

LOCAL WELLNESS POLICY TEMPLATE



Hope Community Public Charter School Local Wellness Policy
24-25

This Local Wellness Policy (LWP) outlines Hope Community Public Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in Hope Community Public Charter School. Specific measurable goals and outcomes are identified within each section below.

LOCAL WELLNESS POLICY OFFICIAL(S)

Hope Community Public Charter School has identified the following LEA or school official(s) responsible for the implementation and oversight of the LWP to ensure each school's compliance with the policy (7 CFR 210.31(c)(4)).

NAME	POSITION TITLE	EMAIL ADDRESS	LWP ROLE
Charles M. Thomas	Operations Manager	chthomas@hopetolson.org	Facilitator

TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, Hope Community Public Charter School will conduct a Triennial Progress Assessment and develop a report that reviews each Hope Community Public Charter School schools' compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of Hope Community Public Charter School's LWP.

The positions/persons responsible for managing the triennial assessment and report is Dr. Clifford Owens. The above referenced individual(s) will monitor Hope Community Public Charter School schools' compliance with this LWP and develop the triennial progress reports. Hope Community Public Charter School schools will actively notify households/families of the availability of the triennial progress report.

ESTABLISH A PLAN TO MEASURE THE IMPACT AND IMPLEMENTATION OF THE LOCAL WELLNESS POLICY

Federal LWP Requirement (7 CFR 210.31(c)(6)) Provide a description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public.

Hope Community Public Charter School will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

1. Utilizing an evidence-based assessment tool to track the collective health of our scholars over time tracking data such as body composition (height and weight), aerobic capacity, and/or muscular strength, endurance and flexibility.
2. Ensuring the retention of all required documentation. As such, our school principal shall provide a written report to our school's superintendent, who will then provide the report to the school board. The principal's report will include the school's progress toward meeting the wellness goals over the previous three school years; the website address for the wellness policy and how the public can receive a copy of the policy; a description of the progress in meeting the goals, a summary of the event or activities related to the implementation of the policy; the name, position, and contact information of the school official coordinating the health advisory council or the school's wellness team; and information on how stakeholders can get involved with the school's wellness team.
3. Ensuring that the evaluation of the wellness policy and implementation is directed by the Coordinated School Health Advisory Council, that our policy stays aligned with all state regulations, and that policy revisions are completed as needed.
4. Ensuring that the three-year assessment and evaluation report is made available to the public by posting it on the school corporation website.

HEALTH EDUCATION

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health and safety.¹ High-quality health education and promotion of school-based health activities can help improve students' quality of life, increase healthy behaviors, and reduce risky behaviors throughout students' lives.² Hope Community Public Charter School recognizes the connection between good health, quality of life, and readiness to learn. Hope Community Public Charter School is committed to providing high-quality health education and promoting health policies and activities that result in students that exhibit healthier behaviors.

Healthy Schools Act Requirement ([DC Official Code § 38–821.01\(1F\)](#)); ([DC Official Code § 38–824.02\(b\)](#))

Students in kindergarten through Grade 8 receive health education instruction aligned with [OSSE Health Education Standards](#).

At Hope Community Charter School our scholars receive health education instruction aligned with OSSE Health Education Standards. The health education instructions is facilitated by our Physical Education Teacher.

Healthy Schools Act Requirement ([DC Official Code § 38–824.02\(b\)\(2\)](#))

Schools serving students in kindergarten through Grade 8 provide an average of 75 minutes of health education per week.

Scholars in kindergarten through 8th grade receive a minimum of 90 minutes per week in health education which is facilitated by our physical education teacher.

School Safety Omnibus Amendment Act Requirement ([DC Official Code § 38–824.02\(b-2\)\(1\)\(A\)](#))

Students in kindergarten through Grade 12 receive age- and developmentally appropriate, evidence-based, and culturally responsive instruction on recognizing and reporting sexual misconduct and child abuse, setting and respecting appropriate personal and body boundaries and privacy rules, communicating with adults about concerns regarding body boundaries or privacy violations, the meaning of consent, developing and maintaining healthy relationships, and other appropriate topics to support healthy development of students.

Hope Community's partnership with Safe Shores enables our school to ensure that our scholars in kindergarten through 8th grade receive age and developmentally appropriate, evidence-based, and culturally respire instruction on recognizing and reporting misconduct and child abuse as aligned to guidelines and provisions in accordance to DC Official Code 38-874.02 (b-2)(1)(A).

1 Centers for Disease Control and Prevention. (2019). Healthy Schools: Components of the Whole School, Whole Community, Whole Child (WSCSS). Retrieved from www.cdc.gov/healthyschools/wscs/components.htm

2 Centers for Disease Control and Prevention. (2021). Healthy Schools: Improving School Health. Retrieved from: www.cdc.gov/healthyschools/schoolhealth.htm

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b-1)(1))

High school health instruction provides cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation for students in grades 9-12.

NA

Graduation Requirement (5-A DCMR § 2203.3(b))

Provide the necessary 1.5 Carnegie units in health/physical education to meet graduation requirement.

NA

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

School-based physical education and physical activity programs offer the best opportunity for students to learn the key skills and gain knowledge needed to establish and sustain a healthy and active lifestyle.³ High-quality physical education improves a student's readiness to learn by contributing to motor skill development, boosting self-esteem, reducing stress and anxiety, and improving breathing and blood circulation which result in better concentration, improved behavior, and stronger academic success.⁴

Hope Community Public Charter School] recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. Hope Community Public Charter School understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture.

Hope Community Public Charter School is committed to providing students with high-quality instruction to reinforce physically active behavior during school and throughout life.

Federal and Local LWP Requirement (7 CFR 210.31(c)(1)); (DC Official Code § 38–826.01(b)(C))

LEAs must identify specific goals for increasing physical activity and other school-based activities that promote student wellness through physical activity. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

1. The board supports the health and well-being of scholars by promoting physical activity through physical education, recess and other physical activity breaks; before- and after-school activities; and walking and bicycling to school. Additionally, the board supports physical activity among our elementary scholars by providing them with at least 30 of the recommended 60 minutes of physical activity per day.
2. All elementary school scholars will have at least 1 period of active recess per day that is at least 20 minutes in length as recommended by the National Association for Sport and Physical Education (NASPE). This recess period will be outdoors when possible. If outdoor recess is not possible due to inclement weather, teachers will provide an indoor physical activity break in the classroom.
3. All teachers will be encouraged to use physical activity breaks during classroom time as often as possible.
4. School take the necessary measures to discourage extended periods of inactivity (2 or more hours). During events such as mandatory school-wide testing, teachers will give scholars periodic breaks for moderate physical activity.

3 Shape America. (2019). Is it Physical Education or Physical Activity? Understanding the Difference. Retrieved from www.shapeamerica.org/publications/resources/teachingtools/qualitytype/pa_vs_pe.aspx

4 US Department of Health and Human Services. *Physical Activity Guidelines for Americans*, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Retrieved from health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf

Healthy Schools Act Requirement ([DC Official Code § 38–821.01\(6C\)](#); ([DC Official Code § 38–824.02\(a\)](#))

Students in kindergarten through Grade 8 receive physical education instruction aligned with [OSSE Physical Education Standards](#).

Scholars in grades Pre-K through 8 receive physical education aligned with OSSE physical education standards. The physical education is facilitated by our physical education instruction.

Healthy Schools Act Requirement ([DC Official Code § 38–824.02\(a\)\(1\)\(A\)](#)); ([DC Official Code § 38–824.02\(a\)\(2\)\(A\)](#))

Schools serving students in kindergarten through Grade 5 shall set a goal to provide an average of 150 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in kindergarten through Grade 5 provides less than an average of 90 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

Scholars in kindergarten through 5th grade receive over the minimum amount of required minutes for physical education and recess per week.

Healthy Schools Act Requirement ([DC Official Code § 38–824.02\(a\)\(1\)\(A\)](#)); ([DC Official Code § 38–824.02\(a\)\(2\)\(A\)](#))

Schools serving students in grades 6-8 shall set a goal to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in grades 6-8 provides less than an average of 135 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

Scholars in 6th through 8th grade receive over the minimum amount of required minutes for physical education and recess per week.

Healthy Schools Act Requirement ([DC Official Code § 38–821.01\(6C\)](#))

At least 50 percent of physical education instruction time is devoted to moderate-to-vigorous physical activity.

At Hope Community PCS 65% of physical education instructional time is devoted to moderate-to-vigorous physical activity.

Healthy Schools Act Requirement ([DC Official Code § 38-824.03\(a\)](#))

Provide suitably adapted physical education or supplementary aids for any other student with special needs that preclude the student from participating in regular physical education instruction.

Our special education department works in conjunction with our physical education department to provide suitably physical education or supplementary aids for scholars with special needs that may preclude the scholars from participating in regular physical education instruction.

Healthy Schools Act Requirement ([DC Official Code § 38-824.03\(b\)](#))

Prohibit requiring or withholding physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

1. Scholars will not be removed or excused from physical education to receive instruction in other content areas.
2. School staff will not use physical activity (running laps, push-ups) or withhold opportunities for physical activity (recess, physical education) as punishment.

Healthy Schools Act Requirement ([DC Official Code § 38-824.02\(a-1\)\(1\)](#))

Provide students in grades pre-K 3 and pre-K 4 with an average of 60 minutes of daily physical activity, including two 20-minute outdoor recess periods each day weather and space permitting.

Pre-k3 and Pre-K 4 receive an average of 90 minutes a day of movement and physical activity which includes the required time allotted for outdoor recess per DC Official Code 38-824.02(a-1)(1).

Healthy Schools Act Requirement ([DC Official Code § 38-824.01\(a-c\)](#))

It shall be the goal to engage students in physical activity for at least 60 minutes each day. Schools shall promote this goal. Schools shall seek to maximize physical activity by means including: extending the school day, encouraging students to walk or bike to school; promoting active recess; supporting athletic programs; integrating movement into classroom instruction and classroom instruction breaks; entering into shared-use agreements with organizations that provide physical activity programming for children outside of the normal day; and using physical activity as a reward for student achievement and good behavior.

Hope Community PCS promotes movement within the classroom, along with varies physical activities that helps our scholars engage in an minimum of 105 minutes per day in physical activities.

NUTRITION ENVIRONMENT AND SERVICES

Offering nutrition education and serving healthy school meals help mitigate childhood obesity, model healthy habits, and promote life-long healthy eating patterns and food selection. Hope Community Public Charter School recognizes that serving healthy meals to students through the [National School Lunch Program](#), [School Breakfast Program](#), [After School Snack Program](#), [Fresh Fruit and Vegetable Program](#), [Special Milk Program](#), [The Child and Adult Care Food Program](#), [Summer Food Service Program](#), and other supplemental nutrition programs contribute to the improved nutritional diet and health of students, reduces hunger among students, and improves students' readiness to learn.

NUTRITION PROMOTION AND EDUCATION

Hope Community Public Charter School is committed to promoting positive nutrition behaviors and habits. Posters promoting [healthy portions](#), age appropriate [nutrition information](#) for healthier living, and food service menus will be posted in public areas throughout our school(s).v

Federal LWP Requirement (7 CFR 210.31(c))

LEAs must identify specific goals for nutrition promotion and education and other school-based activities that promote student wellness through nutrition. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

1. Nutrition promotion will include lessons that cover topics such as how to read and use food labels, choosing healthy options and portion control.
2. School staff will collaborate with community groups and organizations to provide opportunities for student projects related to nutrition (e.g., cultivating school gardens, reading food labels and maintaining a caloric balance between food intake and physical activity/exercise).
3. Nutrition promotion resources will be provided to parents/guardians through handouts, website links, school newsletters, presentations and any other appropriate means available to reach parents/guardians.
4. Nutrition educators will partner with school staff of the school food service program to use the cafeteria as a learning lab. Healthy items, such as salads and fruits, will be displayed prominently in cafeterias to make healthier choices more appealing.
5. Nutrition labels will be provided on all foods to allow scholars to easily identify healthier foods.
6. Foods of minimal nutritional value, including brands and illustrations, shall not be advertised or marketed in educational materials.

Healthy Schools Act Requirement (DC Official Code § 38-822.05(b)(1))

Distribute the menu for each breakfast and lunch served, nutritional content of each menu item, ingredients of each menu item, and the location where fruits and vegetables served in schools are grown and processed. Make information available on school website, in school's office, and to parents and legal guardians upon request.

All school menus can be located in the following areas: school website, posted in the lunch room, school office and other areas throughout the school.

Healthy Schools Act Requirement (DC Official Code § 38-822.01(a)(1)(B)(i-ii))

Make a vegetarian food option available as a daily option for the main course for breakfast and lunch at all grade levels. Vegetarian food options shall be rotated to avoid repetition.

Hope Community PCS provides vegetarian food options to our scholars.

Healthy Schools Act Requirement ([DC Official Code § 38-822.01\(a\)\(1\)\(B\)\(iii\)](#))

Vegetarian food options shall be clearly labeled or identified.

Vegetarian meals are clearly labeled and visible for scholars to choose.

Healthy Schools Act Requirement ([DC Official Code § 38-822.03\(b\)\(3\)](#))

Solicit input from students, faculty, and parents, through taste tests, comment boxes, surveys, a student nutrition advisory council, or other means, regarding nutritious meals that appeal to students.

Hope Community PCS partnerships with various organizations to introduce new food items, provide history and information on food items. Scholars volunteer in food tasting activities. Stakeholders are surveyed to ascertain nutritious food interest.

Federal Requirement ([7 CFR 210.10\(a\)\(2\)](#))

Hang reimbursable meal signage as a guide for students choosing a reimbursable meal.⁵

NA

FOODS AND BEVERAGES MARKETING TO STUDENTS

All food and beverage products marketed on school grounds must, at a minimum, meet the USDA's school meal nutrition and [Smart Snacks](#) standards. Product marketing refers to any written, oral posted graphics intended to promote the sale of a food or beverage product.

_____ Hope Community Public Charter School _____ is committed to marketing food and beverages in nutrition-promoting ways including ensuring that filtered water is available for student and staff consumption throughout the day and that water is marketed in health promoting ways that do not detract from milk promotion. This commitment will be demonstrated by taking the specific actions outlined below.

Federal and Local LWP Requirement ([\(7 CFR 210.31\(c\)\(3\)\(iii\)\)](#); ([DC Official Code § 38-822.06\(f\)\(2\)](#))

Establish policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet or exceed the federal nutritional and Healthy Schools Act standards.

A. The Board will provide and allow foods and beverages that support proper nutrition, promote healthy choices, and comply with federal nutrition standards in vending machines, school stores and concession stands. This also includes food and beverages made available in schools during the school day for such events as school fundraisers and food and beverages brought into the schools by scholars or other person for such events as birthdays and classroom celebrations.

Fundraisers selling food items that do not meet the federal nutrition standards are limited to two such fundraisers per school building per year.

B. The Board will allow marketing in school buildings and on school grounds during the school day for only those food and beverages provided by the school that meet the federal nutrition standards. Marketing that promotes student health will be permitted in school buildings and on school grounds.

⁵ See Offer Versus Serve Posters for Lunch at www.fns.usda.gov/tn/offer-versus-serve-national-school-lunch-program-posters

FOODS AND BEVERAGES PROVIDED TO STUDENTS

Federal LWP Requirement ([7 CFR 210.31\(c\)\(2\)](#))

Establish standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).

The Board will provide and allow foods and beverages that support proper nutrition, promote healthy choices, and comply with federal nutrition standards in vending machines, school stores and concession stands. This also includes food and beverages made available in schools during the school day for such events as school fundraisers and food and beverages brought into the schools by scholars or other person for such events as birthdays and classroom celebrations. The school encourages all stakeholders to comply with federal nutrition standards in regards to school run fundraisers and events.

Federal and Local LWP Requirement [DC Official Code § 38-822.03\(c\)](#); ([7 CFR 210.18\(h\)\(2\)\(v\)](#))

Make cold, filtered water available free to students, through water fountains or other means, when meals are served to students.

Potable drinking water must be readily available at all mealtimes and throughout the school day.

FOODS AND BEVERAGES SOLD TO STUDENTS

Federal LWP Requirement ([7 CFR 210.31\(c\)\(3\)\(i-ii\)](#))

Establish standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations for school meal nutrition standards and the Smart Snack in School nutrition standards.

Food and beverages will not be sold in school during the school day.

Healthy Schools Act Requirement ([DC Official Code § 38-822.06\(e\)](#))

Schools shall prohibit all third-parties, other than school-related organizations and school meal service providers, from selling food or beverages of any type to students on school property from 90 minutes before the school day begins to 90 minutes after the school day ends.

Hope Community PCS does not allow third persons to sale food or food items to scholars on premises.

SCHOOL MEALS

Hope Community Public Charter School is committed to serving healthy meals through the National School Lunch Program, School Breakfast Program and other supplemental programs to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams of trans-fat per serving (nutrition label or manufacturer's specification), and to meet the local and federal nutrition requirements and the needs of school children within their calorie requirements.

Local LWP Requirement ([DC Official Code § 38-826-01\(b\)\(2\)\(B\)](#))

Establish plans for increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices.

Hope Community PCS encourages the purchase or obtains fresh fruits and vegetables from local farmers when practical.

Healthy Schools Act Requirement ([DC Official Code § 38-823.01](#))

Track procurement using the [Locally Grown Food Item Tracking Log](#).⁶

Tracking logs are employed to track purchases of locally grown food.

Healthy Schools Act Requirement ([DC Official Code § 38-822.02\(a\)](#))

Serve school meals that meet or exceed the federal nutritional and HSA standards.

School meals served here at our school are aligned to meet and exceed the federal nutritional and HSA standards.

⁶ Office of the State Superintendent of Education. (2019). Locally Grown and Unprocessed Food Item Tracking Log. Retrieved from <https://osse.dc.gov/publication/locally-grown-and-unprocessed-food-item-tracking-log>

PHYSICAL ENVIRONMENT

According to the CDC, physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it.⁷ The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. _____ Hope Community Public Charter School

_____ recognizes the connection between physical environment and student outcomes and believes safe, positive, respectful learning environments will result in more engaged students. Additionally, _____ Hope Community Public Charter School _____ understands that environmental sustainability means meeting present needs without compromising the ability of future generations to meet their own needs.⁸

_____ Hope Community Public Charter School _____ is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students and recognizes its importance for both today and for years to come.

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(A))

Establish goals for improving the environmental sustainability of schools.

Hope Community PCS will continue to seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;
- school wide recycling programs.

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(D))

Establish goals for developing and implementing an Environmental Literacy Program.

Hope Community PCS will continue its efforts to adopt an environmental literacy plan in accordance with the HSA. The plan seeks to:

- Engage scholars in all grades in at least one meaningful Outdoor Education Experience
- Provide workshops and training to teachers in environmental education.

Our supports sustainable learning initiatives and the incorporation of sustainability lessons into school curriculum and programming that align with Next Generation Science Standards.

7 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Physical Environment. Retrieved from <https://osse.dc.gov/node/1113332> www.cdc.gov/healthyschools/wscs/components.htm

8 Office of the State Superintendent of Education. (2019). 2017 DC Environmental Literacy Plan. Retrieved from osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf

SOCIAL AND EMOTIONAL CLIMATE

According to the CDC, social and emotional climate refers to aspects of students' educational experience that influence their social and emotional development.⁹ The quality and character of school life is often referred to as school climate.¹⁰ The school's climate and students' social and emotional needs play major roles in the development of students.¹¹ Hope Community Public Charter School recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. Hope Community Public Charter School understands that a positive school climate is one in which the quality and character of school life is formed through: a student-centered environment rooted in community values and input, systems of culture, gender, and LGBTQ responsive engagement, and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families.

Hope Community Public Charter School is committed to developing socially and emotionally healthy students by creating and maintaining a school climate that results in a safe, engaging, healthy, challenging, and supportive learning environment.

Hope Community Public Charter School understands the design, education and implementation of social and emotional learning priorities is essential to demonstrating this commitment.

Healthy Schools Act Requirement (DC Official Code § 38-826.06)

Schools covered by the Youth Risk Behavior Surveillance System (YRBSS), serving grades 6-12, shall participate in the biennial DC data collection.

Hope Community PCS participates in all middle school state mandated requirements.

Recommendation

Survey students to measure broad perceptions of student access to quality mental health supports.¹²

Scholars are surveyed to obtain information in regards to their access quality mental health support.

Recommendation

Provide a designated physical safe space for LGBTQ students.¹³

Our school has set the Reflection Room as a physical safe space to help LGBTQ scholars with the delivery of mental health services and/or overall support.

9 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Social and Emotional Climate. Retrieved from <https://www.cdc.gov/healthyschools/wscs/components.htm>

10 National School Climate Center. (2012). The School Climate Improvement Process: Essential Elements(No:4). Retrieved from <https://files.eric.ed.gov/fulltext/ED573705.pdf>

11 Durlak, JA., Weissberg, RP. (2011). Promoting Social and Emotional Development is an Essential Part of Students' Development. *Human Development*. (54)1-3. Retrieved from www.researchgate.net/profile/Roger_Weissberg/publication/239784381_Promoting_Social_and_Emotional_Development_Is_an_Essential_Part_of_Students%27_Education/links/57f97a1d08ae91deaa616b5a/Promoting-Social-and-Emotional-Development-Is-an-Essential-Part-of-Students-Education.pdf

12 Refer to Appendix A in OSSE's Local Wellness Policy Guide for related supports and resources.

13 This recommendation is intended to serve as a complement to work done by the bullying prevention task force (DC Code § 2-1535.02), with the specific goal of reducing suicidal ideation and suicide rates in LGBTQ students.

COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

The DC school behavioral health model is a coordinated system designed to promote positive school culture, mental wellness and access to high-quality services for children, youth, and their families.¹⁴ _____ Hope Community Public Charter School _____ recognizes the connection between reducing barriers to access and helping students and schools thrive through integrating school- and community-based providers and services using a school-wide, multi-tiered system of supports (MTSS).¹⁵

_____ Hope Community Public Charter School _____ understands that partnerships with licensed school behavioral health professionals with education and training in social work, professional counseling, or school, clinical, or counseling psychology, whether employed by _____ Hope Community Public Charter School _____ or by a community-based organization that partners with the LEA, both collaborate with teachers, administrators, parents, and community-based organizations to provide a coordinated system of support that addresses prevention, intervention, and direct service needs of the school.

_____ Hope Community Public Charter School _____ is committed to supporting students and families through the provision of Counseling, Psychological and Social Services to ensure a well-rounded environment of comprehensive health and safety are made available for all within the school environment.

Youth Suicide Prevention and School Climate Survey Amendment Act (DC Official Code § 7-1131.17(a)-(b)(1))

Ensure principals and teachers are trained to identify, approach, and refer students in psychological distress through requiring the completion of the Department of Behavioral Health's online training once every two years.

Our staff is trained yearly on suicide prevention and the referral process as aligned with Department of Behavioral Health.

School Safety Omnibus Amendment Act (DC Official Code § 38-952.02(b)(1))

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law.

Hope Community PCS staff is trained yearly to meet mandated requirements.

School Safety Omnibus Amendment Act (DC Official Code § 38-951.02(c)(1-2))

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse and training on an annual basis for parents regarding sexual misconduct and student sexual abuse.

Staff is trained yearly to meet mandated requirements.

¹⁴ Deputy Mayor of Health and Human Services. (2019). School Mental Health Program and School Health Services Program. Retrieved from dmhhs.dc.gov/publication/school-mental-health-program-and-school-health-services-program

¹⁵ Multi-tier System and Supports Integrated Services Framework for Student Wellness. (2015). CSHA Conference. Retrieved from www.schoolhealthcenters.org/wp-content/uploads/2015/05/Building-Framework-MH-Supports-Presentation.pdf

Recommendation

Identify specific goals for any school-based activities that promote student wellness through counseling, psychological and social services.

The wellness team meets weekly to address and promote student wellness and provide resources, services, and referrals.

Recommendation

Provide a designated space for the delivery of behavioral and mental health services.

Our school has provided a space for the delivery of mental health services which is called the reflection room.

Recommendation

Establish a policy and procedures for suicide prevention and intervention, including a defined school crisis team and safe space for behavioral and mental health service delivery.¹⁶

Hope Community PCS policy for suicide prevention and intervention can be found in the following areas: school website, staff and scholar handbook.

Recommendation:

Encourage and support behavioral health staff to participate in the School Behavioral Health Community of Practice and to engage in ongoing support and learning with peers.

All staff is encouraged to participate in the School Behavioral Community of Practice. A wellness group was incorporated to address all scholar and staff needs. Yearly training is provided to staff. Focus groups and supports were also employed to support students.

¹⁶ This acknowledgement coincides with a requirement mentioned in the Social and Emotional Climate section of this template.

HEALTH SERVICES

Health services provide preventive and actual care for a host of medical conditions and concerns within the scope of practice of school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel.¹⁷ These services include but are not limited to first aid, cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) use, anaphylaxis treatment and management, and planning and management of chronic diseases such as asthma and diabetes. These services ideally combine school and community resources to meet the needs of the students, staff and community through proper care coordination. Hope Community Public Charter School recognizes the connection between coordinated care models and improved student outcomes. Hope Community Public Charter School understands that registered nurses, doctors, physician assistants, allied health professionals and other qualified personnel may be among those contributing to the coordinated care students receive. Hope Community Public Charter School is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. Hope Community Public Charter School has established the following goals for implementing the Health Services component to demonstrate this commitment.

Student Health Care Act Requirement (DC Official Code § 38-602(a)-(b))

Collect annual Universal Health Certificates and Oral Health Assessments from each student.

The school nurse along with the front office manager and enrollment coordinator work aside one another to ensure the school is in compliance with(DC Official Code & 38-602(a)-(b)).

Access to Emergency Epinephrine in Schools Amendment Act (DC Official Code § 38-651.04a(b)(3)); (DC Official Code § 38-651.04a (c)(2)(B))

Schools shall stock and maintain two undesignated epinephrine auto-injector twin-packs in a secure but easily accessible location and ensure at least two OSSE-certified staff members are trained annually and present during all hours of the school day.

The school has epinephrine auto-injector twin packs accessible in the nurse's suite and front office. Staff are trained to administer medication.

Immunization of School Students Act (DC Official Code § 38-501); (DCMR § 5-E5300)

Ensure all schools implement the [Immunization Attendance Policy](#) and verify student compliance with District immunization requirements for enrollment and attendance.

Our school is in compliance and has implemented an Immunization Attendance Policy.

Recommendation

Provide a designated space that is recognized as the health or nurse's suite.

There is a nurse suite located adjacent to the front office.

17 Centers for Disease Control and Prevention. (2021). Components of the Whole School, Whole Community, Whole Child (WSCC): Health Services. Retrieved from www.cdc.gov/healthyschools/wscs/components.htm

Recommendation

Ensure qualified staff, inclusive of a Registered Nurse, provide care and management of health services rendered for the school environment.

Hope Community PCS is in compliance with this recommendation.

Recommendation

Share, and make publicly available, nurse hours and availability, emergency care protocol, and undesignated epinephrine use plans.

Nurse hours are posted for all to view. Policies are also in place for emergency care and undesignated epinephrine use plans.

Recommendation

Establish care coordination plans to increase access and referrals to primary care services and improve school-physician links following incidents.

Care coordination plans are located in a binder for review along with a binder for incidents reported located in the nurse's suite.

Recommendation

Develop and implement a school preparedness system for medication storage and administration, tracking staff certifications, and students with chronic health conditions who lack clearly identifiable action plans.

The school has policies governing school preparedness for all aspects of medication and staff training certifications. Documentation is stored in the nurse's suite.

EMPLOYEE WELLNESS

Employee health has a direct impact on how school staff perform in their roles in the school community. Employee wellness efforts at schools have the potential to increase feelings of work satisfaction and productivity, as well as lower rates of absenteeism and medical costs related to staff stress.¹⁸ Hope Community Public Charter School recognizes the connection between healthy school employees and improved job performance and satisfaction.

Hope Community Public Charter School understands that while there is no legislative requirement for employee wellness, implementing policies that promote employee wellness and improve job satisfaction may have a positive impact on student development. While there are no Employee Wellness LWP requirements, Hope Community Public Charter School establishes the following employee wellness goals:

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which representatives of the LEA, teachers of physical education, school health professionals, the school board (if applicable), and school administrators are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

The board will engage parents/guardians, food service professionals, teachers of physical education, scholars, school health care professionals, school board members, school administrators, and other interested community members in developing, implementing, monitoring and reviewing corporation-wide nutrition and physical activity policies. A Coordinated School Health Advisory Council will be formed and maintained at the corporation level to oversee the development, implementation and evaluation of the school corporation's wellness policy.

Recommendation

Address and improve educator wellness through initiatives, for example offering yoga classes, immunizations, screenings and wellness campaigns, and mindfulness trainings.

Awareness initiatives are addressed and implemented by the school's wellness team which meets weekly.

Recommendation

Provide professional development trainings to address and improve staff development and preparedness, for example by facilitating implicit bias training and assessments, and cross-cultural communication training.

Professional Development training is conducted annually.

Recommendation

Take action to address and improve staff mental health, for example by informing and actively promoting Employee Assistance Programs and other community behavioral health resources available to staff throughout the school year.

Staff are made aware of EAP by HR. Our School Wellness Team surveys and aims to address staff needs.

¹⁸ Centers for Disease Control and Prevention. (2016). Preventing Chronic Disease. Absenteeism and Employer Costs Associated with Chronic Diseases and Health Risk Factors in the US Workforce. Retrieved from www.cdc.gov/pcd/issues/2016/15_0503.htm

FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. Hope Community Public Charter School understands that welcoming participation from families when developing and implementing LWP goals supports the creation of an effective, comprehensive and robust local wellness policy that will meet the needs of the school community and the students it serves. By allowing families to participate in the development, implementation and evaluation of this wellness policy, Hope Community Public Charter School acknowledges the connection between family involvement, in connection with teachers, and other school staff, and ensuring students receive a well-rounded, comprehensive education that can serve them within and outside of the classroom setting. Hope Community Public Charter School is committed to engaging family members in our LWP development, wellness committee participation, policy implementation and other health and wellness requirements and initiatives.

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which parents and legal guardians are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

The school is committed to being responsive to community input, which begins with awareness of the LWP. The school will actively communicate ways in which representatives of the Local Wellness Committee and others can participate in the development, implementation and periodic review and update of the LWP through a variety of means appropriate for Hope Community Charter School. The school also will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The school will actively notify the public about the content of or any updates to this LWP annually, at a minimum. The school will also use these mechanisms to inform the community about the availability of the annual and triennial reports. Additionally, Hope Community Charter School will disseminate this LWP to parents through posting it in the school office, on the school website, and through our parent-teacher organization.

Recommendation

Educate families on behaviors for contagious disease prevention and response and include guidelines for when to keep sick children at home and when they can return to school.

School newsletters are sent out to educate parents. Information is also located on school website.

Recommendation

Have communication protocols in place to notify families of positive contagious disease cases that protect the privacy of affected individuals and their families consistent with DC Health guidelines.

Parents are notified via Parent Square, School Dojo, Social media sites and School Newsletter.

Recommendation

Inform parents of all hygiene and cleaning practices introduced, including reinforcing proper hand hygiene, mask wearing, and other health practices while students are at home.

Parents are made aware of all hygiene and cleaning practices introduced via our school's website and school's newsletter.

COMMUNITY INVOLVEMENT

Engaging community stakeholders in the LWP process may provide strong support for the school community both during operating hours and when the school itself is closed. Advisory neighborhood commission members, local business owners, area law enforcement and public works professionals are just a few community stakeholders that may provide valuable support and insight to creating the safe, healthy learning environment our students need to thrive in an academic setting. Hope Community Public Charter School recognizes and values the role the community plays in the safe and healthy development of our students. Hope Community Public Charter School is committed to accepting and implementing feedback and support from the community and works to engage members of the community-at-large in our students' development.

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which community members are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

The school is committed to being responsive to community input, which begins with awareness of the LWP. The school will continue to actively communicate ways in which representatives of the Local Wellness Committee and others can participate in the development, implementation and periodic review and update of the LWP through a variety of means appropriate for Hope Community Charter School.

The school will ensure to continue to inform parents of the improvements that have been made to school meals and overall compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

The school will actively notify the public about the content of or any updates to this LWP annually, at a minimum. The school will also use these mechanisms to inform the community about the availability of the annual and triennial reports. Additionally, Hope Community Charter School will disseminate this LWP to parents through posting it in the school office, on the school's website, and through any parent-teacher organizations.