

Local Wellness Policy Template

WASHINGTON SCHOOL FOR GIRLS Local Wellness Policy 2022-2025

This Local Wellness Policy (LWP) outlines **WASHINGTON SCHOOL FOR GIRLS** '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 **WASHINGTON SCHOOL FOR GIRLS**. Specific measurable goals and outcomes are identified within each section below.

LOCAL WELLNESS POLICY OFFICIAL(S)

WASHINGTON SCHOOL FOR GIRLS 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
Lori Palmer	Director of Finance and Operations	lpalmer@wsgdc.org	Co-lead of LWP
Kelley Lockard	School Principal	klockard@wsgdc.org	Co-lead of LWP

TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, **WASHINGTON SCHOOL FOR GIRLS** will conduct a Triennial Progress Assessment and develop a report that reviews each schools' compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of **WASHINGTON SCHOOL FOR GIRLS** LWP.

The positions/persons responsible for managing the triennial assessment and report are Lori Palmer, Director of Finance and Operations and Jerilyn Dorsey, Business Office Manager. The above referenced individual(s) will monitor **WASHINGTON SCHOOL FOR GIRLS** compliance with this LWP and develop the triennial progress reports. **WASHINGTON SCHOOL FOR GIRLS** 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.

WASHINGTON SCHOOL FOR GIRLS will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

WSG will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan based on the results. WSG will create an action plan, implement the plan, and generate an annual report. WSG will retain records to document compliance with the requirements of this LWP at the main office and with the Office of the State Superintendent of Education.

Documentation maintained in these locations will include but is not be limited to:

- Written LWP;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the LWP; including an indication of who is involved in the update and methods the school uses to make stakeholders aware of their ability to participate on the Local Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation on the WSG web site;
- Documentation of the most recent assessment on the implementation of the LWP and assessment documents will be made available to the public.
- Documentation of the members and meeting dates

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. **WASHINGTON SCHOOL FOR GIRLS** recognizes the connection between good health, quality of life, and readiness to learn. **WASHINGTON SCHOOL FOR GIRLS** 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](#).

WSG is dedicated to providing formal, structured health education, consisting of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. As such, the school will provide students a comprehensive school health education that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the [DC Health Education Standards](#) and incorporate the [characteristics of an effective health education curriculum](#). WSG goals include the provision that health education:

- is offered at least once per week at each grade level, 3-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is incorporated into classroom instruction in subjects such as math, science, language

arts, social sciences, and elective subjects;

- incorporates an age-appropriate sequential health education curriculum that is consistent with District and national standards for health education;
- incorporates active learning strategies and activities that students find enjoyable and personally relevant;
- incorporates opportunities for students to practice or rehearse the skills needed to maintain and improve their health;
- incorporates a variety of culturally appropriate activities and examples that reflect the community's cultural diversity;
- incorporates assignments or projects that encourage students to have interactions with family members and community organizations;
- requires professional development for all teachers in classroom management techniques in the past two years.

Additionally, in an effort to ensure reinforcement of health messages that are relevant for students and meet community needs, WSG will base its health education program, at least in part, on the results of the Health and Physical Education Assessment [2022 Health and Physical Education Training](#) and in collaboration with the community. WSG will also seek to imbed health education through posters or public service announcements, and through conversations with family and peers.

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.

WSG acknowledges the positive benefits of student health and academic achievement. It is the goal of WSG that students engage in the recommended minimum 75 minutes per week of health education,

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.

WSG conducts training for staff, at the time of hiring and on an annual basis. The topics include sexual misconduct, student sexual abuse, and child abuse. The detailed training includes recognizing and reporting neglect and child abuse, and communicating with students and parents regarding reporting and preventing sexual misconduct, student sexual abuse, and child abuse. Also, WSG provides available community resources to assist with the prevention of, and response to, sexual misconduct, student sexual abuse, and child abuse. Lately, WSG involves Child and Family Services and if a report is approved then WSG provides any pertinent information to the Metropolitan Police Department to follow-up on their investigations prompted by school reports of student abuse.

1 Centers for Disease Control and Prevention. (2019). Healthy Schools: Components of the Whole School, Whole Community, Whole Child (WCSS).

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.

N/A

Graduation Requirement ([5-A DCMR § 2203.3\(b\)](#))

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

N/A

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

WASHINGTON SCHOOL FOR GIRLS recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. **WASHINGTON SCHOOL FOR GIRLS** understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture.

WASHINGTON SCHOOL FOR GIRLS 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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

Students shall be given opportunities for physical activity through a range of before-and/or after school programs including, but not limited to extra-curricular sports and wellness activities, including yoga and meditation, WSG will ensure that:

- students in grades 3-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- opportunities to participate in afterschool activities e.g. soccer, ballet, dance, swimming, etc. will be provided

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](#).

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

Students shall be given opportunities for physical activity through a range of before-and/or after school

programs including, but not limited to extra-curricular sports and wellness activities, including yoga and meditation, WSG will ensure that:

- students in grades 3-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

Students shall be given opportunities for physical activity through a range of before-and/or after school programs including, but not limited to extra-curricular sports and wellness activities, including yoga and meditation, WSG will ensure that:

- students in grades 3-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- students can participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

Students shall be given opportunities for physical activity through a range of before-and/or after school programs including, but not limited to extra-curricular sports and wellness activities, including yoga and meditation, WSG will ensure that:

- students in grades 3-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- Students can participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

Students shall be given opportunities for physical activity through a range of before-and/or after school programs including, but not limited to extra-curricular sports and wellness activities, including yoga and meditation, WSG will ensure that:

- students in grades 3-5 receive at least 150 minutes per week of physical education, and students in

grades 6-8 receive at least 225 minutes per week of physical education;

- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- students can participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

Students shall be given opportunities for physical activity through a range of before-and/or after school programs including, but not limited to extra-curricular sports and wellness activities, including yoga and meditation, WSG will ensure that:

- students in grades 3-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 percent of physical education class time is devoted to actual physical activity
- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions;
- physical activity is not withheld as punishment.
- students can participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

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- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
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- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- students can participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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.

N/A

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.

WSG acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of WSG that students engage in the recommended 150 minutes per week of physical activity and 20 minutes of daily recess for grades 3 to 5 as well as the recommended 225 minutes per week of physical activity and 20 minutes of recess for grades 6-8. Additionally, recognizing that physical education is a crucial and integral part of a child's education, WSG will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the students' physical, mental, emotional, and social well-being. The components of WSG's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as yoga, sports, and running.

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- suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities;
- physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions; and
- physical activity is not withheld as punishment.
- students can participate in after school activities e.g. soccer, ballet, dance, swimming, etc.

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. **WASHINGTON SCHOOL FOR GIRLS** 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

WASHINGTON SCHOOL FOR GIRLS 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).

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.

WSG will teach, model, encourage and support healthy eating by all students.

WSG will provide nutrition education and engage in nutrition promotion that:

- is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- teaches media literacy with an emphasis on food and beverage marketing;
- includes nutrition education training for teachers and other staff; and
- provides opportunities for students to practice the skills taught through the health education curriculum.

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.

The menu is distributed to the parents via the weekly newsletter. The menu is posted for the students to see. Additional information to parents is made available upon request.

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.

Our vendor provides additional vegetarian/vegan options daily which are listed on the menu. In addition students whose parents disclose that they are vegan/vegetarian are highlighted on the lunch rosters.

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

Vegetarian food options shall be clearly labeled or identified.

Our vendor provides additional vegetarian/vegan options daily which are listed on the menu. In addition students whose parents disclose that they are vegan/vegetarian are highlighted on the lunch rosters. Food deliveries are clearly marked and identifiable.

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.

WSG is committed to being responsive to community input. Both parents and students have been surveyed for formal input. Informal input and feedback are solicited from staff. 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 to the school. WSG 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 as well as a description of and compliance with Smart Snacks in School nutrition standards. WSG will actively notify the public about the content of or any updates to this LWP annually, at a minimum. WSG will also use these mechanisms to inform the community about the availability of the annual and triennial reports. Additionally, the school will disseminate this LWP to parents through posting it in the school office, on the school website, and through any parent-teacher organizations, e.g. FEAT. School menus will be posted on the school website in addition to the newsletters.

Recommendation ([7 CFR 210.10\(a\)\(2\)](#))

Hang *Offer* vs. *Serve* posters as a guide for students choosing a reimbursable meal.⁵

N/A WSG IS CEP approved

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.

WASHINGTON SCHOOL FOR GIRLS 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.

Free cold filtered drinking water is available to all students throughout the school day on every campus. Additionally, milk is available for its students during every meal.

WSG promotes milk only. WSG does not have a vending machine or a school store. WSG does not market or advertise other food or beverages.

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).

WSG is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. WSG will **NOT** provide the following beverages:

1. Soft drinks, sport drinks, ice teas and punches.
2. Caffeinated beverages

WSG encourages a range of birthday celebrations and minimizes birthday celebration snacks brought by parents.

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.

Free cold filtered drinking water is available to all students throughout the school day on every campus.

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.

WSG does not have vending machines or a school store and does **NOT** sell food or drink at any time. WSG does **NOT** permit third-party vendors to sell foods or beverages of any kind to students on school property in accordance with the Healthy Schools Act and USDA Smart Snacks Standards.

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.

WSG does not have vending machines or a school store and does **NOT** sell food or drink at any time. WSG does **NOT** permit third-party vendors to sell foods or beverages of any kind to students on school property in accordance with the Healthy Schools Act and USDA Smart Snacks Standards.

SCHOOL MEALS

WASHINGTON SCHOOL FOR GIRLS 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.

WSG is committed to offering school meals through the National School Lunch Program (NSLP) and other supplemental programs, that

- promote healthy food and beverage choices by participating in Smarter Lunchroom techniques,
- offer whole fruit options in attractive, accessible settings;
- offer sliced or cut fruit
- provide alternative entrée options (e.g., salad bar, vegetarian options, etc.)
- survey students for menu development, dining space decor and promotional ideas;
- provide taste testing opportunities

WSG also promotes white milk, communicates participation in Federal child nutrition programs to ensure that families know what programs are available in their children's school and contracts with

food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;

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

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

Our Vendor tracks procurement and we receive monthly statements.

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

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

WSG is committed to offering school meals through the National School Lunch Program (NSLP) and other supplemental programs, that

- promote healthy food and beverage choices by participating in Smarter Lunchroom techniques,
- offer whole fruit options in attractive, accessible settings;
- offer sliced or cut fruit
- provide alternative entrée options (e.g., salad bar, vegetarian options, etc.)
- survey students for menu development, dining space decor and promotional ideas;
- provide taste testing opportunities

WSG also promotes white milk, communicates participation in Federal child nutrition programs to ensure that families know what programs are available in their children's school and contracts with food service vendors that utilize locally grown, locally processed and unprocessed food from growers engaged in sustainable agriculture practices.

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. **WASHINGTON SCHOOL FOR GIRLS** recognizes the connection between physical environment and student outcomes and believes safe, positive, respectful learning environments will result in more engaged students. Additionally, **WASHINGTON SCHOOL FOR GIRLS** understands that environmental sustainability means meeting present needs without compromising the ability of future generations to meet their own needs.⁸

WASHINGTON SCHOOL FOR GIRLS 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.

WSG will 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; and
- environmental literacy programs
- ensure that all water sources will be maintained on a regular basis to ensure good hygiene and health safety standards

Local LWP Requirement ([DC Official Code § 38–826.01\(b\)\(2\)\(D\)](#))

Establish goals for developing and implementing an Environmental Literacy Program.

- Host 3-4 schoolwide, conservation events per year (Caring for God's Creation). Each will be focused on a theme such as water conservation, climate change, local pollution, etc.
- Integrate environmental conservation goals into the family engagement program through Family Contact Hours.
- Re-establish the environmental conservation module of the Saturday School program to teach students about issues advocacy related to the local environment at THEARC.

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. **WASHINGTON SCHOOL FOR GIRLS** recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. **WASHINGTON SCHOOL FOR GIRLS** 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.

WASHINGTON SCHOOL FOR GIRLS 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. [LEA **WASHINGTON SCHOOL FOR GIRLS** 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.

N/A

Recommendation

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

WSG students have a broad range of their ability to assess quality mental health supports. WSG has established daily classroom schedules to allow time to transition from academic instruction to support for social, emotional, and behavioral skill development. Also WSG has established positive, nurturing environments for students, and provides additional support to address specific needs. External referrals and community resources are given to students to increase their quality mental health support.

Recommendation

Provide a designated physical safe space for LGBTQ students.¹³

WSG provides a safe space for all of our students with opportunities to meet with the counselor on a scheduled or student requested counseling session. Staff and/or parents may also refer students for a counseling session. All WSG students meet with the counselor on a regular basis.

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., Wiessberg, 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

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 **WASHINGTON SCHOOL FOR GIRLS** 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

WASHINGTON SCHOOL FOR GIRLS 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 **WASHINGTON SCHOOL FOR GIRLS** or by a community-based organization that partners with WSG, 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.

WASHINGTON SCHOOL FOR GIRLS 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.

All WSG staff are required to complete Protecting God's children certification and mandated reporter certification as a condition of employment, as well as Virtus bulletins monthly for continuous training. They are trained in identifying, recognizing and reporting sexual misconduct, student sexual abuse and child abuse as a requirement for employment and as mandated reporters.

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.

All WSG staff are required to complete Protecting God's children certification and mandated reporter certification as a condition of employment, as well as Virtus bulletins monthly for continuous training. They are trained in identifying, recognizing and reporting sexual misconduct, student sexual abuse and child abuse as a requirement for employment and as mandated reporters.

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.

All WSG staff are required to complete Protecting God's children certification and mandated reporter certification as a condition of employment, as well as Virtus bulletins monthly for continuous training. They are trained in identifying, recognizing and reporting sexual misconduct, student sexual abuse and child abuse as a requirement for employment and as mandated reporters.

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](https://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.

WSG provides consultation and support to teachers and school staff to develop specific strategies addressing educational or behavioral concerns. These interventions could include involvement in support groups, skill building groups such as social skill development or anger management groups, and training or consultation for families, teachers and other school staff.

Recommendation

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

WSG has a full time accessible Social Worker and provides a private office for individual and group therapeutic sessions.

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

WSG's crisis team includes the Principal, Director of Student and Alumni Success, Deans, and Social Worker. A private office is provided to all behavioral and mental health discussions. A policy and procedure for suicide prevention and intervention would include the crisis team identifying signs and screening for emotional distress and crisis. Suicide intervention would include a crisis team member or school staff member observing a student's mental health crisis and communicating with the Social Worker. Then, the Social Worker will assess the student's well-being for warning signs and provide intervention. WSG follows detailed protocols for responding to students expressing suicidal and homicidal ideations or attempts.

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.

WSG has a full time accessible Social Worker. The Social Worker plans student-level crisis interventions such as risk assessments for self-harm. The linkage of services are provided to students and adults in their families to additional services such as medication management or external therapeutic referrals. Lastly, teachers are provided professional development workshops to further engage support and learning.

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. **WASHINGTON SCHOOL FOR GIRLS** recognizes the connection between coordinated care models and improved student outcomes. **WASHINGTON SCHOOL FOR GIRLS** 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. **WASHINGTON SCHOOL FOR GIRLS** is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. **WASHINGTON SCHOOL FOR GIRLS** 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.

All staff are trained for CPR, which includes training for epinephrine injections, at annual orientation and students must provide annual health certifications and dental assessments and up to date vaccines. Epinephrine auto-injectors for students are labeled and placed in secure but accessible locations.

WSG seek to maintain our students health and follow directions indicated by:

- Collecting and maintaining current student health records both medical and dental each school year
- Collect and safely store student medications
- Administer medications as needed for students under the direction of student health forms and parent permission
- Track and maintain current records of administered medication
- Assist students with basic first aid when need (providing bandaids, ice, etc.) for minor scrapes and bruises
- Collecting COVID vaccination cards
- Communicating with families who are not in compliance with current health forms to bring them current

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.

All staff are trained for CPR, which includes training for epinephrine injections, at annual orientation and students must provide annual health certifications and dental assessments and up to date vaccines. Epinephrine auto-injectors for students are labeled and placed in secure but accessible locations.

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.

- Collect and maintain all health and dental forms
- Notify families that are out of compliance
- Adhere to DC Health compliance timelines for all students
- Enter immunization information in DOCIIS
- Adhere to all DC Health policies pertaining to immunizations

Recommendation

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

N/A

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.

N/A

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

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

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.
N/A

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 **WASHINGTON SCHOOL FOR GIRLS** recognizes the connection between healthy school employees and improved job performance and satisfaction.

WASHINGTON SCHOOL FOR GIRL 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, **WASHINGTON SCHOOL FOR GIRLS** 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 committee will consist of the Co-leads, the Business office manager who manages the NSLP program, physical education teacher, OSSE representative, vendor representative, Senior manager for student Success, student representative, School Board member, parent representative, and counselor and will meet twice per year to review, update and provide input and feedback to the plan.

Recommendation

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

WSG offers and promotes a free employee assistance plan as one of the employee benefits.

Recommendation

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

WSG promotes and provides professional training to all staff.

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.

WSG offers and promotes a free employee assistance plan as one of the employee benefits.. Other benefits offered through health insurance are services offered through Health advocate, a 24/7 Nurse Advice line, wellness program and video visits.

FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. **WASHINGTON SCHOOL FOR GIRLS** 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, **WASHINGTON SCHOOL FOR GIRLS** 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. **WASHINGTON SCHOOL FOR GIRLS** 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.

WSG has a team of parents (FEAT) which stands for Family Engagement Action team which meets monthly and will be provided the opportunity as a voice on the LWP committee. Additional information will be posted on the school website and in our newsletter.

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.

WSG has a healthy campus plan, which includes notification for outbreaks and steps to be taken. The plan has been communicated to all parents.

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.

WSG has a healthy campus plan which includes notification for outbreaks and steps to be taken. The plan has been communicated to all parents. Attendance guidelines are listed in the family/student handbook on the school website.

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.

WSG has a healthy campus plan which includes hygiene and cleaning and notification for outbreaks and steps to be taken. The plan has been communicated to all parents. Attendance guidelines are listed in the family/student handbook on the school website.

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. **WASHINGTON SCHOOL FOR GIRLS** recognizes and values the role the community plays in the safe and healthy development of our students. **WASHINGTON SCHOOL FOR GIRLS** 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.

WSG is committed to being responsive to family feedback and engagement through its FEAT(Family engagement Action Team) which is open to all parents and guardians. The team meets monthly with the Sr. Manager of Success and 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 to the school. WSG 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. WSG will actively notify the public about the content of or any updates to this LWP annually, at a minimum. WSG schools will also use these mechanisms to inform the community about the availability of the annual and triennial reports. Additionally, the school will disseminate this LWP to parents through posting it in the school office, on the school website, and through any parent-teacher organizations, e.g. FEAT.. School menus are posted on the school website and newsletters.

