



**Woodside Elementary School District
Wellness Plan
2025**

(Board approved June 3, 2025)

Preface

In accordance with 7 CFR 210.31(c), a Local Education Agency that participates in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) must establish a Local School Wellness Policy for all schools under its jurisdiction. As of June 30, 2017, Local Wellness Policies must meet the minimum requirements set forth in the Final Rule: Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010. Local Wellness Policies are a valuable tool in the promotion of student health and wellness through the NSLP and SBP. Schools play an essential role in preparing students for successful futures, and proper nutrition and physical activity are key to creating a constructive learning environment. Local Wellness Policies provide guidance to further support schools efforts to provide students with a successful and happy future.

Wellness Policy Committee

Wellness Policy Committee Members:

- John Bartfield, Student Services Director; jbartfield@woodsideschool.us
- Mena Lam, School Counselor; mlam@woodsideschool.us
- Abbe Keane, School Nurse; akeane@woodsideschool.us
- Hanwool Kim, Chief Business Officer; hkim@woodsideschool.us
- Michelle Ahlstrom, Executive Assistant to the Superintendent / Communications; mahlstrom@woodsideschool.us
- Patrick Hurley, Lower School Principal; phurley@woodsideschool.us
- Dr. Anne Porzig Dahlen, Parent/Community Representative; anne@dahlen.com

WELLNESS POLICY COMMITTEE RESPONSIBILITIES

Public Involvement

Woodside Elementary School District permits and encourages public involvement in Local Wellness Policy development, implementation, updates, and reviews. Therefore, Woodside Elementary School District shall invite a variety of stakeholders within the general public to participate in Local Wellness Policy processes. The following methods of communication will be utilized to notify the general public of the opportunity to participate in these processes:

- The Governing Board will establish a Wellness Committee that is diverse and inclusive. Membership will include District and site administrators, parents, classified and certificated employees and potentially members of local agencies..
- The Committee will meet at least semi-annually with sufficient time to conduct the group's business
- Committee meetings will be open to the public and advertised through the District website and school newsletters.

Assessments

Under the Healthy, Hunger-Free Kids Act of 2010, assessments of the Local Wellness Policy must occur no less than every three years. Woodside Elementary School District shall conduct assessments of the Local Wellness Policy every three years, beginning in **2028** and occurring every 3 years thereafter. These assessments will:

- Ensure the wellness policy is in compliance with USDA, State, and Local rules and regulations
- Compare Woodside Elementary School District's wellness policy to model wellness policies
- Measure the progress made in achieving the goals as outlined in the Woodside Elementary School District's wellness policy

Updates

The Wellness Policy Committee must update the Local Wellness Policy as appropriate in order to fit the needs and goals of the Woodside Elementary School District. Woodside Elementary School District shall make the following available to the public:

- The Local Wellness Policy, including any updates to the policy, on a yearly basis;
- The triennial assessment, including progress toward meeting the goals outlined in the wellness policy Through the following channels:
 - District Website
 - Principal and Superintendent's newsletters
 - Copies made available to the public on school website

Records

The Woodside Elementary School District shall maintain a record of the Local Wellness Policy. This includes keeping a copy of the current wellness policy on file and maintaining documentation of the following actions:

- The most recent assessment of the policy
- Availability of the wellness policy and assessments to the public
- Reviews and revisions of the policy, including the individuals involved and the efforts made to notify stakeholders of their ability to participate in the process.

NUTRITION

Woodside Elementary School District recognizes the important role nutrition plays in academic performance as well as overall quality of life. The National Education Association references numerous articles supporting the effects of nutrition on the classroom, for example, hunger often has a negative impact on students' success, attendance, and behavior. Woodside Elementary School District also acknowledges that schools play a vital role in childhood nutrition and fitness and as part of the larger community, schools have a responsibility to promote family health and provide a strong foundation for children's future health and well-being. Through participation in the U.S. Department of Agriculture's School Nutrition Programs, Woodside Elementary School District commits to serving nutritious meals to students in order to prevent both overconsumption of nutrient-poor foods and food insecurity to give students the best chance to succeed inside and outside the classroom.

Nutrition Standards

Meals

All reimbursable meals served for the purposes of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet or exceed USDA nutrition standards and regulations. This includes meeting standards for each of the meal pattern components (i.e. Grains, Meat/Meat Alternates, Fruits, Vegetables, and Milk) as well as meeting or exceeding the limitations set for calories, sodium, sugar, saturated fat, and trans fat. The district will also strive to provide a fresh fruit and/or fresh vegetable with each meal. The district has partnered with the LunchMasters, a third-party meal service vendor, to provide daily breakfast and lunch options to all students.

Competitive Foods

At this time Woodside Elementary School District is not offering any competitive foods and beverages.

Other Foods and Beverages

Parents/guardians are encouraged to support the Woodside Elementary School District's nutritional education efforts by considering nutritional quality when selecting any snacks they may donate for occasional class activities, rewards, or celebrations. [USDA Food and Nutrition Service Smart Snack Nutrition Standards \(May 2022\)](#) are as follows per serving:

- Calories - 200 calories or less (snack) or 350 calories or less (entree)
- Sodium - 200mg or less (snack) or 480mg or less (entree),
- Total fat - 35% of calories or less
- Saturated fat - less than 10% of calories Trans fat - 0%
- Sugars - 35% by weight or less

Classroom Food Policy

The Board of Trustees and school staff have worked hard to establish a list of agreements about food being provided to our students during the school day.

We expect that families will provide their students with a healthy daily snack for recess and make arrangements for lunch either with food from home or from our LunchMaster hot lunch program.

In addition to those opportunities for food on campus, we have agreed the following:

- Celebrations such as birthdays, holidays and academic events will be agreed upon by the grade level team of teachers and room parents. Those agreements will be communicated to all families at that grade level. Healthy snacks are encouraged.
- Brain break snacks will be provided by the school district through a pilot program we are engaging in with **The Fruit Guys** to deliver farm-fresh fruit for the students.

District Supplied Snacks

Every other week, **The FruitGuys** deliver fresh, organic fruit to the school office for Brain Breaks and whenever a student needs a healthy snack during the school day. Students are sent from the classroom to the office to retrieve fruit when necessary.

Fundraisers and Marketing

All fundraisers and marketing promoting food and/or beverage items that are held on school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day) will aim to meet USDA Food and Nutrition Services Smart Snacks Nutrition Standards (see above). The district shall also utilize non-food fundraisers to promote healthy habits and well-being. The marketing standards described apply, but are not limited to, oral, written, and graphic statements made for promotional purposes. Items subject to marketing requirements include, but are not limited to, posters, menu boards, coolers, trash cans, and other equipment.

General Nutrition Education

In accordance with the California Learning Standards, Woodside Elementary School District shall meet all California requirements and standards for Health Education. Woodside Elementary School District shall include nutrition education within the health education curriculum and integrate nutrition education into other core subjects, as appropriate. Various grade levels and curriculums shall use nutrition education information, research, and materials.

Classroom Nutrition Education

A local physician provides a monthly nutrition lesson to all 5th graders throughout the school year. Example of lessons plans:

- #1 Nourish, Balance, Thrive- Healthy living, healthy goal setting
- #2 What does healthy eating look like? Introduce Healthy Eating Plate
- #3 Understanding Ingredient Lists
- #4 Unprocessed Carbohydrates
- #5 Processed Carbohydrates
- #6 Protein
- #7 Fats

Nutrition Promotion

Woodside Elementary School District strives for all grade levels to implement nutrition promotion techniques through multiple channels, classroom, and home. WESD participates in activities such as the school garden, farm-related field trips, and integration of food-related information into classroom curriculum. Grade-level promotion:

- Transitional Kindergarten: TK uses UCSC Life Lab curriculum in the garden which includes nutrition lessons.
- Kindergarten: As Kindergarteners study different units in the garden, they will sample various seasonal fruits and vegetables that tie in to the lesson

(e.g. popcorn, pumpkins, citrus, carrots, cucumbers, garlic, “dirt bowls”, nectar, lettuce, radishes, honey, melons and more).

- 1st Grade: First grade samples seasonal fresh fruits and vegetables in the garden. We also include a body break and a small healthy snack during a long stretch of the day, affectionately called Snack and Track.
- 2nd Grade: The 2nd grade tries to sample different fruits and vegetables in the school garden and the students use some simple kitchen tools - colander, salad spinner, kid safe knives for slicing things like cucumbers, watermelon, apples. Second grade doesn't have a formal nutrition curriculum.
- 3rd Grade: Like second grade, third grade will continue to sample different fruits and vegetables in the school garden. The students will continue to use kitchen tools such as; a colander, salad spinner, and kid safe knives for slicing various fruits and vegetables.
- 4th Grade: Garden activities with parents/guardians
- 5th Grade: Monthly nutrition session with local physician

Upper School Elective:

Science of Food (Trimester long)

This introductory Science of Food course is built into our 6th grade Life Skills wheel class for all students to experience.

Advanced Science of Food (Trimester long)

This course is for incoming 7th and 8th grade students who want more! This course will follow the same format as Science of Food, and you will explore new skills and recipes.

District & Community Input:

Outdoor Classroom (Garden) Committee

The Outdoor Classroom (Garden) Committee was created at the start of the 2024-25 school year with the goal of establishing a clear plan for each grade, including development lessons, determining necessary supplies and encouraging the support of parent volunteers and teachers.

Garden Reference Library

The Outdoor Classroom/Garden team builds a reference library for teachers and future WES Garden volunteers and requests input from parents and community members of great ideas for activities and snack recommendations [HERE](#).

Physical Activity

Physical activity is a key component of the health and well-being of all students. Physical activity lowers the risk for certain diseases, including obesity, heart disease, and diabetes. Physical activity also helps improve brain function, allowing students to perform better in school. The Centers for Disease Control and Prevention recommends adolescents get at least 60 minutes of physical activity five days per week. Woodside Elementary School District recognizes this connection and commits to promoting and providing opportunities for physical activity during and outside the school day.

Physical Education

In accordance with the California Learning Standards, Woodside Elementary School District shall meet all California state requirements and standards for Physical Education. Woodside Elementary School District shall offer Physical Education class as follows: Per requirements from the California Department of Education, students in the Woodside Elementary School District receive at least 200 minutes of PE every 10 school days. The California Physical Education Standards are closely followed during Physical Education instruction at all school sites.

Other Opportunities for Physical Activity

The District shall include additional physical activity opportunities, outside of Physical Education class, during the school day through the following:

- Recess (daily)
- Snack & Track (1st grade)
- Abundance of outside space and equipment are available at recess to encourage a variety of movement choices (daily)
- “Wiggle Room” for sensory breaks (daily)
- Mileage Club at recess and lunch for lower school students
- Regular movement and dance breaks (daily)
- Kindergarten All Kids Bike Program
- After School sports — flag football, volleyball, basketball, tennis, wrestling
- PTA after School enrichment classes (basketball, hip hop, skateboarding)
- Labyrinth (next to turf field and garden) — walking a single, winding path designed for meditation or contemplation
- Overnight Field Trips — Community Building
 - Gold Country (4th)
 - Outdoor Education (5th)
 - Marin Headlands (6th)
 - Yosemite (7th)
 - Washington D.C. (8th)

Physical Activity Promotion

The District shall promote physical activity through the participation in the following initiative(s):

- After School Athletics
- Upper School Dance
- May Day Fun Run
- Woodside Soccer Club (Crush)
- W-Ball
- Alpine Little League

PHYSICAL HEALTH

The district employs a registered Nurse (Abbe Keane) on the Woodside School campus 30% this school year. Nurse Keane assists the District in developing health plans, providing training to staff, and teaching students about nutrition, hygiene and self-care. She also provides services includes: Life skills/SEL Health; hearing and vision screening, employee flu shots, education assistance; staff training for EPI pen use; Narcan; special education consultations

Sequoia Healthcare District — Healthy Schools Initiative Grants

Every year, the Sequoia Healthcare District's Healthy School Initiative helps to support school-based health programs to over 28,000 students across 8 school districts in San Mateo County, ours included. The program funds over 60-staff, including wellness coordinators, school nurses, and counselors. Additionally, the initiative trains school staff in supporting students' emotional health. The Sequoia Healthcare District ensures taxpayer's dollars are specifically directed to improve the healthcare of the community through coordinated, school-based programs.

In addition, the Sequoia Healthcare District intends to provide three (3) Automated External Defibrillator (AED) devices to be placed on campus with close proximity to playing fields — behind the community gym, in front of the school garden (access to turf and grass field) and near the tennis courts. The district plans to install devices during the summer of 2025.

Integrative Wellness Workshop — Staff Health

Through Sequoia Healthcare District and Center for Wellness and Achievement in Education, the District initiated a 10-series Integrative Wellness Journey with the entire staff in February 2025. The first workshop focused on checking in with staff on a cognitive, emotional, social and physical level and meditation. The 10-series workshop topics include: meditation, exercise, nutrition, sleep, routines, joyful activity, meaningful work, social connectedness, Nature & Environment and Gratitude & Service.

Student Health Information

Pupils attending school should be physically healthy, without signs of contagious diseases. Parents are asked to keep their sick children home until all signs of contagiousness, such as vomiting, diarrhea, and fevers, have subsided, medication-free, for 24 hours. Communicable diseases, including COVID-19, should be reported to the school office so that exposure notices may be sent to classmates. Basic first aid will be provided by designated school personnel. Parents will be notified of more complex injuries and illnesses, and students must be picked up from school immediately.

WESD Wellness Board Policy & Regulation:

Policy 5030: Student Wellness

Regulation 5030: Student Wellness

MENTAL HEALTH

The district recognizes the relationship between mental health and academic achievement. Students face high levels of stress due to many factors, and many have experienced trauma of various sorts during their lives. Recent data suggests that when students have their physical, psychological, and environmental safety needs met, they perform better academically and are less likely to engage in dangerous or unhealthy behaviors. Woodside strives to create these conditions for all students and provide them with tools and resources to become outstanding future citizens.

Mental Health Goal:

Woodside Elementary School District will promote a positive school environment and teach students the skills of self-management, social awareness, relationship skills, and responsible decision making.

Strategies to promote progress toward this goal:

- Staff members attend a summer SEL trainings at Institute For Social Emotional Learning at Nueva School
- Wayfinder Social Emotional Learning curriculum implemented by teachers and supported by school counselor
- Teachers and school counselor can promote students' self-regulation skills by providing tools, such as regulation zones, peace corners, as well as visual reminders about Woodside school tenets
- School-wide strategies for positive behavior, including the Wildcat Way bucks, WILD cards, and restorative practices

The District has a full-time school counselor to support the need for resources and support for students, families, and staff. A comprehensive school counseling program is implemented, based on the American School Counseling Association (ASCA) National Model and adheres to the ASCA Ethical Standards for School Counselors. The School Counselor advocates, collaborates and coordinates with school and community stakeholders to meet the needs of the whole child and to ensure students and their families have access to mental health services. The position supports students in crisis and follows district policies for evaluating threats and determining needs for continued student safety. The school counselor supports the socio-emotional development of Woodside Elementary students by supporting teachers through implementation of the socio-emotional learning (SEL) curriculum and promoting a positive school climate throughout the school.

All WESD Staff are mandated reporters and must report any instances of child abuse to the Department of Child and Family Services.

Optum Health (EAP)

District employees have access to mental health support through Optum Health (through SMCSIG). The Employee Assistance Program (EAP) provides confidential support for everyday challenges and for more serious problems. The EAP offers assistance and supports for all these concerns and more:

- Depression, anxiety and stress
- Substance abuse
- Workplace problems or conflicts
- Parents and family issues.

Employees are allowed 3 sessions per incident (face to face or phone) and unlimited incidents. Information is provided on Optum site:

<https://www.liveandworkwell.com/en/public?content=accesscode>

The Family Club

Woodside School recognizes that family changes can significantly affect our students. The Family Club is a supportive environment designed to help students navigate their family dynamics as they transition into the weekend and school year. The Club meets once a week and is open to students in 4-7 grades, with parental permission.

WOODSIDE INCLUSION & DIVERSITY COUNCIL

Woodside School is committed to being a diverse and inclusive community and believes the inclusion of people of diverse race, ethnicity, national origin, culture, religion, gender, sexual orientation, learning style, physical ability, family structure and socioeconomic background enriches our academic programs and the experience of students, educators, staff and families. While preparing and educating our young people for roles as citizens and leaders in a highly diverse world, we will cultivate understanding and strengthen relationships, appreciating the benefits and rising to the challenge of integrating diversity in all aspects of our school community.

WIDC is a multidisciplinary committee made up of school staff and community members that strives to implement various forms of inclusive practices for students across Woodside Elementary. A main goal is to continuously strengthen the sense of belonging to school for all Woodside students, while continuing to provide a robust education.

WHOLE CHILD COMMITTEE

The Whole Child Committee is a dedicated team of educators who have been collaborating for the past three years to promote the development of the whole child—academically, socially, and emotionally—across our TK–8 community. The committee works to create a safe, inclusive, and supportive school environment where every student can thrive.

We have gathered a cohesive SEL progression for all grade levels, ensuring that each stage of a child's growth is supported by intentional, developmentally appropriate practices. Through whole-school initiatives and engaging, inclusive activities, we foster a culture of empathy, respect, and belonging. Our mission is to ensure that every student feels seen, heard, and valued as a vital member of our school community.

Self-Awareness

Self-awareness is the ability to recognize one's emotions, thoughts, and values, and how they influence behavior. This competency aligns with the ASCA professional standard A1: Understand that self-concept and self-esteem are formed by an individual's beliefs, feelings, and behaviors. ASCA's Mindset and Behavior Standards M1, M2, and M3 also align with this competency. Students who are self-aware can identify their strengths and weaknesses and are more likely to set achievable goals. They are better equipped to manage their emotions and behaviors and make responsible decisions.

Example: Providing a classroom lesson on identity providing teachers with lesson plans about student identities.

Self-Management

Self-management is the ability to regulate one's emotions, thoughts, and behaviors effectively. This competency aligns with the ASCA professional standard A2: Use goal-setting and decision-making skills and strategies to enhance academic, career, and personal/social development. ASCA's Mindset and Behavior Standards M4, M5, and M6 also align with this competency. Students who can self-regulate are better able to handle stress, control impulses, and focus their attention. They are more likely to persevere through challenging tasks and achieve their goals.

Example: Providing opportunities for staff to learn self-regulation skills and techniques.

Social Awareness

Social awareness is the ability to understand and empathize with others' feelings and perspectives. This competency aligns with the ASCA professional standard A3: Understand how diverse cultures and individual differences contribute to the student's identity, worldview, and behavior. ASCA's Mindset and Behavior Standards B1, B2, and B3 also align with this competency. Students who are socially aware are more likely to develop positive relationships, show empathy, and respect for others. They are better equipped to navigate diverse social settings and interact effectively with others.

Example: Incorporating diverse role models and material into lesson plans to support students in broadening their worldview. Facilitating restorative circles and conversations to support students with learning to take responsibility for their actions and words when they cause harm.

Relationship

Relationship skills refers to the ability to communicate, collaborate, and build positive relationships with others. This competency aligns with the ASCA professional standard A4: Demonstrate the ability to work independently, within groups, and as a member of a team. ASCA's Mindset and Behavior Standards B4, B5, and B6 also align with this competency. Students who possess relationship skills can communicate effectively, resolve conflicts, and work collaboratively with others. They are more likely to build healthy and positive relationships, both in and out of school.

Example: Support classroom circles which encourage students to engage with one another and share personal experiences and feelings with their class. The counselor may lead social skills groups for students struggling with peer relationships.

Responsible Decision-Making

Responsible decision-making involves the ability to make informed and ethical decisions. This competency aligns with the ASCA professional standard A5: Demonstrate critical-thinking skills and the ability to make informed decisions. ASCA's Mindset and Behavior Standards B7, B8, and B9 also align with this competency. Students who are responsible decision-makers can evaluate situations, identify alternatives, and make ethical and effective decisions. They are better equipped to avoid risky behaviors and make choices that promote their well-being and the well-being of others.

Example: Implementation of school-wide positive behavior incentive programs (i.e. Wildcat Way cards).

Summary

The CAASEL competencies provide a framework for promoting positive social and emotional development in students. Each competency aligns with specific ASCA professional standards and Mindset and Behavior Standards, which guide the development of students' social and emotional skills. By focusing on developing these competencies, students are better equipped to navigate social settings, develop positive relationships, and make responsible decisions. In turn, these skills prepare students for success in and outside of the K-12 education system.

California Healthy Kids Survey (CHKS)

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

8TH GRADE HEALTH CURRICULUM

Tobacco Use Prevention Education (TUPE)

8th graders are taught in the 2nd trimester during Advisory, a series of 6 lessons from the Stanford Tobacco Prevention Toolkit, You and Me, Together Vape-Free Curriculum. The curriculum aims to increase their knowledge about e-cigarettes and the harms they can cause, gain awareness of strategies manufacturers and sellers of e-cigarettes employ to increase use among adolescents, such as deceptive and creative marketing strategies, gain skills to refuse experimentation and use of e-cigarettes and ultimately, to reduce and prevent e-cigarette use of any type, including nicotine, cannabis/THC, and/or non-nicotine products.

Sex Education

In order to prepare our students to make healthy and responsible decisions as they grow and develop through adolescence, Woodside School District's Growth and Development program will be presented to 8th grade students. Our school counselor, Mena Lam, and our District nurse, Abbe Keane will introduce the program and present the information to the students in their Life Skills/SEL wheel during the 2nd trimester of 8th grade.

The 8th grade students will study the following topics, which are all part of our balanced, complete health and wellness education program:

- Gender roles
- Sexual orientation
- Stages of pregnancy
- Abstinence and prevention
- Refusal skills

- Decision-making
- Long-term and short-term effects of STDs
- Internet presence
- Sexual misconduct
- Sexual harassment
- Responsibilities of parenting
- Accepting and respecting differences in growth and development
- Emotional, psychological, physical consequences of sexual assault (+ how to properly report it)
- Understanding and recognizing healthy and unhealthy situations (social, and otherwise)
- Verbal and nonverbal communication to prevent sexual misconduct
- Understanding the physical, social, and emotional risks and consequences associated with sexual activity

Other School-Based Activities

Just as it takes a comprehensive curriculum to provide education to support students' futures, Woodside Elementary School District's wellness approach must also be comprehensive in its intent to provide students with the tools they need to live a healthy lifestyle. In order to further establish positive behaviors related to nutrition, physical activity, and health, Woodside Elementary School District commits to making additional wellness-based activities available to all students beyond the cafeteria and gymnasium. Woodside Elementary School District shall offer other school-based activities to support student health and wellness, including coordinated events and clubs. The following events shall be organized and promoted each year:

- New & Buddy Family Ice Cream Social
- Back To School BBQ
- Back To School Night
- Garden Fest
- Halloween Events
- Book Fair & Read-A-Thon
- Global Unity Fair
- Upper School Talent Show
- An Evening In The Garden
- May Day
- Teacher & Staff Appreciation Week
- Open House
- Bingo & Raffle Night
- Operetta
- Field Day

- **District Committees**
- [Family Club](#) (Lunchtime)
- Grade-Level Musical Performances

Woodside Elementary School District is an equal opportunity employer.