



Book	Policy Manual
Section	200 Pupils
Title	Wellness
Number	228
Status	Active
Adopted	August 24, 2005
Last Revised	June 21, 2017

Purpose

The within policy and its corresponding administrative regulation have been created in compliance with federal and state requirements for establishment and content of local school and student wellness policies, including the Healthy Hunger-Free Kids Act of 2010. The Board acknowledges that good nutrition and physical activity are central to the creation of a positive, safe, and health-promoting learning environment, all of which are essential for students to have the opportunity to achieve personal, academic, developmental and social success.[\[5\]](#)

The school district's Comprehensive Plan contains a broad goal area on safety nets for students, including a specific focus on health, safety, and wellness.

This policy is reflective of the school district's commitment to incorporating all facets of wellness into its work in order to better the health of students and other key stakeholders who serve as role models to students – including staff, parents/guardians, and the community – as the school district recognizes that good health among all stakeholders is the basis of strong student success – lifelong academic, social, and personal.

The following two (2) local requirements were added as the basis of the following policy:

1. Inclusion of goals to support nutrition education, physical activity, and awareness of other health promoting behaviors among district staff, teachers, parents/guardians, and siblings.
2. Maintenance of a framework to ensure policy is implemented widely across district schools and embedded in the Comprehensive Plan of the district.

Community and family participation is essential to the development and implementation of successful school wellness policies.

Authority

The Board adopts the district Wellness Policy in accordance with federal and state laws, including the Healthy Hunger-Free Kids Act of 2010, United States Department of Agriculture (USDA) regulations, and with support from the federal and state Departments of Education, the Department of Human Services of Allegheny County, and the Centers for Disease Control.[\[5\]](#)

The Board formally sets into place this policy which affirms the district's steadfast intent to support the following:

1. Providing school environments that promote and protect children's health, well-being, and ability to learn by supporting access to healthy eating, physical activity, and social-emotional wellness.
2. Engaging students, staff, parents/guardians, teachers, and community members in health promotion, disease prevention, and developing, implementing, monitoring, and upholding the district-wide

wellness goals established in this policy.

3. Maximizing all resources available to the district – including fiscal and nonfiscal-related resources (such as U.S. Dietary Guidelines for Americans) pertaining to health and wellness to the greatest extent practicable that will support the ensure adoption of lifelong habits of health and wellness among students, staff, and the community the district serves.
4. Establishing this policy as a framework to guide program and curriculum development as it relates to health and wellness in the district.
5. Maintaining a representative district Wellness Committee to establish goals for and oversee school health and safety policies and programs, and to assist in monitoring outcomes and advising on continuous improvements that can be made to further enhance health and wellness in the district.
6. Establishing ongoing School Wellness Committees (SWC), at each school, to establish school-based goals for and oversee school health and safety policies and programs, including development and implementation, in alignment with the district Wellness Committee.
7. Establishing an ongoing review of the policy for appropriate updates or modifications, at least once every three (3) years, of the effectiveness of this policy in improving health and wellness outcomes for students, staff, and the community.

This policy and accompanying administrative regulations apply to all students, staff, and schools in the district.

Specifically, this policy is predicated upon an evidence-based model for school health (e.g., Whole School, Whole Community, Whole Child Model) that focuses its attention on the child, emphasizes a school-wide approach, and acknowledges the vital connection between health and learning. Furthermore, this policy is predicated on research-based, proven effective practices for health intervention and health promotion, (e.g., Alliance for a Healthier Generation's Healthy Schools Program) which is comprised of the following eight (8) elements:

1. Health and wellness education.
2. Physical education and physical activity.
3. Health services.
4. Healthy and safe school environment.
5. Food and Nutrition services.
6. Counseling, psychological, and social services.
7. Health promotion for staff.
8. Family/Community involvement.

This policy also shall form a framework on which external partners working with district students and staff shall be expected to base their own program development.

Delegation of Responsibility

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district schools, programs, and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[\[1\]](#)[\[2\]](#)

Each school principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[\[2\]](#)

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

Implementation Plan

The district shall develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy which shall be included in the administrative regulation to this policy.

Guidelines

Key Goals

The following nine (9) key goal areas form the framework of this Wellness Policy. Each goal area is supportive of the other goal areas, thus ensuring that outcomes for each will increase outcomes for the policy as a whole. The goal areas shall serve as programmatic guidelines to school staff, parents/guardians, and community partners, and all other internal and external stakeholders, as they engage in their work with students in schools. These goal areas shall serve also as a framework for evaluation for the impacted school programs. Each goal area is supported by one or more critical elements, which will serve as the basis for specific strategic action and outcomes.

Key Goal Area 1: Health and Wellness Education –

Element 1-1: Health and Wellness Education

The district supports a planned, sequential, pre-kindergarten through 12th grade health education curriculum involving hands-on learning opportunities that addresses the physical, emotional, mental, behavioral, and social dimensions of health. Health education curriculum promotes lifelong health habits as part of a whole school, child and community experience.

The curriculum focuses on health literacy to enhance each student's independent thinking skills and decision-making and is empowered to enhance personal responsibility.

Element 1-2: Nutrition Education

The district aims to teach, model, encourage, and support healthy eating by students including provision of nutrition education and engaging in nutrition promotion. Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[\[3\]](#)[\[4\]](#)[\[13\]](#)

Key Goal Area 2: Physical Education and Physical Activity –

Element 2-1: Physical Activity

Children and adolescents should participate in targeted amounts of physical activity, according to relevant national and state standards. The district is committed to providing multiple opportunities for physical activity.

Requiring students to sit out of physical activity opportunities as a discipline consequence (including but not limited to recess, physical activity breaks, or physical education) should be limited. The district has set forth alternative options for disciplining students in its Code of Student Conduct.

Element 2-2: Physical Education

The district will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.[\[14\]](#)

All students will be provided equal opportunity to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt

physical education classes and equipment as necessary. [\[15\]](#)[\[16\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)

The district physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student, (e.g. Fitnessgram). [\[21\]](#)

Element 2-3: Recess

It is recommended that all elementary schools will offer adequate recess in compliance with the administrative regulation to this policy.

Element 2-4: Physical Activity in the Classroom

The district recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. The district maintains a goal for teachers to provide short (3-5 minute) physical activity breaks to students during and between classroom time.

Element 2-5: Before and After School Activities

The district offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The district will encourage students to be physically active before and after school through clubs, varsity sports, intramurals, etc.

Key Goal Area 3: Health Services –

Element 3-1: Definition of Health Services

Health services are services provided for students in a school setting to appraise, protect, and promote health; to provide services in harmony with community, parents/ guardians, and other constituencies; and to ensure all students have access to services.

Element 3-2: Comprehensive Services Provided by Qualified Staff

Each school has an array of comprehensive health and wellness services that are available and provided by nursing and dental professionals, school staff, community partners, (e.g., Children’s Hospital of Pittsburgh of UPMC, Mercy Behavioral Health) registered dietitians, and the Student Assistance Program Team to focus on prevention and early intervention.

Element 3-3: Administration of Health Services

A centralized district health office is administered by a health services supervisor to ensure consistency/standardization of service delivery utilizing a “best practice model,” and quality assurance monitoring.

Element 3-4: Information for Parents/Guardians

Parents/Guardians are educated and informed of the availability and variety of health services for their children.

Element 3-5: Care Coordination

The district encourages care coordination between school nurses and students’ medical and therapeutic providers by offering the opportunity for parents/guardians to complete an Authorization for Release of Protected Health Information (PHI).

Key Goal Area 4: Healthy School Learning Environment –

Element 4-1: Physical Surroundings to Foster Health

Provide physical and aesthetic surroundings that provide a safe, caring, and psychosocial climate and culture which fosters the health of students and staff.

Element 4-2: Education and Training Opportunities

The School District of Pittsburgh strives to ensure district staff, its parents/guardians and its partners receive ongoing education and training opportunities on creating and maintaining safe and attractive learning and workplace environments that are conducive to learning and are supportive of children reaching their full potential.

Element 4-3: Security and Safety

Adequate security procedures and protocols, and staff are in place at each school to promote a safe and secure climate in each school and to ensure students are safe and secure on their way to and from school.

Element 4-4: Promotion of Communication

Self-esteem and positive interpersonal relationships and communication are promoted between and among the school community and the community at large.

Key Goal Area 5: Food and Nutrition Services –

Element 5-1: School Meals

All district schools participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP). All schools within the district are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that meet federal regulations for school meal nutrition standards.

An assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided by the Superintendent or designee.

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations. [\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Element 5-2: Meal Service

Students will have adequate time to eat and enjoy their meals, from the time they sit down to eat. Consideration will be given to the needs of different age groups, such as younger children who have specific developmental needs related to meals.

Element 5-3: Competitive Foods

The district is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold outside of the school meal programs (i.e., "competitive" foods and beverages) shall meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and wellbeing, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

A summary of the standards and information are available on the district's Food Service Internet site.

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day. [\[2\]](#)[\[9\]](#)

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day. [\[2\]](#)[\[9\]](#)

Element 5-4: Food Fundraisers

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Each school may also hold a limited number, which do not meet USDA Smart Snacks in Schools standards under "fundraiser exemptions." The district will make available to parents and schools a list of healthy fundraising ideas.

Element 5-5: Non-Sold Competitive Foods and Classroom Celebrations

Foods provided within the school by way of third parties (i.e., parents or guardians of students within the school) should meet the standards set forth by the USDA Smart Snacks regulations. The district will make available to parents lists of recommended foods to parents, teachers, and guardians that meet these nutrition standards.

Element 5-6: Food Marketing

In-school marketing of food and beverage items must meet the standards set forth by the USDA Smart Snacks regulations. [\[2\]](#)[\[9\]](#)

Element 5-7: Nutrition Education & Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias.

Neither food or beverages are to be withheld from students as punishment.

Element 5-8: Special Dietary Needs

School food service staff shall make necessary food substitutions or modifications for students based upon documented medical or other needs.

Element 5-9: Water Access

Free, safe, and unflavored drinking water will be available and accessible to all students throughout the school day without restriction. Water will be promoted as the beverage of choice. [\[10\]](#)[\[11\]](#)

Element 5-10: Hand Washing

Students and staff will be encouraged and have access to wash or sanitize their hands before and after eating.

Key Goal Area 6: Counseling, Psychological, and Social Services –

Element 6-1: Services

Services provided include broad-based individual and group assessment, interventions, and referrals that attend to the mental, emotional, and social health of students and staff/employees. Services should include those currently offered by the Office of Student Support Services, the Employee Assistance Program and other school-based resources, as well as appropriate enhancements that are or become available from various partners.

Element 6-2: Access

Each member of the school community shall have timely and appropriate access to social workers, counselors and community resources.

Element 6-3: Behavioral Interventions

Behavior interventionists provide timely and appropriate prevention training and will implement interventions to address behavior issues at each school.

Key Goal Area 7: Health Promotion -Element 7-1: School and District Staff

Programming for school staff that provides health assessments, health education (including health education intervention training and programs) and health-related fitness activities are encouraged. Counseling and psychological services are to be made available through the Employee Assistance Program as well as other outlets and partnerships such as universities, hospitals, and health care providers.

Programs should encourage and motivate school staff to live healthier lives. All staff are encouraged to be role models and promote health and wellness in all students.

Element 7-2: Culture of Health Promotion

The ultimate goal shall be to establish a culture that promotes health and wellness on a daily basis. Access to programs and resources that are available within the school, as well as within the community and the region, will be highlighted and made clearly visible to students, staff, and community members.

Element 7-3: School Wellness Committee (SWC)

School Wellness Committees are to be established and maintained in each school to ensure an array of opportunities for health promotion are available to each school community.

Key Goal Area 8: Family/Community Involvement –Element 8-1: Approach to Involvement

The district will utilize an integrated school, parent/guardian and community approach that establishes a dynamic, collaborative partnership to enhance the health and wellbeing of students.

Element 8-2: Parent Training

Parents/Guardians have the opportunity for training in key areas of health education, including physical activity, nutrition, smoking cessation prevention, alcohol and drug abuse, sexual activity and pregnancy and STD prevention, literacy, parenting, safe and healthy choices preventing violence and other risky behaviors, health and wellness, keeping in mind the need to address emerging issues.

Element 8-3: Collaboration

Parents/Guardians have the opportunity to work collaboratively with members of the Schools and district Wellness Committees.

Element 8-4: Tools and Networks

Parents/Guardians are provided with tools and networks that will enable them to share knowledge of resources and available trainings with other parents/guardians in order to ensure as many children as possible have access to care and remain healthy and well as they enter and remain in school.

Element 8-5: Post-Secondary Partners

Promote and encourage additional partnerships between universities and colleges, and community-based organizations and agencies, and schools in order to further support activities and to leverage shared resources, such as mini-grants to support innovative ideas of health improvement at the school level, or district-wide collaborative events highlighting aspects of health and wellness.

Key Goal Area 9: Creative, Cross-Cutting, and Targeted Use of Resources to Support Wellness –Element 9-1: Using all Means

Using every appropriate and available means to the school district to ensure that every student has the chance to succeed academically, emotionally, and socially, remain in school, and participate in post-secondary education.

Element 9-2: Early Identification and Intervention

Early identification and intervention ensure all children begin their formal education experiences prepared for success.

Element 9-3: Sufficient Time

Teachers have sufficient time to provide appropriate instruction and students have sufficient time in which to learn.

Element 9-4: Research-Based Programs

Utilize research-based best practices and programs or model programs that have shown proven results.

Element 9-5: Exchange of Information and Ideas

Provide numerous opportunities for community and school partners to dialogue and exchange information and ideas for ensuring strategies are implemented in order to realize the goals of this policy, such as through existing school partnerships.

Element 9-6: Supplemental Funding

The district and its partners will seek supplemental funding and resources wherever possible in order to support the full implementation of this policy.

Policy Development, Dissemination, and Evaluation

This Wellness Policy shall be made available to all students, parents/guardians, and staff. Staff development at the administrative level will be provided so that all offices and services throughout the district are aware of and are implementing the elements of this policy.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation.[\[1\]](#)[\[2\]](#)

Review will include:

1. Measures of public awareness of this policy,
2. Programmatic outcomes for those programs that respond to one or more elements of this policy; and
3. Ascertainable correlations to improvements in student attendance, achievement and health.

This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:

1. The extent to which each district school is in compliance with law and policies related to school wellness;
2. The extent to which this policy compares to model wellness policies; and
3. A description of the progress made by the district in attaining the goals of this policy.

Sources of data may include but are not limited to the health service department, school records such as attendance records, parent/guardian/student/faculty surveys, etc. Both qualitative and quantitative data will be studied. The findings of this evaluation will be used to further improve wellness efforts and outcomes for all internal and external stakeholders, especially the students we serve.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[\[2\]](#)

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[\[1\]](#)[\[2\]](#)

It is understood that nothing in this policy shall be considered to supersede the federal requirements of the Elementary and Secondary Schools Act, as amended, or Individuals with Disabilities Education Act (IDEA), nor shall this policy supersede state standards and legislative requirements pertaining to public schools.

Record Keeping

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, the district will retain records to document compliance with the requirements of the wellness policy. These records shall be maintained at designated locations (e.g., centrally, individual schools, etc.), consistent with the district's applicable records retention and management procedures. Records may include, but are not limited to:[\[2\]](#)[\[12\]](#)

1. The written wellness policy.
2. School Health Index Report.
3. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
4. Documentation of the assessments, review and updates to the local school wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
5. Progress reports for each school's compliance with the policy, documenting the most recent assessment on the implementation of the policy and notification of the assessment results to the public.

Documentation to demonstrate compliance with the public notification requirements within the community.

Wellness Committee

Pursuant to the formal adoption of this policy, the district authorizes a district Wellness Committee.

The Wellness Committee shall be comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[\[1\]](#)

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[\[2\]](#)

Legal

- [1. 42 U.S.C. 1758b](#)
- [2. 7 CFR 210.31](#)
- [3. 24 P.S. 1513](#)
4. Pol. 101
- [5. 42 U.S.C. 1751 et seq](#)
- [6. 42 U.S.C. 1773](#)
- [7. 7 CFR 210.30](#)
8. Pol. 907
- [9. 7 CFR 210.11](#)
- [10. 7 CFR 210.10](#)
- [11. 7 CFR 220.8](#)
- [12. 7 CFR 210.15](#)
13. Pol. 104
14. Pol. 212
- [15. 22 PA Code 4.11](#)
- [16. 22 PA Code 4.12](#)
- [17. 22 PA Code 4.21](#)
- [18. 22 PA Code 4.22](#)
- [19. 22 PA Code 4.23](#)
- [20. 22 PA Code 4.24](#)
- [21. 22 PA Code 4.27](#)
- [24 P.S. 504.1](#)
- [24 P.S. 1422](#)
- [24 P.S. 1422.1](#)
- [24 P.S. 1422.3](#)
- [24 P.S. 1337.1](#)
- [24 P.S. 1512.1](#)
- [P.L. 111-296](#)
- [7 CFR Part 210](#)
- [7 CFR Part 220](#)
- Pol. 102
- Pol. 102.1
- Pol. 228.1

[WellnessGuidelines_228-AR-1 of 2_June 2017.pdf \(244 KB\)](#)

[228-AR-2 of 2 -Key Strategies for Realizing Wellness Policy Goals.pdf \(85 KB\)](#)