

WELLNESS POLICY

PURPOSE: The purpose of this policy is to establish requirements for nutrition education, physical activity, physical education, social and emotional wellness and the provision of healthy food choices at school and to ensure the Board's expectations for student health and wellness are articulated and satisfied.

BELIEF STATEMENT: The Board recognizes the relationship that exists between academic achievement, attendance and student health and wellness. Accordingly, this policy reflects the Board's commitment to a coordinated school health approach by removing health-related barriers to learning via health policy, promotion, education and services. The Board values: (a) school-based activities designed to provide students with a school environment that supports and promotes wellness, healthy eating and an active lifestyle, (b) the inclusion of nutrition education (c) nutrition requirements for all foods and beverages available on school property, (d) the integration of opportunities for physical activity, like recess, during the student day, (e) high-quality physical education programming, (f) school-based activities designed to promote health and reduce obesity, (g) a safe, healthy school environment for students and staff, and (h) parents, guardians and family involvement in driving the success of school-based health, wellness and nutrition measures.

The District Wellness Committee will review the District Wellness Policy and District Wellness Procedures annually and will submit recommendations for revisions as needed and required. The Board will promote and adhere to all state and federal regulations regarding this policy.

Adopted May 17, 2006; May 7, 2014
LAUREL SCHOOL DISTRICT
Laurel, Delaware

Laurel School District Wellness Procedures

Definitions:

Nutrition Education: Nutrition education is a planned, sequential, K-12 curriculum or supplemental education program that addresses the physical, mental, emotional, and social dimensions of health related to nutrition. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated nutrition-related knowledge, attitudes, skills and practices.

Physical Education (“PE”): Physical education is a planned, sequential, curriculum (K-12) that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics; health education; and aquatics.

Physical Activity: Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscle, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Physical activity is movement that reduces the risk of premature mortality in general and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular. Two levels of physical activity are commonly recommended including “Moderate” and “Vigorous.”

Moderate: Movement activities in which participants breathe heavily and are able talk in complete sentences.

Vigorous: Movement activities in which participants breathe hard and are not be able to say more than a few words without pausing for a breath.

Social & Emotional Wellness: The creation and maintenance of a school climate and learning environment that is safe for, respectful of, friendly toward and responsive to persons of all racial, cultural, ethnic and socioeconomic groups; of all faiths, family structures, and sexual orientations and identities; and with any special health need, developmental delay, or disability. Such a climate and environment must apply to students, staff and families. The Board is committed to the establishment of a safe, healthy social environment at school for students and staff through the promotion of pro-social student behavior, high expectations and standards for academic achievement and behavior, and by engaging students in positive relationships with adults.

School Day: The school day is defined as twelve o’clock midnight through thirty minutes after the final bell.

Procedures:

A. Nutrition Education: In order to establish a standardized approach to nutrition education, schools shall provide nutrition education programming under the following framework.

1. *Grade Level Requirements:*
 - a. *Schools and campuses serving grades K-8* are required to integrate evidence-based nutrition education into the curriculum *in all grade levels in the school.*
 - b. *Schools and campuses serving grades 9-12* are required to integrate evidence-based nutrition education into the curriculum of *at least two high school courses required for graduation.*
2. *Nutrition Education Implementation.*
 - a. The Principal shall ensure that the following requirements are satisfied when implementing nutrition education at their school:
 - i. Provide nutrition instruction that is consistent with or exceeds the United States Department of Agriculture (USDA)'s Dietary Guidelines for Americans that includes the most current meal pattern requirements for school meals.
 - ii. Implement evidence-based nutrition instruction, supplemented by resources provided by the USDA or other vetted sources, that cover skill-based topics such as reading and interpreting nutrition facts labels.
 - iii. Maximize classroom time by integrating nutrition education into lesson plans of other school subjects including, but not limited to: Math, science, language arts, physical education, art, music, health and social sciences.
 - iv. Provide students with consistent nutrition education messages through multiple channels in addition to classroom instruction including, but not limited to: Linking nutrition education to the school meal program and by providing nutrition information in the cafeteria, at health fairs, on field trips, and during after school programming and assemblies.
 - b. The Curriculum Supervisor or designee, in collaboration with Laurel Nutrition Services, shall monitor the extent to which schools utilize an evidence-based nutrition education curriculum under the framework described herein.
3. *Parent/Family Outreach.* Schools shall provide parents/guardians with information to help them incorporate healthy eating and physical activity into their child's lives in and outside of school. This information may be provided in the form of handouts, postings on the school website, information provided in school newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching families.

B. School Food Service

1. *Professional Standards for School Foodservice Personnel.* Employees of the Laurel School District Nutrition Services Department will meet or exceed the national professional standards as defined by the USDA.
2. *Compliance with Laws and Regulations.* The food and beverages served on school campuses during the school day as part of the National School Breakfast Program (NSBP), National School Lunch Program (NSLP), Afterschool Care Snack Program (ASCSP) and Summer Food Service Program (SFSP) shall meet or exceed all applicable federal, state and local laws and regulations, as well as applicable Board policies and guidelines including, but not limited to:
 - a. Applicable USDA regulations regarding all aspects of NSBP, NSLP, ASCSP, SFSP and all other federally-funded food service programs;
 - b. Applicable Delaware law that regulates the service or sale of foods and beverages on school grounds;
 - c. Applicable law and regulations governing food safety and security for all foods made available on campus;
 - d. Laurel Nutrition Services' guidelines applicable to reimbursable school meals, which shall not be less restrictive than federal regulations and guidance issued by the United States Secretary of Agriculture pursuant to the Child Nutrition Reauthorization Act and the Healthy, Hunger-Free Kids Act;
 - e. Federal and state regulations to provide accommodations for the medical necessity of special diets.
3. *Meal Planning.* Schools shall offer students a variety of age-appropriate, healthy and appealing food and beverage choices in all school cafeterias that meet and/or exceed current USDA guidelines for school meals. Schools shall employ food preparation and meal planning practices consistent with or that exceed federal USDA guidelines, best practices and the Laurel Nutrition Services Hazard Analysis Critical Control Point (HACCP) plan.
4. *Food Marketing.* In an effort to encourage students to select healthy choices, a la carte choices offered in the school nutrition programs, competitive foods offered in vending machines and concessions at school functions should be marketed so that the healthiest foods choices are offered at a lower profit margin to encourage student selection. The display and advertising of foods ~~with minimal nutritional value is strongly discouraged on school grounds~~ not meeting USDA Smart Snack guidelines is prohibited on school grounds during the school day. All educational materials shall be free of brands, illustrations and logos of unhealthful foods. Food and beverage marketing that are not compliant with the USDA Smart Snack regulations and will be removed from durable food service and vending equipment as it is replaced and/or updated.
5. *Breakfast.* To ensure that all children have access to breakfast at school in order to meet their nutritional needs and enhance their ability to learn:
 - a. Schools will, to the extent possible, operate the NSBP.
 - b. Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast

- in the classroom, "grab-and-go" breakfast, breakfast after the bell, or breakfast during morning break or recess.
- c. Schools will provide students with at least 10 minutes, after sitting down, to eat their breakfast.
 - d. Schools that serve breakfast to students will notify families and students of the availability and benefit of the NSBP and will educate families and staff of the importance of a healthy breakfast through various outreach methods including, but not limited to: Newsletters, take-home materials and websites.
6. *Lunch.* To ensure that all children have access to lunch at school in order to meet their nutritional needs and enhance their ability to learn:
- a. Schools will, to the extent possible, operate the NSLP.
 - b. Schools will, to the extent possible, arrange class schedules so that recess is offered before lunch.
 - c. Schools will provide students with at least 20 minutes, after sitting down, to eat their lunch.
 - d. Schools that serve lunch will notify families and students of the availability and benefit of the NSLP and will educate families and staff of the importance of a healthy lunch through various outreach methods including, but not limited to: Newsletters, take-home materials and websites.
7. *Foods Provided to Students by Parents/Guardians.* Schools shall encourage parents to support the goals and objectives of this policy through providing students with healthy foods that will be consumed during the school day. Parents/guardians who elect to provide their child with meals outside of the NSBP and NSLP, are encouraged to send healthy foods in age-appropriate portions for their child and refrain from providing foods or snacks with minimal nutritional value. Fast food is prohibited from being brought into school cafeterias.
8. *Locally Grown.* Laurel Nutrition Services is committed to using locally-grown food items when available, in season and economically-feasible.
9. *Competitive Foods.* A competitive food is defined as all food and beverages sold to students on the school campus during the school day, other than those meals reimbursable under programs authorized by the USDA. Laurel ~~Nutrition Services~~ School District will meet and/or exceed the most recent version of the USDA's *Smart Snacks in Schools* guidelines.
10. *Feedback.* Laurel Nutrition Services is committed to meeting the nutritional needs of students across the District. To that end, Laurel Nutrition Services, in accordance with USDA requirements, welcomes student and parent feedback that aims to improve the quality of and student satisfaction of school meals with a goal to increase overall school meal program participation. Nutritional facts are available upon request.
11. *Nutrition Education and Wellness in the School Cafeterias.* Laurel Nutrition Services' staff members shall be engaged in wellness activities that support taking nutrition lessons beyond the classrooms and into the school cafeterias to encourage and promote healthy eating habits. Schools and Laurel Nutrition Services must:

- a. Ensure that school nutrition staff members receive ongoing professional development opportunities that include topics such as basic nutrition, food safety, meal planning, culinary skills, sanitation and wellness.
- b. Encourage creativity in menu planning and the implementation of strategies that provide tasty, appealing and healthy school meals.
- c. Serve school meals in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines.
- d. Reinforce healthy food messages in the school cafeterias through printed materials such as posters, nutrition pamphlets, presentations, taste-testing and/or cooking demonstrations.
- e. Provide access to drinking water throughout the school day.

C. Physical Education: Schools shall offer physical education programming that:

1. Is consistent with current Delaware learning standards and Laurel School District Student Wellness Guidelines;
2. Is taught by a certified physical education teacher;
3. Is coordinated within a comprehensive health education curriculum;
4. Emphasizes self-management skills;
5. Is designed to foster engagement in physical activity that enables students to achieve and maintain a high level of personal fitness over their lifetime; and
6. Is consistent with health-optimizing physical education learning objectives and strategies established by the Curriculum Supervisor including, but not limited to:
 - a. Engages *all* students in moderate to vigorous activity during two-thirds of all physical education class time;
 - b. Utilizes an evidence-based physical education curriculum aligned with Delaware state standards for physical education;
 - c. Integrates skill-based assessments into all elementary physical education curricula; and
 - d. Accommodates students with disabilities with a 504 plan or IEP.

D. Physical Activity:

1. *Weekly Physical Activity – In School:* To improve academic outcomes and to increase overall student fitness, it is recommended that schools provide *all* students with a total of 150 minutes of moderate to vigorous physical activity per week, through a combination of:
 - a. Structured PE class taught by a certified PE teacher
 - b. Daily recess (elementary only)
 - c. Classroom physical activity opportunities (*Energizers*)
 - d. School-wide physical activity assemblies
2. *Curriculum Integration Goals:* All core subjects including math, science, language arts, health, family and consumer science, and social sciences should maximize student attention and focus by integrating moderate to vigorous physical activity. All schools are

encouraged to include increments of 10 minutes of physical activity at least one time per week into each core subject lesson plans.

3. *Inactivity Reduction Goals:* Schools shall discourage extended periods (two hours or more) of time when a student is not physically active. When activities, such as school testing, make it necessary for students to remain indoors for long periods of time, schools should provide periodic breaks during which students are encouraged to be moderately to vigorously active.
4. *Weekly Physical Activity Goals – Out of School:* Schools shall encourage students to engage in continuous physical activities (moderate to vigorous) outside of school hours for a minimum of 15 to 30 minutes, on five or more days per week, through participation in community programs, after school programs and/or before school programs.

E. Active Transportation: Schools shall encourage students to walk or bike to school when feasible and age appropriate. Schools should engage parents in organizing adult supervised groups to facilitate safe walking and biking. This may include assessing walking and biking access to school and exploring ways to improve access. Schools shall develop an arrival and dismissal plan to ensure, where possible, safer traffic, ingress and egress conditions for students in and around the school campus.

F. Recess: All elementary schools, middle schools, and high schools with elementary grades, shall provide elementary students (K-6) with a daily opportunity for recess. Recess is a non-instructional activity and shall occur during non-instructional time. Recess shall be at least 20 minutes in length per day. Recess, which provides students with a break from instruction and time to engage in play with peers, shall include physical activity and/or activities that promote social skill development. It is recommended that schools schedule recess prior to student lunch periods.

G. Food and Physical Activity as Rewards or Punishment: Food provides energy for our body and should never be used as a reward, while physical activity is necessary for proper development.

1. Teachers and other school personnel shall promote non-food rewards and shall not withhold food or offer alternative lunch options (such as a brown bag lunch, lunch in the classroom, etc.) as punishment.
2. Teachers and other school personnel shall not use physical activity (i.e., running laps, push-ups, etc.) as a punishment or withhold opportunities for physical activity (i.e. withholding recess or physical education class) as punishment.
3. Teachers and other school personnel are encouraged to use physical activity opportunities as rewards (i.e. extra recess, special classroom privileges etc.).
4. Any food offered as a reward or part of a school celebration must meet the requirements of the District's food allergy management policy guidelines, and other Board policies regarding student health and nutrition, and USDA Smart Snacks Guidelines.
5. Non-food reward resources can be found on the District Laurel Nutrition Services website.

H. Fundraising Activities: School-sponsored fundraising shall be supportive of the healthy eating and physical activity goals of the District. The sale of non-food items and/or healthy food items is strongly encouraged, as well as the promotion of physically active events (i.e. walks, runs, dances, etc.). Events should not conflict with participation in the NSBP or NSLP. Fundraisers selling food meant for consumption during the school day must meet nutritional standards set forth in the USDA Smart Snack Guidelines.

I. Classroom Celebrations: Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Healthy food items should be encouraged to be brought in by families. A list of preferred food items can be found on the District website. Any item brought into the school for consumption by students shall be commercially packaged and labeled with nutrient analysis and allergy information.

J. Student Access to Nutritious Foods: In order to increase student access to nutritious foods outside of the school-provided meals, schools are encouraged to:

1. Refer all eligible students to Delaware Health and Social Services for appropriate state and federal benefits programs such as SNAP (food stamps).
2. Promote student participation in the federally-funded summer food service programs and coordinate activities with city agencies to maximize student summer services and student participation in federally-funded summer food service programs.
3. Promote student participation in after school and summer programs that serve healthy snacks to children which meet federal and state regulations.
4. Conduct periodic reviews to ensure that items sold on school grounds in vending machines, school stores, by food vendors on school grounds, as fundraisers or as a la carte items comply with any applicable state and federal regulations regarding the sale of competitive foods at school.

K. Comprehensive System of Learning Supports

The Laurel Board of Education believes that equal attention to social emotional learning supports is essential so that:

- *Every student demonstrates academic achievement and is prepared for success after high school;*
- *Every student is supported by highly prepared and effective teachers and school leaders;*
and
- *Every school offers a safe and healthy learning environment for all students.*

A comprehensive multi-tiered system of learning supports promotes the necessary conditions for learning which includes a safe, caring, participatory, and responsive school climate. Additional components include the development of academic, physical and social/emotional competencies in order to address barriers to learning and teaching such as: bullying, disengagement, absenteeism, and behavioral health concerns. This system shall include:

- Universal programming / primary promotion and prevention strategies (Tier I);
- Targeted early intervention / secondary prevention strategies (Tier II) and

- Intensive Individualized supports / tertiary prevention strategies (Tier III).

Comprehensive multi-tiered systems of learning support shall integrate into the curriculum, instructional strategies and the governance/management system, as part of the Laurel School District school improvement policy and practice. This may involve:

- Identifying risk factors within the community;
- Identifying protective factors;
- Developing home-school-community partnerships;
- Utilizing data-based decision making to determine needs and gaps in resources/services;
- Unifying all direct efforts to promote necessary conditions for learning and address factors interfering with student learning;
- Allocating/reallocating resources across schools, staff and instructional improvement;
- Taking advantage of natural opportunities to promote the academic, physical and social/emotional development of all; and
- Assessing how well the district/school promotes conditions for learning and addresses barriers to teaching and learning as part of the school improvement planning process.

The Laurel Board of Education operationally defines **risk factors** as those variables found in individuals, families, communities, schools, and peers that put youth at greater risk of participating in delinquent and risky behaviors or developing mental, emotional, physical or behavioral disorders. Furthermore, **protective factors** are defined as variables that support youth development, foster resiliency and promote overall student outcomes.

In the Laurel School District, protective factors are those variables found in individuals, families, the community, schools and peers that promote:

- Positive youth development;
- Foster resiliency; and
- Enhance a youth's ability to resist risky behavior.

The Laurel Board of Education recognizes that exposure to protective factors may help prevent, lessen, or counteract risk factors. By focusing students on the evidence based practice of developing internal and external developmental assets, students will increase their commitment to learning, adopt positive values, develop social competencies and demonstrate a positive identity. Students will also increase their access to appropriate supports, demonstrate self-determination, persist in developing aspirations, set goals and demonstrate self-efficacy in planning for post-secondary opportunities in college and career.

Positive Behavioral Interventions and Supports

The Laurel Board of Education recognizes that numerous studies have shown the positive impact of school-wide approaches to support positive student behavior. Components of these approaches include the provision of a responsive school structure, organization, and practices. The Laurel School District shall implement a Positive Behavior Intervention and Supports framework and implement Social Emotional Learning services in each of our schools in order to provide a

systems level approach to education focused on establishing a positive social culture and the behavioral supports needed for all children.

Core Primary Prevention elements shall include:

- Behavioral expectations defined and taught
- Acknowledgement system for appropriate behavior
- Continuum of consequences for problem behavior
- Continuous collection and use of data for decision-making
- Universal screening

Core Secondary Prevention elements shall include:

- Universal screening
- Progress monitoring for at risk students
- Positive behavior supports and interventions, instructional strategies and school systems that are responsive to student needs.
- System for increasing structure and predictability
- System for increasing contingent adult feedback
- System for linking academic and behavioral performance
- System for increasing home/school communication
- Collection and use of data for decision-making
- Frequent progress monitoring

Core Tertiary Prevention elements shall include:

- Functional Behavioral Assessment
- Team-based comprehensive assessment
- Linking of academic and behavior supports
- Individualized intervention based on assessment information
- Collection and use of data for decision-making

Social/Emotional Learning (SEL) Services

Social/Emotional Learning is the process through which children and adults acquire the knowledge, attitudes, and skills they need to:

- Recognize and manage emotions;
- Demonstrate caring and concern for others;
- Establish positive relationships;
- Engage in responsible decision-making; and
- Constructively manage challenging situations.

The Laurel Board of Education supports the adoption and implementation of quality social/emotional learning curriculum in which students learn to process, integrate, and selectively apply skills in developmentally, contextually and culturally appropriate ways.

Students should learn these skills within a safe, caring, participatory and responsive school culture, which results in positive student outcomes including:

- Promotion of mental wellness;
- Prevention of mental health issues;
- Increased school connectedness;
- Reduction in student absenteeism;
- Reduction in suspensions;
- Adoption, implementation and institutionalization of current best practices; and
- Improved academic outcomes.

The Laurel School District has procedures in place for the identification and referral of students with specific health and mental wellness needs for the following:

- Truancy, school refusal, and repeated absenteeism
- Youth unemployment
- Behavior problems
- Grief and counseling
- Neglect, sexual, emotional or physical abuse
- Students' concerns about their friends
- Suicidal behaviors
- Teenage sexuality and relationships
- Drug and alcohol use by students or their families
- Mental illness of students or their families (anxiety and depression)
- Anger management
- Divorce and family problems
- Violence or bullying

The Laurel School District has incorporated a systematic approach for referring students, as appropriate, to school or community based counseling, psychological services and/or social services

- Case management, including assessment, referral, education, support and monitoring is offered
- Detailed referral information is distributed widely through flyers, brochures, website, student handbook, health education class, etc., so that students, staff and families can learn about school and community services without having to contact school staff members are given clear guidance on referring students to school counseling, psychological, and social services
- Referral forms are easy for staff members to access, complete and submit confidentially
- A designated staff person (e.g. school counselor, social worker, or psychologist) regularly reviews and sorts referral forms and conducts the initial screening
- With written parental consent, additional information (e.g. questionnaires, relevant records, brief testing) is gathered, in compliance with FERPA
- Written consent is obtained in compliance with HIPPA to gather relevant records from other professionals or agencies, if applicable

- A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g. cost, location, language, program features, previous client feedback, types of insurance accepted). This information is shared with families
- Meetings are held with all relevant parties to discuss referral alternatives
- Potential barriers (e.g. cost, location, transportation, stigma), and how to overcome them, are discussed
- Follow-up (e.g. via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service

The Laurel Board of Education recognizes the following school-level indicators of effective practice to support conditions for learning:

- The school's Learning Support System includes academic, physical, social/emotional, and behavioral programming based on school-wide, targeted group and individual needs.
- School Leadership identifies and allocates/reallocates resources necessary to implement appropriate supports.
- School Leadership monitors and evaluates the implementation of learning supports programming through an on-going data collection system.
- All school personnel actively model and foster a positive school climate where students feel valued, are academically engaged, appropriately challenged and can grow cognitively.
- School Leadership actively models and fosters a positive school environment where staff members feel valued, are actively engaged, skillfully and grow professionally.
- The environment of the school (academic, physical, social/emotional, and behavioral) is safe, welcoming, and conducive to learning.
- The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs.
 - The school will provide opportunities for students and staff members to develop positive and meaningful relationships such as mentor groups, sports and clubs, and encouraging student participation in school decision making.
- All teachers invite valid and reliable learning supports identified by their school leadership into their classrooms including, but not limited to, programs/strategies, co-teaching opportunities, and consultation.
- The school culture fosters academic, physical, social, emotional, and behavioral skill development and engagement of students.
- The school culture promotes and supports the physical, social/emotional, and behavioral health of all school personnel. Staff are encouraged to act as role models through their positive interactions with students, other staff, and parents and by supporting colleagues who are experiencing stressful life events.
- All school personnel work effectively and equitably with students from diverse multi-cultural backgrounds. School personnel will support students with issues of potential

stress during school and life transitions (such as changing schools or changes in family structure in the following ways:

- Matching new students with another student or buddy
- Provide opportunities for students with check-in with a trusted adult
- Provide services that focus on positively adapting to transitions
- School Leadership and primary caregivers engage in regular communication to provide comprehensive supports and guidance across settings to encourage all aspects of student learning.
- All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies.
- Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports.
- Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards.
 - All staff receives introductory training or awareness about mental health, youth suicide and its prevention. Teachers are encouraged to attend further professional development about mental health and youth social, emotional, behavioral and cognitive needs.
- All teachers promote developmental competencies in the following areas: Physical, social, emotional, behavioral and cognitive.
- All teachers acknowledge appropriate student behaviors and desired social skills using positive, specific praise to promote positive behavior and decrease inappropriate behaviors.
 - Services for students at school will include school guidance counseling, school psychologist services, and social services provided by highly qualified staff
 - School counseling, psychological or social services providers will collaborate with other school staff members to promote student health and safety in the following ways:
 - Developing plans to address student health/mental health concerns such as individual health care plans, individualized education plans, 504 accommodation plans, tiered school team support and intervention plans
 - Providing professional development for teachers
 - Developing policy recommendations
 - Identifying, revising, or developing curricula or units/lessons to address social emotional learning needs
 - Developing and implementing school wide and classroom based activities
 - Developing and monitoring school improvement plans

- Establishing communication systems with other school staff

The Laurel Board of Education recognizes the following district-level indicators of Effective Practice to support conditions for learning:

- The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally sensitive and conducive to learning and which is reflected in the School Improvement Plans.
- The district provides support and resources to schools that supports a learning environment which is emotionally safe and conducive to learning.
- The district celebrates each school's success in improving student academic, physical, social/emotional, behavioral development and positive outcomes.

L. Staff Wellness: The District encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improves morale and reduces time out of work. The District Wellness Committee will provide and promote opportunities for district staff to pursue healthy lifestyles that include, but are limited to, state-funded employee wellness programs. Laurel School District employees are strongly encouraged to model healthy behaviors to students.

M. Local School Implementation:

1. *School Wellness Committee:* The Principal shall ensure that a School Wellness Committee is formed annually to spearhead health and wellness initiatives at the school that are in compliance with this policy and ensure the school's compliance with any applicable federal regulations regarding the sale of competitive foods/beverages at school and/or related Board policy. The principal shall establish a system to annually identify School Wellness Committee members which may include parents/guardians, teachers of physical education, classroom teachers, school nutrition staff, school health professionals, students, school administrators and community partners (SNAP coordinators, medical professionals, local farmers, local business owners and representatives from non-profit and civic organizations). From the committee, a leader will collaboratively be decided upon. Duties of the leader include:
 - a. Leading and coordinating their school's efforts to increase healthy eating and physical activity for students.
 - b. Serving as the liaison to the District Wellness Committee regarding school-level efforts to implement this policy and other wellness activities.
2. *Reporting:* School Wellness Coordinators, with support from school administrators, shall provide quarterly updates to the District Wellness Committee regarding the school's health and wellness initiatives and goals and the school's implementation of this policy. In addition, School Wellness Committees will annually complete the School Health Index

(SHI) and will submit the results to the District Wellness Committee and Laurel Board of Education. Results will be shared publicly.

N. Support and Oversight: The Laurel Board of Education, in conjunction with School Administrators, shall oversee school implementation and compliance with the District Wellness Policy and District Wellness Procedures and in doing so shall:

1. Provide technical assistance and support to assist schools with implementation of the policy and improve programming functions;
2. Ensure schools are offered support services through various departments including: Office of Instruction and Learning, Office of Special Education and Support Services and the Office of School Nutrition and Wellness;
3. Establish a process for identifying and distributing resources made available by qualified agencies and community organizations for the purpose of collaborating with schools to enhance implementation of this policy;
4. Establish a process to gather regular reporting and feedback from individual schools, community partners, students and parents on the implementation of the policy;
5. Conduct periodic evaluations and report on District-wide and individual schools' compliance with the Policy; and
6. Annually, the District Wellness Committee will conduct a review and assessment of the District Wellness Policy and District Wellness Procedures, and other related Board policies. Results and any necessary revisions will be shared publically.

Adopted: May 7, 2014

LAUREL SCHOOL DISTRICT
Laurel, Delaware