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Book Policy Manual
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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 (HHFKA). 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 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 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 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 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 their 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 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 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 understands the importance of health and wellness for all ages and individuals.

The District supports a planned, sequential, kindergarten through 12th grade health education curriculum involving skill-based and 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. Additionally, the Early Childhood Programming provides introductory concepts of physical, mental, social and emotional health and wellness. [\[14\]](#) [\[15\]](#) [\[16\]](#) [\[17\]](#) [\[18\]](#) [\[19\]](#) [\[20\]](#)

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

Health education shall be taught by state-certified health education teachers. Health education instruction will be provided: a. For all students in grades K-8; and b. In grades 9-12 to enable students to meet and exceed the health education graduation requirement. [\[17\]](#) [\[18\]](#) [\[19\]](#) [\[20\]](#) [\[24\]](#)

Goals for the District’s health education program are to be developmentally appropriate and include culturally-responsive practices. This programming is designed to promote student overall health and wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, physical health, including nutrition and physical activity, mental health, including self-awareness, self-management, and responsible decision making techniques and social emotional wellbeing, to include social awareness and relationship skills. [\[14\]](#) [\[17\]](#) [\[18\]](#) [\[19\]](#)

The District’s health education program must be implemented in ways that recognize and value culturally, ethnically, and racially diverse backgrounds.

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 State and National Health Education Standards.[\[3\]](#)[\[4\]](#)
[\[13\]](#)

Goals for the District’s health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition education and physical activity.

The District will continue to utilize research-based practices, community partnerships, and other supports to provide students ample opportunities for nutrition education.

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.

Programs should promote developmentally appropriate active play for all young children, including infants, toddlers, and preschoolers. Children should have opportunities to engage in daily vigorous activities indoors and/or outdoors, meaning physical activity of an intensity where participants find it difficult to carry on a conversation.

All elementary schools shall provide at least one morning and one afternoon physical activity break/recess opportunity for all students in order to support student’s social emotional needs and aid in retention of learning.

Requiring students to sit out of physical activity opportunities as a discipline or academic consequence (including but not limited to recess, physical activity breaks, or physical education) is prohibited. The only exception to this circumstance is during the physical activity when the safety of oneself or others constitutes time to cool down, refocus, and/or discuss expectations to ensure safe participation for all, in a manner consistent with written student conduct policies and procedures. The District has set forth alternative non-exclusionary and progressive options for disciplining students in its written policies and procedures. Further, students may not be separated from peers or class during recess or physical activity breaks for more than one (1) day as a result of a stated health and safety risk.

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] [15] [16] [17] [18] [19] [20]

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. [17][18][19][20][21][22][23]

Physical Education courses shall be taught by state-certified physical education teachers.

All K-8 students will be provided a minimum of 2 days (over 80 minutes) of physical education in a 6-day timeframe throughout the year. If a variance is needed due to scheduling the minimum instructional time should be equitable to the yearly total. Furthermore, all high school students are to be provided at least one semester of physical education every year. [17] [18] [19] [20] [24]

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). Additionally, the District recognizes that a student's fitness level shall never be utilized as a grading measure.[21]

In compliance with the Pennsylvania School Code and directives from the State Board of Education, the District does not allow for waivers for students from the requirements of health and physical education due to participation in a physical activity, such as interscholastic sports, band or ROTC. Both the District and State Board of education acknowledge that physical activity is only one component of physical education and physical activity does not meet all of the requirements and standards of physical education. [25]

Element 2-3: Recess

It is recommended that all elementary and middle schools will offer at least 20 minutes of recess in compliance with the administrative regulation to this policy. Additionally, the District encourages schools to use best practice for structuring recess, including:

1. Providing structured activities that encourage and maximize participation.
2. Providing recess prior to eating lunch.
3. Recess be held outdoors anytime possible (i.e., when the "feels like" temperature is above 32 degrees Fahrenheit and there is no precipitation).

Element 2-4: Physical Activity in the Classroom

The District recognizes that students are more attentive, have better retention, 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. District staff will be provided professional learning opportunities that provide rationale, research-based practices, and ways of integrating physical activity and/or nutritional concepts into their classroom.

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, interscholastic sports, intramurals, and community-based providers.

Element 2-6: Equality in Physical Education and Activities

Physical activities and physical education shall not be separated into gendered activities, except where expressly permitted under District Policy 102.2 – Single Gender Classes and Activities. For example, student shall not be separated into activities by gender, according to stereotypical gender roles (e.g., boys play basketball, girls play jump rope).

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.

District staff are provided with appropriate resources and training for continuous improvement.

School nurses and school nurse practitioners address the management of acute incidents and emergency care, (e.g., allergic reactions, asthma attacks) in the school setting, as well the provision of student health screenings, working with parents to secure medical care for their student, medication management, and assessment and planning for management of chronic conditions such as asthma and diabetes. School nurses and School Nurse Practitioners work with many students’ private physicians to provide follow-up and ongoing care while at school.

School Dental Hygienists provide dental education to all grades and conduct dental screenings for students in grades identified by the state to ensure students are receiving appropriate dental care.

Element 3-3: Administration of Health Services

The Office of Health Services is administered by the Director of Health Services or designee to ensure consistency/standardization of service delivery utilizing a “best practice model,” and quality assurance monitoring.

The Director of Health Services or designee regularly assesses and reports on the District and building-level implementation of health services. The Director of Health Services or designee is also responsible for filing a medical and dental report to the State which monitors services provided to students while at school.

Element 3-4: Information for Parents/Guardians

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

School nurses and school nurse practitioners work with private physicians and community health centers to assist parents with finding medical services needed for their student. Parents/Guardians are kept informed of screenings performed to determine if additional services are needed. School Dental Hygienists perform screenings at specified grades and examinations are performed by the Dental Consultant when needed or recommended.

School Nurse Practitioners provide sports physicals and state mandated physicals at grades determined by the State, at no cost, to students with parental consent, which determines if students are medically capable to participate in middle school and high school athletics.

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).

Health Services staff consult and collaborate with teachers and other school and school-based Out-of-School Time (OST) staff regarding pertinent student health information such as injuries, allergies, and chronic health conditions.

Information is shared with private physicians and dentists when follow-up care or a referral is needed.

Other care coordination supports are available to District students, such as the Ronald McDonald Care Mobile and Vision to Learn, which identifies students in need of glasses after an eye exam.

Key Goal Area 4: Healthy School Learning Environment –

Element 4-1: Physical Surroundings to Foster Health

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 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:

- provide 21st century learning environments that foster the education and overall well-being of the District population at large.
- utilize the Educational Adequacy Index as a tool to support the ongoing efforts of the district to remove all hazardous materials and add air conditioning to every building.
- provide physical and aesthetic surroundings that provide a safe, caring, and psychosocial climate and culture which fosters the health of students and staff (e.g., offering gender-neutral changing areas for students, upon request)
- regular cleaning and maintenance practices and ensuring compliance with safety standards.
- Minimizing student and staff exposure to toxins (i.e., vehicle and bus exhaust, air pollutants, cleaning products).
- establishing smoke-free buildings and grounds.

Element 4-2: Education and Training Opportunities

The District 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.

All School staff including School Resource Officers receive training and education in trauma-informed practices and are provided with appropriate resources for continuous improvement.

Element 4-3: Security and Safety

School Safety and Crisis Teams have been established at the District and school level to provide training and communication and assist each school in developing a crisis preparedness and response plan.

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.

The Joint Labor Management Safety Committee meets monthly and includes subcommittees for food service, facilities, operations, integrated pest management and professional employees. The purpose of the committee is to reduce the number of workplace injuries and illnesses, reduction in hidden costs associated with both, and an increase in employee safety awareness in the workplace.

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. School staff will receive professional development on supporting students in development health and effective interpersonal skills.

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.

Meals offered through the NSLP and SBP will:

- offer a variety of fruits and vegetables.
- serve only low-fat and fat-free milk except when whole or 2% is recommended for students with special nutritional needs as indicated on documentation completed by a medical professional with prescribing privileges or a registered dietitian.
- be served in portion sizes that meet NSLP and SBP requirements.
- meet current USDA nutrition requirements.
- follow ADA requirements for physician ordered special dietary requests required by the student's disability.
- be reviewed by a registered dietitian.

The Board of Education recognizes that 'good food' is essential to health, wellness, productivity and achievement of its students, faculty, and staff. 'Good food' is healthy, fair, affordable, and sustainable. As a District that provides up to three meals and a snack daily, to its students, faculty, and staff, as well as to various community partners, the District has an important opportunity to ensure dollars spent on food for the District reflect community values: student wellbeing, the local economy and the environment.

Through a proposed Good Food Purchasing Policy, the Board seeks to ensure that, whenever financially feasible, foods procured and served as part of the District's meal program:

- meet or exceed Dietary Guidelines for Americans and the United States Department of Agriculture's menu pattern requirements for school meals.
- support health and wellness.
- ensure all participants in the food supply chain receive fair compensation, fair treatment, and are free of exploitation.

- come from state and/or regional food processing and agricultural operations
- are equitably accessible in its cultural diverse and cultural acceptability for the majority of students;
- are produced, processed, distributed, and recycled locally using the principles of environmental stewardship and the humane treatment of animals.

Students shall have unrestricted access to potable water during all meal periods. All foods sold or served to students are produced in facilities permitted by the Allegheny County Health Department. All food service locations will be inspected at a minimum of once annually by the Allegheny County Health Department and throughout the year by the food service supervisory staff. The food service staff shall complete annual training and maintain ServSafe certifications.

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

Schools will 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. Consideration will be given to the needs of different age groups, such as younger children who have specific developmental needs related to meals.

Further, students may not be separated from peers or class during the breakfast or lunch period for more than one (1) day because of a stated health and safety risk.

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. Foods and beverages sold on school campus during the school day outside of the school meal programs are considered “competitive foods.” Competitive foods and beverages include 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.

The District requires that all foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time/and any school-related or school-based activities before and after school) will, at a minimum, meet the United States Department of Agriculture Smart Snacks in School nutrition standards. 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. [\[12\]](#)[\[26\]](#)

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. The standards do not apply on weekends and at off-campus fundraising events.

To the extent possible, venues outside the cafeteria (e.g., vending machines, snack bars, or food carts) where food is available will offer fruits and non-fried vegetables.

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. A maximum of five (5) exempt fundraisers in each elementary and middle school (K-8) per year, and a maximum of ten (10) exempt fundraisers will be permitted in each high school building (9-12) will be permitted each year. Each fundraiser may not exceed one (1) school week. Exempt fundraisers may not be sold in the food service areas during the meal period.

Schools must keep a record of all exempt fundraisers to assure they are not exceeding the yearly limits. Fundraising records must be kept on file for four (4) years and made available upon request.

The District will make available to parents and schools a list of healthy fundraising ideas. Fundraisers occurring after the school day are held to Smart Snack standards.

The District requires that fundraising, including activities such as donation nights at restaurants, cookie dough, candy and pizza sales and market days during the school day and during the extended school day (including during out-of-school time/and any school-related or school-based activities before and after school) sell only non-food items or foods and beverages that meet or exceed Smart Snacks requirements. 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 out-of-school time staff a list of healthy fundraising ideas.

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

Celebrations and positive reinforcement are an important part of our District's culture of supporting students. 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. 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 any school-related or school-based activities before and after school) will, at a minimum, meet Smart Snacks guidelines.

The District will make available for caregivers and all school and school-based out-of-school time 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.

Element 5-6: Food Marketing

Health and wellness efforts are weakened when students are subjected to advertising on District property that promotes unhealthy foods and beverages. In-school marketing of food and beverage items must meet the standards set forth by the USDA Smart Snacks guidelines.

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.

[2][9]

The HHFKA requires policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards. [26]

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. The District will ensure the promotion of healthy food and beverage choices through school announcements, newsletters, and website postings.

Food Service will invite students to participate in the development and selection of new menu items. The District may utilize tools such as focus groups, tastes tests, food shows, or surveys to engage 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.

Neither food nor beverages are to be withheld from students as punishment. This includes the restriction of foods or beverages for any reason and the shortening or

elimination of mealtimes. District Staff shall not prohibit students from purchasing a la carte items offered in school cafeterias or limit student choices from school meal programs.

Element 5-8: Special Dietary Needs

School food service staff shall accommodate the nutritional needs of students who have medically required dietary restrictions upon the presentation of a diet order signed by a licensed health care provider with prescribing privileges or a registered dietitian. This diet order will be shared with the Registered Dietitian, the relevant food service staff, and the school nurse. School nurse will share diet information with appropriate and necessary school staff at their discretion. This diet order must be updated annually.

Element 5-9: Water Access

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 any school-related or school-based activities before and after school) without restriction. Water cups are available in the cafeteria if a drinking fountain is not present. Students are permitted to bring empty water bottles or sealed water bottles before, during and after the school day. 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.

[10][11][27][28]

Element 5-10: Hand Washing

Students and staff will be encouraged and have access to wash or sanitize their hands before and after eating. Signage will be posted at hand washing stations to wash hands with soap and water for at least 20 seconds. Hand washing stations will be equipped with soap, single use paper towels, hot and cold water.

Key Goal Area 6: Counseling, Psychological, and Social Work Services -

Element 6-1: Services

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

Element 6-2: Access

Methods and procedures through the Student Assistance Program (SAP) are used to help to identify students with social, emotional, and/or behavioral needs and make

meaningful connections to appropriate support providers. Each member of the school community shall have timely and appropriate access to school social workers, school counselors, school psychologists, and school-based behavioral health partners.

Students and staff shall have access to continued professional development and support in implementation of culturally responsive and restorative practices that are inclusive of social-emotional learning in building positive and safe school climates that are conducive to learning.

District staff shall collaborate with families, community partners, and school-based mental/behavioral health providers to engage in student assistance programming that is responsive to school-based needs.

Element 6-3: Behavioral Interventions

School-based behavioral and mental health providers shall coordinate timely and appropriate prevention and intervention training for school staff. School-based mental health providers shall implement interventions to address school-wide positive behavior supports within school settings.

Continued improvement will be observed by school-based teams through review of annual universal screening data, student assistance program data, and school-wide positive behavior support data through their multi-tiered systems of support data analysis process.

Staff shall have access to and are trained in de-escalation and crisis management strategies to maintain school-based crisis teaming and safe school climates.

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) stress management, healthy eating, physical activity behaviors, 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 District staff are encouraged to be role models and promote health and wellness in all students.

The District will conduct employee wellness and health (physical and mental) promotion activities at least once per year (to include, but not limited to virtual EAP sessions, physical activity opportunities, stress management, and other such wellness activities).

Development of staff wellness programs will be based on the input and suggestions from District staff.

Element 7-2: Culture of Health Promotion

The ultimate goal shall be to establish a school and District culture that promotes health and wellness with a focus on diversity and inclusion 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. School Wellness teams and Healthy Schools Team are encouraged to collaborate, analyze and identify ways to support wellness that supports a positive culture and climate at the school level, collaboratively complete an annual school wellness assessment, and initiate programs that support the students, staff, and school community.

Key Goal Area 8: Family/Community Engagement/Involvement –

Element 8-1: Approach to Engagement/Involvement

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

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, school handbooks, newsletters, and social media, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information on how to participate in school or District level wellness activities and a means of contacting Wellness Committee leadership. The District shall also fully engage all stakeholders at least every three years to update of the School Wellness policy.

The School Wellness policies will be regularly evaluated to ensure they are not being implemented in ways that are inconsistent with critical, culturally affirming approaches to creating a healthy school climate.

District staff will engage the Parent Advisory Council (PAC) at least once a year with an update on this policy and related activities.

The District will include at least one question on the parent survey regarding wellness.

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.

District staff will provide training, technical assistance, and other supports to build the capacity of parents, community partners and school staff as it relates to wellness activities.

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.

Creative, Cross-Cutting, and Targeted Use of Resources to Support Wellness –

Using all Means

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

Early Identification and Intervention

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

Sufficient Time

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

Research-Based Programs

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

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.

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.

Healthy Schools Program Assessment

All schools will complete the Healthy Schools Assessment annually. It is recommended to do this as a collaborative process within the School's Wellness Committee and Healthy Schools Team.

Community Partnerships

Schools will partner with community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health care, colleges and universities and local businesses) to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff.

Shared-Use Agreements

The District will explore joint or shared-use agreements for physical activity participation at all schools.

Policy Development, Dissemination, and Evaluation

This 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 (HHFKA), the District will retain records to document compliance with the requirements of this 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 Wellness Policy and any updates to the Wellness Policy.
4. Documentation of the assessments, review, and updates to the 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 Wellness Policy, documenting the most recent assessment on the implementation of the Wellness 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 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
22. 22 PA Code 4.28
23. 22 PA Code 4.29
24. CSPG 47 – Health and Physical Education
25. PDE – Health and PE Guidance
26. USDA – Smart Snack Tools
27. 24 P.S. 701
28. 24 P.S. 742
- 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 \(85 KB\)](#)