



Office of the State
Superintendent of Education
Division of Health and Wellness



LOCAL WELLNESS POLICY GUIDE

Spring 2025



TABLE OF CONTENTS

INTRODUCTION	2
BACKGROUND	2
PURPOSE	2
FEDERAL LOCAL WELLNESS POLICY REQUIREMENTS	2
FEDERAL GOALS AND STANDARDS REQUIRED FOR LOCAL WELLNESS POLICIES	2
OFFICIAL RESPONSIBLE FOR THE LOCAL WELLNESS POLICY	2
COMMUNITY ENGAGEMENT AND PUBLIC NOTIFICATION	3
LOCAL WELLNESS POLICY MEASUREMENT	3
TRIENNIAL ASSESSMENT, UPDATES, AND RECORDKEEPING	3
DISTRICT LOCAL WELLNESS POLICY REQUIREMENTS	4
DISTRICT GOALS AND STANDARDS REQUIRED FOR LOCAL WELLNESS POLICIES	4
PROMOTION OF LOCAL WELLNESS POLICIES	4
STATE-LEVEL REVIEW OF LOCAL WELLNESS POLICIES	4
LOCAL WELLNESS POLICY TEMPLATE	5
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL	5
HOW TO USE THE LOCAL WELLNESS POLICY TEMPLATE	5
LOCAL WELLNESS POLICY DEVELOPMENT AND REVISION	6
LOCAL WELLNESS COMMITTEE	6
GATHER INPUT AND REVIEW EXISTING DATA	6
CHARACTERISTICS OF A HIGH-QUALITY LOCAL WELLNESS POLICY	6
EVALUATING THE PERFORMANCE OF THE LOCAL WELLNESS POLICY	7
LOCAL WELLNESS POLICY SUPPORT	7
APPENDIX A. DISTRICT DATA SOURCES AND RESOURCES	8
APPENDIX B. RESOURCES	10

INTRODUCTION

BACKGROUND

A local wellness policy (LWP) is a written plan that functions as frameworks for local education agencies (LEAs) to establish nutritional standards for school meals and to set guidelines and goals for physical and health education, physical activity, and other school-based programs designed to promote student wellness. As detailed in this guide, federal and local law require District LEAs participating in the United States Department of Agriculture (USDA) National School Lunch Program and/or School Breakfast Program to develop and adopt an LWP. LEAs are required to establish a plan for measuring and implementing the LWP and to engage with a diverse cohort of school and community partners in the development, implementation, and review of the LWP. LEAs must assess and revise their LWP at least once every three years.

PURPOSE

This guide outlines LWP requirements and recommendations that LEAs may consider when developing or revising their LWP. This guide cross-references the Office of the State Superintendent of Education (OSSE) LWP template and supplemental resources that LEAs may use to support the LWP portfolio. This guide offers resources and data sources for LEAs to utilize when developing the LWP.

FEDERAL LOCAL WELLNESS POLICY REQUIREMENTS

The federal LWP requirements were first established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and later amended by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). An LEA participating in the USDA National School Lunch Program and/or School Breakfast Program must establish a LWP in accordance with federal USDA regulation ([7 CFR 210.31\(a-f\)](#)). The LWP policy must include methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum federal standards. As detailed in this section, federal USDA regulation stipulates specific measurable elements LEAs must include in their LWP, as well as the communities an LEA must engage for the development and review of the LWP, LWP recordkeeping requirements, and the triennial LWP review and assessments requirements.

FEDERAL GOALS AND STANDARDS REQUIRED FOR LOCAL WELLNESS POLICIES

Federal USDA regulation requires that at a minimum, LEAs must contain the following in the LWP:

- Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing these goals, LEAs must review and consider evidence-based strategies and techniques ([7 CFR 210.31\(c\)\(1\)](#));
- Standards for all foods and beverages provided, but not sold, to students during the school day on each participating school campus under the jurisdiction of the LEA ([7 CFR 210.31\(c\)\(2\)](#));
- Standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the LEA that:
 - Are consistent with applicable requirements set forth under §§ 210.10 and 220.8;
 - Are consistent with the nutrition standards set forth under § 210.11;
 - Permit marketing on the school campus during the school day of only those foods and beverages that meet the nutrition standards under §210.11; and
 - Promote student health and reduce childhood obesity. ([7 CFR 210.31\(c\)\(3\)\(i-iv\)](#))

In addition to these federal requirements listed in this section, local law adds additional elements that are required for District LWPs (see *District Local Wellness Policy Requirements* below for more detail).

OFFICIAL RESPONSIBLE FOR THE LOCAL WELLNESS POLICY

Federal USDA regulation requires LEAs to identify LEA or school official(s) responsible for the implementation and oversight of the LWP policy to ensure each school's compliance with the policy ([7 CFR 210.31\(c\)\(4\)](#)). LEAs must identify the official(s) within their LWP.

COMMUNITY ENGAGEMENT AND PUBLIC NOTIFICATION

Federal USDA regulation requires LEAs to provide a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board (if applicable), school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the LWP [\(7 CFR 210.31\(c\)\(5\)\)](#). LEAs must identify these community engagement efforts in their LWP.

Additionally, LEAs are required to inform the public about the content and implementation of the LWP, and make the policy and any updates to the policy available to the public on an annual basis (such as on each school's website). LEAs must also inform the public about progress toward meeting the goals of the local school wellness policy and compliance with the LWP by completing a triennial assessment (as detailed below) available to the public in an accessible and easily understood manner (such as on each school's website). [\(7 CFR 210.31\(d\)\)](#).

LOCAL WELLNESS POLICY MEASUREMENT

Federal USDA regulation requires LEAs to include a description of the plan for measuring the implementation of the LWP and for reporting LWP content and implementation issues to the public [\(7 CFR 210.31\(c\)\(6\)\)](#). LEAs are encouraged to refer to Appendix A of this guide to identify school health data sources that may be used for developing goals in the LWP. LEAs should embed these data specific to their school(s) into the goals of their LWP. These data may be used by the LEA for evaluating progress or growth in achieving the LWP goals and for determining any annual changes an LEA may wish to make to the LWP based on the data. The data should also be used as part of the mandatory triennial assessment (see *Triennial Assessment, Updates, and Recordkeeping* for more details).

TRIENNIAL ASSESSMENT, UPDATES, AND RECORDKEEPING

Federal USDA regulation requires LEAs to perform routine assessments and updates to the LWP. Each LEA must assess their compliance with the LWP at least once every three years. Results of the assessment must be made available to the public (such as on each school's website) and must measure the implementation of the LWP, to include:

- The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;
- The extent to which the LEA's LWP compares to model LWPs; and
- A description of the progress made in attaining the goals of the LWP. [\(7 CFR 210.31\(e\)\(2\)\)](#)

LEAs must make appropriate updates or modifications to their LWP based on results of the triennial assessment [\(7 CFR 210.31\(e\)\(3\)\)](#).

Each LEA must retain records to document compliance with the LWP requirements. The records shall include, but are not limited to:

- The written LWP;
- Documentation demonstrating compliance with community involvement requirements, including requirements to make the LWP and triennial assessments available to the public; and
- Documentation of the triennial assessment of the LWP for each school under its jurisdiction.

These records will be collected by OSSE as part of an LEA's National School Lunch Program and/or School Breakfast Program administrative review (see *State-Level Review of Local Wellness Policies* for more detail).

DISTRICT LOCAL WELLNESS POLICY REQUIREMENTS

In addition to the USDA federal LWP requirements, local District law provides additional requirements for District schools participating in USDA National School Lunch Program and/or School Breakfast Program. District LWP requirements were first established in the DC Healthy Schools Act of 2010 (HSA) ([DC Official Code § 38–821.01 et seq.](#)). The HSA is a landmark law passed by the DC Council 2010 and is intended to improve the health and wellness of students attending public and public charter schools in the District. The HSA promotes improved nutritional standards, expanded access to school meals, farm-to-school programs, increased physical activity, physical education, and health education opportunities, and improvements in the environmental sustainability of schools. The HSA also establishes enhanced meal reimbursements, breakfast subsidies, and wellness grants available to schools and community-based organizations.

DISTRICT GOALS AND STANDARDS REQUIRED FOR LOCAL WELLNESS POLICIES

District law stipulates that LEAs are required to follow all LWP requirements set forth in federal law and regulation, plus the following:

- Goals for improving the environmental sustainability of schools;
- Goals for increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices;
- Increasing physical activity; and
- Developing and implementing an Environmental Literacy Plan ([DC Official Code § 38–826.01\(b\)](#)).

PROMOTION OF LOCAL WELLNESS POLICIES

In addition to the USDA federal regulatory requirements for public notification ([7 CFR 210.31\(d\)](#)), local law requires LEAs to promote their LWP to faculty, staff, parents and students. A copy of the LWP shall be posted on each school's website, distributed to food service staff members, distributed to the school's parent/teacher organization(s); and made available in each school's office ([DC Official Code § 38–826.01\(c\)](#)).

STATE-LEVEL REVIEW OF LOCAL WELLNESS POLICIES

The HSA requires OSSE to review each LWP to ensure it complies with federal and local requirements and to determine whether schools comply with their policies ([DC Official Code § 38–826.01\(d\)\(1\)](#)). LEAs are required to annually submit their LWP and supplemental information to OSSE as part of the federal USDA National School Lunch Program and/or School Breakfast Program application. Further, OSSE is required to collect the LWP, triennial assessment, and supplemental information as part of the USDA National School Lunch Program administrative review process. The LWP portion of the administrative review focuses on the following:

- Meeting minimum federal required elements of the LWP;
- Providing documentation to demonstrate how the public knows about the LWP;
- Providing documentation of when and how reviews of the LWP occur;
- Demonstrating who is involved in reviewing and updating the LWP and their relationship to the LEA;
- Providing documentation of how stakeholders are made aware of their ability to participate in the development and review of the LWP;
- Providing copies of the triennial LWP assessment; and
- Providing documentation of how the public is made aware of results of the triennial LWP assessment.

Additionally, OSSE includes an HSA monitoring questionnaire as part of the administrative review. This questionnaire is intended to ensure LEAs are meeting the District's HSA and LWP requirements, including on: environmental sustainability of schools; increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices; increasing physical activity; and developing and implementing an Environmental Literacy Program.

OSSE may deem a school ineligible for grants from the Healthy Schools Fund if it finds that the school's LWP does not conform with the federal requirements or that the school has not complied with its LWP ([DC Official Code § 38–826.01\(d\)\(2\)](#)).

LOCAL WELLNESS POLICY TEMPLATE

OSSE has developed a LWP template that LEAs may utilize when developing or revising their LWP. The template is structured to support LEAs in addressing all necessary LWP elements stipulated in local and federal law. The LWP template also includes additional local school health requirements and recommendations that LEAs may choose to incorporate into their LWP to support a well-rounded LWP and address a wide range of components relating to student wellness. LEAs are highly encouraged to utilize the template in-part or in-whole when developing or revising their LWP.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

The LWP template is structured to align with the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model, which is the Centers for Disease Control and Prevention's (CDC) framework for addressing health in schools. The WSCC model promotes a holistic approach to school health and integrates health services and programs into the day-to-day school and student life as a tool for improving academic achievement and learning. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.

The 10 WSCC components are:

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



The CDC [encourages](#) LEAs to align their LWPs to the WSCC model to ensure all aspects of student health are addressed. For more information about the WSCC model, please visit the CDC [here](#) and ASCD [here](#).

HOW TO USE THE LOCAL WELLNESS POLICY TEMPLATE

Each LWP template component includes content that is color-coded based on whether it is a mandatory LWP element (color: ● **yellow**), a separate local school health requirement that is highly recommended to be included (color: ● **green**), or an additional recommended element that is not required, but encouraged to be included (color: ● **blue**). At a minimum, LEAs should identify specific measurable goals and outcomes within each yellow section of the template. All ● **green** and ● **blue** elements are recommended. All elements, when combined, support a high-quality, well-rounded LWP. LEAs may choose to amend the introductory language to each component and should enter the LEA's name wherever the text reads **[LEA NAME]**. For support in completing the template, please contact OSSE at OSSE.SchoolHealth@dc.gov.

LOCAL WELLNESS POLICY DEVELOPMENT AND REVISION

LOCAL WELLNESS COMMITTEE

LEAs are required to identify an LEA or school official(s) responsible for the implementation and oversight of the LWP and to ensure each school's compliance with the policy ([7 CFR 210.31\(c\)\(4\)](#)). After identifying the lead official(s), LEAs are encouraged to form a Local Wellness Committee that is inclusive of diverse representation from across the LEA and school community. A Local Wellness Committee can help ensure the LWP is tailored to meet the unique needs of the LEA and may support the implementation of the LWP at the school and community level.

While federal requirements establish the minimum leadership for the execution of the LWP, the formation of a Local Wellness Committee is strongly encouraged. LEAs must permit participation from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board (if applicable), school administrators, and the general public in the development, implementation, and periodic review of the LWP ([7 CFR 210.31\(c\)\(5\)](#)). Inviting members of these groups to serve on a Local Wellness Committee would ensure the LEA meets all engagement requirements while supporting an inclusive and collaborate stream of work. In an effort to ensure that the Local Wellness Committee is successful, it is recommended for LEAs to:

- Engage a diverse group to participate on the Local Wellness Committee;
- Develop a work plan for development, effective implementation, and ongoing monitoring and adjusting of the LWP to ensure goals are achieved;
- Establish roles and responsibilities for its members, including naming parties responsible for implementation;
- Meet on a regular basis; and
- Inform and update parents, students, school food authority representatives, school staff, administrators, and the public about the content and implementation of the LWP.

GATHER INPUT AND REVIEW EXISTING DATA

The Local Wellness Committee may collect insight from various stakeholders permitted to participate as the policy is developed. In addition to insights and information provided by members of the Local Wellness Committee and other education stakeholders, the Local Wellness Committee should review health and wellness data sources that are readily available to support the development and measurement of LWP goals. Appendix A provides links to sources of health and wellness data at the LEA, school, and student level that may support LEA LWP development and goalsetting.

CHARACTERISTICS OF A HIGH-QUALITY LOCAL WELLNESS POLICY

Throughout the LWP development or revision process, the Local Wellness Committee may use this list to ensure the LWP is comprehensive and high-quality. The LWP is:

- Developed, implemented and monitored by all members of the Local Wellness Committee, and the Local Wellness Committee regularly engages the broader LEA community in LWP implementation;
- Readily available to the LEA community for reference and review;
- Comprehensive (i.e., it goes beyond the inclusion of federal and District LWP requirements and addresses school health and wellness requirements and recommendations);
- Organized using the WSSC model as a framework;
- Provides for the access and functional needs of students and staff with disabilities and those who do not speak English as a first language;
- Maximizes the use of evidence-based practices;
- Goals are feasible, relevant, measurable, and stratified by grade band;
- Customized to the unique needs of the LEA, and its student and staff populations;
- Supported by leadership at the LEA and school level; and
- Includes a process for evaluation and revision.

EVALUATING THE PERFORMANCE OF THE LOCAL WELLNESS POLICY

As mentioned previously, LEAs are required to periodically review and update the LWP ([7 CFR 210.31\(c\)\(5\)](#)) and to make any updates to the policy available to the public on an annual basis. At a minimum, LEAs are required to inform the public about progress toward meeting the goals of the LWP and compliance with the LWP by conducting and sharing a triennial assessment that measures the implementation of the LWP ([7 CFR 210.31\(e\)](#)). Based on results of the triennial assessment, LWPs shall be revised at least once every three years ([DC Official Code § 38–826.01\(a\)](#)).

To monitor LWP progress effectively, it is recommended that LEAs:

- Annually compare the LWP’s measurable goals to its schools’ actual performance on those goals; and
- Annually compare each of its schools’ actual performance with the performance target requirements.

Conducting annual assessments and tracking all related updates will allow the LEA to make course corrections to support the LEA and/or its schools in reaching their respective goals or compliance targets before the triennial assessment and revision. Revised LWPs may be submitted to OSSE annually via the USDA National School Lunch Program application. OSSE will collect the triennial assessment and supplemental records as part of the USDA National School Lunch Program and/or School Breakfast Program administrative review.

LOCAL WELLNESS POLICY SUPPORT

LEAs may reach out to OSSE for more information about developing, revising, and assessing LWPs. Additional resources and links are available for LEAs in Appendix A and Appendix B, and LEAs may access supplemental resources on the OSSE website. For more information, contact OSSE.SchoolHealth@dc.gov.

APPENDIX A. DISTRICT DATA SOURCES AND RESOURCES

To assist the Local Wellness Committee in drafting measurable goals unique to the needs of the LEA, LEAs should utilize school-level data. The following health and wellness data sources, organized by WSCC component, can assist the Local Wellness Committee with identifying the health and wellness needs of students and staff at the school-level. Use of these sources will provide a solid baseline on which the Local Wellness Committee may build a comprehensive LWP with measurable goals.

COMPONENTS	EXISTING DATA SOURCES AND RESOURCES
Health Education	School Health Profiles Health and Physical Education Assessment
Physical Education and Activity	School Health Profiles Physical Education Standards Health and Physical Education Assessment
Nutrition Environment and Services	School Health Profiles Locally Grown Tracking Log
Physical Environment	<i>Tools for General Data related to Physical Environment</i> School Health Profiles <i>Tools for Conducting Audits on Environmental Sustainability</i> National Wildlife Federation Eco-Schools Capital LEAF (Leaders in Environmental Actions for our Future) <i>Tools for Assessing Local Wellness Policy Supports</i> School Health Policies and Practices Study
Counseling, Psychological and Social Services	School Health Profiles DBH Guide to Comprehensive School Behavioral Health: (click “Expansion Resources”) Responding to a School Crisis Supporting Mental Health in Schools
Health Services	School Health Profiles OSSE Immunization Policy for In-Person Attendance District of Columbia Immunization Information System
Social and Emotional Climate¹	School Health Profiles Tier 1 School Culture and Climate Planning Matrix Youth Risk Behavior Surveillance System data is provided to each school. School Attendance Data School Discipline Data
Community Involvement	School Health Profiles
Family Engagement	School Health Profiles
Employee Wellness	School Health Profiles Teacher Retention Data

1 Incorporate school climate survey data if your school or LEA utilizes one such internet-based survey tools that measure the school climate perceptions of students, staff, and families within the Engagement, Safety, and Environment dimensions of school life. The survey tools could include one of the following:

- US Department of Education School Climate Survey (Ed Schools Survey),
- Culture of Excellence and Ethics Assessment (CEEA)
- The Panorama School Climate Survey (Panorama)
- Comprehensive School Climate Inventory (CSCI)
- The Maryland S3 Climate Survey from Johns Hopkins

- [School Health Profiles](#) are a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (HSA). The data collected in the School Health Profiles serve as a comprehensive means for monitoring and evaluating schools pursuant to the requirements under the HSA. The School Health Profile data provides OSSE with a broad picture of the schools' compliance with legislative requirements. (District of Columbia Healthy Schools Act 2018 Act, 2019)
- [Health and Physical Education Assessment](#) measures student achievement with respect to OSSE's health and physical education standards through standardized test responses administered to students in Grade 5, Grade 8 and high school.
- [Physical Education Standards](#) provide a clear, skills-based, and age-appropriate approach to developing physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity.
- [National Wildlife Federation Eco-Schools](#) comprises a seven-step framework for LEAs and schools, where students are able to think critically and creatively to address environmental and sustainability challenges at their school.
- [School Health Policies and Practices Study](#) is a national study conducted by the CDC every two years that assesses school health policies at multiple levels in the education landscape.
- [DBH Guide to Comprehensive School Behavioral Health](#) provides an overview of the District's expansion of school-based behavioral health, roles and responsibilities, and teaming and work planning resources.
- [Responding to a School Crisis](#) provides guidance and resources to support schools with responding to a crisis that involves a student, staff, student's family, or the greater community.
- [Supporting Mental Health in Schools](#) provides guidance, professional development, and other resources to support schools in being places where student mental and behavioral health is addressed.
- [DC School Behavioral Health Community of Practice](#) provides an overview of the District's expansion of school-based behavioral health, roles and responsibilities, and teaming and work planning resources.
- [OSSE Immunization Policy for In-Person Attendance](#) includes DC statutory and regulatory requirements for schools, recommended best practices, and attendance and temporary exclusion protocols.
- [District of Columbia Immunization Information System](#) provides access to real-time immunization data to a range of immunization stakeholders including health care providers, pharmacies, health care payers, schools, and licensed child development centers.
- [Tier 1 School Culture and Climate Planning Matrix](#) supports LEAs and schools in ensuring high-quality plans for continuous education and services to students and families, specifically related to supporting school climate and social emotional learning.
- [School Attendance Data](#) comprises attendance data for all students in a school, regardless of age.
- [School Discipline Data](#) provides school- and LEA-level data that reflects the discipline policies and practices that lead to a positive experience for every student, school leader, teacher and other staff member.
- [Teacher Retention Data](#) assists the DC State Board of Education in understanding teacher attrition and the impact it has on students and schools.

LOCAL WELLNESS COMMITTEE RESOURCES

Action for Healthy Kids	Resource Library
Florida Department of Agriculture and Consumer Services	Healthy Schools Teams
Alliance for Healthier Generation	School Wellness Committee Chronic Health Conditions Evaluate and Communicate
University of Connecticut Institute for Collaboration on Health, Intervention and Policy	WSCC in Policy WSCC in Practice WSCC Blueprints

APPENDIX B. RESOURCES

This appendix provides resources that identify health and wellness best practices. These resources may assist the LEA with identifying and selecting members for the Local Wellness Committee, as well as identifying programs and partners that may help fulfill a number of requirements in the LWP. Examples of existing events, posters, frameworks and assessments are some of the resources found below. LEAs may choose to refer to these resources for inspiration in developing original methods, or choose to implement them as is.

COMPONENTS	RELATED RESOURCES FOR GOAL DEVELOPMENT
Health Education	National Health Education Standards DC Health Education Standards
Physical Education and Activity	SHAPE America Standards
Nutrition Environment and Services	<i>School Meals</i> Offer versus Serve Posters National Farm to School Network Strawberries & Salad Greens Day MyPlate Printables <i>Nutrition Guidelines</i> Good Food Purchasing Program <i>Federal Nutrition Guidelines</i> Summary: fns.usda.gov/school-meals/nutrition-standards Sodium: fns.usda.gov/school-meals/nutrition-standards/sodium-limits
Physical Environment	<i>DC Environmental Literacy Resources</i> OSSE's Environmental Literacy Program Department of Energy & Environment Sustainable DC Environmental Literacy Project Environmental Education Resources Environmental Education Training & Workshops <i>Recycling Programs</i> Crayola ColorCycle TerraCycle <i>Cleaning Products</i> Sustainable Purchasing Program
Counseling, Psychological and Social Services	Alignment of School Mental Health Quality Frameworks and Tools School Mental Health Screening Quality Guide School Mental Health Teaming Quality Guide National Center for Healthy Safe Children - Tools and Resources
Health Services	DC Health School Health Services Program Preventing Spread of Infections in K-12 Schools

COMPONENTS	RELATED RESOURCES FOR GOAL DEVELOPMENT
Social and Emotional Climate	DC Social-Emotional Learning Standards OSSE School Climate and Culture Move this World Remote Learning SEL Resources CASEL Framework for Systemic Social and Emotional Learning Panorama School Climate and Social Emotional Learning The Ed School Climate Surveys (EDSCLS) by way of the Improving School Climate in DC Grant from OSSE PBIS School Climate Survey The National School Climate Center Multi-tiered systems of supports & positive behavior interventions and supports Restorative Justice American Society for Suicide Prevention The Trevor Project National Alliance on Mental Illness (NAMI)
Community Involvement	Advisory Neighborhood Commission Schedules
Family Engagement	Flamboyant Resources
Employee Wellness	HHS Framework for Workplace Mental Health & Well-Being

- [National Health Education Standards](#) provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress.²
- [SHAPE America Standards](#) are published for kindergarten through Grade 12 to serve as a foundation for physical education programs across the nation and are intended to be implemented by sports coaches and for teachers new to physical education.
- [Health Education Standards](#) provide a clear, skill-based, and age-appropriate approach to the essential health topics that currently impact District students.
- [National Farm to School Network](#) provides a link between students and families and locally grown foods through activities such as the use of school gardens, farm visits and cooking lessons, to name a few.
- [Strawberries & Salad Greens Day](#) is an annual event designed to showcase locally grown produce in school meals. All schools and early learning centers in the District are invited to participate.
- [MyPlate Printables](#) are printable USDA resources for LEAs and schools that promote nutrition and nutrition education.
- [Smarter Lunchrooms Scorecard](#) is a quick access tool OSSE provides for schools to track reimbursements and subsidies under the HSA.
- [Good Food Purchasing Program](#) is a value-driven procurement model that supports local economy, environmental sustainability, nutrition, animal welfare and a valued workforce.
- [Locally Grown Tracking Log](#) assists LEAs with tracking the local foods served as part of the school meal programs.
- The DC Department of Energy & Environment works with nonprofit partners on several [sustainability initiatives](#) and provides [environmental education resources, workshops and training](#).
- [OSSE's environmental literacy resources](#) include environmental literacy frameworks, education providers, curricular resources, environmental literacy reports, and local, regional and environmental literacy efforts.
- [Crayola ColorCycle](#) provides teacher and students with the opportunity to collect and repurpose Crayola markers as they learn about protecting their environment and explore eco-friendly practices.
- [TerraCycle](#) provides free recycling programs for schools and community organizations that may donate points to schools of their choice.

² Centers for Disease Control and Prevention. (2019). National Health Education Standards. Retrieved from cdc.gov/healthyschools/sher/standards/index.htm

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- [Sustainable Purchasing Program](#) operates under the DC Office of Contracting and Procurement and procures quality goods and services to support meeting District sustainability goals.
 - [Alignment of School Mental Health Quality Frameworks and Tools](#) discusses three leading frameworks designed to support student well-being in schools and considerations for strategic alignment of various tools and resources.
 - [School Mental Health Screening Quality Guide](#) contains background information, best practices, action steps and examples from the field.
 - [School Mental Health Teaming Quality Guide](#) contains background information, tips, and best practices from the field.
 - [National Center for Healthy Safe Children - Tools and Resources](#) is a collection of tools and resources, built to foster collaboration, respect for cultural diversity, and equitable solutions, all aimed at securing a thriving future for every learner and community.
 - [DC Health School Services Program](#) aims to improve the health of students, enabling them to thrive in the classroom and beyond by creating greater alignment, integration, and collaboration between education and health.
 - [Preventing Spread of Infections in K-12 Schools](#) provides guidance for schools to maximize school attendance and its benefits for all students, while also preventing the spread of infectious diseases.
 - [OSSE School Climate and Culture](#) is an overarching term used to describe students' and educators' experience in a school.
 - [Move this World Remote Learning SEL Resources](#) provides social and emotional learning supports for educators and families.
 - [CASEL Framework for Systemic Social and Emotional Learning](#) is a broad resource for schools to establish school climate goals, developmentally appropriate skills, and competencies. In addition to a framework, CASEL provides additional [resources](#).
 - [Panorama School Climate and Social Emotional Learning](#) assists schools with administering surveys around school climate and culture, positive relationships and school safety, and provides a platform for survey development and post-administration analytics.
 - [PBIS School Climate Survey](#) measures student perceptions of school climate and offers effective tools for schools seeking an understanding of their students' perspectives on school climate. For additional resources, visit the [School Climate Survey Suite](#).
 - [The National School Climate Center](#) provides information and technical assistance that promotes improved student support and academic achievement.
 - [The Ed School Climate Surveys \(EDSCLS\)](#) measure school climate pertaining to engagement, safety and environment, by way of the Improving School Climate in DC Grant from OSSE.
 - [Restorative Justice](#) focuses on evidence-based alternative disciplinary methods to keep youth in schools and disrupt the school to prison pipeline, providing opportunities for youth to be active and accountable members of their community.
 - [American Society for Suicide Prevention](#) is committed to raising awareness, funding scientific research and providing supports for those affected by suicide.
 - [The Trevor Project](#) is the leading national organization providing crisis intervention and suicide prevention services to LGBTQ youth, providing trained counselors to support young people in crisis, feeling suicidal, or those in need of a safe and judgement-free place to talk.
 - [National Alliance on Mental Illness](#) (NAMI) is the largest grassroots mental health organization in the nation and is dedicated to providing advocacy, education, support and public awareness to help individuals and families affected by mental illness build better lives.
 - [Advisory Neighborhood Commission Schedules](#) are made publicly available and allow LEAs and schools to plan outreach in advance of community meetings.
 - [Flamboyant Foundation](#) prepares students most impacted by inequity to succeed in school and beyond.
 - HHS Framework for [Workplace Mental Health and Well-Being](#) emphasizes the connection between the well-being of workers and the health of organizations. It offers a foundation and resources that can be used by workplaces of any size, across any industry.



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