POLICY 2.035

WELLNESS PROMOTION

I. Purpose

This Policy is intended to fulfill the requirement under Public Law 111-296 (42 U. S.C. § 1758b) and Florida Statutes Section 1003.453(1) that school districts must have a local "school wellness policy" to promote student health, safety, and the reduction of childhood obesity. The Policy also promotes wellness for Palm Beach County School District ("District") employees. The District is committed to providing a school environment that enhances learning and development of lifelong wellness practices and promotes and protects the overall ***well***-being of all students and staff.

II. Preamble

The District recognizes that students and staff are facing increasing health and safety issues that can affect their overall wellness, ability to learn and perform, and ability to be productive citizens of our society. Good nutrition and regular physical activity affect the health and well-being of all students. Schools can play an important role in the developmental process for students to establish their health and nutrition habits. This can occur by providing nutritious meals and snacks through the schools' meal programs, supporting the development of good eating habits, and promoting increased physical activity both in and out of school.

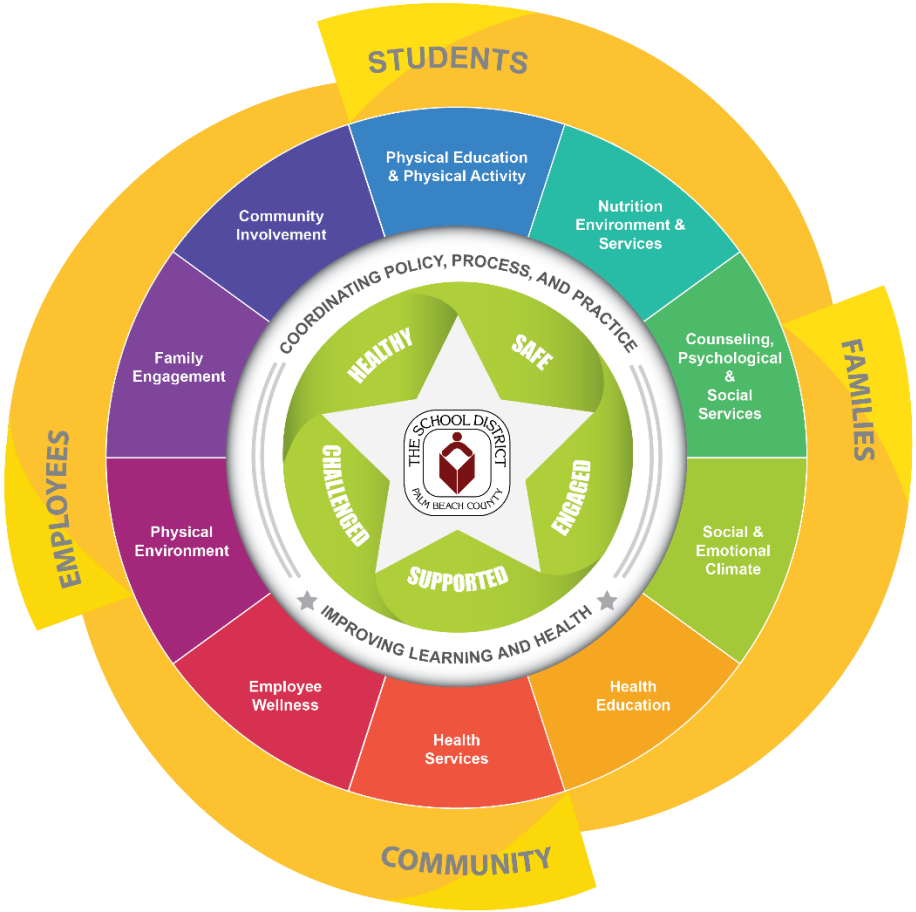
The District is committed to creating school environments that promote and protect the overall well-being of all students and staff. The guidelines listed below encourage a comprehensive wellness approach that is sensitive to both individual and community needs.

This Policy supports the principles of the Centers for Disease Control and Prevention's "Whole School, Whole Community, Whole Child" (WSCC) model found on the Centers for Disease Control and Prevention's (CDC) website at: https://www.cdc.gov/healthyyouth/wscc/index.htm.

The "Whole School, Whole Community, Whole Child" (WSCC) model is an expansion and update of the Coordinated School Health (CSH) approach. The WSCC incorporates the components of the CSH and the tenets of the Association of Supervision and Curriculum Development's (ASCD's) whole child approach to strengthen a unified and collaborative methodology to learning and health. The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges family and community as being an essential part of the equation.

The ten WSCC components are listed below:

1. Physical Education & Physical Activity
2. Nutrition Environment & Services
3. Counseling, Psychological & Social Services
4. Social & Emotional Climate
5. Health Education
6. Health Services
7. Employee Wellness
8. Physical Environment
9. Family Engagement
10. Community Involvement



This Policy is one part of the solution that is working to transform District practices to meet the health needs of children and staff in Palm Beach County. Effective action must require vigorous support by families, staff, school and community leaders, and policy makers.

The District will engage stakeholders (including parents, students, representatives of the school food authority, teachers (including of physical education), school health

professionals, afterschool staff, the School Board (Board), staff, and school administrators, and the public) to participate in the Wellness Promotion Policy process. This will include the District holding a public workshop with staff and Board meetings during the rule making process which provides for public comment.

III. WELLNESS PROMOTION LEADERSHIP:

A. District Level

The Superintendent hereby designates the School Food Service Director to oversee the Wellness Promotion Policy which includes:

i. Developing work plans to facilitate implementation.
ii. Ensuring all school Principals and Department Heads are aware of this Policy and the required Triennial Progress Assessment, as explained below.
iii. Ensuring all school Principals appoint a recognized Healthy School Team (HST) leader to oversee the school's HST compliance as it relates to:
    a. competitive food and beverages items sold on a campus as stated in Board Policy 6.185 – School Food Service Management, section 5;
    b. maintain a school calendar identifying the dates when exempted competitive food fundraisers must occur in accordance with the allowable frequency specified per school level; and
    c. report its school's compliance with this Policy annually.
iv. Developing the mandated annual Healthy School Team Assessment to collect data on school vending and fundraisers.
v. Organizing the District's Wellness Promotion Collaboration Team (WPCT) that must meet at least bi-annually. This team includes, at a minimum, members knowledgeable about all ten WSCC components that will work in tandem to support the District's compliance with this Policy. This Policy must be reviewed annually and an updated copy must be sent to the Florida Department of Agriculture and Consumer Services when a change or revision is made.
vi. Preparing a summary report annually of District-wide accomplishments. The annual summary report, must be made available on the District website.
vii. Developing a triennial assessment and collecting data to include progress made toward attaining policy goals and objectives. This triennial assessment must be posted on the District website.
viii. Organizing the District's Wellness Promotion Task Force (WPTF) meetings to include District and community stakeholders.
    a. Internal and externals stakeholders participate in the Wellness Promotion Task Force. This includes: students, parents, teachers, food service and school health professionals, school and District administrators, the School Board, members of the public, and other interested community partners. Wellness Promotion Task Force meetings are held a few times throughout the school year.
    b. The Purpose of the WPTF is to create an educational forum that allows students, staff, parents, community partners, and members of the public to successfully collaborate in the promotion of healthier lives. With the

District's ultimate goal of improving student performance, the direction of the Wellness Promotion Task Force is to encourage a proactive approach to holistically address the health, wellness, and safety of all school children and staff.

B. School Level

Each school must establish a Healthy School Team (HST) that will meet at least bi-annually to ensure schools remain in compliance with Smart Snacks in School legislation and to support the goals and objectives of this Policy.

The Healthy School Team should include, but not be limited to, the following stakeholders: parents, students, school food service program representatives, school administration, school health professionals, school counselors, physical education teachers, Wellness Champions (as defined below in Section IV (7) (b) (ii)), Green Champions (as defined below in Section IV (8) (b) (ix)), and the public.

Responsibilities of this team can be found in Board Policy 6.185 – School Food Service Management, Section 5. Each school Principal must designate one employee to oversee the Healthy School Team on campus.

IV. WELLNESS PROMOTION POLICY – WSCC COMPONENTS

1. PHYSICAL EDUCATION & PHYSICAL ACTIVITY

a. Goal: To promote physical activity and provide physical education with the intention of improving students' health, academic achievement, and reducing childhood obesity.

b. Objectives:
   i. The District must follow statutory requirements for providing physical education to students, as stated within Florida Statutes Sections 1003.01(16) and 1003.455 and as provided within Board Policy 8.025 – Physical Education. Requirements may be waived if the statutory criteria are met.
   ii. Schools must instill patterns of meaningful physical activity connected to students' lives outside of physical education; and all school-based and afterschool activities, to the extent practicable, must be consistent with the Wellness Policy WSCC components and Board Policy 8.025 Physical Education.
   iii. The District must work with the community to support students walking and biking safely to and from schools. The District must also continue to pursue opportunities that will fund programs that encourage students to walk or bike safely to schools. This would include in-kind safety presentations related to bicycle and walking safety, as well as funds for some bicycle helmets.

iv. All high physical education classes must be taught by State-certificated physical education instructors.

v. Physical activity must not be used as a reward unless it is based on a student's individual plan. Additionally, physical activity must not be used as a punishment. These statements, however, are not intended to prohibit or limit student recognition activities or events, or extra physical activities such as field trips that would involve student's participating in physical activity.

vi. As stated on Florida Statutes Section 1003.455, recess periods for all elementary grades must occur and not be counted toward the 150 minutes of weekly physical education. Schools are encouraged to schedule recess before lunch since research indicates that physical activity prior to lunch can increase the nutrient intake, decrease discipline referrals, and have an increase in classroom time when students stay on-task.

vii. As required on Florida Statutes Section 1003.455, all elementary schools must provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through 5th grade to ensure there are at least 20 consecutive minutes of free-play recess per day. It can take place outside or inside each school facility.

viii. In addition to the above, the District and schools are required to abide by the Centers for Disease Control and Prevention's (CDC) and SHAPE America recommendations below:

   a) Prohibiting the replacement of physical education with recess or using recess to meet time requirements for physical education policies.
   b) Providing schools and students with adequate spaces, facilities, equipment, and supplies for recess.
   c) Ensuring that spaces and facilities for recess meet or exceed recommended safety standards.
   d) Prohibiting the exclusion of students from recess for disciplinary reasons or academic performance in the classroom.
   e) Providing staff members who lead or supervise recess with ongoing professional development.
   f) Ensuring recess is properly supervised by qualified adults.
   g) Ensuring bullying or aggressive behavior is not tolerated during recess.

ix. Physical activity participation must take into consideration the "balancing equation" of hydration and physical activity. The more children and adults are physically active the more they should hydrate.

x. Information should be provided to staff and families to help them incorporate physical activity into their lives through websites, newsletter etc.

xi. Principals should be encouraged to provide students, staff, and communities the use of school physical activity facilities outside of the normal school day. Such activities shall be limited to those that do not negatively impact the instruction of students, are conducted in a safe and supervised manner, and have minimal negative impact on the school buildings, grounds, equipment, or school budget. Community use of physical activity facilities that are not school-sponsored events/activities must be conducted under the provisions of a School Board – Interlocal or other School Board – approved agreement.

xii. Schools should encourage staff, families, and community members to institute programs that support physical activity.

xiii. The District must encourage the expansion of selected programs and initiatives that enhance the physical fitness for students, staff and families.

xiv. Schools and departments are encouraged to participate in selected community-based physical activity events.

xv. The District should research strategies on how to best integrate physical activity topics into various subjects.

xvi. Daily physical activity should be integrated across the curriculum and throughout the school day for Pre-K – 12th grades.

xvii. Afterschool programs must encourage physical education, sports, active recreation, and promote the development of healthy lifestyles and healthy decision-making.

2. NUTRITION ENVIRONMENT & SERVICES

a. Goal: To promote student and staff health through the operation of Child Nutrition Programs, safe food practices, and the availability of healthy eating environments, school gardens, nutrition education and promotional outreach, with the intention of improving staff and students' health, academic achievement, and reducing childhood obesity.

b. Objectives:

Nutrition Education and Promotion

i. The District should develop strategies of how to best integrate nutrition education topics into the student's day as well as through traditional classroom settings such as daily nutrition planners, morning announcements, daily nutrition tidbits, etc.

ii. Nutrition education information and resources must be made available through the District's School Food Service Department by a qualified school nutrition professional (e.g. School Nutrition Specialist (SNS), a Registered Dietitian Nutritionist (RDN) and/or Licensed Dietitian Nutritionist (LDN)). These staff members will

participate in professional development activities to effectively deliver an accurate nutrition education program as planned.

iii. Nutrition education must be promoted through various techniques (posters, food sampling, health fairs, etc.) in the meal service and/or dining area.

iv. Nutrition education should involve sharing information with families and the broader community to positively impact the health of students, staff, and community members.

v. The District must encourage the expansion of selected programs and initiatives that enhance the nutrition education for students, staff and families through such means as the District's website, classes, programs, and wellness events. The intent of the nutrition education is to positively impact healthy behavior practices.

vi. District administration should support teachers' efforts to incorporate nutrition and health promoting lessons as well as traditional academic curriculum into the outdoor classrooms and school gardens.

vii. Afterschool programs should promote the development of healthy lifestyles and healthy eating through integration of nutrition topics in planning for activities.

Nutrition Guidelines for All Foods on Campus

i. Child Nutrition Programs in the District must comply with federal, state, and local requirements as referenced in Board Policy 6.185 – School Food Service Management.

ii. Qualified child nutrition professionals must provide a variety of healthy foods that are affordable, nutritious, appealing, and accessible to all children.

iii. Child Nutrition Programs must promote good health to foster student attendance and education.

iv. Nutrition information for products served via the cafeteria must be available for reference at the School Food Service Department Office and/or on the School Food Service Department website.

v. The School Food Service Department must procure fresh locally grown fruits and vegetables, from local farmers, to incorporate into the District menus. The partnership will provide an additional avenue for nutrition education.

vi. The District must strategically procure food and beverages to minimize and/or eliminate foods containing High Fructose Corn Syrup, trans-fats, and artificial flavors and colors on all school campuses.

vii. In addition to providing healthy meals in the cafeteria which meet or exceed USDA's nutrition standards, schools must, when selling food and beverages to students, follow the USDA Smart Snacks in School nutrition standards and Board Policy 6.185 – School Food Service

Management (e.g. in vending machines, concession stands, a la carte, school stores, snack bars, and school-sponsored fundraising).

a. District vending companies, which have machines accessible to students in schools, must have all items aligned nutritionally with the USDA Smart Snacks in School nutrition standards and follow the requirements as outlined in the District's Healthy Vending Services Contract.
b. Marketing of food products on school campuses during the school day must be limited to those foods and beverages that meet the requirements. This includes on score boards, signs, sports equipment, in curricula, websites, vending machines, etc.) A link to the Smart Snack Calculator will be available on the School Food Service Department website in order to determine if a snack does not meet the nutrition standards.
c. Afterschool programs must adhere to the Smart Snacks in School regulations for when nutritious snacks must be served.

viii. Food should not be used as a reward unless it is based on a student's individual plan. Additionally, food must not be used as a punishment. These statements, however, are not intended to prohibit or limit student recognition activities or events.

ix. Only prepackaged, sealed, store bought items are allowed to be brought in for consumption by students during the school day to include: classroom parties, school activities, bake sales, and other fundraisers etc. Homemade items are prohibited in these instances.

x. It is encouraged, when food and beverages are offered at no cost to students before, during, or after school hours (such as in classroom parties, after school clubs, and classroom snacks brought by parents), that they align to the nutrition standards.

Access to Meals and Eating Environment

i. The District should encourage all children to have breakfast either at home or at school in order to meet their nutritional needs and enhance their ability to learn.

ii. Bus schedules should be developed with the goal of delivering students to school on time to encourage participation in the School Breakfast Program.

iii. The District and/or school must notify parents and students of the availability of the school breakfast and lunch programs.

iv. Schools must allow ample time and space for students to consume meals from the time the students are seated (at least 15 minutes for breakfast and 20 minutes for lunch).

v. All schools must make a breakfast meal available if a student arrives at school on the school bus less than 15 minutes before the first bell rings and shall allow the student at least 15 minutes to eat breakfast.

vi. Lunch periods should be scheduled as followed:

a) In elementary schools it is encouraged that recess be scheduled before lunch.
b) In High Schools it is encouraged to schedule at least 2 (45 minute) or 3 (35 minute) lunch periods in order to allow students ample time to receive and consume their meals.

vii. Students must have access to potable water (preferably via a water fountain) during their meal time.

viii. All students and/or parent(s)/guardian(s) must receive free and reduced-price meal information and the website location where the online application can be found. Information is provided through a variety of methods (i.e. school meals program booklet sent to all parents via U.S. Mail, District website, phone calls, posters, kindergarten roundup, open houses, etc.)

ix. To eliminate any social stigma attached to students who are eligible for free and reduced-price school meals, schools must make every effort to prevent the overt identification of these students who are eligible for this benefit.

x. In order to protect the privacy of students, the District secures students meal status per USDA guidelines.

xi. All schools will be encouraged to join the United States Department of Agriculture (USDA) Team Nutrition Program and to utilize the Smarter Lunchroom Scorecard or similar evidence-based studies.

Child Nutrition Operations

i. The District must employ a School Food Service Director who is qualified according to United States Department of Agriculture (USDA) Professional Standards to administer the school food service program and satisfy reporting requirements.

ii. All food service personnel must have adequate training in food service operations and meet annually the USDA Professional Standards.

iii. The child nutrition program should aim to be financially self-supporting. Budget neutrality or profit generation should not take precedence over the nutritional needs of the students.

iv. All schools must participate in the School Breakfast Program and the National School Lunch Program.

v. All eligible schools in the District are encouraged to participate in the Afterschool Snack Program, Summer Food Service Program, and Child and Adult Care Food Program.

vi. Schools should strive to increase participation in the available federal Child Nutrition Programs (e.g. School Breakfast, National School Lunch, Afterschool Snack, Summer Food Service, and Child and Adult Care Food Programs) through websites, newsletters, open house, and other marketing venues.

Food Safety/Food Security

i. Child Nutrition Programs must comply with federal, state, and local requirements for food safety and security guidelines to include: Hazard Analysis and Critical Control Points (HACCP), Department of Agriculture and Consumer Services, and Florida Department of Health Palm Beach County.
ii. All foods available on school campuses must comply with the State and local food safety and sanitation regulations. School Food Service, culinary programs, food pantries, classroom parties, concession stands, meetings, etc. must all adhere to the regulations as described in the Florida Administrative Code - Chapter 64E-11.003 - Food Hygiene Standards.
iii. The School Food Service Department must provide ServSafe/Food Safety certification to all site-based Managers and selected School Food Service Department office staff to ensure that all schools follow the appropriate guidelines for Food Service operations to include Hazard Analysis and Critical Control Points (HACCP) guidelines.
iv. For the safety and security of the food, access to the food service operations must be limited to the School Food Service Department staff and authorized personnel per approval of the School Food Service Director or designee.

3. COUNSELING, PSYCHOLOGICAL & SOCIAL SERVICES

a. Goal: To promote the mental, behavioral, and social-emotional health of students and staff.

b. Objectives:
   i. The District should provide comprehensive school counseling services and implement the District's Student Development Plan for all schools in order to address and meet the academic, social-emotional, and college-career readiness needs of students. Furthermore, in an effort to actualize a comprehensive school counseling program, schools and the District should encourage School Counselors to follow the National Model Framework for School Counseling Programs, endorsed by the American School Counselor Association, including the Mindsets & Behaviors for Student Success that support academic, social-emotional, and career development.
   ii. The Student Development Plan goals, interventions, and outcomes must be shared with the school's Principal throughout the school year.
   iii. The District must develop and implement a Mental Health Assistance Plan as required by the Marjory Stoneman Douglas (MSD) Public

Safety Act (SB 7026) (2018). The plan must be focused on evidence-based mental health treatment and include:

a) Provision of mental health assessment, diagnosis, intervention, treatment and recovery services to students with mental health or co-occurring substance abuse diagnoses and students at high risk of diagnoses.
b) Coordination of such services with a student's primary care provider and with other mental health providers involved in the student's care.
c) Direct employment of service providers, or a contract-based collaborative effort or partnership with one or more local community mental health programs.

iv. District staff and school administrators are encouraged to take advantage of approved services (through the Behavioral Health Agreements and Social and Emotional Learning Program Advisory Council) which support students' social, emotional and behavioral needs.

4. SOCIAL & EMOTIONAL CLIMATE

a. Goal: To promote and safeguard the physical, behavioral, and social/emotional health of students and staff.

b. Objectives:
   i. The District and each worksite must provide information about wellness resources and services to assist in identifying and supporting the health, safety, and well-being of all students and staff.
   ii. Positive Behavior Support (PBS) emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful. PBS implementation includes: teaching school-wide expectations, reinforcing appropriate student behavior, using effective classroom management, and positive behavior support strategies by providing early intervention for misconduct and appropriate use of corrective consequences.
   iii. Through the PBC framework, to the extent possible, schools must support the development of social and emotional competencies in students through modeling, explicit instruction, and cuing and coaching during core instruction.
   iv. To the extent possible, schools should provide time for relaxation and stress relieving techniques for students to improve academic success.
   v. All schools must have an active multidisciplinary School Based Team (SBT) tasked with identifying and removing academic, behavioral or social emotional barriers to student learning. Teams must partner with parent(s)/guardian(s) and relevant outside agencies. The

partnerships will provide the SBT, parents and agencies opportunities to work together while supporting students.

vi. The District remains committed to maintaining safe, respectful, inclusive and nondiscriminatory learning and workplace environments. The Board Policy 5.002 – Bullying and Harassment is designed to provide specific, focused, coordinated, integrated and culturally responsive system of support for all students, staff, and administrators. Any reference to "bullying" includes cyberbullying. The District does not accept bullying or harassment as stated in the Policy.

vii. The District has made public its expectations for student conduct which promotes respect for self and others as well as for property and provides programming that teaches and assists students in developing the social-emotional competencies necessary to build positive relationships and reduce incidents of violence.

viii. The District offers Youth Mental Health First Aid training, as a resource to staff, to develop skills to help students who may be experiencing a mental health or addiction challenge, or is in crisis.

5. HEALTH EDUCATION

a. Goal: To provide health education initiatives in an effort to promote the overall wellness of students and staff.

b. Objectives:

i. The District provides alcohol, tobacco, and other drug prevention and intervention initiatives and programs to students and staff. Principals and Department Heads may select those programs and initiatives that attempt to best meet the needs of their population.

ii. Schools are required to inform students and their families about the District's alternative to suspension programs for students suspended for alcohol, tobacco, or other drug possession or use.

iii. Sun safety practices should be encouraged during outdoor activities and events to avoid harmful overexposure to the sun. As allowed in Florida Statutes Section 1001.43 (1) (b), students may wear sunglasses, hats, or other sun-protective wear while outdoors during school hours.

iv. To limit ultraviolet light-induced skin damage, schools must allow their students, with parent's permission, to possess and use a topical non-spray lotion sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use. Students and staff should follow safety guidelines as provided for the application, carrying, and storage of sunscreen. Students must not share lotion with others.

v. School Nurses will serve as a conduit for Health Education by providing resources and health related support.

vi. Afterschool programs should promote the development of healthy lifestyles and healthy decision-making through lesson plans and activities that promote physical, social, behavioral, and emotional health, as well as safety initiatives.

vii. Comprehensive and Coordinated Health Education (CCHE) enables students to establish and practice health-enhancing behaviors over a lifetime in order to become healthy, successful adults. The District offers content and community partner resources. Topics that can be taught include:

   a. Alcohol and Other Drugs
   b. Healthy Eating
   c. Mental and Emotional Health
   d. Personal Health and Wellness
   e. Physical Activity
   f. Safety and Injury Prevention
   g. Human Growth and Development
   h. Tobacco
   i. Violence Prevention
   j. Teen Dating Violence

viii. The District Human Growth and Development curriculum builds a foundation of knowledge and skills for students in kindergarten through 12th grade. To help students make informed decisions and safe choices, the District curriculum covers topics such as human development, healthy relationships, decision making, abstinence, contraception and disease prevention. According to the District's Scopes and Sequence for the Human Growth and Development Unit in Science - Florida Statutes Section 1003.42 (2) (n) and 1003.46:

   a. Schools should teach Human Growth and Development every year (300 minutes/year in grades K-12th).
   b. Every schools' instructional staff has the option to attend Face-to-Face or online professional development to foster comfort with the content of this curriculum.
   c. The District's curriculum is medically accurate, age appropriate, and comprehensive. It is also aligned with the National Sexuality Education Standards.
   d. In alignment with Florida law, parents have the right to opt out their child from this instruction. Schools must send home written notification to alert parents/guardians that instruction will take place.
   e. The District views parents/guardians as the primary educators of their child with regard to sexual health.

6. HEALTH SERVICES

a. Goal: To provide health related services and information to students and parents/guardians.

b. Objectives:
   i. To promote school attendance and readiness to learn, the District must collaborate with Florida Department of Health Palm Beach County and the Health Care District of Palm Beach County to provide basic health services, such as mandated screenings, medication administration, and case management of student illness, within school sites.
   ii. The District must collaborate with the Florida Department of Health Palm Beach County and the School Health Advisory Council (SHAC) to create a School Health Services Plan (SHSP) per the Florida Statute Section 381.0056. This plan needs to be completed biennially and be reviewed each year for the purpose of updating the plan per Florida Administrative Code Chapter 64F-6.002. The District should work jointly with the Florida Department of Health Palm Beach County, the Health Care District of Palm Beach County, and SHAC to fulfill the requirements of the SHSP.
   iii. The District must engage in partnerships with local health agencies to increase student access to health care and promote enrollment in Medicaid and/or state children's health insurance programs.
   iv. To appraise, protect, and promote the health of students, school health services must provide basic health screenings and community referrals, encourage students to advocate for their own health needs, support students with chronic health conditions, and support health and wellness group activities/initiatives.

7. EMPLOYEE WELLNESS

a. Goal: To promote the safety and the physical, social, behavioral, and emotional health of staff.

b. Objectives:
   i. The school, District offices' and department buildings' environment should be safe, comfortable, and aesthetically pleasing.
   ii. Each school Principal and Department Head must designate an employee to act as the Wellness Champion. Wellness Champions are full time staff who have a commitment and passion for health. These Wellness Champion volunteers serve as ambassadors for the Employee Wellness Program. The Wellness Champion acts as a messenger and motivator, assisting in the implementation and coordination of wellness initiatives on each campus. Wellness Champions at the school level must be a member of the school's HST.

iii. The District encourages providing access to healthy food options at staff meetings and celebrations; to include Smart Snack compliant options in staff vending machines. Healthy options can include whole grains, fruits and vegetables, low fat or fat free dairy, water, and any Smart Snack compliant food item.

iv. The District promotes opportunities for employees to engage in daily physical activity before and after work hours and/or on normal breaks and meal times, under their own direction or during a District-sponsored program. Prior to participating in a District physical activity program, the employee must complete, sign, and provide to the District a Voluntary Employee Exercise Program Participant's Release/Waiver of Liability and Hold Harmless Agreement — PBSD 2319. This form is incorporated herein by reference as part of this Policy and can be found on the District's forms website at: https://www.palmbeachschools.org/forms/formsearch/

v. The District must provide updates and reminders of the Health Rewards incentive program at staff meetings and via emails/announcements to ensure all staff are aware of the health incentives available.

vi. The District must utilize resources from the community, as well as those made available by the District's Health insurance providers, to provide health screenings, health education, community referrals and other support to staff.

vii. The District must establish a Lactation Room at every District building and school for staff who wish to express breast milk during work hours, using their normal breaks and meal times. A Lactation Room for employees is not a restroom or health room, but is a private room that has a comfortable chair and a lock on the door. The School District supports, for up to one year, the needs of breastfeeding mothers when they return to work. Public Law 111-148.

viii. The District schools must implement strategies to support staff in actively promoting and modeling healthy eating/drinking and physical activity behaviors so that good examples can be set for our students. This can be accomplished by providing healthy lunches for staff in school cafeterias and in staff vending machines; educating staff on packing healthy lunches; providing healthy options in staff meetings and celebrations; discouraging unhealthy food choices throughout the day where students may be present; and providing walking paths and/or employee activities where physical activity can be encouraged.

ix. The District must provide resources to employees to keep them healthy and safe, and with reduced stress, to minimize sick days and maximize work productivity.

x. The District must provide annual professional development with regards to safety procedures for employees.

8. PHYSICAL ENVIRONMENT

a. Goal: To provide a physical environment that meets or exceeds federal guidelines to include, but not limited to, the following topics: asbestos in schools, health and environmental hazards, radon testing, OSHA Hazard Communication Standards, protection of natural habitats, and green schools.

b. Objectives:
   i. The school district offices and department buildings environment should be safe, comfortable, and aesthetically pleasing.
   ii. The District must establish or assign one or more safe-school officers for all District operated schools per the "Marjory Stoneman Douglas High Public Safety Act" (SB 7026) (Section 26) (2018) – Florida Statute Section 1006.12.
   iii. The school environment must be free of alcohol, illegal drugs, and tobacco products as set forth in federal and state law, as well as Board Policy 7.19 – Tobacco Free Environment.
   iv. Per Board Policy 7.195 – Indoor Air Quality (IAQ), District staff must strive to maintain good air quality at all schools, District offices and department buildings, and fleet vehicles including school buses to support the health, wellness, and safety of students and staff. This includes timely reporting of chemical spills and water leaks, adequate routine custodial care with the least toxic cleaning products approved and/or provided by the Facilities Services Department and the prohibited use of air fresheners. The use of household chemicals including pest sprays and aerosol cleaners are also prohibited by this Policy.
      a) Facilities Services must provide training to all custodial staff, program management, and appropriate supervision for a District-wide "Green Cleaning" program that utilizes environmentally-friendly cleaning products only.
   v. Radon gas testing must be conducted in accordance with US Environmental Protection Agency and the Florida Department of Health regulatory guidelines for initial sampling, follow up, and resampling. 40 CFR 61.203 – Random monitoring and compliance procedures
   vi. Asbestos and other health and environmental hazards subject to regulatory compliance shall be managed properly with a goal to prevent student and staff exposure, including mandatory awareness training programs for designated Facilities Services and custodial workers, as required.
   vii. Chemicals designated for use in school buildings must be inventoried, handled, and stored in strict accordance with manufacturer guidelines and the Occupational Safety and Health Administration (OSHA) Hazard Communication Standard (HAZCOM) provisions, which provide easily understandable

information on appropriate labeling, handling, storage, and safe use of hazardous chemicals. Chemicals of special concern shall be reviewed and approved by Environmental & Conservation Services (ECS) staff prior to use. Schools and applicable departments must provide a chemical inventory list to ECS for inclusion in the electronic Safety Data Sheets (SDS) online database on an annual basis and must be trained in their proper use.

viii. The Facilities Services Department staff must attempt to ensure schools, District offices and department buildings have adequately maintained HVAC systems that meet minimum District requirements for temperature and relative humidity, and that the conditions set forth in Board Policy 7.196 – Energy and Water Use Conservation are also met.

ix. The District recognizes the important relationship between the health and wellness of individuals and their interaction with the natural and man-made environment. As such, the District supports and encourages students, teachers and staff to actively participate in environmental stewardship. "Environmental Stewardship" is defined as the responsible use and protection of the natural environment through conservation and sustainable practices. For example, schools should create a Sustainability Plan to include goals in the following areas:

a. Outdoor and environmental education
b. Energy and water conservation activities
c. Waste reduction and recycling
d. Green purchasing
e. Healthy students and healthy schools
f. Recognition

To support the Sustainability Plan, each school Principal must designate an employee who must act as the Green Champion. Green Champions are school staff who are passionate about teaching environmental awareness and have the leadership skills needed to advocate change in sustainable practices within their school. Green Champions must lead school sustainability activities via a green team and serve as the point of contact for sustainability related communication for the Environmental Conservation Services (ECS) Department and may be a member of the school's HST. The School sustainability initiatives should support District-wide green practices as referenced herein and in the following Board Policies:

1. School Bus and Heavy-Duty Diesel Vehicle Idling Reduction – 2.24
2. Purchasing Department – 6.14
3. Energy and Water Use Conservation – 7.196
4. Waste Reduction, Materials Reuse, and Recycling – 7.197

5. Indoor Air Quality – 7.195

As part of their Sustainability Plan, schools should utilize natural resources on their property, including vegetated areas and natural habitats for learning opportunities. Schools are strongly encouraged to participate in the District's Board Policy 7.1965 – Energy Conservation Incentive Program. Schools are also encouraged to apply for FAU Pine Jog Environmental Education Center's Green Schools Recognition Program (www.ourgreenschools.com) and participate in the program as a means of supporting the District's environmental stewardship and sustainability efforts.

x. The opportunity for outdoor classrooms and school gardens should be provided when possible and incorporated in the designs of new construction and the renovation of schools.

xi. The District should provide garden resources to the schools in regard to proper procedures and safety protocols.

9. FAMILY ENGAGEMENT

a. Goal: To encourage families to participate in the wellness initiative in our District to support student's physical, social, behavioral, and emotional well-being.

b. Objectives:

i. The District values the collaboration between parents and/or guardians, and school staff as instrumental in the promotion of a positive environment for learning and developmental growth for their students.

ii. The District promotes parental involvement through culturally and linguistically responsive practices to support family engagement with the educational process of their children and adolescents.

iii. The District encourages flexible scheduling practices to support parents and/or guardians ability to attend meetings and school activities.

iv. The District provides parents and/or guardians with educational tools to support the academics and personal well-being through online educational programs and parent trainings.

v. The District promotes school staff communication with parents and/or guardians regarding their children at all levels of academic, social-emotional, and health related concerns.

vi. The District encourages parents and/or guardians to participate in the Wellness Promotion Policy development, the Healthy School Team initiatives at their child's school, and to attend District's Wellness Promotion Task Force meetings.

10. COMMUNITY INVOLVEMENT

a. Goal: To encourage community involvement in the wellness initiative in our District to support student's physical, social, behavioral, and emotional well-being.

b. Objectives:
   i. The District must cooperate and collaborate with appropriate community agencies to promote health and wellness for its students, families, and staff consistent with the District's goals.
   ii. The District promotes collaborative partnerships with community agencies to develop and implement joint projects that respond to students' socio-emotional and learning needs.
   iii. The District encourages school professionals to provide education and support to the community through educational sessions, parent training, task force participation, website information, and other means of community based involvement in order to ensure a collaborative and well-informed relationships with local stakeholders.
   iv. The District encourages community involvement in the Wellness Promotion Policy development.
   v. The District encourages community involvement in the Wellness Promotion Task Force meetings.
   vi. The District encourages community involvement in school based wellness activities such as health fairs, screenings, staff events, sporting events, etc.

V. WELLNESS PROMOTION POLICY EVALUATION AND MEASUREMENTS

A. Wellness Promotion Policy Annual Report

The progress made on the Wellness Promotion Policy goals and objectives must be documented in a Wellness Promotion Policy Annual Report and shared at the Wellness Promotion Collaboration Team meetings and at the Wellness Promotion Task Force meetings.

B. Triennial Progress Assessments:

The Superintendent's designee for the Wellness Promotion Policy must conduct an assessment of the Wellness Promotion Policy to measure its compliance at least once every three years. This assessment must measure the implementation of the Wellness Promotion Policy, and include:

i. The extent to which the District is in compliance with the Wellness Promotion Policy;
ii. The extent to which the Wellness Promotion Policy compares to model local school wellness policies; and

iii. A description of the progress made in attaining the goals of the Wellness Promotion Policy.

VI. INFORMING THE PUBLIC

A. The Superintendent's designee for the Wellness Promotion Policy must provide information to the public by the following ways:

i. Share Wellness Promotion Policy updates at Wellness Promotion Task Force meetings as applicable.
ii. Ensure the most updated version of the Wellness Promotion Policy and triennial assessment is available on the District's website for the public to view.
iii. Communicate regarding the Wellness Promotion Policy updates, as applicable to the following stakeholders: the School Board, District Superintendent, School Principals and Afterschool Directors, school health services personnel in the District, Parent Teacher Association/Organization (PTA/PTO), School Health Advisory Council (SHAC), other health and wellness community partners, and other interested groups.
iv. Provide Wellness Promotion Policy information and updates to students, parents, and staff, as applicable, in the form of handouts, the District website, articles, and schools' newsletters.
v. Update and make appropriate revisions to the Wellness Promotion Policy based on the results of the annual review, changes within the District, and/or when new federal or state guidance is issued.

B. The Wellness Promotion Policy, Wellness Promotion Policy Annual Report and the Triennial Assessment must be made available to the public at all times.

RULEMAKING AUTHORITY:	Fla. Stat. §§ 120.81 (1) (a); 1001.32 (2); 1001.41 (1) & (2); 1001.42 (16) & (28); 1001.43 (1) & (6)
LAWS IMPLEMENTED:	Fla. Stat. §§ 1001.32(2); 1001.41 (3); 1001.42 (8) & (16); 1003.42 (2) (n); 1003.453; 1003.455; 1003.46; 1006.12 381.0056; 595.405 (5); Ch. 595; 42 U.S.C. § 1758b; 42 USC § Chapter 13 and 13A *et seq*. (Richard B. Russell National School Lunch Act); (Child Nutrition Act of 1966); Healthy, Hunger Free Kids Act of 2010 (Public Law 11-296) (See 42 U.S.C.A. § 1751 and multiple U.S.C. sections cited in the Note), Public Law 111-148, and 29 USCA § 207 (r).
RULES IMPLEMENTED	7 CFR Parts 210, 220, 225-227, 235, 240, 245, 247, 250 and 252.

	Florida Administrative Code Rules 64F-6.002; 5P-1.001; 5P-1.002
HISTORY:	5/31/2006; 7/9/2008 (as Policy 1.11); 9/30/2009; 5/16/2012; 4/22/2015; 3/27/2019.

RELATED SCHOOL BOARD POLICIES:

Board Policy 2.24 – School Bus and Heavy-Duty Diesel Vehicle Idling Reduction
Board Policy 5.002 – Anti-Bullying and Harassment
Board Policy 5.82 – Teen Dating Violence and Abuse
Board Policy 6.14 – Purchasing Department
Board Policy 6.185 – School Food Service Management
Board Policy 7.19 – Tobacco Free Environment
Board Policy 7.195 – Indoor Air Quality
Board Policy 7.196 – Energy and Water Use Conservation
Board Policy 7.1965 – Energy Conservation Incentive Program
Board Policy 7.197 – Waste Reduction, Materials Reuse, and Recycling
Board Policy 7.24 – Animals on District Property
Board Policy 8.025 – Physical Education