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1. Purpose

The purpose of the Carroll County Public Schools Comprehensive School Health and Wellness Policy and Administrative Regulation is to promote and ensure a healthy educational environment.

2. Scope

The Board of Education of Carroll County is committed to promoting student and employee health, well-being, and ability to learn, by providing a safe, healthy, and supportive environment. The Board acknowledges that students need access to healthy foods, physical activity, a variety of student services, and the support of family and community to learn, grow, and thrive.

The Board of Education of Carroll County supports a coordinated approach to school health, understanding that many different school programs and services impact student and employee health and well-being. The programs and services fall into ten categories, based on the Whole School, Whole Community, and Whole Child Model from the Centers for Disease Control and Prevention.

3. Responsibilities

- Section 4.1– Health Education–Directed by the Assistant Supervisor of Health Education
- Section 4.2– Physical Education and Physical Activity– Directed by the Supervisor of Health and Physical Education
- Section 4.3– Health Services– Directed by the Supervisor of Student Services-Health Services
- Section 4.4A– Nutrition Services– Directed by the Supervisor of Food Services
- Section 4.4B– Nutrition Environment– Directed by individual school administrators
- Section 4.5– Counseling, Psychological and Social Services – Directed by Student Services
- Section 4.6– Social and Emotional Climate-Directed by individual school administrators in collaboration with Student Services and Curriculum departments
- Section 4.7– Healthy and Safe Physical Environment– Directed by the Supervisor of School Security and Emergency Management and Director of Facilities
- Section 4.8– Employee Wellness – Directed by Human Resources
- Section 4.9– Family Engagement – Directed by Communications Officer in collaboration with School Principals and Central Office Departments
- Section 4.10–Community Involvement– Directed by Communications Officer in collaboration with School Principals and Central Office Departments
- Section 4.11–Telehealth Services– Directed by Student Services in collaboration with Secondary School Principals

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4. Procedure

1. Health Education

Health education helps students acquire knowledge, personal skills, and attitudes to take increasing responsibility for their own health, practice healthy behaviors, and avoid harmful behaviors.

The Health Education Program is conducted in accordance with Code of Maryland Regulations (COMAR) 13A.04.18.0. Health education curricula align with national and state health education standards.

Health Education Curriculum and Instruction is directed by the Assistant Supervisor of Health Education and the Supervisor of Health and Physical Education.

Units of instruction for all levels include mental and emotional health; Substance Abuse Prevention, Family Life & Human Sexuality, Safety and Violence Prevention, Healthy Eating, and Disease Prevention and Control. High school-level health classes build on the knowledge base from elementary and middle school programs to encourage students to make healthy choices and understand the consequences of those choices.

The amount of instruction provided at each level of education is as follows:

Elementary schools:

- 30 minutes of health education per week for kindergarteners; 60 minutes per week for grades 1-5

Middle schools:

- 35-45 classes of health education each year of middle school

High schools:

- Health I AND HEALTH 2 (1.0 credit) required for high school graduation

[Optional Health III Advanced Health Class (Elective Course)]

2. Physical Education and Physical Activity

The goal of physical education and physical activity is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities
- Knows the implications and the benefits of involvement in various types of physical activities

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- Participates regularly in physical activity
- Values physical activity and its contributions to a healthful lifestyle

Physical Education

The Physical Education Program is conducted in accordance with Code of Maryland Regulations (COMAR) 13A.04.13. Physical education curricula align with national and state physical education standards.

Physical Education Curriculum and Instruction is directed by the Supervisor of Health and Physical Education. Physical education is provided in each school by Maryland State Department of Education Approved and Certified Physical Education Teachers.

The amount and content of instruction provided at each level of education is as follows:

Elementary school:

- 90 minutes of physical education each week
- By the end of 5th grade, students will demonstrate competence in fundamental motor skills and selected combination of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

Middle school:

- Over the course of a school year students average 90-135 minutes of physical education per week.
- Minimum of three quarters (27 weeks) of physical education per year
- By the end of 8th grade, students will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

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High school:

- Required 1 credit of physical education for high school graduation.
- Physical education 1 is the ½ credit required course.
- Elective ½ credit courses include: weight training, advanced weight training, team sports, individual/dual sports, personal fitness, barbell and cross training.
- By the end of high school, students will be college/career ready as demonstrated by the ability to plan and implement different types of personal fitness programs, demonstrate competency in 2 or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

Fitness Assessment

Students in grades 3 through high school participate in a fitness assessment. The assessment examines cardiovascular endurance (pacer), flexibility (sit and reach), muscular strength (push-ups) and muscular endurance (sit-ups). Students receive individual reports indicating their level of fitness according to established *Healthy Fitness Zones*. Each school's healthy fitness zone aggregate data is used yearly to assess and plan school fitness goals.

Fitness assessment data collection is completed by physical education teachers through the Carroll County Public Schools data entry system.

Adapted Physical Education (APE)

In compliance with the Individuals with Disabilities Education Act (IDEA), the Physical Education Curriculum will be modified for students to accommodate documented physical limitations or medical conditions. Students receive APE Services as determined by assessment and individualized education programs (IEPS). A full-time APE lead teacher oversees testing, compliance, and services.

Physical Activity

Physical activity opportunities will be offered throughout the school day in each school to support health and promote student learning.

Physical activity will be promoted through the following:

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- All elementary schools will offer students at least 20 minutes of recess daily
- All middle schools will provide eligible students with an opportunity for supervised physical activity during lunch whenever possible
- Recess will provide an opportunity for unstructured play
- Recess will be outdoors whenever possible
- Recess will be monitored
- Moderate to vigorous physical activity will be encouraged during recess.

It is recommended that all schools:

- Not withhold recess as a punishment
- Not use physical activity as a punishment
- Encourage physical activity breaks in the classroom when possible

All county high schools offer Interscholastic Athletic and Corollary Programs under the direction of the Supervisor of Athletics.

3. Health Services

The School Health Services Program is conducted in accordance with the Code of Maryland Regulations (COMAR) 13A.05.05.05 through 13A.05.05.15. Health Services offers each student direct acute health care services, as well as assistance with prevention, screenings, and the management of chronic health conditions and special health needs.

School health services in Carroll County Public Schools provide all students with access to quality school health services. Health services are available in every school and may be provided by registered nurses or licensed practical nurses. Health services are directed by the Supervisor of Student Services-Health Services.

Each school nurse will:

- Provide acute/emergency care
- Administer treatments and medications to students as dictated in authorized prescriber health care provider orders
- Assist students by preparing a plan of care and managing chronic health conditions
- Work with other student support services to help students manage special dietary, emotional health, and physical activity needs

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- Help students and families to access health care services
- Perform or assist with state-mandated health screenings
- Implement infection control measures to decrease spread of communicable disease
- Maintain and protect confidential health records
- Ensure compliance with state school entrance health requirements
- Serve on student service team
- Serve on 504/Individualized Education Program (IEP) team as needed
- Collect, maintain, and analyze health data to help improve services
- Educate staff and students on current health issues
- Actively promote health and wellness
- Instruct students with specific health concerns individually or in groups
- Contribute to classroom instruction on topics such as CPR, Stop The Bleed, overdose response, handwashing, etc.

Health services will collaborate with the Carroll County Health Department (CCHD) to provide the school community with health education and support services.

4. Nutrition Environment and Services

Nutrition Environment and Services will encourage good nutrition, foster the development of good eating habits, and provide students with a variety of healthy and appealing food choices. A healthy school nutrition environment will promote nutritionally dense foods and beverages, and provide a safe nutrition environment for all students.

A. Nutrition services

Food services, under the direction of the Supervisor of Food Services, will offer food choices based on MYPLATE and the U.S. Dietary Guidelines for Americans that encourage children to practice good eating habits. Food services will also promote child growth and development by providing students with healthy food choices. These choices include grain products, vegetables and fruits, low-fat milk products or other calcium-rich foods, beans, lean meat, poultry, fish or other protein-rich foods.

School Meals Program

The Carroll County Public Schools school meals program operates under the direction of the Supervisor of Food Services.

All schools that participate in the national school lunch and school breakfast programs will meet USDA Guidelines-School meals program menus will be made available online and in a printable form at each school.

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Nutrition information for school meals will be available online.

Food services will solicit student and family input through surveys and taste tests, and results will be considered when making changes to the school meals program.

Food services will participate in farm-to-school initiatives, working with area farms to bring fresh, local produce into the school meals program.

Food services will conduct annual training for food service staff in accordance with USDA professional standards.

Eligible families are encouraged to apply for free or reduced-price meals. Applications are sent home at the beginning of each school year, are available on the website, and online.

Food services will administer a school meal debt procedure that meets all requirements of USDA regulations and MD senate bill 760.

Other Foods Sold During School Day

The following standards apply to all foods and beverages available to students during the school day. The official school day is defined as 12:01 a.m. until 30 minutes after the end of the official instructional day.

Food services will conduct all sale of food and beverages to students during the official school day. The sale of, or collection of money for, food and beverage items to students during the official school day by any other school system entity, profit or non-profit organization, parent or guardian is not authorized.

A la carte foods served as an alternative to the reimbursable and/or bundled meal (regular school meal) during the school day shall comply with the National School Lunch Program (NSLP) and School Breakfast Program (SBP): nutrition standards for all foods sold in schools as required by the Hunger Free Kids Act of 2010 and Maryland Nutrition Standards for all food sold in school where the NSLP and SBP are in operation.

Specific guidance is found in the Federal Administrative Regulation Register of Rules and Regulations 7 CFR parts 210 and 220 and MSDE policy. This guidance includes details on the nutrition requirements for food and beverages sold during the official school day.

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Exemptions:

1. Fundraisers in which the food sold is clearly not for consumption on the school campus during the school day (e.g., catalog sales, frozen pizza).
2. Foods prepared in the Culinary Arts Program at Carroll County Career and Technology Center (CCCTC) that are not in competition with the school breakfast and lunch programs. Sales cannot occur during the scheduled school breakfast program and from the beginning of the first lunch shift until dismissal of the last lunch shift. It is the responsibility of the CCCTC school principal to ensure that the above items meet all state and federal regulations listed above.

Vending Machines

Principals have the option to have vending machines in schools from 30 minutes after the official school day until 12:01 a.m., with all profits directed to the school.

Food services have the option to have vending machines operating in schools during the official school day, with all profits directed to the food service program. It is the responsibility of the food service program to ensure that all items meet all state and federal regulations as outlined in section b.

B. Nutrition Environment

Carroll County Public Schools also support good nutrition through the following regulations, under the guidance of individual school administrators:

- Students will have at least a 30-minute period for lunch, allowing them adequate time to purchase and eat their meal.
- Students are prohibited from leaving the school campus for lunch.
- Students will be provided access to free drinking water.
- Students are encouraged to wash their hands before eating.
- Students are not permitted to share food with others.

All Schools and School Staff:

- May not withhold food or drink as a punishment
- May not use food incentives as a substitution for access to school meals
- Are encouraged to utilize healthy alternatives to food for incentives (e.g., extra recess, additional physical activity, leadership opportunities, public acknowledgement of achievements)

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- Will not offer food and beverages as a reward except when indicated in a student's individualized plan (e.g., IEP, 504, incentive/behavior plan) or when approval is received in advance from parents for their child
- Ensure that parents/guardians are informed of food in a classroom setting in order that reasonable accommodations may be made for students and staff with food allergies or other health related concerns
- May not promote or market any food or beverage to students on the school campus during the school day that does not meet the Maryland and USDA Smart Snacks in School Nutrition Standards

Specific guidance is found in the Federal Administrative Regulation Register of Rules and Regulations 7 CFR Parts 210 and 220 and MSDE policy. This guidance includes details on the nutrition requirements for food and beverages sold during the official school day.

Food use for celebration, promotional activities, and curricular enhancements

- Schools are encouraged to consider wellness issues and student allergies when planning activities involving food.
- Celebrations and rewards may not be used as a substitution for access to school meals.
- Healthy food choices (e.g., fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students, and community.
- Parents/guardians of students with identified food allergies or health considerations will be notified in advance to provide reasonable accommodations relating to health concerns.
- Schools will notify parents/guardians in advance of such celebrations so that parents/guardians may alert their child's teacher of any food related concerns.

Families and Other School Visitors:

- Are only permitted to bring in or purchase on-site food for their individual student(s), for health and safety reasons

5. Counseling, Psychological, and Social Services

Counseling, Psychological, and Social Services needs are provided by staff within the Student Services and Special Education Departments by School Counselors, Behavioral Support Specialists, School Psychologists, Pupil Personnel Workers and Mental Health Therapists.

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School Counseling

School counseling services are provided to all students at all grade levels. School Counselors facilitate the personal and academic growth of students as defined by the American School Counselor Association's (ASCA) National Standards in the domains of: Academic, Career and Social/Emotional Development. School Counselors promote academic success and career development, enhance the awareness of mental health, and provide school-based prevention and interventions for students with mental health and behavioral concerns. School Counselors assist students in developing the mindset of believing in the whole self in order to be successful in school, at work and in the community. School Counselors help students to develop learning strategies as well as self-management and social skills behaviors.

Behavioral Support Specialists

Behavioral Support Specialists (BSS) provide a wide variety of supportive services focusing on elementary students. Through prevention and intervention efforts, Behavioral Support Specialists provide direct services to students and collaborate with parents, school staff and community professionals. By focusing on students' social, emotional and behavioral needs, Behavior Support Specialists aim to maximize student learning and achievement.

School Psychologists

School Psychologists are specialists trained in psychology and education who use their expertise to help address many of the challenges faced by students and their families. They address the learning, behavior, and social and mental health needs of all students. School Psychologists work with infants, toddlers, preschoolers, children, adolescents, post-secondary students, teachers, families, and community service professionals. Core school psychological services include consultation and collaboration, data-based decision making and accountability, psychological assessment, intervention and support, response and prevention, school-wide practices, research and program evaluation.

Pupil Personnel Workers

Pupil Personnel Workers (PPW'S) assess student needs, serve as student advocates, and facilitate or provide appropriate services to remove barriers to student learning. PPW'S value each student as unique and worthy of individual and special consideration and collaborate with school-based professionals to support student achievement. PPW'S also hold that mental, emotional, and physical health are necessary for students to experience success in school. The role of the PPW is to serve the needs of students. PPW'S primarily serve as an advocate for all students and as a consultant to school staff and parents/guardians on a variety of issues such as attendance, discipline, counseling, residency, homelessness and crisis support. The PPW serves as a liaison between various departments within CCPS, as well as a referral source to outside agencies and community resources.

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Mental Health Therapists

Mental health therapists are licensed mental health professionals who use their expertise to help address many of the challenges faced by students and their families. They provide individual and group counseling to students, provide professional development training to staff, and advise parents and staff on a variety of mental health topics. Mental health therapists assess student needs, develop treatment plans, and collaborate with school-based staff and community agencies to provide wraparound services to students. Mental health therapists regularly intervene in crises and take preventative actions in order to create a safe environment that allows students to express themselves therapeutically.

Substance Use Prevention

Services and programs for substance use prevention are funded by the Board of Education and Community Partnerships. Programs are implemented at the school level and coordinated centrally by the Assistant Supervisor of Health Education and supervisors and coordinators of Student Services. The comprehensive strategies for substance use prevention focus on the following program components:

- Policy
- K-12 Prevention Curriculum (in Health Education)
- Early identification and intervention
- Peer leadership and support
- Community and family connections
- Comprehensive youth strategies

These components are addressed by:

1. Implementation of school-wide initiatives and activities at the secondary level that are designed to raise awareness of the dangers of drugs and alcohol and the resources that are available to assist those in need of support.
2. Student Services team members serve as liaisons to provide all schools training, technical assistance, consultation, and referrals to community agencies for students who display risk factors for substance related problems. School-based Student Services teams accept staff, parent and student referrals of students whose behavior, attendance, or academic performance indicate that they may be at risk for a possible substance-related problem. The team works with parents to refer the student for help.

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3. Providing parents with information on substance abuse prevention strategies through articles from credible sources, which may be printed in school newsletters and placed in parent resource folders and inviting parents and community members to school-based and community events focusing on substance abuse and prevention.

4. Collaborating with staff and community partners in Carroll County to investigate, create and implement additional comprehensive prevention services as needed.

Nicotine Use Prevention

Carroll County Public Schools consider the use of tobacco, tobacco-related products, and devices designed to deliver nicotine or other substances a serious threat to health. In addition to the Health Education Curriculum, activities to inform students of this health threat include:

- Sources of clinical and counseling assistance within the community
- Orientation programs, activities, and communications, which will be developed by school personnel to assure advisement and understanding
- Education programs focusing on Tobacco, tobacco-related products, and devices designed to deliver nicotine or other substances, which can be used with students who violate the regulations relating to substance use.

6. Social and Emotional Climate

Social and emotional school climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

The social and emotional climate of each school is shaped and enhanced by the school's administrators, who in turn incorporate the contributions of staff, students, and parents, to create schools that foster healthy student development.

All Carroll County Public Schools provide and promote a stable social and emotional environment by participating and implementing programs and strategies such as Character Education and Development, Positive Behavioral Interventions and Supports (PBIS), Restorative Approaches, Sources Of Strength, and other positive climate initiatives.

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7. Healthy and Safe Physical Environment

The physical environment of each Carroll County school building and campus will be safe and designed to promote the maximum health and safety of all students, under the leadership of the supervisor of school security and emergency management and director of facilities.

Carroll County Public Schools will create and maintain a safe, inviting, and respectful learning environment by:

- Addressing asbestos abatement by identifying funding sources and including abatement in renovation and modernization projects
- Reducing indoor air quality issues by proactively identifying concerns utilizing the school-based EPA tools for schools program, performing IAQ testing as necessary, and performing corrective action when needed
- Implementing the combined indoor and outdoor integrated pest management program to comply with state mandates and proactively address associated issues
- Coordinating with insurance-based inspectors to identify and correct potential hazards
- Maintaining focus on capital renewal projects in the educational facilities master plan to address aging systems and infrastructure
- Adhering to state and local requirements for water quality testing and reporting for facilities not on public water systems
- Increasing priority on preventive maintenance program to maximize the useful life of systems and equipment while reducing work order requests
- Collaborating with law enforcement and school administrators to proactively resolve physical security concerns
- Developing and revising as necessary school emergency operations plans
- Planning, coordinating, conducting, and evaluating tabletop and functional exercises in conjunction with local law enforcement and emergency management partners

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- Training CCPS staff with standardized response protocols to reduce school violence and assist with managing critical incidents
- Conducting routine preventive maintenance checks related to exterior and interior doors and windows, and ensuring corrective action is taken
- Collaborating with students, parents, CCPS staff and administrators as "on-site" advocates in the schools

8. Employee Wellness

Employee wellness helps teachers, administrators, and all school staff to be healthier, more productive, and less likely to be absent. It also allows them to be healthy role models for students. Carroll County Public Schools aims to create work environments that support healthy eating, active lifestyles, tobacco-free living, stress management, reduced injuries, and other positive health outcomes for all staff.

In general, employee wellness is structured to allow an individual school approach that meets the needs of each school's employees. The mental health subcommittee of the School Health Council also works to support employee wellness from a district level approach. The Employee Benefits and Insurance Administrator will offer support and opportunities for employee wellness system-wide when available.

9. Family Engagement

Family engagement is one of the essential elements to increase academic and social success throughout the educational career of each student. Family partnerships in education must remain dynamic to provide emotional, informational, and academic support to traditional and non-traditional families as they confront the challenging task of raising a well-rounded citizen in society and will be promoted in the following ways:

- The Board of Education will disseminate information on school reforms, policies, discipline procedures, assessment tools and school goals, and encourage parent participation in system/school-generated committees and task forces
- Food services will include nutrition and other health messaging on all school menus and provide menu details on the school website
- Other health-related education and services will be detailed on the school website by the corresponding programs

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- Each individual school will use a variety of communication tools in a clear, concise format to facilitate ongoing, two-way, meaningful interaction (e.g., assignment books, notes and letters, phone calls, and electronic communication, such as email and social media). This relationship between school staff and families reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community.
- Families will also be encouraged to support the school system’s wellness program efforts by providing healthier alternatives when donating snacks for special events

10. Community Involvement

Community involvement is an essential element in order to increase academic and social success throughout the educational career of each student. The community plays an important role in strengthening the education of all children. Schools and community members must work collaboratively, effectively, and efficiently, to strengthen schools, families, and student learning. It includes partnerships with groups, organizations, and local businesses to share resources and support student learning, development, and health-related activities.

The following activities will promote collaboration with community organizations:

- The Carroll County Service-Learning Program, which provides community based opportunity for students to earn the mandatory 75 hours
- Sharing of school facilities with the community
- Convening of the School Health Council in cooperation with the Carroll County Health Department. The group meets bi-monthly and is open to the public, including parents and other community organizations.
- Providing Partnerships with the business community as well as non-profit and governmental organizations
- Collaborating with parent groups, including individual school parent-teacher associations
- Providing annual public updates on school wellness initiatives
- Inviting community members to be active members of the school system’s decision-making process and methods for providing input to the local schools, to the Superintendent's office, and to the Board of Education regarding

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decision-making, raising issues or concerns, appealing decisions, and resolving problems

- Collaborating with community agencies to provide schools with such services as wellness, healthcare, social services, and childcare
- The most current version of the School Wellness Policy will be available to the public on the Carroll County Public School's Board Doc Website.

11. Telehealth

In alignment with Education Article, § 4-143, Annotated Code of MD, Parent/Guardian/Student and Eligible Student (if 18 years of age or older and without an appointed legal guardian) telehealth services will be offered at each middle and high school in CCPS. Guidelines for Telehealth Services are published on the CCPS website and communicated in the CCPS Informational Calendar Student/Parent Handbook.

5. Reports

Policy Maintenance

The School Health Council shall review the Comprehensive School Health and Wellness Policy: Administrative Regulations as needed, evaluate the policy, and write a report for the Board of Education, including information on implementation and recommended changes.

Policy Implementation

It is highly recommended that each school create a wellness team with an identified wellness champion who will lead wellness planning. This planning can include school staff, students, families and the community. It is also recommended that each school complete a school wellness team action plan annually, to guide their actions and provide a report to school administrators and community members. The school health council's wellness committee will offer guidance and resources to schools wishing to create a wellness team action plan, including the Carroll County Public Schools Policy and Team Development Guide, which includes links to additional state, regional, and national resources.

6. Delegation of Authority

The Superintendent has the responsibility for enforcing this policy by communicating it to all relevant parties and by providing necessary instructions and/or administrative regulation (if appropriate) to all staff members.