



Park Hill School District

Building Successful Futures • Each Student • Every Day

Student Well-Being Plan

2026-2027

The Park Hill School District is committed to investing in the well-being of ALL students. This comprehensive student well-being plan outlines the strategies that support the emotional, physical, intellectual, social, and environmental well-being of ALL students.

Student Well-Being Plan

Table of Contents:

Collaborative Planning Process	1
Introduction	2
Whole School, Whole Community, Whole Child Framework Overview	3
Dimension One: Emotional Well-Being	4
School Counseling	4
Social Work	6
School-Based Mental Health Therapist	6
Suicide Awareness, Prevention, and Intervention	7
McKinney-Vento Homeless Assistance Act	8
Dimension Two: Physical Well-Being	10
Physical Education and Physical Activity	10
Nutrition Services	11
Health Services	12
Dimension Three: Intellectual Well-Being	14
Health Education	14
Special Services	15
English Language Development (ELD)	15
Multi-tiered Systems of Support (MTSS)	16
School Counseling Curriculum	17
Gifted Education	18
Library Media Center	19
Dimension Four: Social Well-Being	20
Restorative Practices	20
Social/Emotional Learning	23
Building and District Councils	23
Family Webinars	25



Student Mentoring Programs.....	25
Extracurricular and Co-curricular Activities.....	25
Dimension Five: Environmental Well-Being	27
Physical Environment	27
Physical Safety	28
Employee Wellness	29
Support Animal Program	30
Conclusion	31
Implementation and Monitoring.....	31
References	32
Appendix A.....	35



Collaborative Planning Process

In alignment with the Park Hill School District's Comprehensive School Improvement Plan (CSIP), under the Culture Index, we set out to develop and deploy a Comprehensive Student Well-Being Plan.

To ensure a collaborative and inclusive planning process, we established a Student Well-Being Committee composed of a diverse group of stakeholders, including guardians, teachers, support staff, administrators, and community members. This committee met regularly throughout the 2024–2025 school year with a shared purpose: to examine existing practices, explore new and innovative approaches to student well-being, and review direct feedback from students. A full list of committee members is included in Appendix A.

As part of our commitment to student voice, we also conducted in-person listening sessions with students from Park Hill High School, Park Hill South High School, and the LEAD Innovation Studio. These sessions provided valuable, first-hand insights into how students perceive current well-being efforts and what additional supports they believe would enhance their school experience.

Using feedback from these meetings and student focus groups, members of the Student Well-Being Committee directly responsible for well-being initiatives, worked together to develop a Comprehensive Student Well-Being Plan. This plan serves as a central framework outlining the full range of supports, practices, and strategies in place across the district to promote student well-being.

In addition to the plan itself, the committee co-developed a Gantt chart identifying specific initiatives to be added or enhanced as part of our ongoing work. This chart functions as a living document, allowing us to track progress, implementation timelines, and updates as new practices are introduced or existing ones are refined. The School Health and Well-Being Advisory Council (SHWAC) will oversee implementation of the Gantt chart.

The result of this collaborative planning process is a dynamic and responsive approach to student well-being, rooted in community voice and aligned with the district's strategic goals.

Park Hill School District

Student Well-Being Plan

Introduction

The Park Hill School District is committed to supporting the whole child by promoting student well-being in every aspect of their lives. Mentally and physically healthy students tend to perform better academically. Good mental health helps with focus, concentration, and stress management. Physical well-being, including proper sleep, nutrition, and exercise, boosts energy and cognitive function. Positive self-esteem, emotional stability, and strong social connections also enhance motivation and academic performance.

This Student Well-Being Plan outlines a comprehensive, district-wide approach to help students thrive physically, emotionally, socially, intellectually, and environmentally, so they can be healthy, happy, and authentically themselves.



The plan integrates the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model to ensure that students have the support, resources, and environments necessary for optimal health and success. Each dimension and component of the WSCC model will guide our goals, objectives, and measures for improving student well-being.

Whole School, Whole Community, Whole Child Framework Overview

The **Whole School, Whole Community, Whole Child** framework is based on the idea that student success is dependent on the interconnection of all factors influencing a student's health and learning. This framework promotes the integration of education and health strategies across schools, families, and communities. The WSCC model focuses on ten key components:

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



The **Whole School, Whole Community, Whole Child (WSCC)** model is a comprehensive approach to supporting the health and well-being of students. It emphasizes collaboration between schools, families, and communities to create a supportive environment that fosters students' academic success, health, and overall well-being.

The student well-being plan represents Park Hill School District's commitment to create an environment where ALL students will grow and thrive emotionally, physically and academically by promoting healthy successful futures for each student every day.

Park Hill School District Student Well-Being Plan

Dimension One: Emotional Well-Being

Goal: Promote Mental Health and Emotional Resilience

The Park Hill School District is committed to fostering a positive, supportive school environment that prioritizes students' mental health and emotional well-being. By offering a continuum of services and supports, we aim to help students develop self-awareness, emotional regulation, resilience, and strong interpersonal skills. Through strategic alignment with the WSCC (Whole School, Whole Community, Whole Child) components—including Counseling, Psychological, and Social Services; Social and Emotional Climate; Community Involvement; and Family Engagement—we work collaboratively to ensure all students feel safe, valued, and connected.

School Counseling

Park Hill School District's school counselors support the academic, career, and intrapersonal/interpersonal development of all students through a comprehensive, data-informed school counseling program. Aligned with Missouri Department of Elementary and Secondary Education (DESE) and American School Counselor Association (ASCA) standards, school counselors collaborate with students, families, and school staff to foster lifelong learning, personal growth, and readiness for postsecondary success.

Objectives:

- **Staffing:** The elementary schools have one school counselor. Middle schools have two school counselors, high schools have six school counselors, and two counselors serve the LEAD Innovation Studio.

- **Comprehensive School Counseling Program (CSCP):** School counselors implement the CSCP with fidelity, guided by DESE's Missouri K-12 Comprehensive School Counseling Evaluation Program (MO-CSCPE), to ensure consistent delivery of high-quality services aligned with Missouri Learning Standards.
- **Tier 1 Counseling Curriculum:** School counselors deliver a developmentally appropriate, school-wide curriculum focused on academic, career, and interpersonal/intrapersonal (social-emotional) development to support all students.
- **Responsive Services:** When engaged in this element of the CSCP, school counselors meet the social/emotional needs of students that arise due to unforeseen circumstances. These needs are met by meeting individually with students and in small groups.
- **Individual Student Planning:** This element of the CSCP involves advising individual students and small groups to help them develop post-secondary, academic, behavioral, and other plans for their overall well-being.
- **System Support:** School counselors collaborate, consult, and plan for the effective and equitable implementation of the CSCP. Time spent on these tasks is categorized as System Support.
- **School Culture:** School counselors contribute to a positive, safe school climate and culture.

Measures:

- Missouri Comprehensive School Counseling Program Evaluation (MO-CSCPE). A self-assessment provided by the Missouri DESE for schools to assess their level of implementation of the Comprehensive School Counseling Program.
 - At least 95% of new enrollees will have a face-to-face welcoming meeting with a staff member within two weeks of the student's enrollment.
 - Time on Task Analysis. Missouri DESE recommends periodic collection of the time school counselors spend on each element of the CSCP. School counselors in Park Hill conduct a time-on-task data collection eight (8) times per school year. These are used to determine the level of implementation of the CSCP.
-

Social Work

Social Work- Park Hill School District

Website: <https://www.parkhill.k12.mo.us/families/social-work>

Objectives:

- **Students experiencing housing instability or lacking residency documentation** are promptly identified and supported by school social workers, resulting in timely enrollment, reduced barriers to school access, and increased educational stability.
- **School Social Workers:** at least 60% of the school social worker's time will be allocated to direct student services, including social-emotional support, mental health interventions, school climate initiatives, and academic support, resulting in improved student engagement, emotional regulation, and access to support services.

Measures:

- Percentage of enrollment screenings of students flagged through OLEV housing questionnaires or identified as lacking required residency documentation, ensuring timely identification and support for students experiencing housing instability.
 - Quarterly time-on-task logs will be used to monitor the percentage of time allocated to direct services across identified service areas.
 - Survey feedback from staff and families regarding satisfaction and perception of social work services.
-

School-Based Mental Health Therapist

Park Hill School District currently has one School-Based Mental Health Therapist. School-based mental health therapy services are offered as a Tier 3 intervention to address mental health concerns for students who are experiencing significant distress and impaired functioning. These supports are individualized to specific student needs and may include individual, group, or family therapy, as appropriate. Therapy services utilize a variety of evidence-based practices and are provided by a licensed mental health professional, employed by Park Hill School District. The mission is to remove barriers and increase

access to mental health services for all students, primarily focusing on the under/uninsured, McKinney-Vento & Foster Care students, and those with limited/no access to care in the community and high safety needs.

Objectives:

- **Determine the accessibility impact of the school-based therapy program:** At least 75% of the therapy caseload will be students with identified barriers to care (For example: McKinney Vento/Foster care, lack of insurance, underinsured, financial barriers, or other family-related challenges).
- **Determine the effectiveness and impact of the school-based therapy program:** Evaluate stakeholder satisfaction and service delivery efficiency.

Measures:

- Therapist caseload numbers and demographics will be analyzed each year. Corresponding data from the therapy referral form, intake forms, and school records will be utilized to identify participating students with one or more barriers, such as housing instability, medical insurance status, documented family challenges (e.g., caregiver instability, transportation issues, financial hardship such as free or reduced lunch status). Referrals are screened by a triage team and rubric that prioritized caseload assignment based on safety, need, and accessibility factors.
 - Obtain annual feedback from key stakeholders (students, caregivers, teachers, and social workers) related to program satisfaction.
-

Suicide Awareness, Prevention, and Intervention

Objectives:

- **Mental Health Presentation**
 - Every employee in the district is required to watch a video about the signs and symptoms of suicide as part of their annual training.
 - All certified and many classified employees also participate in a live mental health training, generally conducted by building school counselors and social workers.

- Both the video and live presentations meet the state requirements – and those listed in Park Hill board policy – of educating staff members about the signs and symptoms of mental distress and possible suicidal ideation.
- **Universal Suicide Prevention Screener**
 - All students in grades 6-12 have the opportunity to participate in a universal screening program to determine whether further screening for suicidal ideation is warranted.
 - Parents and guardians have the right to opt out their student from the program. Students who participate have a lesson on the signs and symptoms of mental distress and possible suicidal ideation. Teachers lead classroom discussions about how students can keep themselves and their peers safe.
 - The students learn the Act, Care, Tell (A-C-T) model: find a way to talk to a friend they are concerned about, show them how much they care for them, and tell trusted adults, both at home and at school.
- **Suicide Intervention**
 - Park Hill uses the Columbia Suicide Severity Rating Scale (C-SSRS) with Triage Points.
 - School counselors and social workers are trained to administer the C-SSRS with Triage Points.
 - Each building has a plan for informing administrators if information is received outside the school day that a student may be experiencing a suicidal crisis.

Measures:

- **Feedback is routinely gathered from all stakeholders (students, parents/guardians, and staff) about how to improve mental health training.**
-

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act supports student well-being by ensuring that children and youth experiencing homelessness have equal access to education.

Objectives:

- **Provides services that remove barriers:** Provide services that remove barriers to enrollment, attendance, and academic success, such as immediate school enrollment without required documents, transportation assistance, and access to free school meals.
 - **Promotes school stability and continuity:** McKinney-Vento helps safeguard the emotional, social, and academic well-being of vulnerable students.
-

Dimension Two: Physical Well-Being

Goal: Promote Physical Health and Wellness

The Park Hill School District is committed to supporting student well-being by fostering healthy habits, regular physical activity, and equitable access to high-quality, nutritious, and appealing food. Through intentional planning across the WSCC (Whole School, Whole Community, Whole Child) components—including Health Education, Physical Education and Physical Activity, Nutrition Environment and Services, Health Services, and Community Involvement—we strive to build a school culture where students thrive physically, mentally, and emotionally.

Physical Education and Physical Activity

[Physical Education Curriculum- Park Hill School District](#)
[Secondary Curriculum- Park Hill School District](#)

Website: parkhill.k12.mo.us/families/elementary-curriculum/curriculum-physical-education

Website: parkhill.k12.mo.us/families/secondary-curriculum

Objectives:

- **Motor Skills Development:** Strengthen essential motor skills like running, jumping, throwing, and catching through a variety of physical activities.
- **Movement Concepts and Strategies:** Apply body awareness, spatial understanding, and effort in activities such as games, dance, and fitness routines.
- **Physical Fitness:** Engage in regular activities that build endurance, strength, flexibility, and healthy body composition.
- **Personal and Social Behavior:** Demonstrate teamwork, responsibility, and respect in all physical activity settings.
- **Value of Physical Activity:** Appreciate the physical, emotional, and social benefits of being active, and adopt a positive attitude toward lifelong wellness.

- **Health and Safety:** Follow safety protocols, stay hydrated, dress appropriately, and prevent injuries during activities.
- **Program Development:** Offer a range of structured and unstructured physical activity options, including clubs and sports.
- **Adaptive Physical Education:** Adaptive physical education is provided to students who require special accommodation.

Measures:

- Curriculum that reflects physical activity
-

Nutrition Services

Park Hill Nutrition Services is committed to providing all students equitable access to nutritious, high-quality, and culturally responsive meals. We support student well-being by offering healthy, appealing options, promoting nutrition education, and engaging students, families, and staff. Through ongoing feedback and continuous improvement, we align meals with student needs and foster a healthier school environment.

[Nutrition Services - Park Hill School District](https://www.parkhill.k12.mo.us/families/nutrition-services)

Website: <https://www.parkhill.k12.mo.us/families/nutrition-services>

Objectives:

- **Expand Accessibility:** Ensure nutritious and diverse food options are readily available throughout the school environment.
- **Enhance Nutrition Education:** Integrate nutrition awareness throughout the school environment.
- **Encourage Engagement:** Involve students, families, and school community in the feedback process to ensure meal programs align with values, preferences, and nutrition standards.
- **Promote Collaboration and Sustainability:** Partner with local providers to increase access to fresh, sustainable foods while minimizing waste.

Measures:

- Participation rates in school meal programs.
 - Participation records for student selection of nutrient-dense food.
 - Survey feedback on meal quality and cultural inclusivity.
 - Compliance with USDA and local nutrition standards.
-

Health Services

Park Hill School District Health Professionals provide compassionate health care services and education to empower all students to be productive learners and promote healthy, successful futures.

[Health Services - Park Hill School District](https://www.parkhill.k12.mo.us/families/health-services)

Website: <https://www.parkhill.k12.mo.us/families/health-services>

Objectives:

- **Nursing Staff:** Each school is staffed by a nurse who provides first aid, manages chronic and acute conditions, maintains medical records, and delivers daily care. Our Float Team supports the busiest health rooms and fills staffing gaps.
- **Collaboration and Climate:** Nurses are active members of building-level support teams, contributing to a positive school climate and culture. They assist in creating environments that support student learning and teaching excellence.
- **Individual and Emergency Health Plans:** Nurses create individualized health care plans and emergency action plans for students with chronic health conditions in collaboration with families and healthcare providers. These plans are updated annually or more often as needed.
- **Vision and Hearing Screenings:** Nurses follow Department of Health and Senior Services recommendations to conduct hearing and vision screenings, make referrals for further testing for students as needed, and follow up after referrals to ensure students get the professional testing and prescribed supports (such as glasses) they need to be successful with school. Park Hill has established partnerships with local healthcare providers and the non-profit

organization ICare4Kids, for professional vision exams.

- **Emergency Medications:** Each school maintains emergency medications (Albuterol, EpiPen, EpiPen Jr., and Narcan) and ensures monthly checks for safety and readiness.
- **Immunization Compliance:** Nurses work with families, social workers, and administrators to ensure compliance with Missouri School Immunization Requirements and report data annually to the Department of Health and Senior Services. Immunization clinics are held in collaboration with local health departments.
- **Medication Administration:** When medication is required to be taken during school hours, the school nurse will administer medication per Board Policy JHCD. Proper authorization from parents and/or physician must be on file.
- **Heart Safe District:** In partnership with Children's Mercy, each building has AEDs and trained Medical Emergency Response Teams. Drills are conducted each semester.
- **CPR, First Aid, BLS, and Stop-the-Bleed Training:** Certified instructors offer free training to all staff in First Aid, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) devices, Basic Life Support (BLS for Healthcare Providers), and Stop-the-Bleed.

Measures:

- Completion rates for required Vision and Hearing screenings.
 - Family and student feedback on health service quality and accessibility.
 - Immunization compliance rates reported annually to the Department of Health and Senior Services.
-

Dimension Three: Intellectual Well-Being

Goal: Foster Lifelong Learning and Critical Thinking

The Park Hill School District is committed to creating an intellectually stimulating and supportive environment that encourages lifelong learning, critical thinking, creativity, and academic success. By addressing the cognitive, emotional, and social needs of the whole child, we aim to cultivate a love of learning and a growth mindset. Through alignment with the WSCC (Whole School, Whole Community, Whole Child) components—including Health Education, Social and Emotional Climate, Community Involvement, and Family Engagement. We ensure that students have the tools and support to excel academically and reach their full potential.

Health Education

[Elementary Curriculum- Park Hill School District](#)

[Secondary Curriculum- Park Hill School District](#)

Website: parkhill.k12.mo.us/families/elementary-curriculum

Website: parkhill.k12.mo.us/families/secondary-curriculum

Objectives:

- **Professional Development:** Support teachers with professional development in innovative teaching methods and inclusive practices.
- **Follow National Health Education Standards**
 - Use functional health information to support health and well-being.
 - Analyze influences that affect health and well-being.
 - Access valid and reliable resources to support health and well-being.
 - Use interpersonal communication skills to support health and well-being.
 - Use a decision-making process to support personal and community health and well-being.
 - Use a goal-setting process to support health and well-being.
 - Demonstrate practices and behaviors to support health and well-being.
 - Advocate to promote health and well-being for self and others.

Measures:

- Completion of lessons in the unit of study.
-

Special Services

Provide quality special education services in alignment with a full continuum of services across the district and provide accessible and inclusive opportunities for students with disabilities to succeed and reach their full potential.

Objectives:

- **Compliance:** Ensure compliance with state and federal regulations for special education, 504, and ADA requirements.
- **Provide high leverage practices:** Utilize high-leverage practices designed to assist progress on IEP goals and promote inclusionary practices.
- **Co-teaching strategies:** Incorporate co-teaching strategies that provide supportive and inclusive learning environments.
- **Transition Planning:** Promote transition planning that is designed to prepare special education students for life after high school including building- level transitions.

Measures:

- Exceptional learner graduation rates
 - Standards-Based IEP goals
-

English Language Development (ELD)

English Language Development is a program designed to help English Learners (ELs) acquire and improve their English language skills. The program instruction focuses on the four strands of listening, speaking, reading, and writing as assessed by the state-required WIDA assessment. The program is designed to help English Learners succeed in school by providing instruction that helps them acquire a level of English proficiency that maximizes their capacity to successfully engage in the general education curriculum.

Objectives:

- **Accelerate English language acquisition for English Learners (ELs)** through targeted instruction and data-driven interventions.
- **Reduce the number of Long-Term English Learners (LTELs)** through early identification and personalized support.
- **Increase access to and improve academic outcomes** in core content courses for English Learners.

Measures:

- Increase the percentage of EL students meeting ACCESS annual language proficiency growth target.
 - Decrease the overall percentage of LTELs in the district by at least 6% over three years through targeted intervention strategies.
-

Multi-tiered Systems of Support (MTSS)

Multi-tiered System of Support (MTSS) is a proactive, school-wide framework designed to improve outcomes for all students by providing targeted academic, behavioral, and social-emotional support. It uses data-driven decision making to identify student needs, deliver evidence-based interventions alongside core instruction, and monitor progress.

Utilizing MTSS as the context in which school is organized, the Park Hill School District ensures every student is served by strength and need, and graduates ready for college, career, and community involvement by:

- Identifying and monitoring student needs
- Providing tiered supports and interventions
- Fostering a collaborative environment

Objectives:

- **Establish consistent K–12 data decision rules:** The data decision rules will guide intervention team practices across all school sites.
- **Standardize MTSS team structures and data documentation practices:** to ensure continuity and accuracy across schools.
- **Training:** Train all MTSS teams and intervention staff on the effective use of

Panorama for data-based decisions and documentation of student progress.

- **Staff:** Increase staff capacity to implement Tier 2 and Tier 3 interventions through resource identification and resource-specific training.

Measures:

- Ensure that 100% of school-based MTSS teams adopt and use the MTSS Manual with the teaming structures by May 2027.
 - Monitor intervention fidelity through Panorama usage and team reflections, with 80% of schools implementing at least one evidence-based intervention with fidelity per tier and domain by May 2027.
-

School Counseling Curriculum

The school counseling curriculum has standards that meet students' academic, career, and intrapersonal/interpersonal development needs.

[Elementary Curriculum- Park Hill School District](#)

[Secondary Curriculum- Park Hill School District](#)

Website: parkhill.k12.mo.us/families/elementary-curriculum

Website: parkhill.k12.mo.us/families/secondary-curriculum

Objectives:

- **Use current interests, strengths, and limitations** to guide career exploration and educational planning.
- **Recognize ongoing academic expectations** and develop strategies to meet increased demands.
- **Demonstrate and refine a self-management system** to promote academic success.
- **Apply knowledge** of self to make informed decisions about post-secondary options.
- **Assess and apply educational skills** necessary to progress toward individual life-long learning goals

Measures:

- 100% of 8th grade students will complete the 9th grade portion of the Individual Career and Academic Plan (ICAP) by May 2027.
 - 95% of 7th grade students will participate in a school counseling lesson that teaches about the ICAP by May 2027.
 - 100% of high school students will have completed the ICAP Plan of Study by May 2027.
-

Gifted Education

Provide intervention for gifted learners in a safe and supportive environment where their unique academic, social, and emotional needs are recognized, appreciated, and fostered through innovative and authentic experiences. We believe students need opportunities to exercise critical thinking, autonomy, and risk-taking to develop their individual talents and lead them to become productive, responsible, and innovative leaders.

[Elementary Gifted Curriculum](#)

[Secondary Gifted Curriculum](#)

Website: parkhill.k12.mo.us/families/elementary-curriculum

Website: parkhill.k12.mo.us/families/secondary-curriculum

Objectives:

- **Challenge and Extend Learning:** Provide advanced, interest-based, and differentiated instruction that goes beyond the general curriculum, allowing gifted students to think critically, solve complex problems, and explore subjects in depth.
- **Support Social-Emotional Needs:** Develop students' self-awareness, resilience, leadership, and collaboration skills while addressing the unique social and emotional challenges that often accompany giftedness.
- **Curriculum:** Park Hill's gifted program focuses on the following instructional components:
 - Project-Based Learning (PBL)
 - Design Thinking
 - The 4 Cs (critical thinking, creativity, collaboration, communication)
 - Social-Emotional Learning

- Individualized Learning

Measures:

- Completion of projects in the unit of study.
 - Growth in the 4 Cs as measured by grade-appropriate rubrics.
-

Library Media Center

Provide equitable access to information, resources, and technology that support literacy, research, and inquiry-based learning. Our goal is to empower students and staff to become effective, ethical, and lifelong learners.

[Elementary Curriculum- Park Hill School District](#)

[Secondary Curriculum- Park Hill School District](#)

Website: parkhill.k12.mo.us/families/elementary-curriculum

Website: parkhill.k12.mo.us/families/secondary-curriculum

Objectives:

- **Diverse Resources and Programming:** Offer resources and programming that meet the needs of a wide variety of users, including collections that are culturally diverse.
- **Social-Emotional Texts:** Provide resources that support students' and staff's social-emotional needs.
- **Curriculum:** All Levels–Focus on
 - Digital Citizenship
 - Literature Appreciation
 - Information Literacy
 - Design Thinking

Measures:

- Circulation Data
- Collection Diversity Audit Data

Dimension Four: Social Well-Being

Goal: Strengthen Social Connections and Foster a Sense of Belonging

The Park Hill School District is dedicated to enhancing social well-being by creating a supportive environment where students build positive relationships, feel a strong sense of community, and experience belonging. By prioritizing inclusive practices and encouraging respectful, supportive peer interactions, we help students develop essential social skills and emotional resilience. Through alignment with the WSCC (Whole School, Whole Community, Whole Child) components—including Social and Emotional Climate, Employee Wellness, Community Involvement, Family Engagement, and Physical Education and Activity—we create a culture where students and staff thrive in a safe, welcoming, and collaborative school community.

Restorative Practices

Restorative Practices are grounded in the belief that stronger relationships and social connections lead to healthier communities. When harm occurs, individuals are supported in making things right—often through natural consequences and collaborative accountability. At its core, this approach emphasizes doing things with people, rather than to or for them.

The Park Hill School District aims to foster a culture of belonging, ensuring that when wrongdoing occurs, the community is motivated to repair the harm. Implementation begins with proactive community-building and evolves into responsive restorative processes.

Objectives:

- **Establish District Restorative Practices Leadership Team (DRLT)**
 - The DRLT will lead implementation, provide staff training, and support

building- level efforts.

- **Train All District Staff**

- Educators will complete a 2-day training; non-instructional staff will attend a half-day session. Ongoing professional development will be provided.

- **Create Building Restorative Leadership Teams (BRLTs)**
 - Each school will form a BRLT to guide local implementation, receive coaching, and deliver peer learning.
- **Use Proactive Circles with Students and Staff**
 - Proactive circles will be regularly used in classrooms and staff settings to build community.
- **Provide Coaching for DRLT and BRLT**
 - External experts (e.g., Collaborative School Cultures) will support leadership teams with ongoing coaching.
- **Deliver Ongoing Professional Learning**
 - Staff will continue developing skills through periodic training opportunities.
- **Implement Core Restorative Practices Across Sites**
 - Key practices include Social Discipline Window, Fair Process, Circles, Restorative Conferencing, and more.
- **Embed Restorative Practices into SEL Curriculum**
 - Students will learn key concepts through structured instructional time.
- **Train Staff in Restorative Conferencing**
 - Select staff will receive advanced training to facilitate formal conferencing in serious situations.
- **Certify In-District Trainers**
 - Staff will be certified to lead Restorative Practices training sessions internally.
- **Improve School Climate and Culture**
 - Restorative Practices promote voice, agency, and belonging among students and staff.
- **Reduce Student Discipline Incidents**
 - When students feel connected, discipline rates tend to decrease. RP is not a replacement for discipline but a complement that encourages accountability and repair.

Measures:

- Staff Training Completion
- Implementation chart
- Restorative Practices Fidelity Checks
- Student, Staff, and Community Sense of Belonging
- Student discipline data (post 3-year implementation cycle)

Social/Emotional Learning

Social/emotional learning includes equipping students with the knowledge and skills they need for self-awareness, self-management, social awareness, responsible decision making, and relationship skills. Through various delivery methods, Park Hill delivers a developmental, PreK-12 social/emotional learning curriculum.

Objectives:

- **Early Childhood:** Second Step curriculum resource delivered by teachers.
- **Elementary (K-5):**
 - Elementary School Counseling Curriculum (using PurposeFull People as the curriculum resource).
 - Teachers have access to lessons to supplement and build upon the Elementary School Counseling Curriculum to meet classroom needs.
- **Middle (6-8):**
 - Middle School Counseling Curriculum.
 - Life Education Curriculum (using Character Strong as a curriculum resource).
- **High (9-12):**
 - High School Counseling Curriculum.
 - High School SEL Curriculum.

Measures:

- Panorama
 - Needs Assessments
-

Building and District Councils

The culture objective in our Comprehensive School Improvement Plan (CSIP) states that we will create an environment where all students, staff and members of the Park Hill Community feel a sense of belonging. We strongly believe and know that the work of the building and district councils supports a sense of belonging and contributes to a more positive culture throughout our organization and community. We have found our building and district councils to be the epitome of community engagement in its purest form. They have become the conduit for PHSD to provide intentional space and time for ALL people to be seen and ALL voices to be heard.

Building Councils

Objectives:

- **Building Council:** Each school (including Gerner and Russell Jones) has its own Building Council devoted to meet the diversity, equity, inclusion, and belonging needs of the school's community.
- **Led by** a building administrator and, in some cases, co-chairs from one or more of the stakeholder lanes (students, staff, and family members), these councils deeply analyze feedback from community members and use it to develop and implement a chart of work to ensure all feel a sense of belonging.
- **Who is missing:** Leaders of the Building Councils are continually asking themselves, "Who is not at the table?" The Building Councils then seek input to help make the school, its committees and organizations, and events feel safe for all stakeholders.

District Council

Objectives:

- **District Council:** PHSD has a District-level Council consisting of students, staff members, and community members.
- **Action teams:** The group is currently divided into action teams that develop and carry out a chart of work in alignment with our District Drivers and Narratives.
- **Community Connections:** The Drivers and Narratives, as well as the current action teams and charts of work were all derived from stakeholder feedback received during the original Community Forums in 2022 and the annual Community Connections/Updates that have since followed. These feedback sessions are open to students, staff, families, and community members.
- **Recruitment:** Each year as members roll off and new members are recruited, we are constantly striving to ensure that all dimensions of diversity are represented to produce an effective cross-functional, multi-disciplinary, multi-identity team.

Measures:

- Diverse (all dimensions of diversity) stakeholder participation
 - Chart of work deployment
-

Family Webinars

A monthly webinar series for parents, guardians, and family members is produced. Webinars cover topics such as substance use prevention; signs and symptoms of mental/emotional distress; sexual harassment and violence prevention; and healthy use of social media.

Objectives:

- A link to past webisodes of the Family Webinar Series can be found [here](#)
 - Scroll down to Mental Health and Healthy Living Resources, and expand the Family Webinar Series tab.

Measures:

- Participation in webinars
-

Student Mentoring Programs

Objectives:

- **Where Everyone Belongs (WEB):** All 6th grade students will participate in a mentoring program called Where Everybody Belongs (WEB). They will have access to a 6th grade orientation prior to the start of school as well as activities throughout the year to support them with a goal to increase school belonging.
 - **Link:** All 9th grade students will participate in a mentoring program called Link. They will have access to a 9th grade orientation prior to the start of school as well as activities throughout the year to support them with a goal to increase school belonging.
-

Extracurricular and Co-curricular Activities

The district's extracurricular activities program is intended to provide opportunities for student participation in activities designed to meet leisure, recreational, social, and emotional interests and needs.

Objectives:

- **Extracurricular activities:** Extracurricular activities will be those district-recognized and supervised activities that primarily involve students, occur outside academic class time and for which no grades or units of academic credit are awarded. These activities shall provide for individual, small group and/or student body participation. All extracurricular activities will have a duly appointed sponsor, supervisor, or coach.
- **Co-curricular activities:** Co-curricular activities are part of the educational curriculum of the Park Hill School District but often include activities outside the classroom and beyond traditional classroom instruction. Students receive grades and academic credit for their performance in courses associated with co-curricular activities (e.g., band program, orchestra program, vocal music, speech and debate, newspaper, and yearbook). A certified teacher/advisor will be assigned to each co-curricular activity.
- **Missouri State High School Activities Association (MSHSAA):** Park Hill School District also participates in the Missouri State High School Activities Association (MSHSAA) by offering MSHSAA athletics and activities at the middle school and high school levels.
- **Clubs and Intramurals:** Clubs and intramurals provide students with valuable opportunities to connect, explore interests, and engage in their school community beyond the classroom. Clubs allow students to pursue academic, service, leadership, cultural, and special-interest activities, while intramurals offer inclusive recreational and competitive experiences that promote teamwork, sportsmanship, and healthy lifestyles. Together, these programs help students build relationships, develop new skills, foster a sense of belonging, and enhance their overall school experience.

Measures:

- The number of students participating in extra and co-curricular activities.
-

Dimension Five: Environmental Well-Being

Goal: Foster a Healthy, Safe, and Supportive School Environment

The Park Hill School District is committed to creating an environment that prioritizes the health, safety, and well-being of all students and staff. By ensuring a clean, secure, and nurturing physical space, we promote students' overall development and encourage positive behaviors. Through alignment with the WSCC (Whole School, Whole Community, Whole Child) components—including Physical Environment, Employee Wellness, Community Involvement, and Family Engagement. We work to create a supportive, inclusive atmosphere where students feel safe, valued, and ready to learn.

Physical Environment

Create a supportive physical environment that promotes health and learning.

Objectives:

- **Maintenance Staff On-Site:** Park Hill School District maintains staff to ensure facilities and equipment are maintained and kept in safe working order. Facility issues are addressed through HVAC technicians, carpenters, plumbers, electricians, and custodians. Equipment is maintained and repaired by technology staff, mechanics, a locksmith, audio-visual and infrastructure technicians.
- **Ensure a Clean and Safe Environment:** Custodial staff maintain cleanliness across the district, ensuring classrooms, bathrooms, hallways, and common areas are hygienic and safe for students.
- **Support Student Health and Comfort:** Custodial staff minimize health risks by keeping school spaces sanitized and comfortable, contributing to students' physical and emotional well-being.
- **Enhance Custodial Staff Awareness:** Provide custodial staff with the tools to recognize the role cleanliness plays in supporting a positive student experience and overall mental health.
- **Ongoing Training for Custodial Staff:** Provide custodial staff with training on

cleaning protocols, health & safety awareness, positive interactions with students, maintaining clean & safe spaces, and proper ventilation in classrooms.

- **Access to Nature:** Provide access to nature through outdoor classrooms, gardens, or nature walks. Keep current outdoor spaces clean and easily accessible.

Measures:

- Initial Custodial Training & Vector Trainings
 - Quality checks via FMX
 - Maintenance Requests & PM Work Orders FMX.
-

Physical Safety

Ensuring a secure and safe learning environment for ALL students.

Objectives:

- **Safety Audits:** Every building in the PHSD undergoes a quarterly safety audit. This audit looks for potential safety hazards and concerns, as well as ensuring our buildings have what they need to be safe. The results of safety audits are reported in the program evaluation plan.
- **ADA Compliance:** Updated ADA compliance to current standards as applicable for our buildings.
- **Safety Drills:** Each building participates in annual safety drills, including fire, tornado, earthquake, medical emergency response drills and intruder training.
- **Security Cameras:** All buildings are equipped with multiple indoor and outdoor cameras that feed images into a central repository and a staffed Security Center. Images can be recalled as needed.
- **Secure Entryways:** All building entryways are secured requiring all students, staff, and visitors to stop before entering and display acceptable credentials. Visitors must wear a visitor name badge and be escorted to their approved destination.
- **Sprigeo:** Individuals can input reports of possible bullying. We would like to reduce the number of reports in conjunction with better responses to Panorama student feedback.
- **Campus Supervisors:** Each high school has campus supervisors who monitor the hallways, supervise passing time, ensure doors are kept closed, and work

with students and staff to prevent and address issues.

- **School Resource Officers:** Each middle and high school has a designated school resource officer present throughout each school day and multiple school or district events. Officers are trained police personnel contracted through a local law enforcement agency.
- **School Protection Specialists:** We have four school protection specialists (SPSs) assigned to support 12 elementary schools. These individuals attend school resource officer training in addition to a multitude of other trainings that help them keep our campuses safe.
- **Emergency Operation Plan:** The Park Hill school district has a comprehensive Emergency Operations Plan (EOP) that addresses school safety, crisis, and emergency operations; prevention, preparation, and follow-up.

Measures:

- Completion rates of online safety training through Vector Solutions and Active Shooter Training.
 - Completion of safety drills across the district.
 - Physical safety audits and reports.
 - Student Safety in Panorama Survey
-

Employee Wellness

Employee well-being and student well-being are deeply interconnected. When our staff feel supported and equipped, they are better able to create safe, nurturing, and engaging environments that allow students to thrive. The Park Hill School district is committed to their Staff Well-Being Plan that outlines a comprehensive strategy to support the physical, mental, and emotional health of our employees.

Objectives:

- **Physical Work Environment:** Foster a healthy and safe work environment.
Psychosocial Work Environment: Create a supportive and positive work culture by addressing mental and emotional well-being, communication, and interpersonal relationships.
- **Promote physical and mental health** through access to resources, education, and support to foster healthy lifestyle choices.

- **Feedback:** Provide opportunities for meaningful student, staff, family, and community feedback, input, and learning.
- **Provide two-way communication** opportunities in an increasing number of languages.
- **Create an engagement planning guide** to help schools/teams in an authentic, equitable, and meaningful way.

Measures:

- Number of individuals utilizing the employee assistance program (EAP).
 - Number of individuals completing a health risk assessment.
 - Number of individuals participating in biometric health screening or obtaining an annual exam through their personal physician.
 - Blue Cross Blue Shield (BCBS) portal usage.
 - Participation in preventative tests and procedures.
 - Number of individuals receiving free flu shots.
 - Number of individual memberships for the employee fitness center.
 - Number of participants in exercise classes.
 - Completion check marks for creating district-wide calendar and engagement planning guide.
 - Total number of individual staff well-being appointments.
-

Support Animal Program

Objectives:

- **Support animals and student well-being:** Therapy and facility animals improve student well-being by reducing stress, supporting mental health, encouraging social-emotional growth, increasing engagement, and enhancing school climate. They don't replace counseling or intervention, but they provide an accessible, immediate form of comfort that strengthens other supports.
- **Guidelines and approval process:** Here are the guidelines for the support animal program, along with the process for approval.

[Guidelines](#)

[Process for Approval](#)

Conclusion

The Park Hill School District is committed to supporting students to Be Healthy, Be Happy, Be You. By addressing the five dimensions of health: emotional, physical, intellectual, social, and environmental through the framework of the WSCC model, the Park Hill School District aims to create a supportive, inclusive, and health-promoting environment for all students. This comprehensive approach will equip students with the skills, resources, and support they need to thrive academically, socially, and personally. Through collaborative efforts involving students, families, staff, and the broader community, the district aims to promote life-long health and well-being for all students.

Implementation and Monitoring

Key Actions: Utilize the School Health and Well-Being Advisory Council (SHWAC) to oversee and guide the implementation of this plan and ensure coordination among all school stakeholders.

Ongoing Assessment: Use data from the measurements to monitor the effectiveness of each component.

Adjustments: Annually review the plan's effectiveness and make necessary adjustments based on feedback from students, staff, and the community.

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Appendix A

The following is a list of student well-being committee members who attended one or more meetings and/or contributed to writing the student well-being plan.

Tammy Saylor	Dr. Jaime Dial
Dr. Denisha Johnson	Stephanie Angle
Dr. Robert Milner	Ashley Hendrickson
Oliver Kabuya	Erica Mansheim
Taneka Collins	Dana Worley
Dr. Ashley Van Horn	Kristen Dua
Dr. Deborah Miller	Stephanie Richison
Geoffrey Talboy	Emma Montgomery
Tara Bachmann	Lisa Neeser
Laura Bruce	Marci Wettstein
Dr. Andy Schuerman	Ashley Halter
Emily Halpin	Dr. Merri Beth Means
Debbie From	Dr. Marcus Fryatt
Grennan Sims	Dr. Adrian Singletary
Jessica Todd	Dr. Chad Bruton
Katherine Hensler	Adrianne Kelly
Latrese Kabuya	Dr. Keelie Stucker
Dustin Wallace	Dr. Terri Deayon
Gwen O'Brien	Megan Brooks
Stephanie Boyer	Joseph Rogers
Geony Rucker	Kyle Elliott
Christine Albani	Missy Falk
Theo Davis	Denise Schnell
Megan Brooks	Melissa Dixon
Garrett Webster	Dr. Christina Courtney

