

### Preamble

The Special Administrative Board of The Transitional School District of The City of St. Louis acknowledges that student well-being and student achievement are inherently related. Therefore, in support of the vision and mission of St. Louis Public Schools, the Special Administrative Board aims to create and maintain a healthy school culture for all children through the implementation of its Health and Wellness Policy. The implementation of this policy, through promoting wellness and addressing current health issues facing both students and staff, will foster students' abilities to learn to take responsibility for their own health and to adopt healthy habits, attitudes, and behaviors for life. The policy is designed to promote student well-being while taking into account competing priorities and resource availability.

The Health and Wellness Policy focuses on eight key goal areas:

Goal Area 1 - Health and Wellness Education - The district will provide students many opportunities to learn how to optimize personal wellness.

Goal Area 2 - Physical Education and Physical Activity - The district will provide students many opportunities to engage in activity that builds their physical, mental, social, and emotional health.

Goal Area 3 - Health Services - The district will provide services to students that will appraise, protect, and promote their health; are in harmony with the community, parents, and other constituencies; and are accessible to all students.

Goal Area 4 - Healthy School Learning Environment - The district will create and maintain a school environment conducive to optimal student learning.

Goal Area 5 - Nutrition Services - The school foodservice department will promote good health practices and provide a foundation for sound lifestyle habits through foodservice operations and nutrition education.

Goal Area 6 - Health Promotion - The district will foster the maintenance of a healthy lifestyle for all staff.

Goal Area 7 - Family/Community Involvement - The district will support an integrated school, parent, and community approach to achieving student wellness through a dynamic, collaborative partnership of communication and accountability.

Goal Area 8 - Creative, Cross-Cutting, and Targeted Use of Resources to Support Wellness - The district will assign the Health and Wellness Policy (HWP) coordinator(s) who will use every appropriate and available means to the school district to ensure that every student has the chance to succeed academically, emotionally, and socially as well as remain in school.

These goals are all related to one another and will inevitably overlap in their implementation. Together, these goals set the foundation for both a coordinated and a comprehensive wellness program that supports the academic success of St. Louis Public School (SLPS) students. Responsibility for implementation of the Health and Wellness Policy lies with the district-appointed HWP coordinator(s) at the district level and with the school principal, advised by School Health Advisory Councils (SHACs), at the school level. SHACs are committees that assist with policy implementation with regards to healthy choices for students. The SHAC should consist of a minimum of seven members, which may include school staff, students, parents, health professionals, and other community members who serve voluntarily with approval from the school principal. The role of the SHAC is advisory; final responsibility for implementation rests with the school's principal. The Health and Wellness Policy will operate in conjunction with other current SLPS policies and regulations.

**Goal Area 1 - Health and Wellness Education - The district will provide students many opportunities to learn how to optimize personal wellness.**

The district will approve Academics in Movement (AIM), a comprehensive, sequential, age-appropriate, integrated K-12 curriculum addressing the mental, physical, social, and emotional aspects of health. AIM will also emphasize strategies on how to achieve optimal health and wellness. Principles include, but are not limited to, decision-making, influence of media and marketing, food and activity choices, risk factor reduction, and health literacy.

The district will train all staff on the implementation of the AIM curriculum, including how to incorporate it into the classroom schedule and how to creatively adapt it to different student learning styles and skills.

SHACs will coordinate with the school principal, the foodservice team, the school Student Support Services team (ex. nurse, counselor, social worker, etc), and other relevant staff to promote health and wellness throughout the school.

HWP coordinator(s) will assess on an annual basis current health and wellness education offerings at each school and work with each SHAC to create goals and action plans for achieving or surpassing the Health and Wellness Policy guidelines.

Duties include:

- Reviewing curriculum, activities, or program models of health and wellness programs offered during school and non-school hours.
- Meeting with SHACs to develop a plan to expand existing programs or bring in new programs to fill gaps and meet goals.
- Recruiting partners to provide health and wellness education programs to fill gaps in schools.

**Goal Area 2 - Physical Education and Physical Activity - The district will provide students many opportunities to engage in activity that builds their physical, mental, social, and emotional health.****PHYSICAL EDUCATION**

The district will approve Academics in Movement (AIM), a comprehensive, sequential, age-appropriate, integrated K-12 physical education curriculum that provides cognitive content and learning experiences in a variety of activity areas. The AIM curriculum focuses on "fitness for life" skills, promoting each student's optimum physical, mental, social, and emotional development.

School principals will build time into school schedules to include physical education (PE) classes following national recommendations by grade level:

- Elementary, grades K-5: 150 minutes per week, preferably at least 20 minutes daily
- Secondary, grades 6-12: 225 minutes per week, preferably at least 50 minutes daily, except for students whose academic programs do not provide adequate time in the schedule
- *If recommendations or legislation change, school principals will adopt new guidelines according to a district-coordinated timeline.*

The district will hire and train certified physical education teachers to teach physical education. PE Teachers will seek support from community partners to conduct specialized fitness classes.

- HWP coordinator(s), in conjunction with school principals, will provide every SLPS PE teacher a copy of the PE curriculum.
- HWP coordinator(s), SHAC coordinators, and PE teachers will coordinate specialty PE classes for all high school students. Instructors for these classes will support not replace the regular PE teacher and must commit to a full school year.
- HWP coordinator(s) will provide professional development for each PE teacher on how to conduct a student physical fitness assessment using the SLPS Physical Fitness Assessment, on how to complete the Fitness Update document, and in curriculum implementation.

PE teachers will adhere to district guidelines with regards to student physical fitness assessments and PE curriculum.

Duties include:

- Completing a physical fitness assessment for each student two times per school year and submitting the results in the format of the Fitness Update to the Physical Education Supervisor for inclusion with the regular report card to students and parents biannually.
- In conjunction with SHAC coordinators or Parent Support Specialists, conducting parent engagement sessions before and during the school year to provide parents information on the purpose and use of the Fitness Update.
- Collaborating with school nurses to make referrals for students who are identified as having weight-related health conditions to see school health professionals or outside physicians and community health agencies.
- Implementing district-approved curriculum appropriate for age and skill level of each student.

#### PHYSICAL ACTIVITY

HWP coordinator(s) will provide resources and professional development to staff on how to incorporate physical activity, other than PE, into the school day. Physical activity before school, after school, and in the classroom should complement PE by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle.

- All SLPS educators will be trained to integrate fitness and Brain Gym activities, part of the AIM curriculum, into the classroom.
- Classroom teachers will provide short physical activity breaks between lessons, classes, and/or testing sessions, as appropriate, using nationally recognized best practices and/or evidence-based programs targeting the specific needs of students.
- Elementary school principals will build time into school schedules to hold daily recess before lunch and for a minimum of 20 minutes. Recess is adult-supervised time for students to engage in student and or adult led fitness activities. School principals will provide a variety of equipment (ex. balls, jump ropes, etc) and adequate space for recess.
- Schools will develop a plan modeled after the national Safe Routes to School program to provide opportunities to increase the number of students walking and bicycling to school. Parents and students will be given information on safe routes and alternative forms of transportation.

HWP coordinator(s) will provide resources and professional development to staff for incorporating extracurricular physical activity programs appropriate for the different grade levels, needs, interests, and abilities of all students before, during, and after school. All secondary schools are furthermore encouraged to offer interscholastic sports programs.

School principals will ensure that either physical activity or withholding physical activity in physical education classes and recess is not used as a punishment.

HWP coordinator(s) will assess on an annual basis current physical education and physical activity offerings at each school and work with each SHAC to create goals and action plans for achieving or surpassing the Health and Wellness Policy guidelines.

Duties include:

- Determining total minutes of physical education offered at each SLPS school, including before, during, and after school.
- Reviewing curriculum, activities, or program models of physical activity programs offered during school and non-school hours.
- Identifying schools that are not meeting the physical activity goal and group schools in three categories according to need: (a) More than 100 (200 for secondary) minutes per week; (b) 75-100 (150-200) minutes per week; (c) Less than 75 (less than 150) minutes per week currently offered.

- Meeting with SHACs to develop a plan to expand existing programs or bring in new programs to fill gaps and meet goals.
- Recruiting partners to provide physical activity programs to fill gaps in schools.

**Goal Area 3 - Health Services - The district will provide services to students that will appraise, protect, and promote their health; are in harmony with the community, parents, and other constituencies; and are accessible to all students.**

The district will maintain a centralized district health office, the Office of Health Services, within the Student Support Services department, for the purpose of program development, consistency and standardization of service delivery utilizing "best practice model", and quality assurance monitoring. The Office of Health Services is administered by a Manager of Health Services, who is a registered professional nurse with responsibilities for hiring, supervising, and evaluating the performance of the school-based registered professional nurses assigned to each school site.

The district will hire an array of health professionals (ex. nurses, registered dietitians, certified school counselors, psychologists, and social workers), with an ideal ratio of at least one nursing professional per school to provide comprehensive health and wellness services, including referral services, at each school. Services of a social worker, counselor, and other health professionals will be available at each school as needed. The Student Support Services team is responsible for the health and well-being of students and staff while they are at school and will focus on collaborative efforts in prevention and early intervention.

Student Support Services team duties include:

- Serving in SHACs and helping to develop and implement action plans for fulfilling goals of the district's Health and Wellness Policy.
- Working with PE teachers in conducting physical fitness assessments, including providing education and making referrals as a result of the physical fitness assessments.
- Working with the school foodservice department to help provide a healthy food environment for both students and staff, including proper hand washing and adequate time for eating.
- Providing comprehensive case management services to students and families, and collaborating to develop student and family support plans to promote good health and a safe and healthy learning environment.
- Providing health education and services to students, parents, and staff (which may include health education programs, in-services, workshops, medication administration, medical referrals, health screenings and assessments, injury prevention and treatment, and counseling) to promote wellness in the school setting.
- Acquiring continuing education and professional development hours to ensure best practices are being followed.
- Informing parents of the availability and variety of health services for the students.

HWP coordinator(s) will assess on an annual basis the collaborative efforts of the centralized health office in implementation of the Health and Wellness Policy.

Duties include:

- Evaluating the partnership between the centralized health office and overall Health and Wellness Policy programming.
- Helping to train all health professionals hired within the district on the Health and Wellness Policy.
- Maintaining current and developing new partnerships with community members as well as acquiring resources to enhance provision of access to health care for all students, within both the school setting and the community. (The district will maintain a formal and contractual relationship with the Institute of Family Medicine to provide a Medical Consultant who writes standing orders as well as provides consultation and advice for the school nurses.)
- Educating and informing parents and other community members of available health services at SLPS schools through school newsletters, special informational letters and flyers, and a Student Health link under the Parents link on the district's website. Sending an informational letter to

all parents at the beginning of each school year to discuss some of the major services provided by the Office of Health Services.

- Soliciting recommendations from the Student Support Services team for improving school wellness.

**Goal Area 4 - Healthy School Learning Environment - The district will create and maintain a school environment conducive to optimal student learning.**

School principals, with help from SHACs and other staff members, will coordinate the proper maintenance of all school buildings and grounds at a safe and adequate level to support a healthy learning environment for all students.

Duties include:

- Evaluating areas for improvement and identifying/eliminating risks using national standards and recommendations. Possible tools include Environmental Protection Agency's HealthySEAT, Centers for Disease Control and Prevention's School Health Index, and National Institute for Occupational Safety and Health's safety checklists.
- Assessing and repairing all existing water fountains.
- Creating safety measures in accordance with the Emergency Preparedness Plan with regards to environmental hazards, such as lead, carbon monoxide, mercury, mold, asbestos, radon, and other potentially harmful substances.
- Coordinating annual lead testing in all children six years of age and under.
- Providing appropriate and operational safety devices and equipment (ex. goggles, gloves, safety shields, etc) for classroom use. Assessing safety and operation of and repairing any playground or sporting venue grounds and equipment.
- Providing appropriate exposure to daylight and other light sources to prevent shadows and areas of poor illumination. Providing, where possible, flexible lighting controls.
- Setting temperature of each room for optimal learning based on the activities performed in the room (ex. 69.8-73.4°F for classrooms, lower temperature for gyms). Where possible, adjusting humidity to 40-60% relative humidity.

School principals will adhere to and enforce current SLPS policy on drugs, alcohol, and tobacco; conduct; harassment; and weapons and violence to foster a healthy psychosocial climate for all students.

School principals will coordinate with SHACs on school emergency preparedness using Missouri Department of Health and Senior Services guidelines for Ready-in-3, including stocking emergency supplies.

School principals will coordinate with PE teachers and other staff on outdoor activity when the Air Quality Index or some other component of outdoor activity may be unsafe for any student.

HWP Coordinator(s) will assess on an annual basis current progress in creating a healthy school learning environment at each school and work with each SHAC to create goals and action plans for achieving or surpassing the Health and Wellness Policy guidelines.

**Goal Area 5 - Nutrition Services - The school foodservice department will promote good health practices and provide a foundation for sound lifestyle habits through foodservice operations and nutrition education.**

#### FOOD SERVICE

School foodservice programs will be implemented in accordance with the United States Department of Agriculture's (USDA's) School Meals program (including school breakfast, lunch, after school snack, dinner, summer meals, and field trip meals) and will reflect, at a minimum, Missouri Intermediate Eat Smart Guidelines for the first year, with a plan to achieve Missouri Advanced Eat Smart Guidelines in the second year.

- School foodservice programs will publish a nutrient analysis of all foods provided to both consumers and parents by way of website and posting in the cafeteria. The district will contract registered dietitians to investigate complaints, spot audit a minimum of 10% of schools for compliance with Missouri Eat Smart guidelines, and conduct a biannual audit of receipts supplied by the vendor.
- School foodservice programs will provide a variety of healthy, innovative menu items, including fruits and vegetables.
- School foodservice programs will gather and apply data from student, staff, and parent surveys to encourage, promote, and improve healthy nutritional choices. School foodservice programs will supply survey results and raw data to the HWP coordinator(s) within thirty (30) days of data collection.
- School foodservice programs will seek to use environmentally friendly utensils, packaging, and serving implements to support healthy and sustainable lifestyle habits in students.
- Where foodservice is contracted to a foodservice management company, the Request for Proposal, or RFP, for food service will allow for pilot programs, approved by the district, to establish contracts with food vendors to improve access to healthy foods, improve variety, and allow for innovative approaches in the future.

The school foodservice program and principal for each individual school will ensure that all foods and beverages sold or served outside the USDA's School Meals program, including a la carte and vending items, will adhere, at a minimum, to the aforementioned Missouri Eat Smart Guidelines. The principal will encourage and promote the use of the aforementioned Missouri Eat Smart Guidelines for foods used in fundraisers and to celebrate special events.

The principal for each individual school will ensure that foods or beverages, especially those that do not meet the aforementioned Missouri Eat Smart Guidelines, are not used as rewards for academic performance or good behavior and are not withheld (including food served through School Meals) as a punishment.

#### FOOD ENVIRONMENT

The principal for each individual school, in conjunction with the school nurse, will create the school schedule to accommodate the specific needs related to meals, including safety and sanitation, so that students have adequate time both to eat and to enjoy their meals. Elementary students should have at least fifteen minutes of dedicated eating time (i.e. not including hand washing, standing in line, cleaning up, etc).

School foodservice programs will provide a means for all students and staff to wash and/or sanitize their hands before and after each meal.

#### NUTRITION EDUCATION

School foodservice programs are responsible for developing a nutrition education program to be approved by the HWP coordinator(s). They will work in conjunction with the HWP coordinator(s) to implement the school's nutrition education curriculum as part of the health and wellness curriculum.

Any messages in food marketing implemented by school foodservice programs must be consistent with the aforementioned Missouri Eat Smart guidelines.

Foodservice staff at each school will work with their individual SHACs to develop and implement nutrition education programming on the school level.

#### ROLE OF THE DISTRICT

HWP coordinator(s) will assess on an annual basis compliance with the aforementioned Missouri Eat Smart guidelines via audits and work with the Special Administrative Board and/or the foodservice department to create goals and action plans for achieving or surpassing the guidelines.

*If the USDA's School Meals program guidelines and/or Missouri Eat Smart Guidelines change, school foodservice departments will adopt new guidelines according to a district-coordinated timeline.*

**Goal Area 6 - Health Promotion - The district will foster the maintenance of a healthy lifestyle for all staff.**

The Office of Health Services will work with Human Resources, health insurance providers for employees, community partners, and other health service vendors to develop and provide health and wellness services for all employees.

School principals, along with SHACs, will develop a comprehensive employee wellness program, which may include physical fitness assessments, health education, health promotion, health related fitness activities (physical, mental, social, and emotional), and counseling services, in collaboration with services provided by the district.

HWP coordinator(s) will assess on an annual basis the employee wellness programs available to staff at each school and work with each SHAC to create goals and action plans for achieving or surpassing the Health and Wellness Policy guidelines.

Duties include:

- Evaluating the effectiveness of current district offerings on health promotion for employees.
- Reviewing current programming offerings, including utilization of community partners.
- Meeting with SHACs to develop a plan to expand existing programs or bring in new programs to fill gaps and meet goal.
- Recruiting partners to provide staff health promotion programs to fill gaps in identified schools.

**Key Goal Area 7: Family/Community Involvement - The district will support an integrated school, parent, and community approach to achieving student wellness through a dynamic, collaborative partnership of communication and accountability.**

School principals will identify and assign two staff members at each school the role of coordinators for their respective SHACs. School principals will report the two staff members serving as coordinators to the HWP coordinator(s). The HWP coordinator(s) will hold an annual wellness day to review with and train staff on the current Health and Wellness Policy as well as implementation of the policy.

The two SHAC coordinators are responsible for running the SHACs and reporting efforts to the district's Health and Wellness Policy coordinator(s).

SHAC duties include:

- Holding at least three meetings during each school year to identify goals, develop and implement solutions, and monitor and evaluate the activities carried out by the school in support of the district's Health and Wellness Policy.
- Establishing individual school goals within each key goal area and submitting them electronically to the HWP coordinator(s) by the close of the last business day of September. Reporting progress made with regards to fulfilling each of the key goal areas and submitting it electronically to the HWP coordinator(s) by the close of the last business day of May.
- Communicating the policy and any district or school policy implementation efforts to all students, staff, parents, and relevant members of the school community.
- Coordinating efforts to provide professional development and resources to staff, parents, and other community members in key areas of health education, improving child wellness, and information about current school initiatives relating to the Health and Wellness Policy.
- With the aid of the HWP Coordinator(s), promoting and encouraging partnerships with community organizations to further support activities and leverage shared resources.

**Goal Area 8 - Creative, Cross-Cutting, and Targeted Use of Resources to Support Wellness - The district will assign the Health and Wellness Policy (HWP) coordinator(s) who will use every**

appropriate and available means in the school district to ensure that every student has the chance to succeed academically, emotionally, and socially as well as remain in school.

#### ASSESSMENT AND INTERVENTION

HWP coordinator(s) will evaluate the district's ability to meet the guidelines of the Health and Wellness Policy by assessing, using evidence-based tools, each school's compliance with the policy on at least an annual basis, either through the SHACs or by personal audit. The HWP coordinator(s) must audit each school at least once per school year.

Based on the aforementioned assessment, HWP coordinator(s) will prioritize wellness goals for the district as well as annually write and implement action plans to carry out each goal.

Duties include:

- Assisting SHACs in prioritizing wellness goals for the school and implementing individualized school action plans to carry out each goal.
- Providing opportunities and resources for schools to implement research-based best practices and other programs with proven results.
- Maintaining a library of resources and opportunities for schools to use in the implementation of the Health and Wellness Policy at the school level.
- Seeking supplemental funding and resources wherever possible in order to support the full implementation of the policy.
- Acting as a liaison between the SHACs and the district or other community partners.
- Creating district-wide timelines for implementation of any new guidelines or legislation.

#### MONITORING AND EVALUATION

HWP coordinator(s) will monitor and evaluate each school's ability to meet the Health and Wellness Policy and demonstrate progress by documenting benchmarks on at least an annual basis.

- Each school will submit an electronic report to the HWP coordinator(s) by the close of the last business day of May documenting progress made with regards to the Health and Wellness Policy.
- The HWP coordinator(s) will compile data from each school and present a written report detailing progress at both the district and the school levels to the Special Administrative Board at a summer board meeting.

The report must include, at a minimum:

- o Baseline of assessed indicators (based on beginning of year or end of last year reports)
- o Impact of programming on those indicators mentioned above
- o Progress made with regards to wellness goals
- o Prioritized goals and action plans for the next school year
- o Any recommendations regarding the implementation of the Health and Wellness Policy
- o Self-evaluation of the abilities of the HWP coordinator(s) to carry out the duties as outlined by the Health and Wellness Policy, including documentation of actions taken throughout the school year

The effectiveness of the Health and Wellness Policy will be assessed and re-evaluated on a triennial basis by the HWP coordinator(s), the district, and representatives from the SHACs. Any proposed changes to the Health and Wellness Policy must meet a majority opinion (i.e. >50%) based on individual school votes, through the principal, with final approval by the Board.

*Please see the attached Appendices for detailed guidelines referenced in the Health and Wellness Policy as well as some resources for use in implementation of the policy.*