

Barnesville Exempted Village School District Local Wellness Policy/Plan 2024-2027

I. PREAMBLE

The district is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.

Research shows that proper nutrition and physical activity before, during, and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products is associated with lower grades. Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This local school wellness policy (LWP) outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students, staff, and schools in the district. Specific measurable goals and outcomes are identified within each section.

II. DISTRICT WELLNESS COUNCIL

Purpose of the Council

In order to be compliant with the USDA final rule, the district will convene a representative District Wellness Council (DWC) that meets at least annually to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this LWP.

Council Membership

In order to be compliant with the USDA final rule, the DWC will include representatives from the school and district level and will reflect the diversity of the community. The DWC membership will include, but is not limited to:

- superintendent (or designee)
- caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- students
- representatives of the school nutrition program (e.g., school nutrition director),
- physical and health education teachers and school health professionals (e.g., school nurses, physicians, dentists or other personnel who provide school health services)
- specialized instructional support personnel (e.g., school counselors, psychologists or social workers)
- school administrators (e.g., superintendents, principals or vice principals)
- school board members
- community health professionals (e.g., dietitians, doctors, nurses or dentists)
- school-based OST program staff (e.g., district after school program coordinator, 21st Century Community Learning Center district lead or director of community-based afterschool services)
- general public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- community stakeholders (e.g., Supplemental Nutrition Assistance Program Education (SNAP Ed) coordinators, representatives from community-based organizations or local business representatives)

Council Leadership

In order to be compliant with the USDA final rule, the superintendent (or designee) will convene the DWC, facilitate development of and updates to the LWP and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

District Health and Safety Committee:

Micah Fuchs (micah.fuchs@bevsvd.org)

Ron Clark (ron.clark@bevsvd.org)

Casey Mayo (casey.mayo@bevsvd.org)

Clint Abbott (clinton.abbott@bevsvd.org)

John Blattler (john.blattler@bevsvd.org)

Beth Seneff (beth.seneff@bevsd.org)
Amanda Eddy (amanda.eddy@bevsd.org)
Bryce Allen (bryce.allen@bevsd.org)
Leslie Shultz (leslie.shultz@bevsd.org)
Janice Milliken (janice.milliken@bevsd.org)
Bernard Saffell (bernard.saffell@bevsd.org)
Deron Shilling (deron.shilling@bevsd.org)
Liza Jones (liza.jones@bevsd.org)
Melissa Carpenter (melissa.carpenter@bevsd.org)
Melissa Dodd (melissa.dodd@bevsd.org)
Jessica Ackerman (jessica.ackerman@bevsd.org)
Becky Detling (becky.detling@bevsd.org)
Student Members of the HS Principal's Advisory Committee

III. ACCOUNTABILITY

Triennial Assessments

In order to be compliant with the USDA final rule, at least once every three years, the district will assess the LWP by measuring:

- the extent to which the LWP meets the requirements of the final rule
- the extent to which schools under the jurisdiction of the district are complying with the LWP
- the progress made in attaining the goals of the LWP

Documentation

In order to be compliant with the USDA final rule, the district will retain records to document the presence of and compliance with the LWP, including but not limited to:

- the current and previous board-approved LWP
- documentation demonstrating that the LWP has been made available to the public
- documentation of the most recent district- and school-level assessments of implementation
- documentation of efforts to review and update the LWP, including who was involved, and how the district made stakeholders aware of their ability to participate

Policy Updates

In order to be compliant with the USDA final rule, the DWC will update the LWP based upon:

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

Notification to the Public

In order to be compliant with the USDA final rule, the district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to:

- its content and any updates
- district- and school-level implementation status
- an explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate
- the effective dates of any policy changes
- the names and contact information of the district and school officials leading and coordinating the DWC
- information on how the public can get involved with the DWC
- information about DWC meetings including dates, times, locations, agendas and meeting minutes
- mechanisms for the public to provide feedback and comments

In order to be compliant with the USDA final rule, the district will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. The district will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:

- electronic mechanisms (e.g., email)
- displaying notices on the district and school websites
- non-electronic mechanisms (e.g., newsletters)
- presentations to caregivers
- sending information home to caregivers

Public Involvement

In order to be compliant with the USDA final rule, the district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate the ways in which representatives of the DWC and others can participate in the development, implementation and periodic review and update of the LWP.

IV. NUTRITION SERVICES

School Meals

Children consume as many as half of their daily calories at school. Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development, and academic performance.

The USDA Child Nutrition Programs (child nutrition programs) aim to improve the health of students, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

In order to be compliant with the USDA final rule, all schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet the nutrition standards for school meals by including:

- fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans, and peas and legumes)
- grains (whole grain-rich)
- meats and meat alternates
- fat-free and low-fat milk
- access to free drinking water

In addition:

- school meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations
- school meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals

- the district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status). The district will also mail the determination letters home to the families.

The district/schools will:

- offer a variety of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting
- provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
 - establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
 - withholding of foods as a punishment
 - ensure that menus are created/reviewed by a Registered Dietitian or another certified nutrition professional
 - post menus on the district website and/or individual school websites and include nutrient content and ingredients
 - ensure that students are served lunch at a reasonable and appropriate time of day
 - promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs
 - encourage staff to model healthy eating behaviors
 - implement the following farm-to-school activities:
 - incorporating local or regional foods into school meal programs
 - hosting promotions or special events, such as tastings, that highlight the local/ regional foods
 - reinforcing messages about agriculture and nutrition throughout the learning environment
 - supporting schools in hosting school gardens and field trips to local farms
 - promote healthy food and beverage choices using the following marketing and merchandising techniques:
 - displaying whole fruit options in attractive bowls or baskets (instead of chafing dishes or hotel pans)
 - making sliced or cut fruit available daily
 - displaying daily fruit options in the line of sight and reach of students
 - giving creative or descriptive names to all available vegetable options
 - training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
 - placing white milk in front of other beverages in all coolers

- highlighting alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas
 - allowing students to create reimbursable meals in any service area available to them (e.g., salad bars or grab-and-go lines)
- conducting student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas
- using daily announcements to promote and market menu options.

Water

Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.

In order to be compliant with the USDA final rule, free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

The district requires that:

- free, safe and unflavored drinking water is available to students during the school day and during the extended school day* (including during out-of-school time/and before and after school),
- water cups/jugs are available in the cafeteria if a drinking fountain is not present
- students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus
- all water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards

Competitive Foods and Beverages

Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores, and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

In order to be compliant with the USDA final rule, the district will ensure that all foods and beverages sold to students on the school campus during the school day as part of

the school meal program support healthy eating, including those provided outside of the school meal programs. This includes a la carte and snack or food carts.

To qualify as a Smart Snack, a snack or entrée must:

- be a grain product that contains 50% or more whole grains by weight (have a whole grain as the first ingredient), or
- have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- be a combination food that contains at least 1/2 cup of fruit and/or vegetable, and
- meet the following minimum standards for calories, sodium, sugar and fats:

<u>Nutrient</u>	<u>Snack</u>	<u>Entree</u>
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

Celebrations and Rewards

Celebrations and positive reinforcement are an important part of our district's culture of supporting students. Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.

In order to be compliant with the USDA final rule, the district will ensure that celebrations and rewards are consistent with our nutrition policies. All foods and beverages served and offered on the school campus outside of the school meal programs during the school day will at a minimum meet Smart Snacks. This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

The district requires that all foods and beverages served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and before and after school)

will, at a minimum, meet Smart Snacks. The district will make available for caregivers and all school and school-based OST staff:

- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snacks
- A list of healthy and non-food rewards.

Fundraising

Fundraising efforts provide opportunities for student, staff, family and community collaboration and reflect the healthy eating practices and policies in the district.

The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

The district will make available to caregivers and all school and school-based OST staff a list of healthy fundraising ideas.

Nutrition Education

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.

In order to be compliant with the USDA final rule, the district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level.

The district will teach, model, encourage and support healthy eating and physical activity among students. Schools will provide nutrition and physical activity education integrated into other subjects, as part of health education and/or offer stand alone classes at each grade level.

The district will ensure that:

- nutrition and physical activity education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics
 - the curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum
 - the curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health

- nutrition and physical activity education are integrated into classroom subjects such as math, science, language arts, social studies and art, and are also included as part of health education classes and elective subjects
- nutrition and physical activity education include developmentally appropriate, culturally relevant, and participatory activities
 - schools do not utilize activities or materials that are the product of a food, beverage, or dietary supplement company
 - teachers and other staff are provided with training on nutrition and physical activity education

Nutrition Promotion

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors. It also helps to encourage and increase participation in school meal programs.

In order to be compliant with the USDA final rule, the district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and will encourage participation in school meal programs.

The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during out of school time/and before and after school) and will encourage participation in school meal programs.

The district will ensure the promotion of healthy food and beverage choices through:

- school announcements, newsletters and website postings
- implementation of the evidence-based marketing and merchandising techniques (see School Meals section of this document)

Food and Beverage Marketing

Health and wellness efforts are weakened when students are subjected to advertising on district property that promotes unhealthy foods and beverages.

The district is committed to teaching students to make informed choices about nutrition, health and physical activity and to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors.

In order to be compliant with the USDA final rule, all foods and beverages marketed to students on the school campus during the school day will meet or exceed Smart Snacks. This includes the marketing of products on:

- the exterior of vending machines
 - posters, flyers, menu boards, coolers, trash cans and other foodservice equipment
 - cups used for beverage dispensing
- As entities, including the district, school nutrition services, athletics department, and the parent-teacher association/ organization* (PTA/PTO) review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the marketing guidelines established by this LWP.

All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time/and before and after school) will meet or exceed Smart Snacks.

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system
- free samples, taste tests or coupons for products
- educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products

V. PHYSICAL ACTIVITY OPPORTUNITIES

Children and adolescents, including children with disabilities, should participate in at least 60 minutes of physical activity every day in order to ensure optimum health.

In order to be compliant with the USDA final rule, the district requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students:

- physical education (see Physical and Health Education section for additional recommended language)
- classroom physical activity
- active academics
- daily recess
- before- and after-school activities, including sports
- support for and promotion of active transportation

The district requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education.

The district will provide resources and training to school and OST staff on appropriate ways to discipline students.

The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

CLASSROOM PHYSICAL ACTIVITY

Classroom physical activity is defined as any physical activity done in the classroom.

Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day.

Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school). The two primary approaches for classroom physical activity are:

- physical activity integrated into planned academic instruction
- physical activity outside of planned academic instruction

Classroom physical activity can benefit students by:

- improving their concentration and ability to stay on-task in the classroom
- reducing disruptive behavior, such as fidgeting, in the classroom
- improving their motivation and engagement in the learning process
- helping to improve their academic performance (higher grades and test scores)
- increasing their amount of daily physical activity

The district requires that:

- classroom physical activity be incorporated into planning throughout the school day and the extended school day
- classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education

- physical activity be provided in the classroom outside of planned instruction at the elementary school (physical activity breaks)
- barriers to classroom physical activity, such as lack of equipment or available space, are minimized
- schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- classroom physical activity not be withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom

DAILY RECESS

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered in kindergarten through 4th grade. The district will ensure that all elementary schools will offer 20 or more minutes of recess on all days during the school year which will complement, not substitute for, physical education class and will:

- provide schools and students with adequate spaces, facilities, equipment and supplies for recess
- ensure that spaces and facilities for recess meet or exceed recommended safety standards
- provide staff members who lead or supervise recess with ongoing professional development
- provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- provide equipment to allow for inclusion of students with disabilities into activities

BEFORE AND AFTER SCHOOL ACTIVITIES

Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in before and after-

school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.

The district will offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:

- physical activity clubs
- physical activity breaks in aftercare
- intramurals or interscholastic sports

VI. OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate students about healthy habits.

In order to be compliant with the USDA final rule, the district will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms, and physical activity facilities.

Health Education

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity.

The district will ensure that:

- all students in K-8 and 10 take comprehensive, skills-based health education
- health education is taught by qualified and trained professionals
- the health education learning standards and curriculum are regularly evaluated and revised
- schools utilize a planned, sequential and comprehensive health education curriculum that:
 - is culturally and developmentally appropriate
 - addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors
 - provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy

Physical Education

PE, as the basis of a CSPAP, provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a

safe and supportive environment. PE can increase grades and standardized test scores and help students to stay on task in the classroom.

The district will ensure that:

- all elementary students, including students with disabilities, receive 120 minutes per week of PE instruction throughout the school year
- all middle and high school students in grade 10, including students with disabilities, receive the PE during all academic years
- PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits

*PE classes utilize a curriculum that incorporates essential health education concepts as discussed above

- students are engaged in moderate to vigorous physical activity* (MVPA) for at least 50% of class time during most or all PE classes
- all PE teachers in the district receive professional development in PE at least once per year
- all PE classes are taught by licensed teachers who are certified or endorsed to teach PE
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate
- PE teachers are provided with training and specialized equipment to support the inclusion of students with disabilities in PE
- student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criterion based reporting is used for each student, including students with disabilities

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) POLICY LANGUAGE

POLICY LANGUAGE

Social - Emotional Climate (School Climate)

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

The district is committed to creating a positive social emotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyberbullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive and trauma-informed approaches into school policies and practices
- regularly assessing and reporting upon the district-and building-level implementation of these practices and providing appropriate resources for continuous improvement

Counseling, Psychological and Social Services

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed

- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate (see Social Emotional Climate section of this document)
- implementing evidence-based interventions for students in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based OST staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement.

Health Services

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students.

The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of students
- ensuring students have access to highly qualified nurses or other medical professionals in the school setting and referrals to and collaboration with community services as needed
- coordinating with caregivers and community medical providers to address students' health needs
- *ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent student health information
 - disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
 - providing student physical health screenings (e.g., vision and hearing)
 - addressing management of acute health incidents (e.g., allergic reactions, asthma attacks, and low blood sugar) in the school setting

- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with caregivers to address students' health needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Physical Environment

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school.

The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system for monitoring and addressing water quality
- specifying an integrated pest management plan
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- establishing tobacco-free buildings
 - educating students, school staff and school-based OST staff on maintaining the safety of the school physical environment
 - specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
 - requiring the establishment of an ongoing school safety team for the district (can be part of the DWC) and in each school building
 - specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- addressing the presence of and training for school resource officers

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

Employee Wellness

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.

The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters)
 - conducting free or low-cost physical and mental health risk screenings
 - conducting employee wellness/health (physical and mental) promotion activities
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
 - healthy eating and weight management
 - physical activity
 - stress management
 - tobacco avoidance and cessation
 - social-emotional health
- considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
 - promoting a positive workplace climate with a focus on diversity and inclusion practices
 - designating a consistent and systemic approach for employee conflict resolution
 - addressing space and break time for lactation/breastfeeding
 - including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Caregiver (Family) Engagement

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development.

The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement by:

- ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
 - making the LWP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
 - ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
 - supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
 - ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
 - providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees)
- including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Community Involvement

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student

learning and development as well as the physical and mental health of students and staff.

The district is committed to encouraging community involvement in school-level decision making and activities. The district will support community involvement by:

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

Updated May 2024