

# Maryland Local School Wellness Policy Triennial Assessment Report



**Directions for Triennial Assessment Report:** There are four parts to this report. Review the guidance instructions (in blue text boxes) for each part and fill in the required information. Email the final document to [leslie.sessomparks@maryland.gov](mailto:leslie.sessomparks@maryland.gov) at the Office of School and Community Nutrition Programs (OSCNP).

(Refer to SM 19-20: Triennial Assessment of Local School Wellness Policy memo for additional information)

## General Information

**Local Education Agency (LEA) Name:**

Montgomery County Public Schools

**Wellness Policy Title:**

Wellness: Physical and Nutritional Health

**Web Link:**

<https://www.montgomeryschoolsmd.org/departments/policy/pdf/jpg.pdf>

**If applicable, related local regulation title(s):**

Wellness: Physical and Nutritional Health

**Web Links:**

<https://www.montgomeryschoolsmd.org/departments/policy/pdf/jpgra.pdf>

**Number of Schools/Sites in LEA:**

208

**Reporting Time Period/School Year(s):**

2013-2014 through 2019-2020

**Person(s) Completing Tool:**

**Name:** Barbara W. Harral, RDN

**Position:** Acting Director

**Email:** [Barbara\\_W\\_Harral@mcpsmd.org](mailto:Barbara_W_Harral@mcpsmd.org)

**Phone Number:** 301-284-4900

January 2020

## **Part 1: Comparison to a Model Wellness Policy**

### **WellSAT 3.0**

The MSDE recommends using WellSAT ([www.wellsat.org](http://www.wellsat.org)) a quantitative tool, for wellness policy comparison. In order to improve written school wellness policies, WellSAT provides an overall strength and comprehensiveness score, in addition to subscale scores for specific content areas. Items in WellSAT 3.0 reflect current federal law and best practices.

During school year 2019-2020, the Maryland Wellness Policies and Practices Project (MWPPP) via the University of Maryland Division of Growth and Nutrition will be completing the WellSAT 3.0 on all LEA's wellness policies/regulations, and will provide a report to each individual LEA outlining their scores. In the future, LEAs may need to complete the WellSAT on their own.

### **WellSAT 3.0 Scores**

#### **Overall Comprehensiveness:**

75

#### **Overall Strength:**

38

### **Analysis**

Based on the results of the WellSAT, provide the following information:

- 1) A description of two policies/regulations that you would like to update.
- 2) How will your school health council/wellness team plan to update these items?

#### **Identified Policy/Regulation #1:**

Section 2: Addresses purchasing local foods for the school meals program.

#### **Plans for Updating:**

The Division of Food & Nutrition Services will collaborate with local Montgomery County farmers to procure locally grown, fresh produce for use in select schools.

#### **Identified Policy/Regulation #2:**

Section # 2 Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.

#### **Plans for Updating:**

January 2020

A policy for students who have unpaid meal charges is in the final stages of review for approval by the Board of Education.

**Other Comments:**

Click or tap here to enter text.

**Part 2: Extent of Each Schools' Compliance with the Wellness Policy**

**School-Level Compliance Tool**

The LEA is responsible for ensuring that a Triennial Assessment of **all** schools under its jurisdiction is conducted (see School Meals memo SM 23-17). Examples of school-level reporting include the following:

1. A summary of wellness practices for each school
2. A grading system with scores given to each school.

Tools to support school-level compliance with the LEA wellness policy include examples in the table below. The table also includes the school survey to support completion of the first Triennial Assessment conducted by the MWPPP. If a LEA did not have 100% school participation in the MWPPP school survey, the district's data specialist may be helpful in compiling the aggregated data required for this report using another tool.

**How many schools/sites completed an assessment of compliance to the school wellness policy?**

All schools

**Identify the tool(s) used to assess compliance. Check boxes where applicable.**

| <b><u>Compliance Tools</u></b>   | <b>Check if applicable</b>          |
|--|-------------------------------------|
| <b>Maryland Wellness Policies and Practices Project school survey:</b> A school-level survey to measure individual school(s)/site(s) compliance to federal and state wellness policy requirements. The survey is focused on nutrition and physical activity. <a href="http://www.marylandschoolwellness.org/">http://www.marylandschoolwellness.org/</a> <ul style="list-style-type: none"><li>• <b>Aggregate summary report is produced for local school systems.</b></li></ul>   | <input checked="" type="checkbox"/> |
| <b>Maryland School Wellness Scorecard:</b> A school-level scorecard adapted from the School Health Index that focuses on federal and state wellness policy requirements and best practices. The scorecard focuses on the physical activity environment, nutrition guidelines, and the nutrition environment. It can be used for both assessment and action planning. <a href="http://www.eatsmartmaryland.org">http://www.eatsmartmaryland.org</a> <ul style="list-style-type: none"><li>• <b>LEA will need to produce aggregate summary report.</b></li></ul> | <input type="checkbox"/>            |
| <b>School Health Index:</b> The <i>School Health Index (SHI) Self-Assessment and Planning Guide</i> is an online self-evaluation and planning tool for schools. SHI aligns with the Whole School, Whole Community, Whole Child model, which expands beyond nutrition and physical activity. <a href="https://www.cdc.gov/healthyschools/shi/index.htm">https://www.cdc.gov/healthyschools/shi/index.htm</a> <ul style="list-style-type: none"><li>• <b>LEA will need to produce aggregate summary report.</b></li></ul>  | <input type="checkbox"/>            |

**Action for Healthy Kids Game On:** An on-line tool for schools to assess their wellness policies and best practices and action plan on improving their environment. The focus of this tool is on nutrition and physical activity.

<https://www.actionforhealthykids.org/game-on-program/>

- **LEA will need to produce aggregate summary report.**

**Alliance for Healthier Generation Healthy Schools Assessment:** A on-line tool for schools to assess and action plan about their health and wellness policies and practices. The tool is aligned with School Health Index and the Whole School, Whole Community, Whole Child model, which expands beyond nutrition and physical activity.

- **LEA will need to produce aggregate summary report.**

**LEA survey tool:** LEAs can develop their own tool to survey schools on compliance of their school wellness policy.

- **LEA will need to produce aggregate summary report.**

**Other tool(s), if applicable:**

Click or tap here to enter text.

### Aggregate Summary of School-Level Compliance

Aggregate reports should summarize each school-level report to minimally include:

- Total schools/sites in LEA
- Total schools/sites or percentage responding to compliance tool
- Percentage compliance to the following:
  - Smart Snack standards
  - Physical activity goals
  - Nutrition education and promotion goals,
  - Food and beverage marketing standards,
  - All non-sold foods made available to students (birthdays, celebrations, rewards)
  - Other school-level wellness activities

**Provide an aggregate summary of school-level compliance with the LEA's wellness policy.**

See attached MWPPP Report

### **Part 3. Progress in Meeting the School Wellness Policy Goals**

To summarize your LEA's progress in meeting the goals of the school wellness policy, use information and data from Part I and Part 2 of the Triennial Assessment report to complete the questions below.

#### **Areas of Success**

**Example areas of success:** *Collaborated with Alliance for Healthier Generation in 10 schools to support improving the nutrition and physical activity environment. Provided professional development to over 100 elementary school teachers on how to integrate physical activity throughout the school day. Identified funding for wellness team leaders/champions in each school.*

- 1. Identify two successes of how schools are meeting wellness policy goals and regulations, and how they are adopting best practices?**

**Success #1:**

Establishment of the Be Well 365 framework and initiative for all MCPS students.  
([www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org) › 190626 Be Well 365 05-14-19-06 BD)

**Success #2:**

Strengthening of the policy for nutrition standards.

- 2. How is your LEA and wellness council/school health council, etc. supporting implementation of the school wellness policy?**

The development of the Be Well 365 framework through a cross office collaboration was instrumental in addressing the physical, social and psychological well being of MCPS students. This initiative was in direct support of the school wellness policy. Be Well 365 provides students with knowledge, skills and abilities in 6 essential areas.

#### **Areas of Improvement**

- 3. What are two areas for improvement and what are your goals for improvements? Utilize SMART (Specific, Measurable, Attainable, Realistic, Time bound) goals to measure improvement.**

**Area for Improvement #1:**

January 2020

The trajectory for the Be Well 365 initiative was for the local level – ie schools to be full partners in this. The onset of the Covid 19 Pandemic in March 2020 stalled all activities in schools.

**Goals for Improvement #1:**

Goals for Fall 2021 include the revitalization of the school wellness committees.

**Area for Improvement #2:**

Expansion of opportunities for implementation of the subcomponents of Be Well 365. These include district wide programs and activities as a part the 6 Essentials (see attachment).

**Goals for Improvement #2:**

MCPS will designate one week in Novmeber to highlight health and wellness. This week can be the launch for cross stakeholder groups to collaborate on the Be Well 365 and the 6 Essentials in local schools.

**Other Comments:**

Click or tap here to enter text.

**Part 4. Reporting to the Public**

**Public Accessibility**

LEAs are required to make the wellness policy and the Triennial Assessment public. At minimum, LEAs should make Part 2 of the Triennial Assessment public (the summary of how school(s)/site(s) comply with the wellness policy).

**Indicate the dates and methods (email, phone, meeting minutes, press release, social media, newsletter, automated messages and/or website) that the Triennial Assessment will be made public accessible for each target audience.**

**Target Audience:**

**School Board**

Date(s):  
July 2021

Method(s):  
The complete Triennial Assessment will be provided to the Board of Education.

**Families/Parents**

Date(s):

January 2020

July 2021

Method(s):

Communications:

Be Well 365 Web Page and promotion;

Print materials (posters,flyers)

Digital Media (Quick Notes, The Bulletin, newsletters)

Social Media

### **Students**

Date(s):

August 30,2021

Method(s):

Communications:

Be Well 365 Web Page and promotion;

Print materials (posters,flyers)

Digital Media (Quick Notes, The Bulletin, newsletters)

Social Media

### **Teachers**

Date(s):

August 2021

Method(s):

Communications:

Be Well 365 Web Page and promotion;

Print materials (posters,flyers)

Digital Media (Quick Notes, The Bulletin, newsletters)

Social Media

### **School Administrators**

Date(s):

August 2021

Method(s):

Communications:

Be Well 365 Web Page and promotion;

Print materials (posters,flyers)

Digital Media (Quick Notes, The Bulletin, newsletters)

Social Media

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**Other School Staff**

Date(s):  
August 2021

Method(s):  
Communications:  
Be Well 365 Web Page and promotion;  
Print materials (posters,flyers)  
Digital Media (Quick Notes, The Bulletin, newsletters)  
Social Media

**Community Partners**

Date(s):  
August 2021

Method(s):  
Communications:  
Be Well 365 Web Page and promotion;  
Print materials (posters,flyers)  
Digital Media (Quick Notes, The Bulletin, newsletters)  
Social Media

**Other**

Date(s):  
August 2021

Method(s):  
Communications:  
Be Well 365 Web Page and promotion;  
Print materials (posters,flyers)  
Digital Media (Quick Notes, The Bulletin, newsletters)  
Social Media

**Thank You.**

January 2020



# Maryland Wellness Policies and Practices Project

## School System Wellness Policy Report

School System: Montgomery County

Policies Evaluated: Policy: JPG Revised: 4/20/2006 Regulation: JPG-RA Revised: 8/20/2018

| Summary of School Wellness Policy Scores  |                                       |           |                              |           |
|---|---------------------------------------|-----------|------------------------------|-----------|
| WellSAT 3.0 Item                          | Comprehensiveness<br>(weighted score) |           | Strength<br>(weighted score) |           |
|   | Montgomery<br>County                  | MD        | Montgomery<br>County         | MD        |
| Nutrition Education                       | 88                                    | 71        | 38                           | 65        |
| Standards for USDA<br>School Meals        | 70                                    | 48        | 30                           | 25        |
| Nutrition Standards                       | 100                                   | 65        | 69                           | 40        |
| Physical Education<br>& Physical Activity | 56                                    | 53        | 38                           | 26        |
| Wellness Promotion<br>and Marketing       | 50                                    | 48        | 25                           | 25        |
| Evaluation                                | 88                                    | 66        | 25                           | 32        |
| <b>Overall</b>                            | <b>75</b>                             | <b>59</b> | <b>38</b>                    | <b>31</b> |

### Strength and Comprehensiveness of your Wellness Policy measured using a New Tool

For 2018- 2019 of the MWPPP, we evaluated each school system’s written wellness policy using the new WellSAT 3.0, developed by the Rudd Center for Food Policy & Obesity at the University of Connecticut. The WellSAT3.0, is an online standardized method of comparing wellness policy statements to new USDA school food requirements and current best practices or model language in areas of school wellness as recommended by an expert working group.

Please note: 1) MWPPP evaluated policies effective by 2017 or policies confirmed by School Health Council Leadership 2) not all WellSAT 3.0 policy items are part of current federal written wellness policy requirements and instead may be recommended best practices.

WellSAT3.0 generates scores ranging from 0 to 100 for both the comprehensiveness and strength of the policy language. Comprehensiveness refers to how well recommended content areas are covered in the policy, and strength refers to how strongly the content is stated. Policies with both recommended content and specific and directive language receive higher scores. You can learn more about the WellSAT3.0, or evaluate a school system’s wellness policy through their website: <http://www.wellsat.org>.


## WELLSAT 3.0 Policy Teams & Scoring Rubric

School wellness policies in Maryland were evaluated based on the degree to which they addressed 67 policy items, categorized into six sections:


| Policy Section                         | Number of Items |
|--|-----------------|
| Nutrition Education                    | 8               |
| Standards for USDA School Meals        | 10              |
| Nutrition Standards                    | 13              |
| Physical Education & Physical Activity | 16              |
| Wellness Promotion and Marketing       | 12              |
| Evaluation                             | 8               |

Each policy item is rated as:





- "0" (not included in the text of the policy)
- "1" (weak, item mentioned but statement is vague, unclear, or confusing)
- "2" (strong, item mentioned and specific/strong language is used, indicating that action or regulation is required)

Items in the report that are required by federal regulations are marked with the following icon: 







### Section 1: Nutrition Education

| Policy Item   | Rating   |           |
|---|--|-----------|
| Includes goals for nutrition education that are designed to promote student wellness.  | 2  |           |
| Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.  | 1  |           |
| All elementary school students receive sequential and comprehensive nutrition education.  | 2  |           |
| All middle school students receive sequential and comprehensive nutrition education.  | 1  |           |
| All high school students receive sequential and comprehensive nutrition education.  | 1  |           |
| Nutrition education is integrated into other subjects beyond health education   | 2  |           |
| Links nutrition education with the school food environment.   | 1  |           |
| Nutrition education addresses agriculture and the food system.  | 0  |           |
| <b>Subtotal for Section 1:<br/>Nutrition Education</b>  | <b>Comprehensiveness Score</b><br>Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100 | <b>88</b> |
|   | <b>Strength Score</b><br>Count the number of items rated as "2" and divide this number by 8. Multiply by 100.                | <b>38</b> |

## Section 2: Standards for USDA School Meals

| Policy Item   | Rating   |           |
|---|--|-----------|
| Assures compliance with USDA nutrition standards for reimbursable school meals.                               |   | 1         |
| Addresses access to the USDA School Breakfast Program.  |  | 1         |
| District takes steps to protect the privacy of students who qualify for free or reduced priced meals.         |   | 1         |
| Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.                 |  | 0         |
| Specifies how families are provided information about determining eligibility for free/reduced priced meals.  |  | 1         |
| Specifies strategies to increase participation in school meal programs.                                       |  | 2         |
| Addresses the amount of "seat time" students have to eat school meals.  |  | 0         |
| Free drinking water is available during meals.  |    | 2         |
| Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. |   | 2         |
| Addresses purchasing local foods for the school meals program.  |  | 0         |
| <p style="text-align: center;"><b>Subtotal for Section 2:<br/>Standards for USDA School Meals</b></p>         | <p><b>Comprehensiveness Score</b></p> <p>Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100</p> | <b>70</b> |
|   | <p><b>Strength Score</b></p> <p>Count the number of items rated as "2" and divide this number by 10. Multiply by 100.</p>                | <b>30</b> |


### Section 3: Nutrition Standards

| Policy Item   | Rating  |            |
|---|---|------------|
| Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.                            |    | 2          |
| USDA Smart Snack standards are easily accessed in the policy.   |   | 2          |
| Regulates food and beverages sold in a la carte.  |    | 2          |
| Regulates food and beverages sold in vending machines.  |    | 2          |
| Regulates food and beverages sold in school stores.   |    | 2          |
| Addresses fundraising with food to be consumed during the school day.   |    | 1          |
| Exemptions for infrequent school-sponsored fundraisers.   |   | 2          |
| Addresses foods and beverages containing caffeine at the high school level.   |   | 1          |
| Regulates food and beverages served at class parties and other school celebrations in elementary schools.   |    | 1          |
| Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming. |   | 1          |
| Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.    |   | 2          |
| Addresses food not being used as a reward.  |   | 2          |
| Addresses availability of free drinking water throughout the school day.  |   | 2          |
| <p style="text-align: center;"><b>Subtotal for Section 3:<br/>Nutrition Standards</b></p>   | <p><b>Comprehensiveness Score</b><br/>Count the number of items rated as "1" or "2" and divide this number by 13. Multiply by 100</p> | <b>100</b> |
|   | <p><b>Strength Score</b><br/>Count the number of items rated as "2" and divide this number by 13. Multiply by 100.</p>                | <b>69</b>  |







## Section 4: Physical Education & Physical Activity

| Policy Item  | Rating  |           |
|--|---|-----------|
| There is a written physical education curriculum for grades K-12.  | 2   |           |
| The written physical education curriculum for each grade is aligned with national and/or state physical education standards.     | 2   |           |
| Physical education promotes a physically active lifestyle.   | 2   |           |
| Addresses time per week of physical education instruction for all elementary school students.                                    | 0   |           |
| Addresses time per week of physical education instruction for all middle school students.  | 0   |           |
| Addresses time per week of physical education instruction for all high school students.  | 0   |           |
| Addresses qualifications for physical education teachers for grades K-12.  | 2   |           |
| Addresses providing physical education training for physical education teachers.   | 0   |           |
| Addresses physical education exemption requirements for all students.  | 0   |           |
| Addresses physical education substitution for all students.  | 2   |           |
| Addresses family and community engagement in physical activity opportunities at all schools.                                     | 0   |           |
| Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. | 1   |           |
| Addresses recess for all elementary school students.   | 1   |           |
| Addresses physical activity breaks during school.  | 1   |           |
| Joint or shared-use agreements for physical activity participation at all schools.   | 0   |           |
| District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.    | 2   |           |
| <b>Subtotal for Section 4:<br/>Physical Education &amp; Physical<br/>Activity</b>  | <b>Comprehensiveness Score</b><br>Count the number of items rated as "1" or "2" and divide this number by 16. Multiply by 100 | <b>56</b> |
|  | <b>Strength Score</b><br>Count the number of items rated as "2" and divide this number by 16. Multiply by 100.                | <b>38</b> |

## Section 5: Wellness Promotion and Marketing

| Policy Item   | Rating  |           |
|---|---|-----------|
| Encourages staff to model healthy eating and physical activity behaviors.   | 0   |           |
| Addresses strategies to support employee wellness.  | 1   |           |
| Addresses using physical activity as a reward.  | 0   |           |
| Addresses physical activity not being used as a punishment.   | 0   |           |
| Addresses physical activity not being withheld as a punishment.   | 2   |           |
| Specifies marketing to promote healthy food and beverage choices.   | 2   |           |
| Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.  |  2   |           |
| Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).   | 1   |           |
| Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).   | 0   |           |
| Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).   | 1   |           |
| Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).  | 0   |           |
| Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education). | 0   |           |
| <b>Subtotal for Section 5:<br/>Wellness Promotion and Marketing</b>   | <b>Comprehensiveness Score</b><br>Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100 | <b>50</b> |
|   | <b>Strength Score</b><br>Count the number of items rated as "2" and divide this number by 12. Multiply by 100.                | <b>25</b> |

## Section 6: Evaluation

| Policy Item  | Rating   |           |
|--|--|-----------|
| Addresses the establishment of an ongoing district wellness committee.   | 1  |           |
| Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.   |  1  |           |
| Identifies the officials responsible for the implementation and compliance of the local wellness policy.   |  1  |           |
| Addresses making the wellness policy available to the public   |  1  |           |
| Addresses the assessment of district implementation of the local wellness policy at least once every three years.  |  2  |           |
| Triennial assessment results will be made available to the public and will include:<br><br>1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;<br>2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies;<br>3. A description of the progress made in attaining the goals of the local school wellness policy. |  2   |           |
| Addresses a plan for updating policy based on results of the triennial assessment.   |  0  |           |
| Addresses the establishment of an ongoing school building level wellness committee.  | 1  |           |
| <b>Subtotal for Section 6:<br/>Evaluation</b>  | <b>Comprehensiveness Score</b><br>Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100 | <b>88</b> |
|  | <b>Strength Score</b><br>Count the number of items rated as "2" and divide this number by 8. Multiply by 100.                | <b>25</b> |

| Overall School System Policy Score |           |
|------------------------------------|-----------|
| <b>Total Comprehensiveness</b>     | <b>75</b> |
| <b>Total Strength</b>              | <b>38</b> |

The 6 Essentials

| Essential Area  | Sample Skills, Programs, and Supports  |
|---|--|
| <p>Culturally Responsive Relationship Building</p> <ul style="list-style-type: none"> <li>• The ability to establish and maintain healthy relationships and understand social and interpersonal skills by creating positive climates that support equity for and the diversity of all students.</li> </ul>          | <ul style="list-style-type: none"> <li>• Healthy relationship establishment and maintenance</li> <li>• Social and interpersonal skills</li> <li>• Seeking and offering help and assistance</li> </ul>  |
| <p>Mental and Emotional Health</p> <ul style="list-style-type: none"> <li>• The ability to employ healthy mental and emotional skills to enhance self-concept and cope with adversity in an adaptive manner.</li> </ul>   | <ul style="list-style-type: none"> <li>• Emotional well-being development</li> <li>• Stress management and coping skills</li> <li>• MCPS Mental Health Day and Month</li> <li>• Suicide prevention</li> <li>• Youth Mental Health First Aid</li> </ul> |
| <p>Trauma-informed Practices</p> <ul style="list-style-type: none"> <li>• The ability to understand the effects of trauma on physical and psychological development and to use strategies to reduce their impact on students.</li> </ul>  | <ul style="list-style-type: none"> <li>• Trauma-informed care</li> <li>• ACEs and their impact</li> </ul>  |
| <p>Restorative Justice and Restorative Practices</p> <ul style="list-style-type: none"> <li>• The use of strategies to build empathic relationships between students and adults and resolve conflicts in an equitable manner that restores relationships and repairs the harm that may have been caused.</li> </ul> | <ul style="list-style-type: none"> <li>• Community circles</li> <li>• Restorative circles</li> <li>• Student efficacy and leadership</li> </ul>  |
| <p>Physical Health and Wellness</p> <ul style="list-style-type: none"> <li>• The development of lifelong positive health-related attitudes and behaviors that includes physical fitness, relationship-building, and decision-making.</li> </ul>   | <ul style="list-style-type: none"> <li>• Comprehensive Health Education</li> <li>• Physical education</li> <li>• Personal Body Safety Lessons</li> <li>• Nutrition</li> </ul>  |
| <p>Positive Character Development and Empathy</p> <ul style="list-style-type: none"> <li>• The ability to be empathic, accept responsibility, and behave in a safe, positive, and ethical manner.</li> </ul>  | <ul style="list-style-type: none"> <li>• Positive Behavioral Interventions and Supports (PBIS)</li> <li>• Bullying prevention</li> <li>• Social media digital citizenship</li> </ul>   |