	NA	2	
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 regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	2	2	☆
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: <a href="https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study">https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study</a> . 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	NA	
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?	2	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?	2	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	2	NA	
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).	2	2	☆

NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are 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 is for sale during the school day?	2	2	☆
<b>Section 4. Physical Education and Physical Activity</b>				
PEPA1	✎ Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	☆
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	0	
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.	NA	NA	
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.	NA	NA	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	0	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	1	
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?	NA	NA	
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	NA	
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?	1	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?	1	1	
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?	1	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).	1	2	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	2	2	☆
<b>Section 5. Wellness Promotion and Marketing</b>				
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.]	2	2	☆
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	2	2	☆

	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."			
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.	1	2	
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.]	2	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.]	2	2	
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).	2	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	2	
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?	2	2	
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?	2	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?	0	2	
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?	1	2	
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?	1	1	
<b>Section 6. Implementation, Evaluation &amp; Communication</b>				
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"> <li>• Parents</li> <li>• Students</li> <li>• School Food Authority representative</li> <li>• PE Teacher</li> <li>• School Health Professional (nurse, social worker, school psychologist)</li> <li>• School Board Member</li> <li>• School Administrator</li> <li>• Community member</li> </ul>	2	2	
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?	2	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?	2	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.]	2	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	2	2	

	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.			
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?	2	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

## SOLANA BEACH SCHOOL DISTRICT - LOCAL SCHOOL WELLNESS POLICY – ACTION PLAN

WELLNESS COMPONENT: Nutrition Education			
Policy Element: NE7: Nutrition Education linked with school food environment			
What will this look like?: Develop an internal and external community of educational partners to build and sustain a culture (mindsets and attitudes) of Environmental Stewardship			
Funding (e.g., LCAP/ESSA/Other): Potentially one time monies, Title I, unrestricted funds, Educator Effectiveness, one time grant funding			
PRIORITY	ACTIVITIES/STEPS: What needs to be done?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	1. Maintain an Environmental Stewardship Lead Committee to establish norms, committee purposes and draft goal outcomes. Considerations include mission and vision, board policies, equitable practices and inclusion of student voice. <b>(in progress)</b>  2. Conduct Food Waste Audits at identified school site locations <b>(in progress)</b>  3. Facilities, Maintenance & Operations conducts current status updates at each site's garden and if they are meeting equitable access for services (automatic irrigation system) <b>(completed)</b>  4. Review Board Policy 5030 to consider recommending additional language that includes environmental stewardship. <b>(in progress)</b>  5. Maintain a minimum of 40% or higher percentage of scratch kitchen cooking at all district facilities. <b>(in progress)</b>	Each activity/steps includes the current status	<b>Name(s):</b> Child Nutrition Services, Environmental Stewardship Committee, school sites, site principals

SOLANA BEACH SCHOOL DISTRICT - LOCAL SCHOOL WELLNESS POLICY – ACTION PLAN

Additional Information:		How often will monitoring take place? (e.g., weekly, monthly, annually) Ongoing monitoring will occur, likely monthly and occasionally weekly	To whom will results and/or updates be reported? District Wellness Committee Board of Education (board updates and presentations)
<b>COMMENTS:</b>	In order to continue to build a culture of Environmental Stewardship to inspire environmental literacy, equitable and sustainable practices for learners to advocate for ecological interdependence, a variety of resources may be needed to carry out the work. The contributions span a variety of district departments as well as educational partners.		

## SOLANA BEACH SCHOOL DISTRICT - LOCAL SCHOOL WELLNESS POLICY – ACTION PLAN #2

<b>WELLNESS COMPONENT: Nutrition Education</b>					
<b>Policy Element:</b> Other Elements of Student Wellness					
<b>What will this look like?:</b> Collaboration among educational partners and members of the District Wellness Committee to review and revise the SBSD Bullying Prevention Policy prior to the 2024-2025 school year in alignment with inclusivity of language, Effective Schoolwide Environment Plans (ESEP) and current legislation.					
<b>Funding (e.g., LCAP/ESSA/Other):</b> No funding needed					
PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup	
<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	1. Communication regarding SBSD Anti Bullying Policy revisions a. Staff (newsletters, bulletins, meetings: PLG on Wednesdays, site equity team, site leadership teams) b. Students (assemblies, student council, student leadership team) c. Families (parent education, newsletters, weekly emails)	Prior to the end of trimester 1 in the 2024-25 school year	<input type="checkbox"/> COMPLETED <input checked="" type="checkbox"/> IN PROGRESS	<b>Name(s):</b> Student Services  <b>Workgroup:</b> School counselors, guidance instructors, Senior Cabinet, principals, District Wellness Committee, Board of Education, Districtwide Safety Committee	
	2. First reading waive second reading of Board Policy 5131.2 Bullying a. Confirm upload of revised policy on the district website (main page and Student Services)	December 2023	<input checked="" type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS		
	3. School sites update their student/parent handbooks with revised SBSD Bullying Prevention Policy	August 12, 2024	<input type="checkbox"/> COMPLETED <input checked="" type="checkbox"/> IN PROGRESS		
	<b>How will this be monitored?</b>		<b>How often will monitoring take place?</b> Annually	<b>To whom will results and/or updates be reported?</b> Educational partners	

**SOLANA BEACH SCHOOL DISTRICT - LOCAL SCHOOL WELLNESS POLICY – ACTION PLAN #2**

**COMMENTS:** This outlined action plan does not have any fiscal impact for implementation.