The current landscape of school district and charter policies that support healthy schools

School Year 2017-18

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Introduction

Education policy making in the United States occurs at the federal, state, local education agency (e.g., district), and school levels. Although policies often pass from one level to another, levels may approach topics differently or prioritize some topics over others. District-level policy may, for instance, be a precursor for broader state-level policy to be enacted in the future. In January 2019, Child Trends, in partnership with the University of Illinois at Chicago's Institute for Health Research and Policy (IHRP) and EMT Associates, released an analysis of how state laws and regulations address key school health topics aligned to the Whole School, Whole Community, Whole Child (WSCC) framework. This study, led by IHRP, complements that initial work by exploring how local education agencies (LEAs), including both public school districts and charter LEAs, address a selection of school health topics in their policies, and how LEA policy coverage compares to coverage in the laws and regulations of 20 strategically selected states. The goal of this study is to begin to understand whether certain topics have momentum at either the state or district levels, and what opportunities may exist to better align and integrate school health policies.

Policymakers at all levels increasingly recognize the importance of student health and well-being to academic achievement,[1,2] as well as the importance of education attainment as a key social determinant of long-term health.[3,4] Whereas education policy once focused predominantly on academic supports, both state and LEA policies now require schools to focus on the broader needs of the "whole child." The Centers for Disease Control and Prevention partnered with ASCD to develop the WSCC, which highlights the systemic supports needed to foster students' social, emotional, physical, and mental well-being. The WSCC builds upon and strengthens a previous model, Coordinated School Health, by recognizing that school health must go beyond more traditional supports such as nutrition, physical activity, and health services to include broader efforts to create a safe and supportive climate and to fully engage parents and community members.

The WSCC model includes 10 components that are each meant to be coordinated through policy, process, and practice to improve both academic success and student health:

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological, and Social Services
- Social and Emotional Climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

Figure 1.1. WSCC model

As we noted in our previous report, the WSCC "stresses that, while each component of the model is itself important, all of the components are inherently interrelated; students' physical health cannot be separated from students' mental health, and both are connected to the social and emotional climate and physical environment of the school."[5] Early adopters of the WSCC model have demonstrated that successful implementation of WSCC can lead to positive changes in the integration and coordination of school health supports at the school level.[6] However, LEA policies often do not reflect the connections between students' physical, mental, social, and emotional health. For example, although nutrition and physical activity issues are typically addressed in district wellness policies,

such policies are often divorced from equally important issues related to student's social and emotional health and well-being.

This report focuses on the extent to which public school districts and charter LEAs across 20 strategically selected states address healthy schools through the lens of the WSCC. To date, no previous study has comprehensively identified and classified district and charter LEA policies around all WSCC domains. Although states set the framework for education, implementation is the responsibility of LEAs. In some cases, LEAs have adopted policies and practices while a state is silent on an issue; in other cases, LEAs help reinforce existing state law on the given issue. Prior research has demonstrated that a combination of state laws and LEA policies contribute to a more supportive school environment and/or higher likelihood of implementation.[7]

This report focuses on three primary research questions:

1. To what extent are elements of WSCC addressed in public school district policies across the 20 selected states?
2. Are WSCC topics similarly addressed in both state law and public school district policies?
3. How have charter LEAs addressed WSCC topics in their policies?

Methodology and Data

Detailed methods are provided in the Methods Appendix. This section briefly describes the methods used to select the local education agencies (LEAs), including both public school districts and charter LEAs, collect and code their policies, and analyze the coded policy data for inclusion herein.

Sample selection

A stratified, random sample of 480 public school districts and charter LEAs within 20 strategically selected states were selected from the National Center for Education Statistics' 2014-15 Public Elementary/Secondary School Universe Survey available from the Common Core of Data (CCD) database.[8] The 20 strategically selected states are presented in Figure 1.2 and were chosen to reflect the four largest states by population size (California, Florida, New York, and Texas); states with the highest (Mississippi and South Carolina) and lowest (New Jersey and Oregon) childhood obesity rates; states with the highest (Idaho and Nebraska) and lowest (District of Columbia and Rhode Island) bullying rates; states with the highest (Alaska and Washington) and lowest (Indiana and North Dakota) chronic absenteeism rates; and four strategically selected states (Colorado, Michigan, Missouri, and New Mexico) identified through our partners on the Robert Wood Johnson Foundation's Together for Healthy and Successful Schools Initiative. When selecting states based on "highest" and "lowest" scores, if a state was already represented in the sample, we selected the next ranked state not already represented.

Within each of the 20 states, the LEAs were stratified by public school districts and charter LEAs, and within those categories by student population size, with the smallest LEAs (lowest sextile within each category and state) excluded from the study. The sampling was then based on strata within each state by family income level, student diversity, and urbanicity. Ultimately, 480 LEAs (399 public school districts and 81 charter LEAs) were sampled across the states. More details on the sampling methods are provided in the Methods Appendix.

Policy collection and coding

We were able to collect policies for 368 public school districts (92%) and 64 charter LEAs (79%) across the 20 states (n = 432 total, 90% of the original sample). Characteristics of the included LEAs are presented in Table 1.1.

Table 1.1. Public School District and Charter LEA Characteristics

Characteristic	Public School Districts (n=368)	Charter Schools (n=64)
Grade Levels (% with; rows are not mutually exclusive)		
Elementary school (Pre-K–5)	97%	64%
Middle school (6–8)	97%	70%
High school (9–12)	93%	53%
Majority Race/Ethnicity of Students (%)		
Majority (≥ 66%) White	55%	28%
Majority (≥ 50%) Black	4%	33%
Majority (≥ 50%) Hispanic	15%	20%
Other	26%	19%
Free/Reduced-Price Lunch Eligibility (%)*		
Low (High-Income)	35%	30%
Medium	32%	19%
High (Low-Income)	33%	52%
Locale (%)		
Large to mid-sized city	7%	56%
Suburban	32%	16%
Rural	42%	22%
Township	19%	6%
Size (Student Enrollment) (%)		
Small	11%	63%
Medium	32%	33%
Large	57%	5%
Census Region (%)		
West	28%	28%
Midwest	27%	16%
South	22%	41%
Northeast	22%	16%

*n = 355 for public school districts' free/reduced-price lunch data. The public school district data are weighted as described below. Data obtained from the National Center for Education Statistics CCD.[8]

For purposes of this study, "policy" was defined to include school district- or charter board-adopted policies, administrative regulations, codes of conduct, student handbooks, charters (where applicable), and state laws and physical/health education standards that were incorporated by reference into district policies. Policies were collected via internet research with telephone/email follow-up as necessary and were coded by trained coders using the coding scheme presented in the Coding Appendix. The coded items were based on a subset of priority variables from the coding scheme developed by Child Trends, the University of Illinois at Chicago, and EMT Associates, which is presented in our companion state law report and included in National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Weighting and analysis of the policy data

Weighting is a statistical process intended to ensure that our final sample of districts is reflective of all districts in a given state. Weighting allows us to accurately generalize about the content of policies across a given state (with the exception of districts in the smallest sextile of student enrollment, which were excluded from the study). Our weighting process is further described in the Methods Appendix for this report.

For the weighted district data, we determined the percentage of the topics addressed, on average, across the districts within each state. We also determined the percentage of topics covered, on average, for all districts across the 20 states. The district data for each state and overall were assigned to one of four categories based on the percentage of topics addressed by the districts (within a state or across the 20 states): none, low, moderate, or comprehensive (see Methods Appendix for details on cut-points within each category). The Charter LEA policy data were not weighted and like the district data, are presented as the percentage of topics addressed. Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that include mandates or merely encourage a focus within a given topic area counted equally toward the extent of focus on a given topic within each state.

LEA policies in each state were then rated on the breadth and depth of their coverage of all domains (except WSCC overall): **deep** (six or more comprehensive domains), **broad** (eight or more moderate or comprehensive domains), **limited** (three to five low/none domains), or **weak** (at least six low/none domains).

For comparative purposes, we also examined—and present here—a comparison of the district data with comparable state statutory and regulatory law data for the same domains and subtopics for each of the 20 states. The same categorizations of none, low, moderate, and comprehensive were used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Report Overview

Each subsection of this report is designed to be excerpted from the broader report as a standalone brief. The following sections provide:

- A national overview of how the 20 selected states address WSCC in LEA policies and state laws
- Briefs for each WSCC domain examining district and charter LEA policy coverage
- A summary section identifying areas of opportunity moving forward
- State-by-state profiles for the 19 studied states detailing their approach to selected WSCC topics

As noted above, we also have included detailed methods and coding appendices.

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[3] *Commission on the Social Determinants of Health Final Report*. 2008. Retrieved from: http://whqlibdoc.who.int/publications/2008/9789241563703_eng.pdf.
[4] Office of Disease Prevention and Health Promotion. Healthy People 2020: Social Determinants of Health. (Last updated 2019). Retrieved from: https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health.
[5] Lewallen, T.C., Hunt, H., Potts-Datema, W., Zaza, S., Giles, W. (2015). The Whole School, Whole Community, Whole Child model: a new approach for improving educational attainment and healthy development for students. *Journal of School Health*, *85*(11), 729-739.
[6] Chiang, R.J., Meagher, W., Slade, S. (2015). How the Whole School, Whole Community, Whole Child model works: creating greater alignment, integration, and collaboration between health and education. *Journal of School Health 85*(11): 775-784.
[7] Taber, D.R., Chriqui, J.F., Chaloupka, F.J. (2012). Association and diffusion of nutrition and physical activity policies on the state and district level. *Journal of School Health*, *82*(5), 201-209.
[8] National Center for Education Statistics. Public Elementary/Secondary School Universe Survey Data. 2014-15. Retrieved from: https://nces.ed.gov/ccd/pubschuniv.asp.

National Overview

National Overview

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year addressed the Whole School, Whole Community, Whole Child (WSCC) framework. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

The domains examined include the 10 domains of the WSCC framework: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. In addition, we examined references to WSCC, the "whole child," "Coordinated School Health," and broader wellness-related topics (collectively, we referred to this as the WSCC References domain).

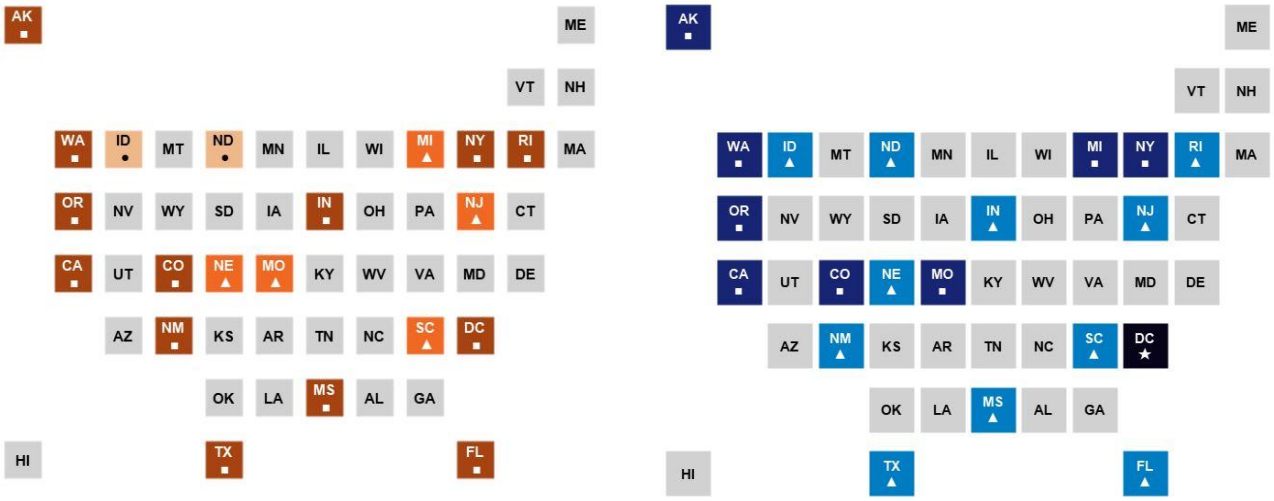
For this brief, we looked across all domains of the WSCC to understand how broadly and deeply LEAs are addressing health topics. First, we assessed how comprehensively LEA policies, on average, addressed key topic areas in each of the WSCC domains (see Methods Appendix for information about cut-points used for these classifications). Then, we aggregated these assessments to categorize the breadth and depth of LEA coverage of all domains (except WSCC References): **deep** (six or more comprehensive domains), **broad** (eight or more moderate or comprehensive domains), **limited** (three to five low/none domains), or **weak** (at least six low/none domains). We also categorized the breadth and depth of state laws and regulations using these same procedures. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

District policies in the 20 states had limited coverage of the WSCC domains.

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. The maps that follow (Figures 2.1a and 2.1b) illustrate the breadth and depth of each of the 20 states' laws (left) and district policies (right).

- **Across the 20 states, the breadth and depth of both state law and district policies ranged from weak to broad.** Based on the topics included in this analysis, none of the state laws covered six or more domains comprehensively (deep). Only DC's district policy had deep coverage.
- **The 20 states are mixed as to whether state laws or district policies have greater breadth and depth of coverage.** In six states, state laws had greater breadth and depth than district policies, and in five states, district policies had greater breadth and depth than state laws. The remaining nine states had similar breadth and depth across both state laws and district policies.
- **Six states had broad coverage of WSCC topics in both state laws and district policies.** State laws and district policies in Alaska, California, Colorado, New York, Oregon, and Washington broadly covered the WSCC domains. These states' laws and the district policies within them not only addressed most of the WSCC domains, but they also thoroughly covered the topics within each domain.
- **Most of the district policies within the 20 states were limited in scope across the WSCC domains.** Overall, only five of the 20 states' laws had limited coverage of the WSCC domains, while the district policies in 11 states had limited coverage of the WSCC domains. Although two states' laws weakly covered the WSCC domains, none of the states' aggregated district policy data fell into the "weak" coverage category.

Figures 2.1a and 2.1b. Breadth and depth of state law (left) and district policies (right) across WSCC domains



*These maps show the extent to which state laws and district policies within the 20 selected states (2.1b) have [★] **deep** (state panel: 0, district panel: 1), [■] **broad** (state panel: 13, district panel: 8), [▲] **limited** (state panel: 5, district panel: 11), or [●]**weak** (state panel: 2, district panel: 0) coverage of the 10 Whole School, Whole Community, Whole Child domains. States shown in gray were excluded from this analysis.*

State laws cover more topics than district policies in 6 of 10 WSCC domains.

Table 2.1 presents the average percentage of topics for each domain covered by state laws and district policies, respectively. On average, state laws were more comprehensive in their coverage across the WSCC domains than district policies for the 20 selected states. This analysis does not account for the considerable variation between states and between district policies, and is only intended to compare the aggregate of each type of policy.

Table 2.1. State law and district policy coverage of WSCC domains

Domain (# Topics)	State Laws	District Policies**
Health Education (10)	74% ϴ	57%
Physical Education and Physical Activity (7)	51%	57% ϴ
Nutrition Environment and Services (6)	28%	50% ϴ
Health Services (10)	69% ϴ	53%
Counseling, Psychological, and Social Services (8)	64% ϴ	49%
Social and Emotional Climate (14)	59% ϴ	51%
Physical Environment (12)	75% ϴ	62%
Employee Wellness (5)	15%	17%
Family Engagement (4)	60% ϴ	53%
Community Involvement (3)	70%	76% ϴ
WSCC References (6*)	33%	53% ϴ
N	**20**	**368**

*6 constructs were coded at the district level but only 5 were coded at the state level (equity policy was not coded at the state level).

**District data are weighted as discussed in the Methods section of the report.

Shading and ϴ indicates whether state or district policies are more comprehensive for the given domain.

- **On average, states did not universally cover any of the WSCC domain topics in either laws or district policies.** At most, state laws addressed 75 percent of the physical environment topics and 74 percent of the health education topics, on average, across the 20 states. The domains with the greatest coverage in district policies relate to community involvement and physical environment; average district policy coverage in the other domains is at or about 50 percent or below.
- **Generally, in six domains, state laws were more comprehensive than district policies.** In general, state laws addressed more topics related to the whole child than did the district policies (i.e., health education; health services; counseling, psychological, and social services; social and emotional climate; the physical environment; and family engagement).
- **The three areas where district policies were more comprehensive than state laws are tied to the congressionally mandated school district wellness policies.**[2] Specifically, all districts participating in the federal child nutrition programs (including school lunch and breakfast) are required to have and implement a district-level wellness policy. The wellness policy is required to include goals for physical activity and for ensuring that foods and beverages sold or served outside of federal school meal programs meet the federal Smart Snacks standards.[3],[4] In addition, although not required as part of the wellness policies, many districts have adopted policies governing use of school facilities for sports and physical activity programming outside of the school day (i.e., joint/shared/community use of facilities); these provisions are typically either included in the wellness policies or are companion district-level policies.
- **Employee wellness is hardly addressed in either state law or district policies.** Given that school staff serve as role models for children, and since school staff need to be healthy to perform at their best[5], it is surprising that employee wellness has not garnered more attention in state law or district policy. It is likely that districts, in particular, are addressing issues of employee wellness in practice but not codifying such provisions into formal district policies.[6],[7]

Coverage of WSCC domains in charter LEA policies is generally weak.

Charter LEA coverage of the WSCC domains (and the topics within the domains) was markedly less comprehensive than state laws or public school district policies. Importantly, charter LEAs do not have the same wellness policy mandates as public school districts unless they participate in the federal child nutrition programs. Because we did not have data on school meal participation for the charter LEAs, we could not determine the extent to which charter LEAs are complying with the federal wellness policy requirement if it applies to them.

As indicated in Table 2.2, charter LEAs covered, on average, about one-third or less of the topics within each of the WSCC domains.

Table 2.2. Charter school policy coverage of specific WSCC domains

Domain (# Topics)	Charter LEA Policies
Health Education (10)	26%
Physical Education and Physical Activity (7)	18%
Nutrition Environment and Services (6)	31%
Health Services (10)	24%
Counseling, Psychological, and Social Services (8)	21%
Social and Emotional Climate (14)	32%
Physical Environment (12)	33%
Family Engagement (4)	35%
Community Involvement (3)	27%
Employee Wellness (5)	7%
WSCC Reference Domain (6)	18%
N	**64**

- **On average, the comprehensiveness of charter LEA policies around WSCC domains is generally weak.** None of the WSCC domains are comprehensively covered, on average, by the charter LEA policies examined in this report.
- **Topics related to family engagement, the physical environment, social and emotional climate, and nutrition environment and services are the most prevalent in the charter LEA policies.** However, only about one-third of the topics within each of these domains is covered by charter LEA policies on average.
- **Charter LEA policies generally addressed few of the examined topic areas related to physical education and physical activity and employee wellness (along with reference to WSCC, whole child, or coordinated school health).** This is in contrast to the public school district policies where topics within the physical education and physical activity domain were commonly addressed. Further, although district policy comprehensiveness was limited around both employee wellness and WSCC references, it was still greater than the comprehensiveness of charter LEA policies in those domains.

The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools.

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[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."

[2] Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010, Final Rule, (2016). 81 Federal Register 50151. Retrieved from: https://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf.

[3] Healthy, Hunger-Free Kids Act of 2010. PL 111-296; 124 Stat 3183. 2010(111th Congress). Retrieved from: https://www.govinfo.gov/content/pkg/PLAW-111publ296/pdf/PLAW-111publ296.pdf

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Domain-by-Domain Briefs

Health Education

Health Education, when taught by qualified teachers, provides students with the knowledge and skills they need to develop healthy behaviors for life. A comprehensive health education curriculum includes wide-ranging topic areas from nutrition and personal health to violence and bullying prevention.[1]

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year, representative at the state level, addressed health education. The analysis explores both the content students learn and the professional development teachers receive to support successful classroom instruction. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[2]

Within the Health Education domain, we assessed 10 topics (see Coding Appendix). In this brief, we present data separately for public school districts and charter LEAs.

Although the coverage of health education topics in LEA policy varied, many LEAs incorporate health education as a bridge to educate students on other topics key to social and emotional health, such as bullying, violence, and suicide prevention.

Public School District Policies

The district sample included 368 LEAs in the 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 39%), moderate (39% to < 72%), or comprehensive (≥ 72%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies: Policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same 10 health education topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

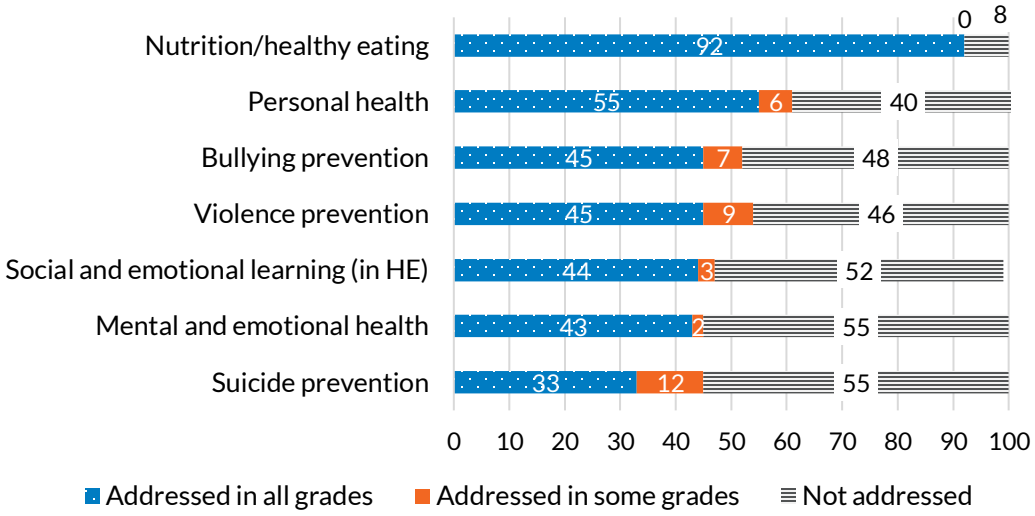
District policies in most of the 20 states at least moderately addressed health education topics.

- **The extent to which districts covered health education varied greatly among states. In four states (CA, MI, NM, and WA) and the District of Columbia, districts, on average, comprehensively addressed health education in their policies (range: 77% to 100% of topics in the health education domain examined for this analysis; average: 88% of these topics).** In the remaining 15 states, districts, on average, addressed a moderate (range: 42% to 71%; average: 54%) or low (range: 27% to 35%; average: 31%) number of health education topics examined for this study.

- **Nearly all districts in the selected states (99%) either encouraged or required health education for all grades.** However, districts varied greatly in the topics covered within their health curriculum policies.
- **Most districts in the selected states (92%) addressed nutrition in health education, while only around half (45%) addressed mental and emotional health.** Figure 3.1 provides more detail on seven health education-related content areas.

Figure 3.1 Percent of public school districts covering selected health education topics in written policy

*Due to rounding, numbers may not add to 100



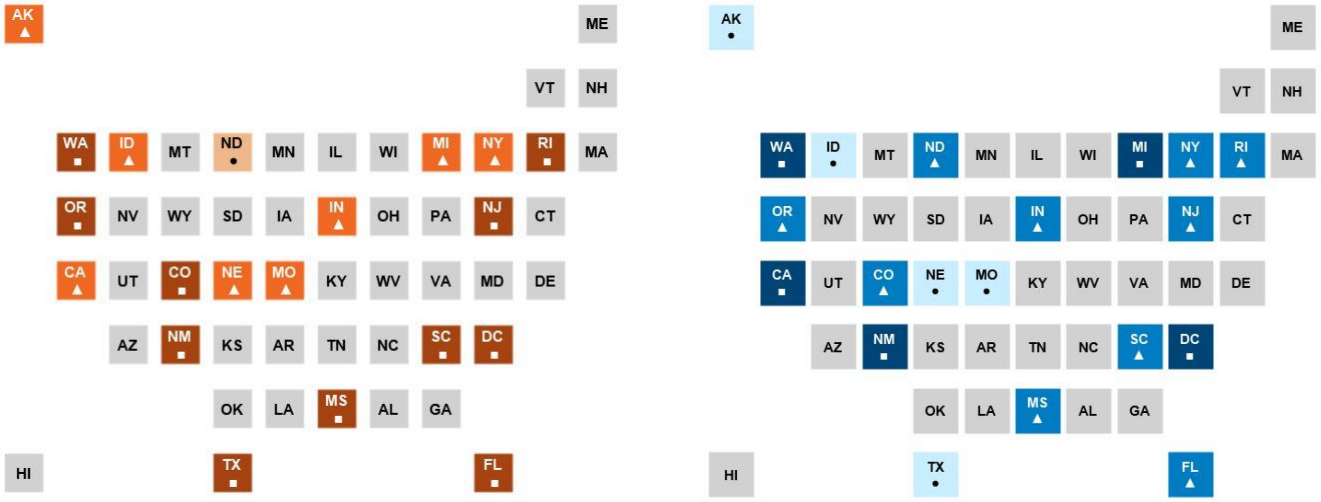
- **Some districts addressed social and emotional health education topics at select grade levels, rather than all grade levels.** For example, although suicide awareness education is addressed at all grade levels in 33 percent of districts, it is addressed at only selected grade levels in 12 percent of districts. Likewise, under 10 percent of districts had policies on health education that addressed violence (9%) and bullying prevention (7%) at selected grade levels rather than all grade levels.
- **Just over one-quarter (26%) of districts in the selected states referenced or included all elements of the National Health Education Standards as part of the health education curriculum.** The National Health Education Standards[3]—developed by leading health education experts, including the American Public Health Association, the American School Health Association, and SHAPE America—are a framework to promote health-enhancing behaviors for all students.
- **Less than half of districts (44%) explicitly addressed the provision of professional development for health education teachers.** The Centers for Disease Control and Prevention recognizes professional development as one characteristic of an effective health education curriculum.[4]

State laws addressed health education more comprehensively than district policies for the majority of the 20 states.

- **Twelve states' laws were more comprehensive than district policies, and five states' laws were similarly comprehensive compared to district policies (see Figure 3.2a and 3.2b).** In the remaining three states, district policies were, on average, more comprehensive than state laws.
- **Across the 20 states, all states and districts addressed having a health education curriculum for at least some grades.** In most instances, district policies referred to or embedded the state health education standards instead of including new standards, and nearly all district policies required such

standards. Some district policies provided more specificity than the state curricular framework regarding how the health education curriculum would be implemented.

Figure 3.2a and 3.2b. State law (left) and public school district (right) comprehensiveness of health education topics in policy



These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have ***[■] comprehensive*** *(state panel: 11; district panel: 5),* ***[▲] moderate*** *(state panel: 8; district panel: 10),* ***[●] low*** *(state panel: 1; district panel: 5), or* ***[-] no*** *(state panel: 0; district panel: 0) coverage of health education topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

Charter LEA Policies

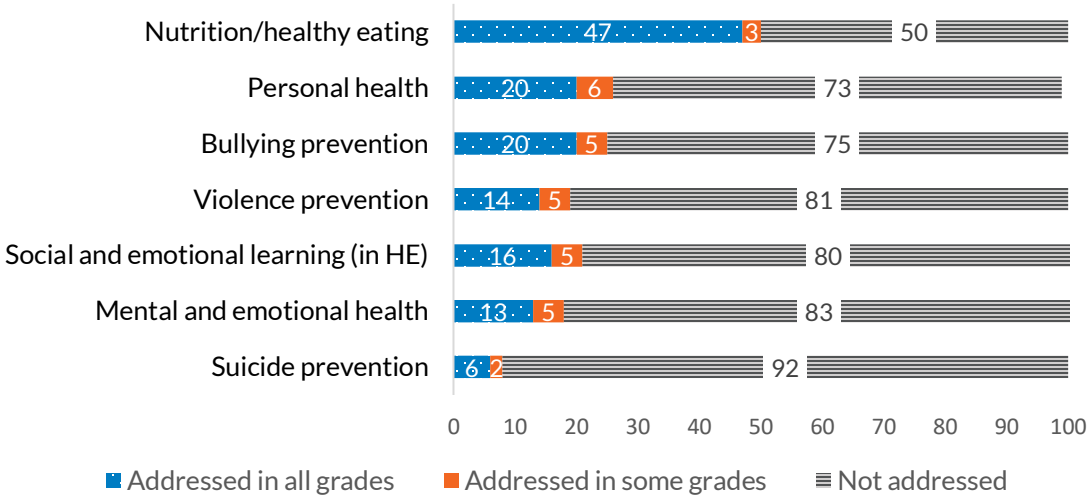
We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of health education when compared to public school district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Generally, fewer charter LEAs addressed specific health education topics in their policies than public school districts across the 20 states.

- **Across the 20 selected states, charter LEAs most often addressed health education at the high school level (79%), and slightly less often at the elementary (66%) and middle school (64%) levels (see Figure 3.3).** In many instances, at the high school level, charter LEAs listed health education as a required credit for graduation.

- **Similar to districts, charter LEAs most often addressed nutrition education (50%).** The remaining content areas noted in Figure 3.3 were addressed less often, ranging from 26 percent for personal health to 8 percent for suicide prevention.
- **Charter LEAs were limited in how often they addressed some tools for health education curricula improvement.** For example, only 13 percent of charter LEAs in this sample referenced or otherwise listed the National Health Education Standards, and only 13 percent addressed providing professional development to health educators.

Figure 3.3. Percent of charter LEAs covering selected health education topics in written policy
*Due to rounding, numbers may not add to 100.



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools.

[1] Centers for Disease Control and Prevention. *Components of the Whole School, Whole Community, Whole Child: Health Education.* Retrieved from: https://www.cdc.gov/healthyschools/wscc/components.htm.
[2] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[3] Centers for Disease Control and Prevention. *National Health Education Standards*. Retrieved from: https://www.cdc.gov/healthyschools/sher/standards/index.htm.
[4] Centers for Disease Control and Prevention. *Characteristics of an Effective Curriculum*. Retrieved from: https://www.cdc.gov/healthyschools/sher/characteristics/index.htm.

Physical Education and Physical Activity

Students often perform better academically when schools recognize the importance of and provide opportunities for **Physical Education and Physical Activity**.[1,2] A comprehensive school physical activity program includes physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement.[3] The physical education component ensures that students receive the knowledge and skills to lead physically active lifestyles now and tomorrow.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year, representative at the state level, addressed the physical education and physical activity topics. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[4]

Within the Physical Education and Physical Activity domain, we assessed seven topics (see Coding Appendix). In this brief, we present data separately for public school districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 42%), moderate (42% to < 75%), or comprehensive (≥ 75%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

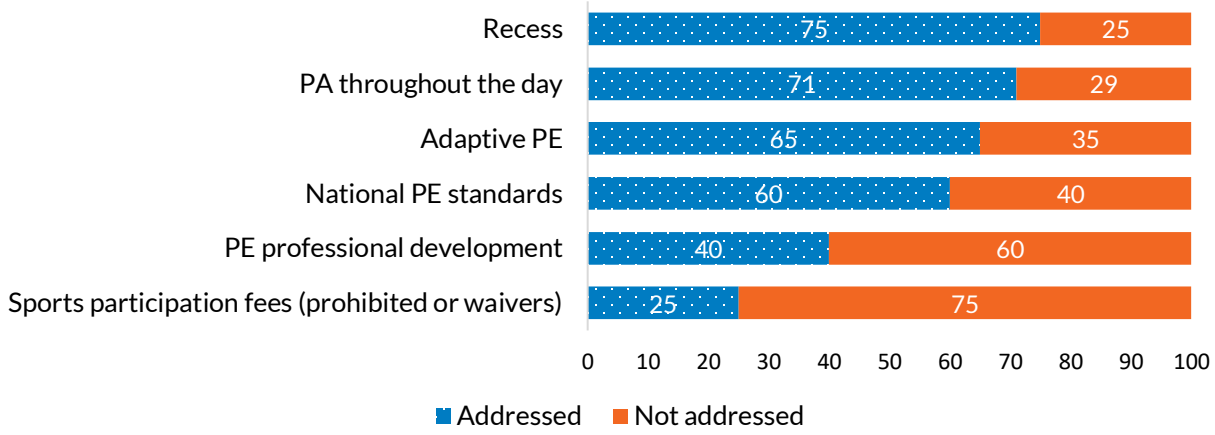
For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same seven physical education and physical activity topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

District policies varied considerably across states on their coverage of physical education and physical activity topics.

- **Public school district policies in California and the District of Columbia had comprehensive coverage of the physical education and physical activity topics examined (range: 86% to 96%; average: 91%).** In 12 other states, districts have moderate coverage of physical education and physical activity topics (range: 44% to 72%; average: 58%). Districts in six states (ID, IN, MI, MS, NJ, NM) had low coverage in their policies (range: 21% to 41%; average: 31%).
- **Sixty percent of districts in the selected states addressed all elements or otherwise refer to the National Physical Education Standards[5] within district policy (see Figure 4.1).** Developed by SHAPE America, these standards provide a baseline for all schools and districts to ensure that students are receiving adequate physical education.

- **Several of the districts analyzed did not address the provision of adapted physical education for students with disabilities (35%) within district policy.** Federal law mandates that physical education be provided to students with disabilities, with specially designed instruction if necessary.[6]
- **A handful of districts in the selected states allowed schools to provide exemptions for physical education within their policies.** Districts included exemptions for academics (11%) and disability (21%), and/or substitutions of other activities (33%). Except in cases of medical necessity, exemptions from physical education may not always be in the best interest of students.[7]
- **Forty percent of the districts analyzed explicitly addressed providing professional development for physical education teachers**. Professional development opportunities are critical to ensure that teachers are equipped with the most current knowledge about physical education.[7,8]
- **Nearly three-quarters of districts in this sample addressed providing physical activity throughout the day (e.g., classroom breaks; 71%) or through recess (75%).** Eighteen percent of districts required physical activity throughout the day and 29 percent of districts required daily recess. In comparison to a previous nationwide evaluation of policies on physical activity throughout the day, the current sample of policies addressed these topics more often.[9] Providing opportunities for physical activity throughout the day can not only help increase the amount of physical activity students engage in, but also help improve their on-task focus and behavior.[10]
- **Eleven percent of districts in the selected states allowed participation fees to be collected to play sports.** Another quarter (25%) of districts prohibited fees or allowed for collecting participation fees but specifically provided for waivers in certain situations. Schools that collect fees to participate in school sports may limit physical activity opportunities for some students.[11]

Figure 4.1. Percent of public school districts covering selected physical education and physical activity topics in written policy.

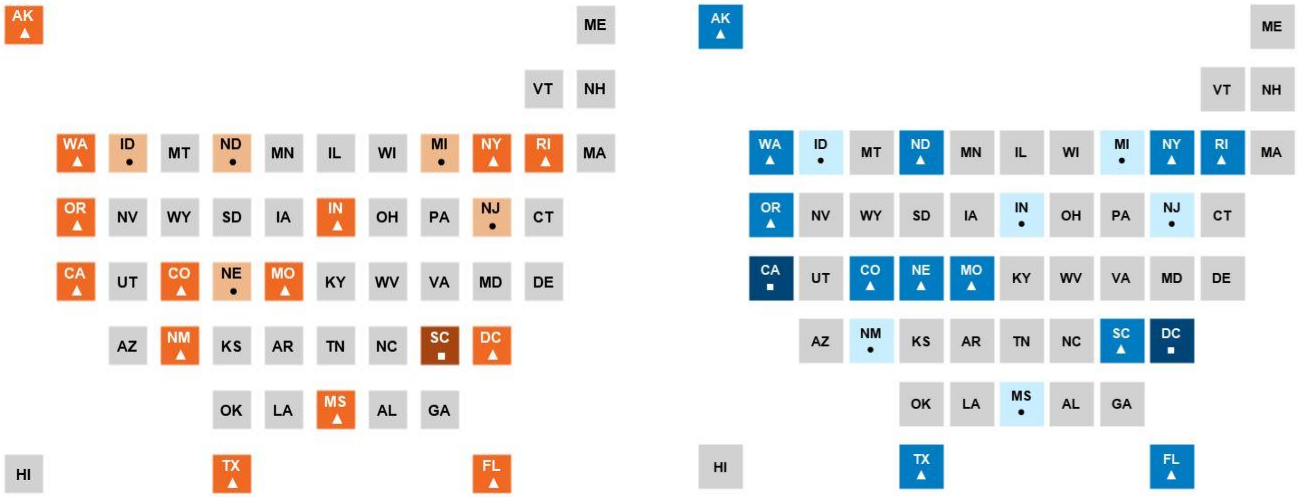


In more than half of the analyzed states, physical education and physical activity were addressed similarly at the state and district levels.

- **State laws and district policies, on average, had the same level of comprehensiveness in 12 of the studied states (See Figures 4.2a and 4.2b).** In four states, state law was more comprehensive than district policies.
- **District policies addressed some physical education and physical activity topics more often than state laws.** Specific topics more commonly addressed in district policies than state law related to physical activity opportunities throughout the school day (71% of districts vs. 50% of states), recess (75% of

districts vs. 55% of states), physical education professional development for teachers (40% of districts vs. 30% of states), and sports participation fees (25% of districts vs. 20% of states).

Figure 4.2a and 4.2b. State law (left) and public school district (right) comprehensiveness of physical education and physical activity topics in policy



*These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have **[■] comprehensive** (state panel: 1; district panel: 2), **[▲] moderate** (state panel: 14; district panel: 12), **[●] low** (state panel: 5; district panel: 6), or **[-] no** (state panel: 0; district panel: 0) coverage of physical education and physical activity topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

- **State laws and district policies within the 20 states were fairly consistent in their attention to physical education curricula and standards; this is likely because districts generally followed state law on these issues.** Sixty percent of states and districts, respectively, included language that incorporated or referred to national physical education standards. Likewise, 60 percent of states and 61 percent of districts addressed time spent in physical education.
- **The only topic addressed more often in state laws than district policies related to adaptive physical education.** While 85% percent of states addressed adaptive physical education, only 65 percent of districts did so.

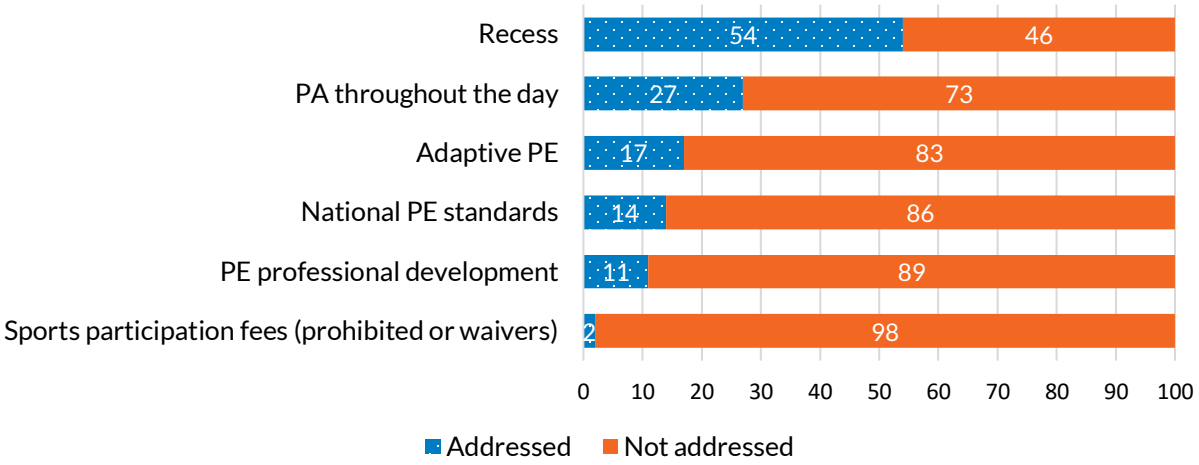
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of physical education and physical activity when compared to district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Across the 20 states, charter LEAs addressed only a limited number of physical education and physical activity topics.

- **Charter LEAs most often addressed recess, with 54 percent of charter LEAs either encouraging or requiring some type of recess (see Figure 4.3).** Just over a quarter of charter LEAs addressed physical activity throughout the day.
- **A small percentage of charter LEAs examined for this analysis allowed exemptions from physical education classes for academics (2%) or disability (2%), or substitutions (9%).** The remaining charter LEAs either prohibited exemptions or did not have a policy on this topic.

Figure 4.3. Percent of charter LEAs covering selected physical education and physical activity topics in written policy



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains were addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools

[1] Centers for Disease Control and Prevention. (2010). The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance, Retrieved from: https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf.
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[3] Centers for Disease Control and Prevention. Comprehensive School Physical Activity Programs: A Guide for Schools, (2013). Retrieved from: https://www.cdc.gov/healthyschools/professional_development/e-learning/CSPAP/_assets/FullCourseContent-CSPAP.pdf.
[4] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[5] Shape America. (2014). National Standards & Grade-Level Outcomes for K-12 Physical Education. Reston, VA.
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[11] Eyler, A., Piekarz-Porter, E., & Serrano, N. (2019). Pay to play? state laws related to high school sports participation fees. *Journal of Public Health Management and Practice*, *25*(3):E27-E35.

Nutrition Environment and Services

Schools should prioritize their **Nutrition Environment and Services**, given the links between healthy eating and good overall child health. The U.S. Department of Agriculture heavily regulates school nutrition, with requirements for wellness policies,[1] food served and sold in schools,[2,3,4] marketing of unhealthy foods and beverages,[1] training for school nutrition professionals,[5] and unpaid school meal policies.[6]

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year addressed emerging nutrition environment and services topics, including marketing of healthy foods, standards for foods outside traditional school meals, and provisions for unpaid school meal debts. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[7]

Within the Nutrition Environment and Services domain, we assessed six topics (see Coding Appendix). In this brief, we present data separately for districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in the selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 36%), moderate (36% to < 71%), or comprehensive (≥ 71%).

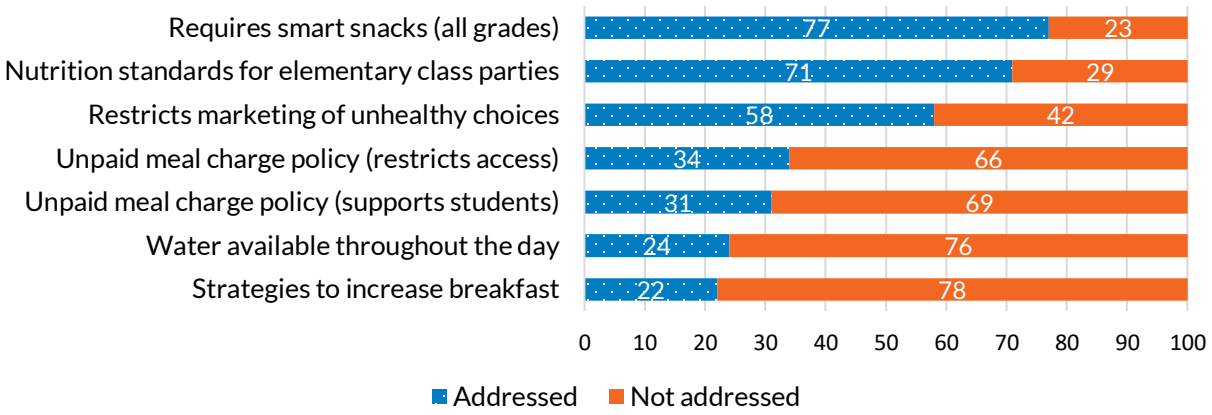
Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same six nutrition environment and services topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a sub-set of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Overall, none of the 20 states had district policies that cover nutrition environment and services comprehensively.

- **In 14 states, the districts had, on average, moderate coverage of nutrition environment and services topics (range: 45% to 67%; average: 54%).** In six states, districts had low coverage (range: 24% to 36%; average: 31%).
- **Seventy-seven percent of districts in the selected states required schools to at least meet the federal *Smart Snacks* standards at all three grade levels (see Figure 5.1).** *Smart Snacks* standards limit the fat, sugar, sodium, and calorie content of competitive food sold in schools.[4] Another 17 percent of districts addressed nutrition standards for competitive foods; those standards, however, either did not meet *Smart Snacks* standards, or were only recommended.

Figure 5.1. Percentage of public school districts in the selected states covering nutrition environment and services topics in written policy

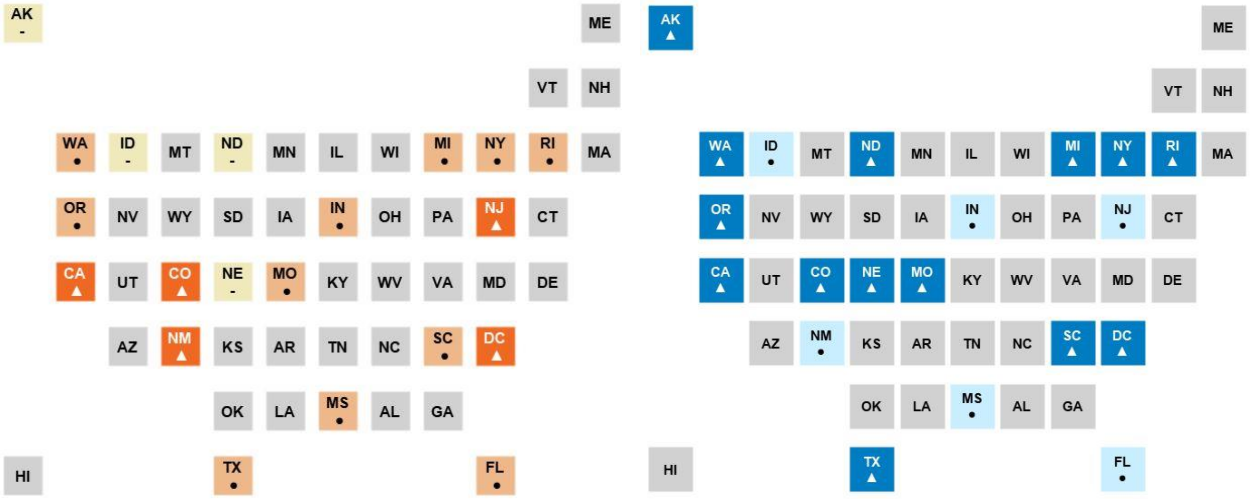


- **Sixteen percent of districts analyzed encouraged strategies to increase participation in school breakfast.** Some districts (6%) required strategies to promote breakfast for all students in all schools.
- **Nearly one-third of districts in the selected states (31%) included provisions to limit "school lunch shaming."** Such policies support student access to healthy meals—even if the account has a negative balance—for instance by ensuring that students receive the same lunch as their classmates instead of an alternative meal.
- **Another third of districts (34%) included unpaid meal provisions that overtly identify students and/or deny meals to students.** The remaining third of districts (35%) did not have provisions related to unpaid meal charges despite USDA requirements that districts develop such policies by 2017.[6] Experts agree that while unpaid meal debt is a challenge for districts, there are alternative best practices to help offset the financial burden without stigmatizing students.[8]
- **Twenty-two percent of districts analyzed required that free water be made available to students throughout the school day, beyond the federal requirement for meals.**[2] Inadequate hydration may impair a student's cognitive functioning.[9]
- **Half of the districts (50%) in the selected states required restrictions on the marketing of unhealthy food and beverage products.** Under federal rules, district wellness policies must prohibit the marketing of foods and beverages that do not meet Smart Snacks standards.[1] Another seven percent of districts had policies in place that encourage schools to restrict marketing of unhealthy food and beverages.
- **Fifty-five percent of districts analyzed encouraged nutrition standards for classroom parties;** an additional 16 percent required that food and beverage products brought in for classroom celebrations follow specific nutrition standards. The implementing regulations for the federal Healthy, Hunger-Free Kids Act of 2010 require school districts to adopt nutrition standards for food that is provided, but not sold, to students such as through classroom parties.[1]

For the majority of the 20 states, nutrition environment and services topics were addressed more comprehensively by district policies than by corresponding state laws.

- **District policies in 12 states were, on average, more comprehensive than their states' laws, and in six states, district policies and state laws were similarly comprehensive (see Figures 5.2a and 5.2b).** This is not surprising, given that all districts participating in federal child nutrition programs (including National School Lunch and School Breakfast programs) are required to have a local wellness policy that includes guidelines consistent with the Smart Snacks standards for nutrition outside the meal programs.[4] Districts are also required to restrict junk food marketing in schools.[1] District policy provides moderate coverage of topics related to nutrition services in 14 states, whereas state policy provides moderate coverage in only 5 states.

Figure 5.2a and 5.2b. State law (left) and public school district comprehensiveness of nutrition environment and services topics in policy



These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have ***[■] comprehensive*** *(state panel: 0; district panel: 0),* ***[▲] moderate*** *(state panel: 5; district panel: 14),* ***[●] low*** *(state panel: 11; district panel: 6), or* ***[-] no*** *(state panel: 4; district panel: 0) coverage of nutrition environment and services topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

- **District policies on the sale or offering of foods outside the meal programs are markedly more comprehensive than state laws.** This is likely because school districts participating in the federal child nutrition programs are required to comply with federal Smart Snacks standards and local wellness policy regulations.[1,4] While 94 percent of districts maintained policies on competitive foods, only 65 percent of states did so. Additionally, 71 percent of districts addressed the provision of foods in class parties at the elementary level, compared to only 20 percent of the states.
- **The only topic more commonly addressed in state law than district policies related to strategies to increase breakfast participation.** Forty-five percent of states addressed providing breakfast at school as compared to only 22 percent of districts in the 20 states.

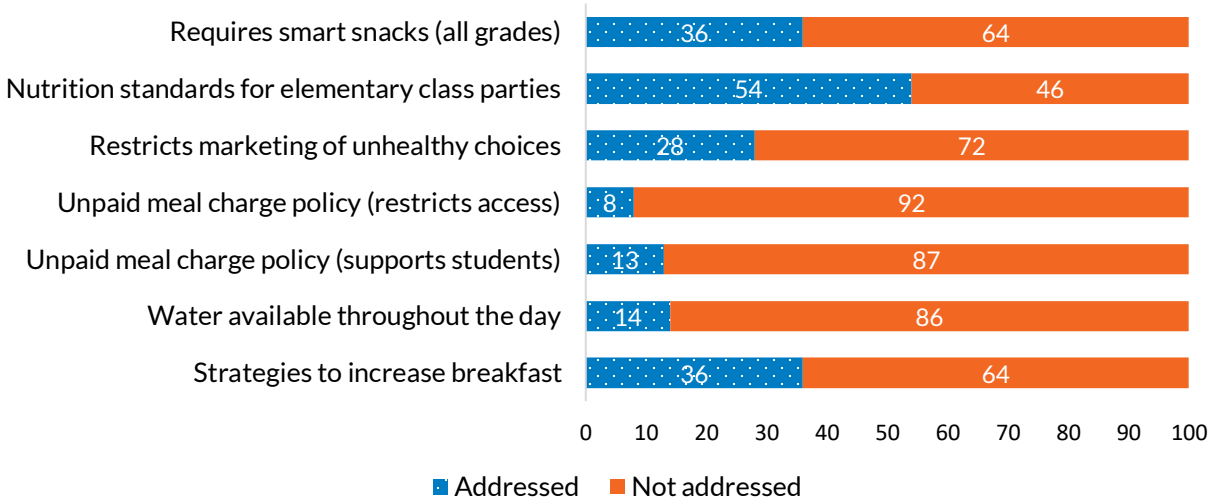
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of nutrition environment and services when compared to district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather make generalizations at the state level.

About two-thirds (64%) of charter LEAs addressed nutrition environment and services topics in their policies.

- **Of all nutrition topics examined, charter LEAs most often addressed nutrition standards for class parties (54%) (see Figure 5.3).** Notably, prior research conducted in districts nationwide shows that having any type of policy encouraging healthier food items (or no food items) in classroom parties is associated with such practices at the school level.[10] Thus, charter LEAs with such policies are taking a proactive stance to support a healthier school food environment.
- **Only half of charter LEAs examined (50%) addressed nutrition requirements for foods sold outside of school meals, with 36 percent requiring Smart Snacks standards at all three grade levels.** This is an area of growth and development for charters, particularly if they participate in federal child nutrition programs, which require compliance with the Smart Snacks[4] standards and school meal[3] regulations.
- **Thirty-six percent of charter LEAs addressed strategies to increase breakfast participation through policy.** This topic is addressed more often in charter policies than in district policies for the 20 selected states.
- **Only 13 percent of charter LEAs include provisions that address "school lunch shaming" in ways that support students.** The vast majority (80%) of charter LEAs had no policies on unpaid meal charges, and 8 percent included provisions restricting access to meals for students with outstanding debt. It is important to note that some charter LEAs do not serve meals on their campuses.

Figure 5.3. Percent of charter LEAs covering selected nutrition environment and services topics in written policy



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[7] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
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Health Services

The provision of **Health Services** within schools helps students lead physically healthy lives. Access to care, preventive health screenings, and plans to care for chronic conditions, when carried out by qualified health professionals, help keep students healthy and ready to learn.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school-year, representative at the state level, addressed the availability of health services in the school building, as well as policies and plans supporting the care of chronic health conditions. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the Health Services domain, we assessed 10 topics (see Coding Appendix). In this brief, we present data separately for public school districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 38%), moderate (38 to < 75%), or comprehensive (≥ 75%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

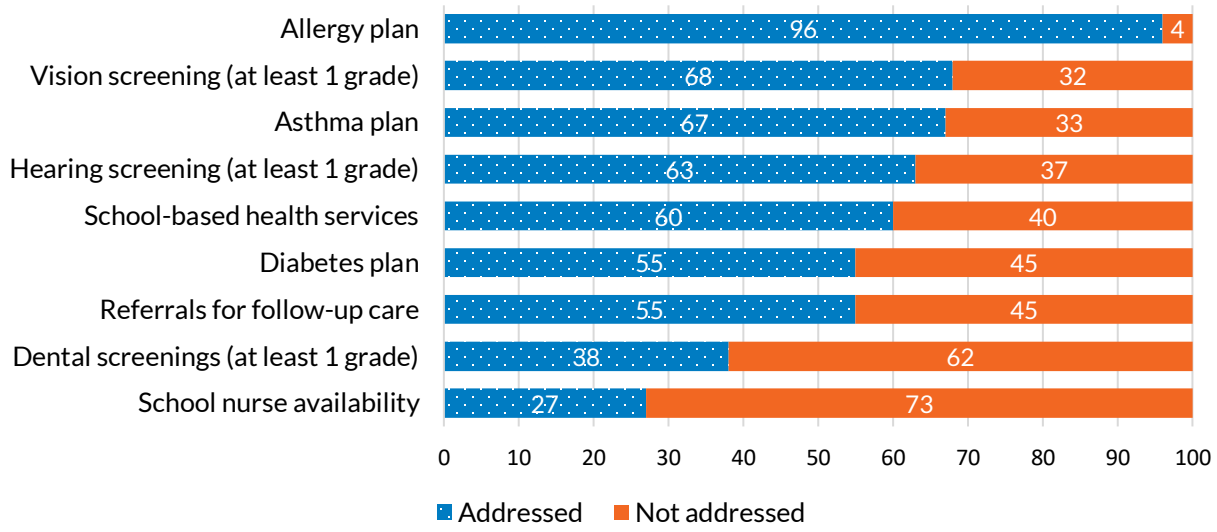
For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same 10 health services topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Of the 20 states, 19 had district policies with low or moderate coverage of health services topics.

- **District policies in 15 states had moderate coverage of health services topics** (range: 42% to 68%; average: 56%). District policies in four states (ND, RI, SC, and TX) had low coverage of health services topics (range: 14-32%; average: 22%). DC was the only state to have comprehensive coverage (90%) on the availability of health services in public school district policy.
- **Twenty-two percent of districts in the selected states formally addressed the development of school-based health centers or clinics, even if only through a grant program on some campuses (see Figure 6.1).** Another 37 percent of districts encouraged or addressed aspects of school-based health services such as qualifications for health professionals, financial support, or community involvement, but have yet to formalize a health center on campus for students.

- **Seventy-two percent of districts analyzed allowed for a waiver from vaccination requirements** based on personal, moral, or religious reasons. As vaccine-preventable deaths are on the rise nationwide, many states have adopted laws restricting the right to waive vaccination requirements to only those students for whom a waiver is medically necessary.[2]
- **Only one in four districts in the selected states had policies that addressed the availability of school nurses on campus, and only 2 percent required a nurse on every campus, every day.** Students may become ill or injured at any time during the school day; therefore, the consistent availability of school nurses throughout every school in a district is crucial as care greatly improves as availability increases.[3]
- **Most of the districts analyzed addressed vision (68%) and hearing (63%) screenings in their policies, but considerably fewer addressed dental screenings (38%).** Research indicates that dental caries are an important indicator of children's overall health and may negatively affect learning.[4] District policy most often addressed health screenings in the elementary school grades, followed by middle and then high school grade levels. Often, this is because screenings are required for kindergartners entering public school.
- **Nearly every district studied addressed caring for students with chronic health conditions.** However, while 96 percent of districts from the 20 selected states addressed allergy plans, far fewer addressed asthma (67%) and diabetes (55%) plans.

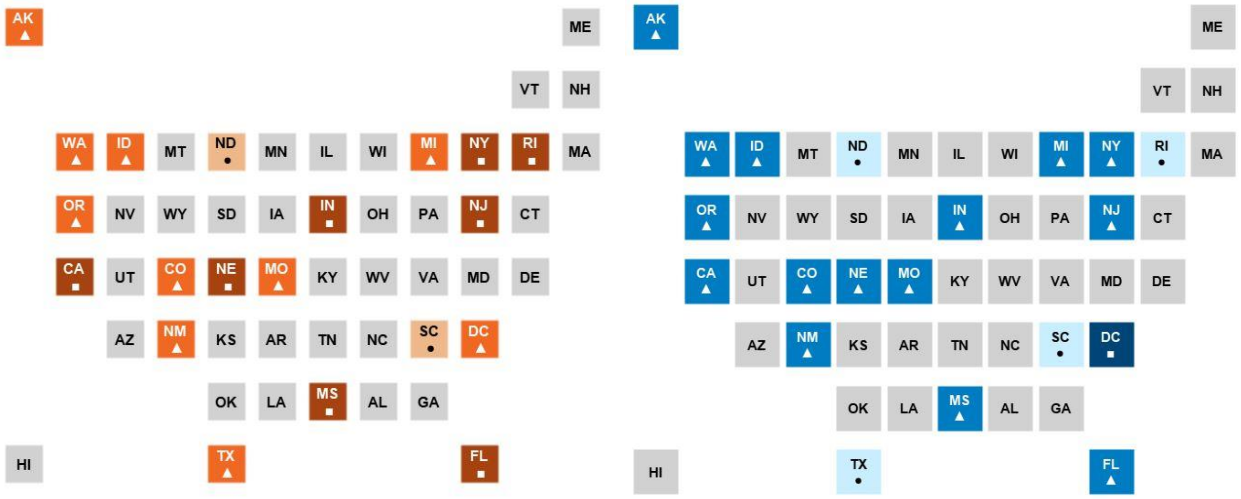
Figure 6.1. Percent of sampled public school districts covering selected health services topics in policy



State laws were similar to or more comprehensive than district policies in 19 of 20 states.

- **In just under half of the 20 states (nine states), state law is more comprehensive than district policies within those states (see Figures 6.2a and 6.2b).** In 10 states, state laws and district policies are similarly comprehensive, and in just one state, district policies are, on average, more comprehensive than state law.
- **Both states (90%) and districts (96%) were consistent in requiring or encouraging schools to develop an allergy plan, but were less consistent in addressing other chronic conditions.** While nearly all state laws addressed asthma plans (90%), only two in three district policies did so (67%).

Figure 6.2a and 6.2b. State law (left) and public school district (right) comprehensiveness of health services topics in policy.



These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have ***[■] comprehensive*** *(state panel: 8; district panel: 1),* ***[▲] moderate*** *(state panel: 10; district panel: 15),* ***[●] low*** *(state panel: 2; district panel: 4), or* ***[-] no*** *(state panel: 0; district panel: 0) coverage of health services topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

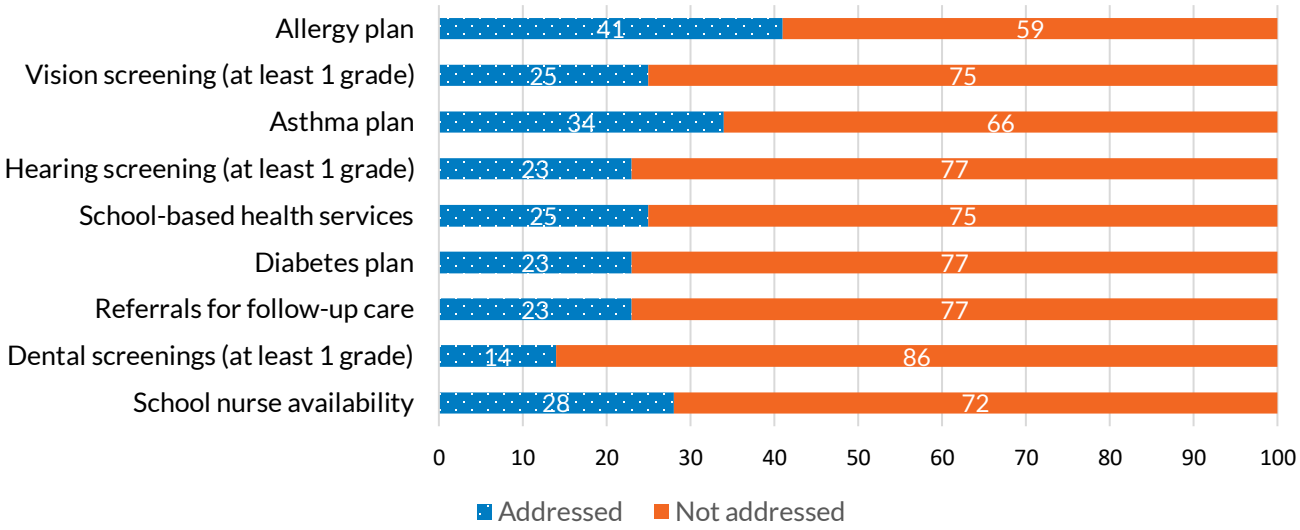
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of health services when compared to district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Fewer charter LEAs addressed school-based health services compared to public school districts.

- **One quarter (25%) of charter LEAs in the selected states addressed school-based health services in their policies (see Figure 6.3).** This is a smaller percentage than the percentage of districts addressing such services (60%).
- **The percentage of charter LEAs that addressed school nurse availability (28%) was similar to the percentage of districts in this study (27%).** This was also true for professional development for school nurses, with 3 percent of charter LEAs and less than 0.5 percent of public school districts addressing this policy.
- **Substantially fewer charter LEAs had policies requiring allergy plans compared with public school districts.** Nearly all public school districts (96%) addressed allergy plans, whereas less than half (41%) of charter LEAs addressed these plans.

Figure 6.3. Percent of sampled charter LEAs covering selected health services topics in written policy



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains were addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools.

[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."

[2] Chriqui, J.F., Stuart-Cassel, V., Piekarz-Porter, E., Temkin, D., et al. Using State Policy to Create Healthy Schools. (2019). Retrieved from: https://www.childtrends.org/wp-content/uploads/2019/01/WSCCStatePolicyReportSY2017-18_ChildTrends_January2019.pdf.

[3] Baisch, M.J., Lundeen, S.P., Murphy, M.K. (2011). Evidence-based research on the value of school nurses in an urban school system. *The Journal of School Health, 81*(2), 74-80. doi:10.1111/j.1746-1561/2010.00563.x

[4] Holt K, Barzel R. (2013). *Oral Health and Learning: When Children's Oral Health Suffers, So Does their Ability to Learn* (3rd ed.). Washington, DC: National Maternal and Child Oral Health Resource Center.

Counseling, Psychological, and Social Services

Counseling, Psychological, and Social Services (CPS) in schools can help address the mental, emotional, and behavioral health needs of school-age youth to remove barriers to learning.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year addressed counseling, psychological, and social services. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the Counseling, Psychological, and Social Services domain, we assessed eight topics (see Coding Appendix) for the districts and charter schools in each of the 20 states. In this brief, we present data separately for districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 40%), moderate (40% to < 80%), or comprehensive (≥ 80%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same eight counseling, psychological, and social services topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

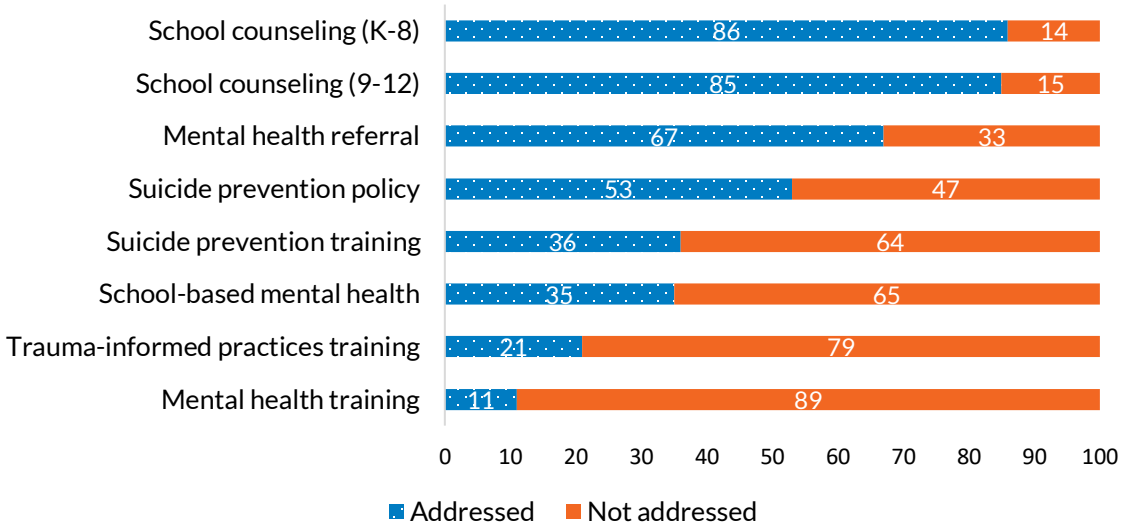
Of the 20 states, 19 had district policies with low or moderate coverage of counseling, psychological, and social services topics.

- **On average, district policies in 12 states moderately covered counseling, psychological, and social services topics** (range: 43% to 74%; average: 56%). District policies in seven states had low coverage of counseling, psychological, and social services (range: 9% to 36%; average: 26%). DC had comprehensive coverage (88%) of topics evaluated in counseling, psychological, and social services.
- **Only a small percentage of districts in the selected states addressed trauma-informed care trainings for staff.** Twelve percent of districts in the selected states encouraged professional development for staff related to trauma-informed practices; another 9 percent of districts required it (see Figure 7.1).

Training staff to provide trauma-informed care is the first step toward implementing programs and practices that account for the impact of childhood trauma.[2]

- **Half of districts in the selected states (53%) had policies around suicide prevention; however, only a third (36%) addressed professional development in suicide prevention.** As noted by the Centers for Disease Control and Prevention, additional research is needed to understand the impact of policies and training on reducing adolescent suicide and suicide attempts.
- **Sixty-seven percent of studied districts authorized school personnel to conduct mental health screenings at school, while 52 percent of districts encouraged or required school staff to do so.** Roughly one in five children will be diagnosed with a mental health issue in their lifetime; however many face barriers, including socioeconomic and stigma-related issues, to receiving care.[3] Many schools have begun to screen students for mental health needs, but some raise caution that universal screenings could further stigmatize or harm students if supports are not readily available.[4]
- **Thirty-five percent of districts encouraged or required schools to establish school-based or school-linked mental health promotion and intervention programs**. These school-based mental health services may include psychological and mental services that may coordinate with community efforts. Such school-based programs help ensure that all students and their families have access to mental health services, regardless of socioeconomic status.[5]

Figure 7.1. Percent of public school districts in 20 states covering selected counseling, psychological, and social services topics in policy

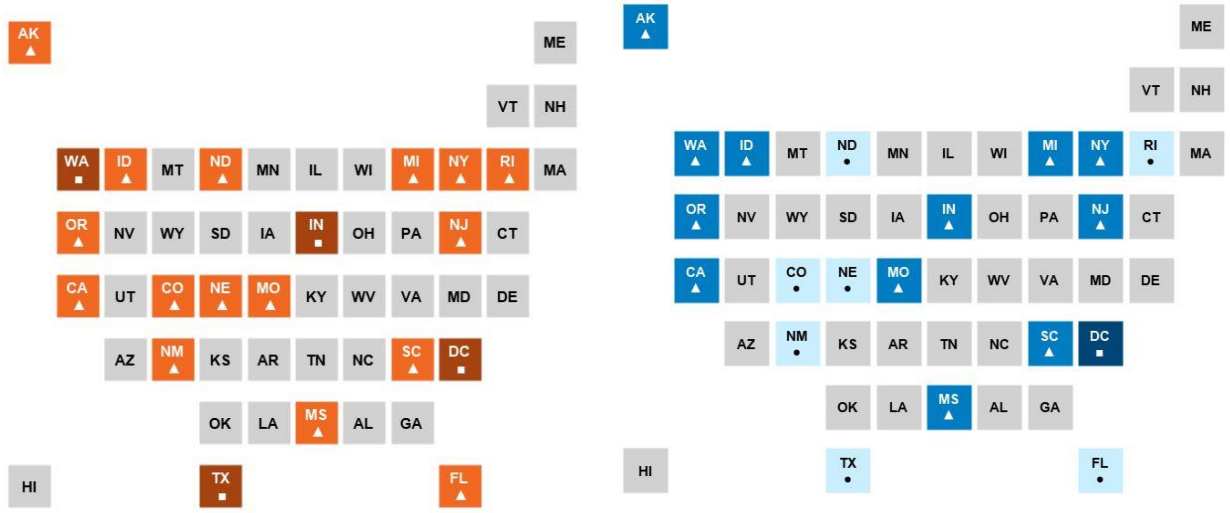


Across the 20 states, state laws were similar to or more comprehensive than district policies.

- **None of the 20 states analyzed had district policies that, on average, had more comprehensive coverage of counseling, psychological, and social services topics than their corresponding state laws (see Figures 7.2a and 7.2b).** Nine states' laws were more comprehensive than district policies in those states, and in eleven states, state laws and district policies were similarly comprehensive.
- **Across the 20 states, most states and districts addressed school counseling services**. School counseling services for students in grades K-8 was consistently addressed at both the state (85%) and district level (86%). Each of the 20 states addressed school counseling services for students in grades 9-12, but only 85% of districts addressed this topic.

- **States addressed professional development for counseling, psychological, and social services topics more often than districts, but only a small percentage of states cover some topics.** Seventy-five percent of the 20 states addressed suicide prevention professional development compared to 36 percent of the districts. Fewer states and districts addressed professional development around mental health-related issues (40% state, 11% district) and for trauma-informed practices (25% state, 21% district).

Figure 7.2a and 7.2b. State law (left) and public school district (right) comprehensiveness of counseling, psychological, and social services topics in policy.



*These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have **[■] comprehensive** (state panel: 4; district panel: 1), **[▲] moderate** (state panel: 16; district panel: 12), **[●] low** (state panel: 0; district panel: 7), or **[-] no** (state panel: 0; district panel: 0) coverage of counseling, psychological, and social services topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

Charter LEA Policies

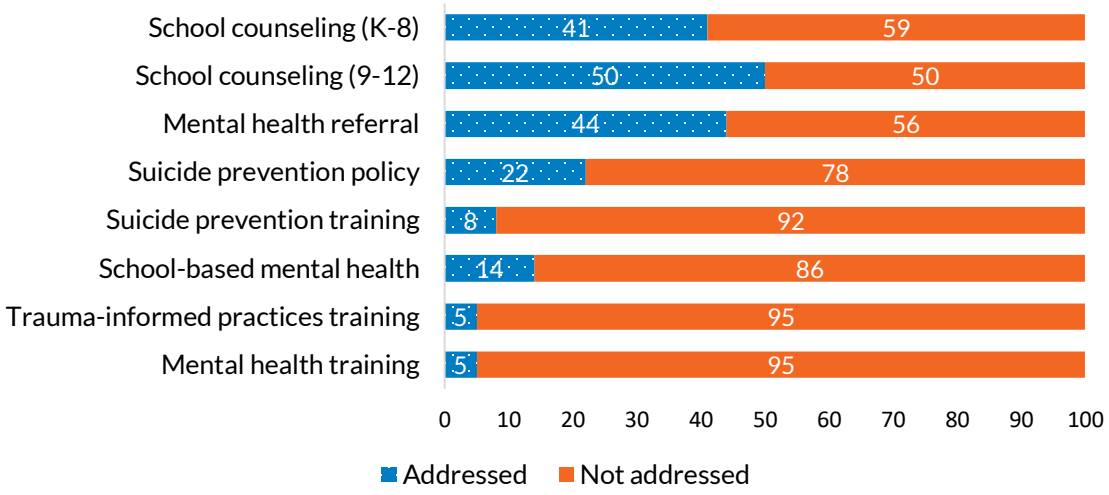
We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of counseling, psychological, and social services when compared to the district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Fewer charter LEAs address counseling, psychological, and social services topics compared to public school districts in the 20 states.

- **Less than one-quarter of charter LEAs (22%) from the 20 selected states had policies addressing suicide prevention (see Figure 7.3).** Just 8 percent of charter LEAs encouraged or required professional development in the area of suicide prevention for their teachers.

- **Less than half of charter LEAs studied (44%) addressed mental health referrals in their policies.** This percentage is slightly lower than the percentage of public schools (67%) addressing this topic.
- **Slightly more charter LEAs addressed counseling services for high school students (50%) than counseling services for students in grades K-8 (41%) in their policies.** This differs from public school districts, where about the same percentage of districts addressed counseling services for both the elementary and secondary levels (86% for K-8 counseling; 85% for high school counseling).

Figure 7.3. Percent of charter LEAs covering selected counseling, psychological, and social services topics in written policy



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains were addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and, Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools..

[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[2] Bartlett, J.D. & Steber, K. How to Implement Trauma-informed Care to Build Resilience to Childhood Trauma. (2019) Child Trends. Retrieved from: https://www.childtrends.org/publications/how-to-implement-trauma-informed-care-to-build-resilience-to-childhood-trauma.
[3] Perou, R., Bitsko, R.H., Blumberg, S.J., Pastor, P., Ghandour, R.M., Gfroerer, J. C., Parks, S.E. (2013). Mental health surveillance among children—United States, 2005–2011. *MMWR Surveill Summ*, *62*(Suppl 2), 1-35.
[4] Murphey, D. & Bartlett, J.D. Childhood adversity screenings are just one part of an effective policy response to childhood trauma. *Child Trends*. Retrieved from: https://www.childtrends.org/publications/childhood-adversity-screenings-are-just-one-part-of-an-effective-policy-response-to-childhood-trauma.
[5] American Academy of Pediatrics. (2004). School-based mental health services. *Pediatrics, 113*(6), 1839-1845. doi: 10.1542/peds.113.6.1839.

Social and Emotional Climate

The **Social and Emotional Climate** of schools can provide the support and structure that students need to feel safe and build relationships that facilitate their learning. A focus on social and emotional climate incorporates methods to reduce chronic absenteeism; positive approaches to addressing behavior without excluding students from school; and policies related to the prevention of bullying, dating violence, and hazing.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year addressed social and emotional climate. The analysis explores both the content students learn and the professional development teachers receive. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the Social and Emotional Climate domain, we assessed 14 topics (see Coding Appendix) for the districts and charter LEAs in each of the 20 states. In this brief, we present data separately for districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 35%), moderate (35% to < 70%), or comprehensive (≥ 70%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same 14 social and emotional climate topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

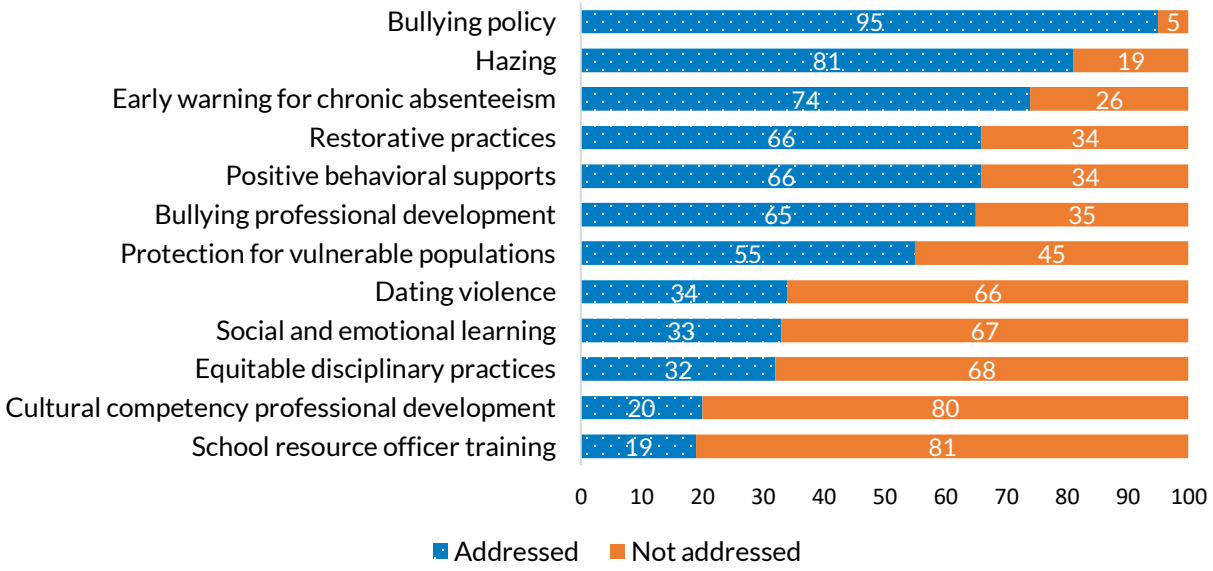
In 15 of the 20 states, district policies had moderate coverage of social and emotional climate topics.

- **District policies in CA as well as the District of Columbia, on average, comprehensively cover the social and emotional climate topics examined (range: 71% to 79%; average: 75%).** Districts in 15 states have moderate coverage (range: 39% to 60%; average: 47%), while districts in ND, NE, and SC have low coverage (34%) of the social and emotional topics examined in this study.
- **Nearly all public school districts in the 20 selected states (95%) had policies addressing bullying prevention (see Figure 8.1).** Twenty-one percent of district bullying policies addressed all elements of the U.S. Department of Education's bullying policy recommendations.[2,3] However, only 65 percent of

districts addressed professional development for school personnel on bullying prevention and response. Furthermore, just over half (55%) enumerated protections for groups of students who may be more likely to be targeted by bullying, including protections based on sexual orientation and/or gender identity.

- **Seventy-four percent of districts studied established early warning and intervention systems to address truancy and chronic absenteeism within their policies**. Fifty-two percent of districts went beyond parental conferencing and notification to provide comprehensive student supports to help keep students in school.
- **Two-thirds of districts analyzed (66%) addressed positive behavior supports; additionally, while not necessarily the same districts, the same percentage addressed using restorative practices.** Both sets of policies emphasized interventions that work to reinforce good behavior and limit exclusionary discipline measures.
- **While 81 percent of districts in the selected states had policies on hazing, only 34 percent had a policy related to dating violence.** Attention to the dangers of hazing largely emerged in the early 2000s, whereas attention to teen dating violence has been much more recent.[4,5]
- **One-third of districts studied had policies specifically addressing social and emotional learning (33%).** However, many districts may include social and emotional learning as part of health education requirements.
- **Few of the districts in the selected states had policies relating to professional development for cultural competency (20%).** Such policies help ensure that teachers are equipped with the skills to teach a diverse group of students and to recognize their own implicit biases.[6]
- **Few districts analyzed had policies related to specialized training for school resource officers (19%).** These policies typically require officers working in schools to gain a broader set of knowledge around early intervention and adolescent development, which are not covered in typical law enforcement training.[7]

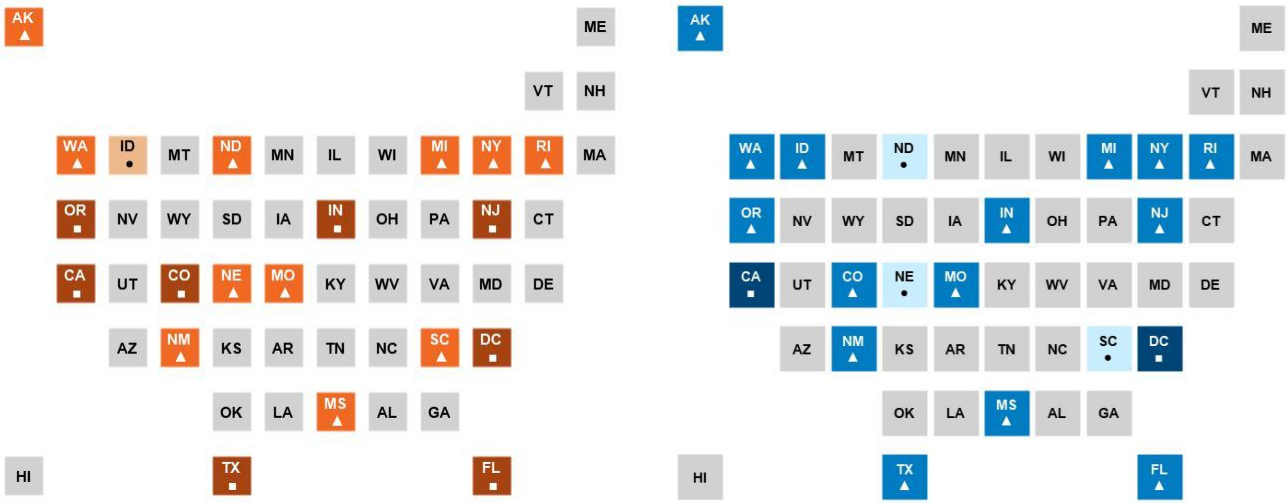
Figure 8.1. Percent of public school districts in 20 states covering selected social and emotional climate topics in policy.



Across the 20 states, only one state (Idaho) had district-level policies that were more comprehensive than state law.

- **Nine of the 20 states analyzed had laws that were more comprehensive than district policies in those states (see Figures 8.2a and 8.2b).** The remaining ten addressed social and emotional climate similarly at the state and district level.
- **Bullying was the most commonly addressed topic in the domain of social and emotional climate at both the state and district levels.** All 20 states and 95 percent of the districts within the 20 states had a bullying prevention policy. Further, 85 percent of the states and 65 percent of districts included provisions for teacher or school staff professional development on bullying-related issues.
- **Only a handful of states and districts addressed provisions related to school resource officers (SROs).** Forty percent of the 20 states encourage specialized training for SROs as compared to only 19 percent of the district policies. Further, only 20 percent of the states and only 8 percent of the districts in the 20 states required clear guidelines for referring students to law enforcement.

Figure 8.2a and 8.2b. State law (left) and public school district (right) comprehensiveness of social and emotional climate topics in policy



*.These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have **[■] comprehensive** (state panel: 8; district panel: 2), **[▲] moderate** (state panel: 11; district panel: 15), **[●] low** (state panel: 1; district panel: 3), or **[-] no** (state panel: 0; district panel: 0) coverage of social and emotional climate topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

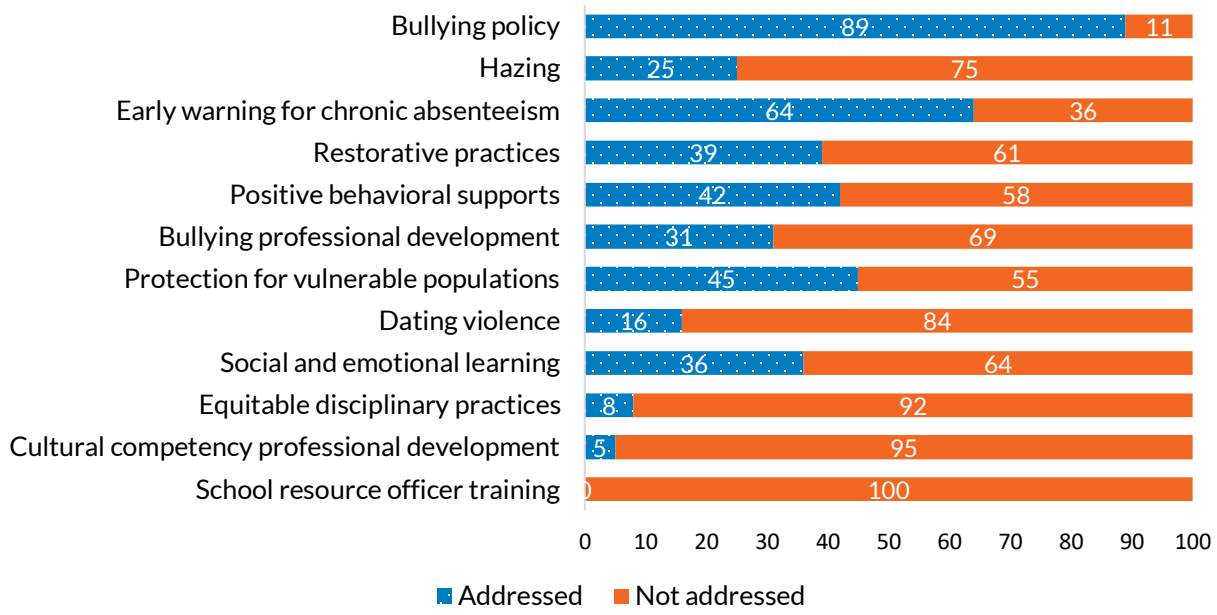
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of social emotional climate when compared to district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Charter LEAs had considerably less coverage of social and emotional climate topics compared to public school districts.

- **Much like districts, most charter LEAs have bullying prevention policies (89%; see Figure 8.3).** Thirty-one percent of charter LEAs addressed professional development for teachers on the topic of bullying, 25 percent had hazing policies, and 16 percent had dating violence policies.
- **About two-thirds of charter LEAs (64%) addressed early warning systems for chronically absent students in their policies.** Around one-quarter of charter LEAs (27%) specifically provided for student supports to reduce absenteeism.
- **Few charter LEAs addressed equitable disciplinary practices (8%), professional development in the area of cultural competency (5%), and training for school resource officers (0%).**

Figure 8.3. Percent of Charter LEAs covering selected social and emotional climate topics in written policies.



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools..

[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[2] U.S. Department of Education. *Anti-Bullying Policies: Examples of Provisions in State Laws*. 2010. Retrieved from: http://www.ed.gov/policy/gen/guid/secletter/101215.html.

[3] Stuart-Cassel, V. Bell, A. Springer, J.F. Analysis of State Bullying Laws and Policies. (2011). Retrieved from: https://www.emt.org/docs/EMT_Analysis-of-State-Bullying-Laws-Policies.pdf.
[4] Taylor, K.R. (2001). Is hazing harmless horseplay?. *The Education Digest*, *67*(2), 25.
[5] Mulford, C., & Giordano, P.C. (2008). Teen dating violence: A closer look at adolescent romantic relationships. *National Institute of Justice Journal*, *261*(1), 31-40.
[6] Colombo, M.W. (2007). Developing cultural competence: Mainstream teachers and professional development. *Multicultural perspectives*, *9*(2), 10-16.
[7] International Association of Chiefs of Police. (2011). Juvenile Justice Training Needs Assessment: A Survey of Law Enforcement. Alexandria, VA.

Physical Environment

The **Physical Environment** of schools encompasses the physical conditions students experience, including both conditions of the school building and policies and procedures related to threats of physical harm. A healthy school environment protects students from contaminants, physical threats, and hazardous materials.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year, representative at the state level, addressed the physical environment. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the Physical Environment domain, we assessed 12 topics (see Coding Appendix) for the districts and charter schools in each of the 20 states. In this brief, we present data separately for public school districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 39%), moderate (39% to < 72%), or comprehensive (≥ 72%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

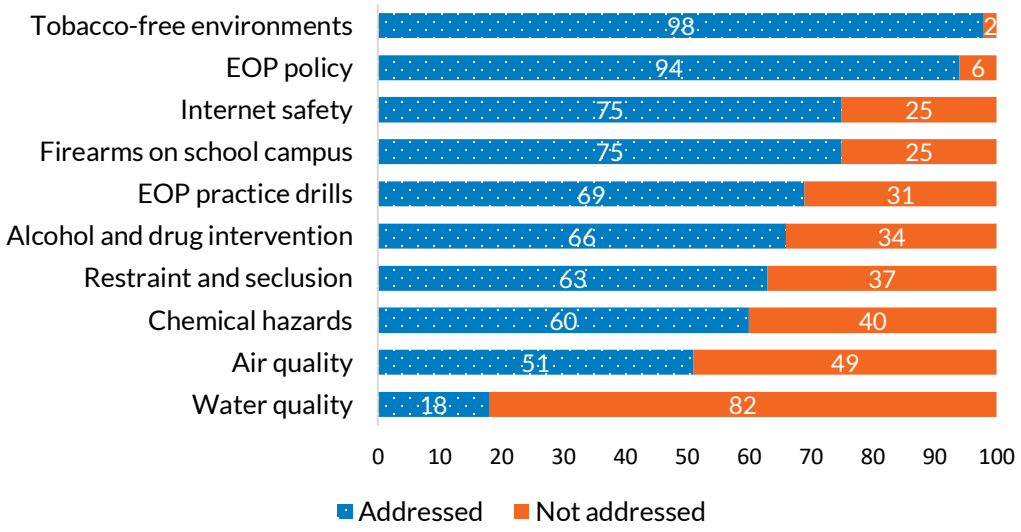
For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same 12 physical environment topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Across the 20 states, district policies had, on average, moderate coverage of physical environment topics.

- **Districts in four states had comprehensive coverage of physical environment topics** (DC, IN, MI, NJ; range: 76% to 86%; average: 80%). Districts in 16 states had moderate coverage (range: 39% to 70%; average: 57%).
- **Although nearly all districts studied had policies addressing tobacco-free environments (98%), only 12 percent included all federally recommended components of tobacco-free schools** (see Figure 9.1). Federal guidelines from the Centers for Disease Control and Prevention include providing for smoking cessation programs for students, among other recommendations.[2]

- **Nearly all districts studied required schools to adopt an emergency operations plan (94%).** An emergency operations plan establishes how a school will respond to a crisis situation. Fifty percent of districts both required a plan and included provisions for regular updates to procedures and policies.
- **Two-thirds of districts analyzed (69%) had policies detailing multi-hazard practice drills such as fire, lockdown, active shooter, and/or evacuation drills.** Two in five districts (38%) further required coordination with first responders as part of their drills.
- **Over half (54%) of districts studied required implementation of an alcohol and drug referral, intervention, or treatment program for students with an identified substance abuse disorder.** Another 12 percent of districts encouraged such programs for students. Schools can be an important setting for drug- and alcohol-based interventions, and increased attention has been given to strategies that work with students of different ages.[3]
- **Although chemical hazards and air quality were addressed in 60 and 51 percent of districts, respectively, only 18 percent of districts analyzed addressed water quality in schools.** Research shows that hydration is an important aspect of good nutrition,[4] so it is vital that the water to which children have access is clean, potable, and contaminant-free.

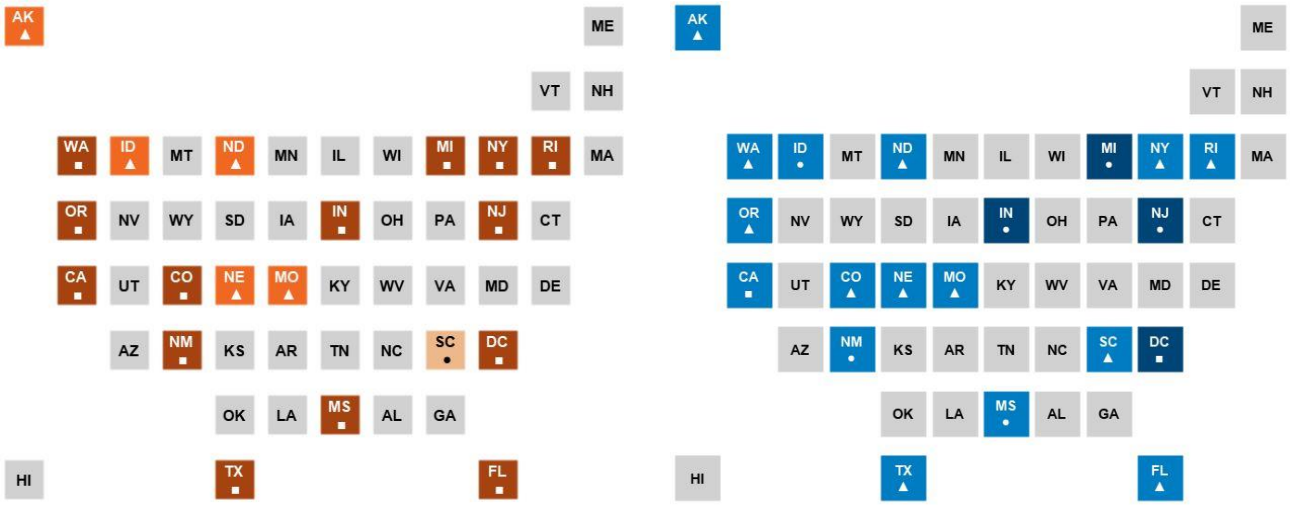
Figure 9.1. Percent of public school districts in 20 states covering selected physical environment topics in policy



State law was similar to or more comprehensive on physical environment topics than district policies in 19 of the 20 states.

- **For half of states (10 of 20), state laws were more comprehensive than the district policies, on average, in those states (see Figures 9.2a and 9.2b).** Nine of the states had similar coverage of physical environment topics. District policies in just one state (South Carolina) were more comprehensive than the state laws.
- **Certain topics have nearly universal attention in state laws and district policies in the 20 states.** Nearly all states (95%) and districts within the 20 states (98%) addressed providing a tobacco-free environment in schools/on school campuses. In addition, most states (90%) and districts (94%) addressed having an emergency operations plan.

Figure 9.2a and 9.2b. State law (left) and public school district (right) comprehensiveness of physical environment topics in policy.



*These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have **[■] comprehensive** (state panel: 14; district panel: 4), **[▲] moderate** (state panel: 5; district panel: 16), **[●] low** (state panel: 1; district panel: 0), or **[-] no** (state panel: 0; district panel: 0) coverage of physical environment topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

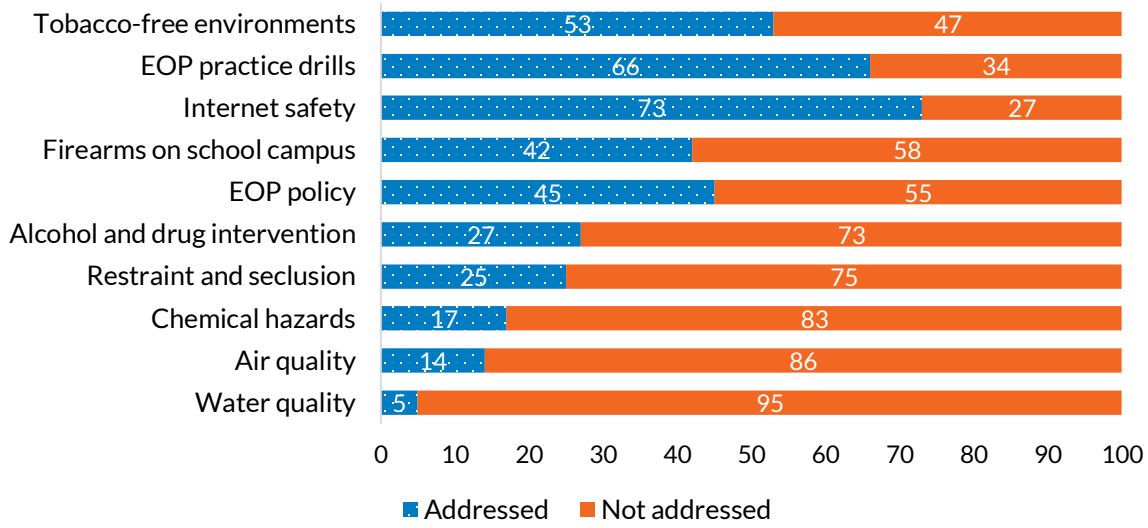
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of the physical environment when compared to district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Fewer charter LEAs addressed physical environment topics compared to public school districts across the 20 states.

- **Of all physical environment topics, the charter LEAs studied most often addressed internet safety (see Figure 9.3).** Almost three-quarters (73%) of charter schools addressed internet use policies or provide instruction on internet safety.
- **Charter LEAs in the 20 states addressed alcohol and drug intervention less often in their policies than their district counterparts.** Close to three-quarters of charter LEAs (73%) did not address intervention practices for students with substance abuse issues.
- **Sixty-six percent of charter LEAs addressed emergency practice drills in their policies.** Even fewer (45%) charter LEAs addressed emergency operations plans.

Figure 9.3. Percent of sampled charter LEAs covering selected physical environment topics in written policy.



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools..

[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."

[2] Centers for Disease Control and Prevention. Guidelines for school health programs to prevent tobacco use and addiction. (1994). *MMWR Morbidity and Mortal Weekly Report*. *43*(RR-2);1–18. Retrieved: http://www.cdc.gov/HealthyYouth/tobacco/guidelines/index.htm.

[3] Stigler M.H., Neusel E., Perry C.L. (2011). School-Based Programs to Prevent and Reduce Alcohol Use Among Youth. *Alcohol Research & Health*. *34*(2). Retrieved from: https://pubs.niaaa.nih.gov/publications/arh342/157-162.htm.

[4] Centers for Disease Control and Prevention. (2014). Increasing Access to Drinking Water in Schools. Atlanta GA: US Dept. of Health and Human Services.

Employee Wellness

Schools that support **Employee Wellness** recognize that healthy staff are essential to building a healthy school environment. School employees serve as role models to students and can reinforce nutrition and physical activity practices that students are learning.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year, representative at the state level, addressed employee wellness. The analysis explores provisions to support educators' well-being, including stress management, substance abuse, and physical activity. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the Employee Wellness domain, we assessed five topics (see Coding Appendix). In this brief, we present data separately for public school districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 38%), moderate (38% to < 75%), or comprehensive (≥ 75%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

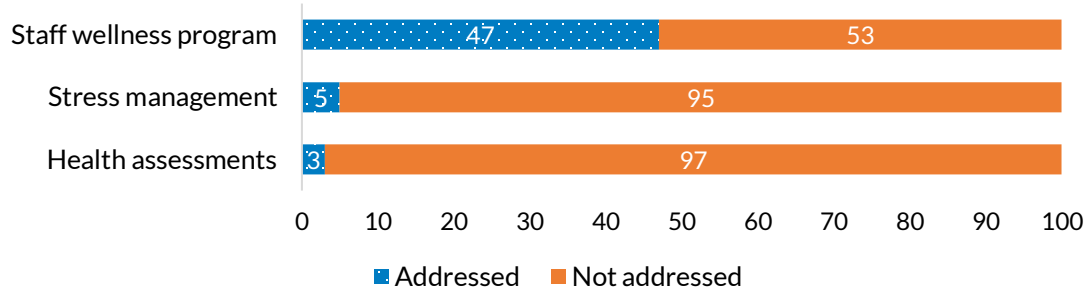
For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same five employee wellness topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Employee wellness was sparsely covered in district policies across the 20 states.

- **Only district policies in California had moderate coverage of employee wellness (41%) topics.** The remainder of the selected states had low coverage for employee wellness (range: 1% to 32%, average: 17%).
- **Twenty-eight percent of districts in the 20 selected states had policies that require employee wellness programs, and 19 percent of districts had policies that encourage employee wellness (see Figure 10.1)**. This is an increase from 2014, when only approximately 30 percent of districts nationwide had policies addressing employee wellness.[2] Employee wellness continues to be a policy opportunity for districts given that staff members can be great role models for health, and healthier employees can lead to increased productivity, fewer absences, and a better support system for the health and academic success of students.[3]

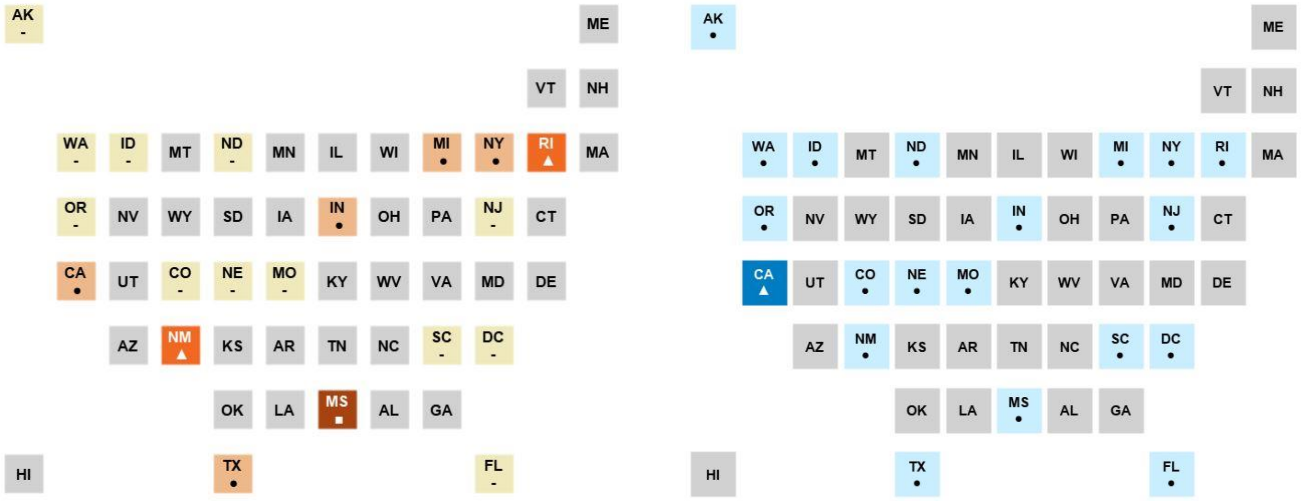
- **Twenty-eight percent of districts analyzed addressed physical activity opportunities for staff.** Physical activity opportunities could be part of school activities or partnerships with programs on or off campus.
- **Less than 5 percent of districts studied had policies that addressed providing stress management assistance to employees (5%); healthy food on campus for staff meetings, parties, or in staff vending machines (4%); or health assessments for employees (3%).** Comprehensive employee wellness programs that provide benefits such as stress management programs or regular health assessments can be beneficial to school districts by potentially lowering insurance premiums for employees, decreasing employee turnover, and reducing spending on substitute teachers.[4]

Figure 10.1. Percent of public school districts in 20 states covering selected employee wellness topics in policy.



District policies are, on average, more comprehensive than the laws in the same states; however, both state and district policies have limited coverage of employee wellness topics.

Figure 10.2a and 10.2b. State law (left) and public school district (right) comprehensiveness of employee wellness topics in policy.



These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have ***[■] comprehensive*** *(state panel: 1; district panel: 0),* ***[▲] moderate*** *(state panel: 2; district panel: 1),* ***[●] low*** *(state panel: 5; district panel: 19), or* ***[-] no*** *(state panel: 12; district panel: 0) coverage of employee wellness topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

- **In 12 of the 20 states, districts cover at least some employee wellness topics, whereas state laws do not cover any employee wellness topics (see Figures 10.2a and 10.2b).** One additional state (CA) covered some employee wellness topics in state law, but district policy was, on average, more comprehensive. Three states (MS, NM, and RI) had state laws that are more comprehensive than district policies in those states.
- **The most commonly addressed employee wellness topic related to staff wellness.** For the 20 states analyzed, 40 percent of states and 47 percent of districts addressed the topic of staff wellness. However, only 5 percent of the states and districts, respectively, addressed the issue of staff stress management and only 5 percent of states and 4 percent of districts addressed having a healthy food policy for staff.

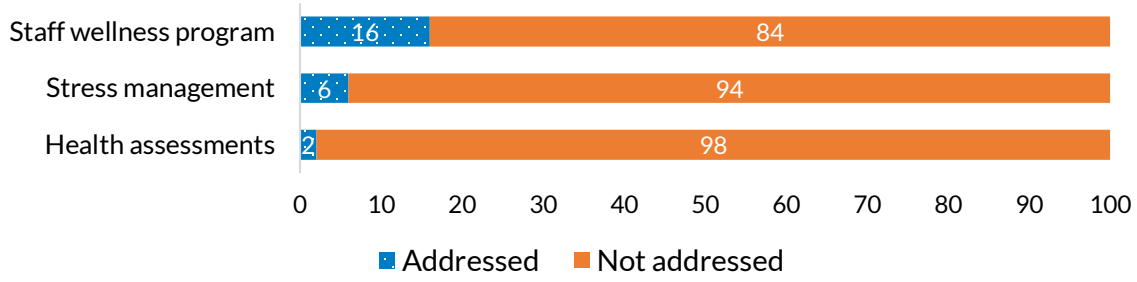
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of employee wellness when compared to district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Consistent with district and state policies in the 20 states, charter policies rarely covered employee wellness topics.

- **Just 16 percent of charter LEAs addressed staff wellness programs in their policies (see Figure 10.3).** A smaller percentage addressed specific employee wellness topics including physical activity opportunities for staff (9%), stress management (6%), health assessments (2%), or healthy food policy for staff (2%).

Figure 10.3. Percent of sampled charter LEAs addressing selected employee wellness topics in written policy.



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools.

[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."

[2] Piekarz, E., Schermbeck, R., Young, S.K., Leider, J., Ziemamnn, M., Chriqui, J.F. (2016). School District Wellness Policies: Evaluating Progress and Potential for Improving Children's Health Eight Years After the Federal Mandate. School Years 2006-07 through 2013-14. Volume 4. Chicago, IL: Bridging the Gap Program and the National Wellness Policy Study, Institute for Health Research and Policy, University of Illinois at Chicago, Retrieved from: https://go.uic.edu/NWPSproducts.

[3] Eaton, D.K., Marx, E., Bowie, S.E. (2007). Faculty and staff health promotion: Results from the school health policies and programs study 2006. *Journal of School Health.* ;*77*(8):557-566.

[4] Centers for Disease Control and Prevention. Components of the Whole School, Whole Community, Whole Child (WSCC). (Updated 2015). Retrieved from: https://www.cdc.gov/healthyschools/wscc/components.htm.

Family Engagement

The Whole School, Whole Community, Whole Child model emphasizes that **Family Engagement** is a critical component to student success in the classroom.[1] As a shared responsibility between educators and parents, family engagement involves inclusivity at school, parent participation, and parental support for students, both at home and in the community.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year, representative at the state level, addressed family engagement topics. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[2]

Within the Family Engagement domain, we assessed four topics (see Coding Appendix) for the districts and charter LEAs in each of the 20 states. In this brief, we present data separately for districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 44%), moderate (44% to < 78%), or comprehensive (≥ 78%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

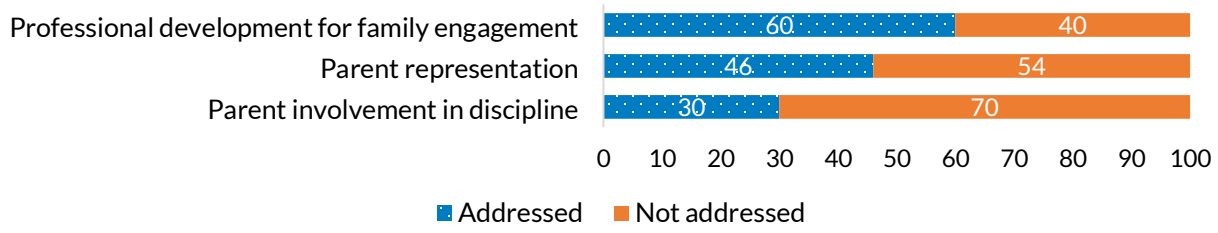
For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same four family engagement topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Coverage of family engagement topics in district policies varied considerably between the 20 states.

- **District policies in 4 states (AK, CO, DC, NY) had, on average, comprehensive coverage of family engagement topics evaluated as part of this study (range: 80% to 100%; average: 86%).** District policies in 12 states had moderate coverage (range: 46% to 77%; average: 59%), and four states (ND, NE, NJ, TX) had low coverage of family engagement topics (range: 4% to 41%; average: 31%).
- **Almost two-thirds (60%) of districts in the 20 selected states addressed professional development for staff on the topic of family engagement (see Figure 11.1).** Often, this professional development was tied into district policies related to federal services under Title I of the *Elementary and Secondary Education Act*, and often specifically focused on training teachers in ways to better communicate with parents and guardians.

- **Just under half (46%) of districts in this study addressed parent representation on local governance councils, advisory boards, or committees.** Federal regulations already require that parents be involved in the periodic development, review, and update of district wellness policies[3]; however, these policies encourage family engagement in broader school decision making or school improvement planning efforts.
- **Only 30 percent of districts studied addressed parental involvement in student disciplinary action and management, such as assisting in the development of student codes of conduct**. When there is more family involvement in the school setting, fewer students are sent out of the classroom for disciplinary action.[4]

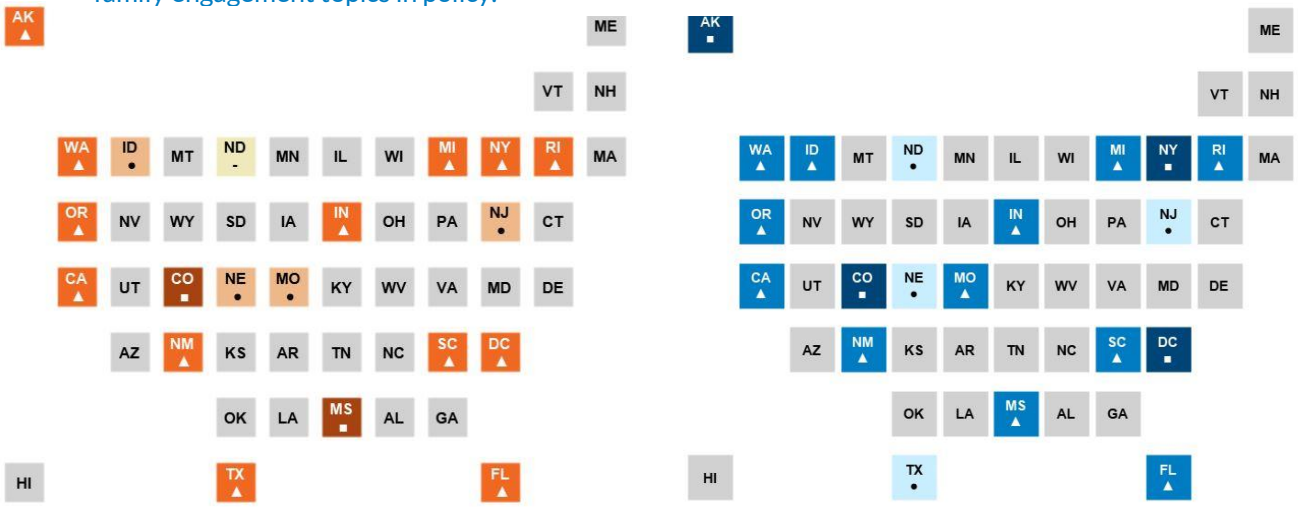
Figure 11.1. Percent of public school districts in 20 states covering selected family engagement topics in policy.



For the majority of selected states (12 of 20), state laws and district policies addressed family engagement topics similarly.

- **District policies in six states were more comprehensive than their respective state laws (see Figure 11.2a and 11.2b)**. The laws of two states were more comprehensive than district policies
- **Professional development for teachers and staff around family engagement was addressed more often at the district than the state level.** Only 30 percent of states addressed providing professional development for teachers/staff on engaging parents as compared to 60 percent of districts.

Figure 11.2a and 11.2b. State law (left) and public school district (right) comprehensiveness of family engagement topics in policy.



These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have ***[■] comprehensive*** *(state panel: 2; district panel: 4),* ***[▲] moderate*** *(state panel: 13; district panel: 12),* ***[●] low*** *(state panel: 4; district panel: 4), or* ***[-] no*** *(state panel: 1; district panel: 0) coverage of family engagement topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

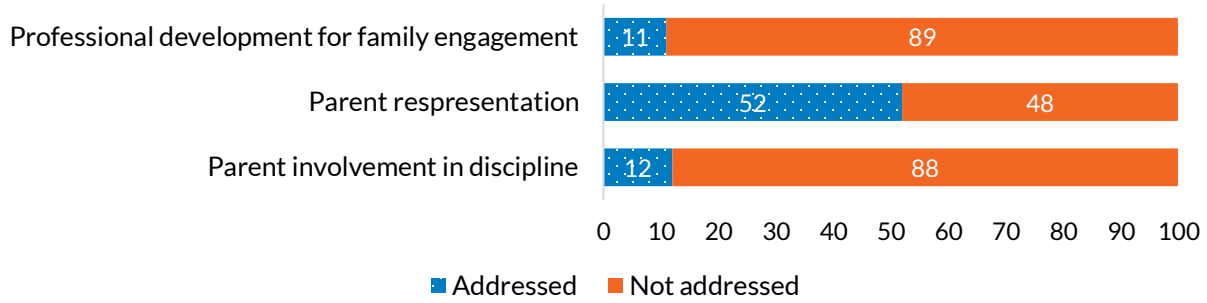
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of family engagement when compared to public school district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Fewer charter LEAs addressed family engagement topics than public school districts in the 20 states.

- **Just over half (52%) of charter LEAs analyzed addressed parent representation on school governance councils, advisory boards, or committees (see Figure 11.3).** This is similar to the portion of districts that addressed this topic in policy (46%).
- **Fewer charter schools addressed professional development to promote parental involvement (11%) and parental involvement in disciplinary policy making (12%) than public school districts.**

Figure 11.3. Percent of charter LEAs addressing selected family engagement topics in written policy.



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools.

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[1] Centers for Disease Control and Prevention. *Components of the Whole School, Whole Community, Whole Child: Family Engagement.* Retrieved from: https://www.cdc.gov/healthyschools/wscc/components.htm.
[2] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[3] Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010, Final Rule, (2016). 81 Federal Register 50151. Retrieved from: https://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf.
[4] Sheldon, S.B. & Epstein, J.L. Improving Student Behavior and School Discipline with Family and Community Involvement. (2002) *Education And Urban Society* 35(1).

Community Involvement

Community Involvement in schools can promote resource sharing and coordination to more effectively meet diverse student needs and enrich opportunities in the learning environment.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school year, representative at the state level, addressed community involvement. The analysis explores how policies promote community engagement in school governance, the formation of school and community partnerships, and the shared use of school facilities. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the Community Involvement domain, we assessed three topics (see Coding Appendix) for the districts and charter schools in each of the 20 states. In this brief, we present data separately for public school districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 40%), moderate (40% to < 80%), or comprehensive (≥ 80%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process.)

For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same three community involvement topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a subset of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

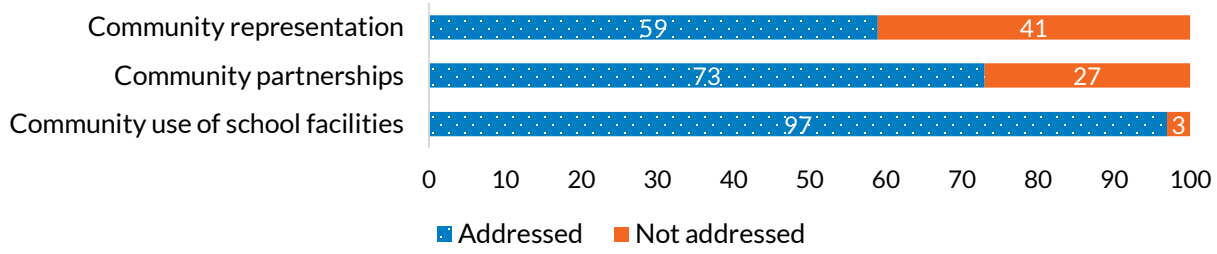
Across all 20 states, district policies at least moderately covered community involvement topics.

- **District policies in seven states were comprehensive (range: 83% to 99%; average: 91%).** District policies in the 13 remaining states addressed a moderate amount of community involvement topics (range: 41% to 79%; average: 67%).
- **Almost every district (97%) included in this study addressed community use of school facilities (see Figure 12.1).** These policies may address open access to school spaces for recreation or other community uses. At times, policies establish detailed plans for use and/or payment.
- **Just over 12 percent of districts studied encouraged school-community partnerships within their policies and just over 60 percent required that schools create partnerships within the broader**

community. Community partnerships often address student needs in ways that are beyond the resources of an individual school district.

- **Just over half of the districts studied either encouraged (32%) or required (27%) community member representation on governance councils, advisory boards, or committees.** Research indicates that greater stakeholder involvement leads to more well-rounded policy making.[2]

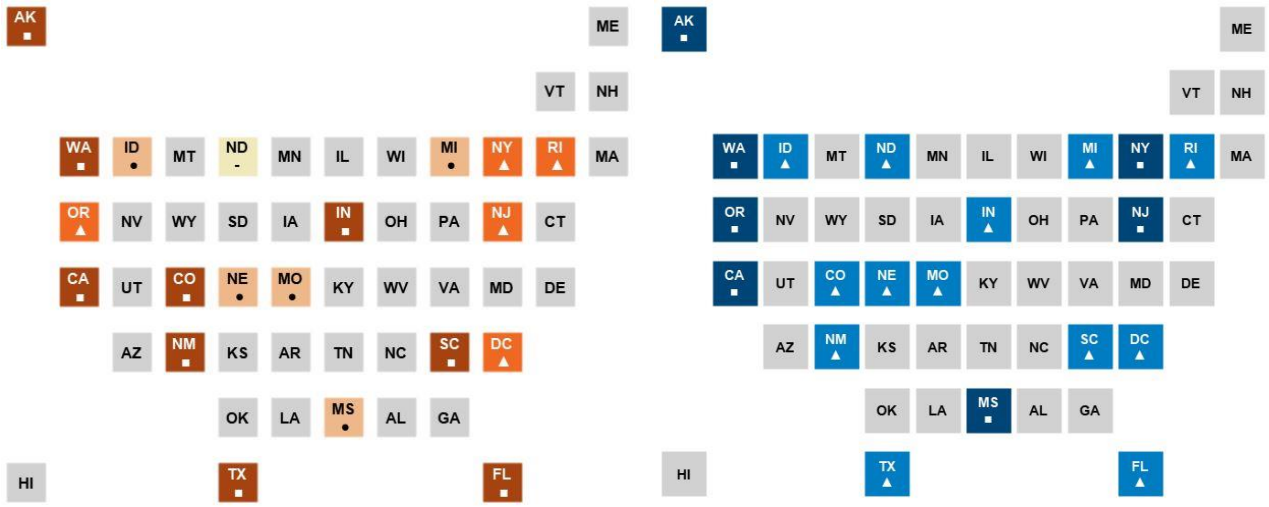
Figure 12.1. Percent of public school districts in 20 states addressing selected community involvement topics in policy.



States are mixed regarding whether district policies or state laws addressed community involvement more comprehensively.

- **In nine states, district policies were more comprehensive, while in six states, state laws were more comprehensive (see Figures 12.2a and 12.2b).** The remaining five states addressed community involvement similarly in their state laws and district policies.
- **Districts more frequently addressed community use of school facilities in policies than did states.** Ninety-seven percent of districts in the 20 states addressed community use of school facilities, while only 65 percent of states addressed this topic.

Figure 12.2a and 12.2b. State law (left) and public school district (right) comprehensiveness of community involvement topics in policy.



*These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have **[■] comprehensive** (state panel: 9; district panel: 7), **[▲] moderate** (state panel: 5; district panel: 13), **[●] low** (state panel: 5; district panel: 0), or **[-] no** (state panel: 1; district panel: 0) coverage of community involvement topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

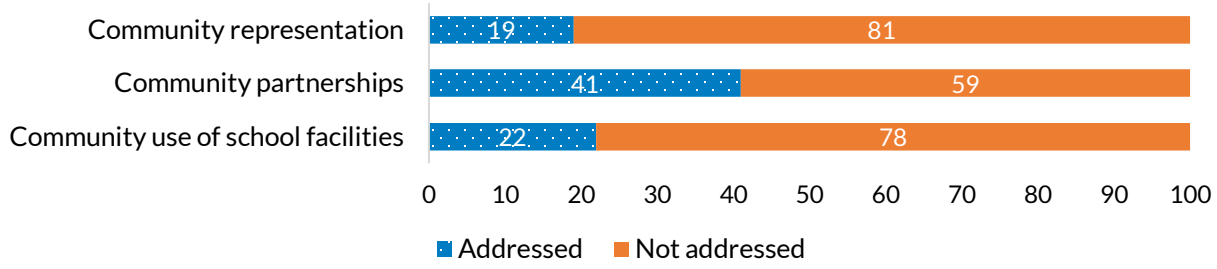
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of community involvement when compared to public school district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Community involvement was addressed in only a fraction of charter LEA policies.

- **Unlike district policies, only 22 percent of charter LEAs' policies addressed community use of facilities (see Figure 12.3).** Only 3 percent of charter LEAs encouraged and/or incentivized the practice.
- **Few charter LEAs addressed other community involvement topics.** Thirteen percent of charter LEAs encouraged, and 28 percent required the creation of partnerships with outside organizations that may be able to support students in ways beyond the capabilities of the school. Only 19 percent of charter LEAs addressed community representation on local governance councils, advisory boards, or committees.

Figure 12.3. Percent of sampled charter LEAs addressing selected community involvement topics in written policy.



The Institute for Health Research and Policy at the University of Illinois at Chicago, in partnership with Child Trends, examined the extent to which 11 healthy schools domains are addressed in local education policies across 20 strategically selected states (including 19 states and the District of Columbia; see Methods section for details on the sampling methodology). These domains include the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model: Health Education; Physical Education and Physical Activity; Nutrition Environment and Services; Health Services; Counseling, Psychological, and Social Services; Social and Emotional Climate; Physical Environment; Employee Wellness; Family Engagement; and Community Involvement. An additional domain, WSCC References, addresses the extent to which district policies include explicit references to the WSCC model, or similar language such as the Centers for Disease Control and Preventions' Coordinated School Health model. Sub-briefs covering the other domains can be found at https://www.childtrends.org/publications/the-current-landscape-of-school-district-and-charter-policies-that-support-healthy-schools..

[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[2] Kehm, R., Davey, C., Nanney, M.. (2015) The role of family and community involvement in the development and implementation of school nutrition and physical activity policy. *Journal of School Health. 85*(2):90-9.

WSCC References

The **Whole School, Whole Community, Whole Child (WSCC)** model provides a framework for schools and school districts to address a comprehensive range of issues that influence student well-being, including nutrition, physical activity, social and emotional health, the physical environment, community and family engagement, and other factors.

This analysis explores the extent to which a sample of local education agency (LEA) policies from the 2017-2018 school-year, representative at the state level, included references to the WSCC model, or its predecessor, Coordinated School Health. The LEAs studied are a sample of 432 agencies, spanning 19 states and the District of Columbia (hereafter "selected states"; see maps below and Methods Appendix for more details on the state selection), and include both public school districts ("districts"; n = 368) and charter LEAs (n = 64).[1]

Within the WSCC References domain, we assessed six topics (see Coding Appendix) for the districts and charter schools in each of the 20 states. In this brief, we present data separately for districts and charter LEAs.

Public School District Policies

The district sample included 368 LEAs in 20 selected states, weighted to be representative of districts at the state level. For these data, we determined the percentage of the topics addressed, on average, across the districts within each state and across all districts studied. To support easy comparisons in the comprehensiveness of district policy across states, percentages were given one of four designations: none (0%), low (< 50%), moderate (50% to < 83%), or comprehensive (≥ 83%).

Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that included firm mandates and policies that merely encouraged activity counted equally in this measure of comprehensiveness. (See Methods Appendix for more information on our coding process).

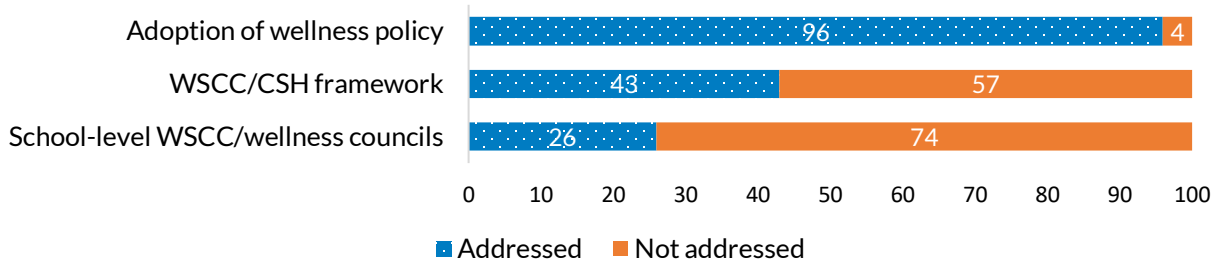
For each of the 20 states, we also present a comparison between district data and state statutes and regulations for the same six WSCC reference topics. The same categorizations of none, low, moderate, and comprehensive are used to present the state data. Note that the state data presented herein only represent a sub-set of the state law data compiled and presented in our companion state law report and the state law data included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

District policies in each of the 20 selected states had either low or moderate coverage of WSCC reference topics.

- **On average, eight states' districts had moderate coverage (range: 51% to 83%; average: 64%) of WSCC reference topics.** 12 states' districts had low coverage (range: 31% to 49%; average: 40%).
- **Nine percent of districts in the 20 selected states referred by name to WSCC in their policies (see Figure 13.1).** Another 33 percent of districts mentioned its predecessor, Coordinated School Health.
- **A majority of districts studied either encouraged (11%) or required (66%) district-level wellness councils.** Only about one-quarter (26%) of studied districts addressed school-level wellness councils, which are recommended by many advocates of healthy school environments to aid in the implementation of district-level efforts.[2]

- **Ninety-six percent of districts in this sample had a wellness policy and 65 percent identified an individual responsible for wellness leadership.** The U.S. Department of Agriculture mandates that all school districts participating in federal child nutrition programs adopt and implement local wellness policies that include goals for nutrition, physical activity, and other school-based activities that promote student wellness, among other requirements.[3]
- **Thirteen percent of districts studied had an equity policy on file.** Policies captured in this study went beyond restatements of federal anti-harassment laws, detailing ways in which the school setting would be inclusive and inviting to all students across the WSCC domains. Equity is an important cornerstone to ensure that all WSCC-related policies are open and accessible to all students.

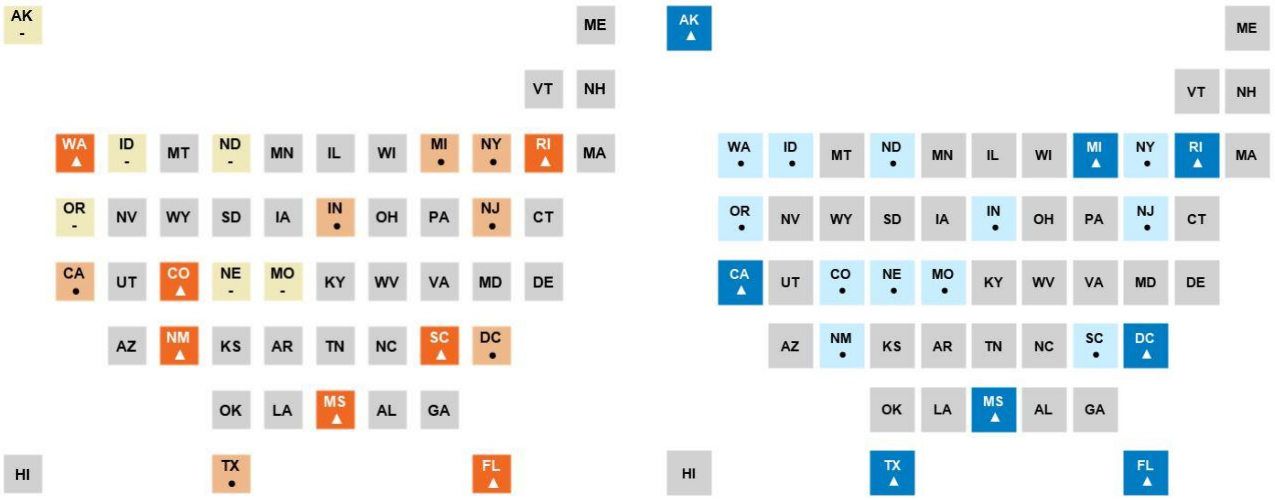
Figure 13.1. Percentage of public school districts in 20 states addressing selected WSCC reference topics in policy.



In half of states, district policies were more comprehensive on WSCC reference topics than state laws.

- **Four states' laws (CO, NM, SC, and WA) addressed WSCC in a more comprehensive fashion than district policies, on average (see Figures 13.2a and 13.2b).**
- **Nearly half of states' laws, as well as district policies, did not reference either the WSCC framework or Coordinated School Health.** Forty-five percent of states and 43 percent of the districts within the states addressed either the WSCC framework or Coordinated School Health.

Figure 13.2a and 13.2b. State law (left) and public school district (right) comprehensiveness of WSCC references topics in policy.



These maps show the proportion of states (left panel) and districts (right panel) in each of the 20 selected states that have ***[■] comprehensive*** *(state panel: 0; district panel: 0),* ***[▲] moderate*** *(state panel: 7; district panel: 8),* ***[●] low*** *(state panel: 7; district panel: 12), or* ***[-] no*** *(state panel: 6; district panel: 0) coverage of WSCC-related topics in state and district policies, respectively. For this report, only the 20 states represented with colored squares were studied (at the state and district levels); states shown in gray were excluded from this analysis.*

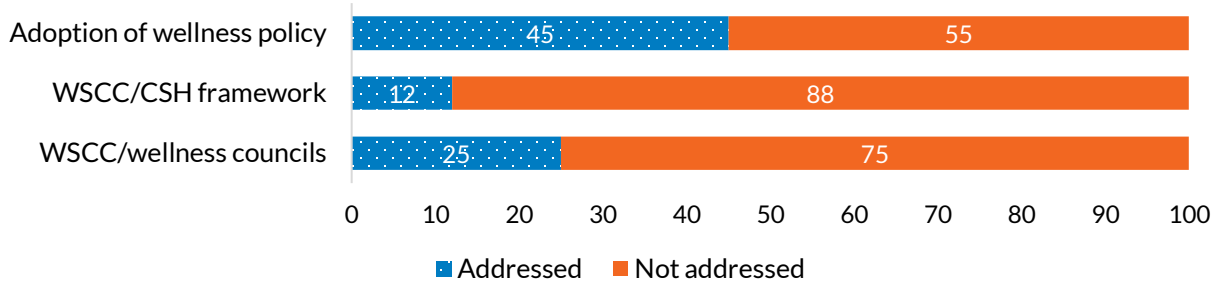
Charter LEA Policies

We also collected policies for a sample of 64 charter LEAs across the 20 selected states. Depending on the structure of charter LEAs in a given state, such policies may be applicable for a single school or for multiple schools run by the same charter provider. Charter policies often addressed different aspects of the WSCC references domain when compared to public school district policies. Because the number of charter policies collected in a single state was often small (proportionate to their representation across all LEAs in the state), we chose to look across the full sample of charter schools rather than make generalizations at the state level.

Fewer charter LEAs addressed WSCC reference topics compared to public school districts in the 20 states.

- **Only 12 percent of charter LEAs in the selected states addressed implementing the Coordinated School Health or WSCC frameworks in their policies (see Figure 13.3).**
- **Forty-five percent of charter LEAs had a wellness policy.** However, only 19 percent of charter LEAs had a policy that identified wellness leadership. One-quarter (25%) of charter LEAs addressed the creation of a district-level wellness council.
- **Two percent of charter LEAs had an equity policy.** WSCC supports the idea that a healthy school is one in which all students feel safe and valued, and an equity policy may help lay the foundational groundwork for such efforts.[4]

Figure 13.3. Percentage of sampled charter LEAs addressing selected WSCC reference topics in written policy.



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[1] For purposes of this work, a charter LEA is an LEA listed in the U.S. Department of Education's Common Core of Data (SY 2014-15) as an "Independent Charter District."
[2] Alliance for a Healthier Generation. *School Wellness Committees*. Retrieved from: https://www.healthiergeneration.org/take-action/schools/wellness-topics/policy-environment/school-wellness-committees.
[3] Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010, Final Rule, (2016). 81 Federal Register 50151. Retrieved from: https://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf.
[4] Smith, D., Frey, N., Pumpian, I., Fisher, D. (2017). *Building Equity: Policies and Practices to Empower All Learners*. Alexandria, VA: ASCD,.

Summary

Summary

This report aimed to examine how local education agencies (LEAs) in 20 strategically selected states, including both public school districts ("districts") and charter LEAs, cover each of the 10 components of the WSCC framework in their policies, and how such coverage compares to state laws and regulations. The previous sections of the report illustrated the immense variation—both across domains and across states—in how comprehensively LEA policies cover topics within the WSCC. On average, LEA policies address some domains (e.g., nutrition environment and services, physical education and physical activity); in most cases, however, LEA policies are rather limited in their scope of WSCC-related topics (particularly when comparing public school district policies to comparable state laws, and for charter LEAs overall).

With the exception of the District of Columbia's public school district-level policy, which had deep coverage of the WSCC (i.e., comprehensively covering the topics in six or more WSCC domains), district policies across most of the remaining states were broad (eight or more moderate or comprehensive domains) or limited (three to five low/none domains). Six of the eight states (Alaska, California, Colorado, New York, Oregon, and Washington state) with broad district policy coverage of WSCC topics also had broad coverage of WSCC in their state statutes and regulations. In the two remaining states with broad district policy coverage (Michigan and Missouri), the corresponding state laws were more limited in scope. In states that have broader coverage of WSCC domains at the district level than at the state level, state policymakers might learn from the implementation of district policies to inform policy making at the state level.

By contrast, the district policies in 11 of the states studied for this report were limited in their coverage of WSCC topics. Six of these 11 states (Florida, Indiana, Mississippi, New Mexico, Rhode Island, and Texas) had broad coverage of WSCC topics at the state level (the other five had limited state-level coverage). These six states appear to be taking a broader (but not deep) approach to supporting the whole child at the state level, with certain areas (e.g., nutrition environment and support services) more concentrated at the district level. There are a few reasons this might be the case. First, districts—even those that do not embed state policies by reference—may assume that the state's coverage of topics in policy means that they do not also need to explicitly reference those topics. Alternatively, districts may not be fully implementing the recommendations and requirements spelled out in state law. Further analysis is needed to understand the interplay between state and district policies and their implementation.

Finally, across the board, charter LEA attention to the WSCC domains was quite limited. In fact, charter LEA policies addressed no more than 35 percent of the topics in a single domain (which was the most of any domain for charter LEAs). The applicability of certain laws and regulations to charter LEAs varies between states. Thus, there is clear need to focus on charter LEA policies to address the whole child.

This study identified several areas where there is clear opportunity for additional focus, as well as areas that require further investigation:

- First, our analysis revealed that student nutrition topics are much more likely to be addressed at the LEA level than at the state level. This is likely a function of district participation in federal school meals programs, which require development of local wellness and other related policies. It also highlights that state law may not always be necessary to affect school-level practice; district policies—especially those directly informed by federal laws and regulations—may have more direct influence on schools and/or may reinforce or complement related state laws.
- Second, employee wellness is rarely covered in either public school district or charter LEA policies. Healthy employees contribute to a healthy school environment overall, and can model healthy behaviors for students to imitate.[1,2] Additionally, with a growing awareness of child trauma and recognition that teachers and other school staff can experience secondary trauma through their efforts

to support students, creating policies to better support staff may improve schools' overall systems to support student well-being.

- Finally, while most districts address school-based counseling services for students, broader mental health supports are generally not reflected in LEA policies. Only 21 percent of districts and only 5 percent of charter LEAs include provisions for training staff in trauma-informed practices, and only 11 percent of districts and 5 percent of charter LEAs include provisions for staff training in mental health. Less than half of districts (45 percent) and only 18 percent of charter LEAs include mental health as part of student health education curriculum. As attention to student mental health continues to grow, it is critical to understand the potential benefits of including a focus on mental health in LEA policy.

Overall, our analysis suggests that although many LEAs have included aspects of the WSCC framework in policy, they are far from comprehensive. Further work is needed to understand the implementation, implications, and impact of such policies and to provide guidance to both local and state policymakers around policies that support healthy conditions for learning. Understanding the landscape of LEA policies is the first step in that effort.

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[1] Donnelly, J.E., Greene, J.L., Gibson, C.A., et al. (2009). Physical activity across the curriculum (PAAC): A randomized controlled trial to promote physical activity and diminish overweight and obesity in elementary school children. *Preventive Medicine. 49*(4):336-341.
[2] Perikkou, A., Gavrieli, A., Kougioufa, M., Tzirkali, M., Yannakoulia, M. (2013). A novel approach for increasing fruit consumption in children. *Journal of the Academy of Nutrition and Dietetics. 113*(9):1188-1193.

State-by-State Profiles

District Policies that Support Healthy Schools
School Year 2017-2018

Alaska

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 24 public school districts in Alaska have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Alaska School District Policies

	% of Elements Addressed within AK State Law	Average % of Elements Addressed within AK District Policies
Health Education	60%	35%
Physical Education and Physical Activity	57%	62%
Nutrition Environment and Services	0%	58%
Health Services	70%	43%
Counseling, Psychological, and Social Services	63%	56%
Social and Emotional Climate	36%	40%
Physical Environment	67%	64%
Employee Wellness	0%	29%
Family Engagement	75%	80%
Community Involvement	100%	90%

Overall LEA Coverage:

Broad

Key:
Low | Moderate | Comprehensive

Child TRENDS

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UIC

Average approach to selected topic areas by domain for Alaska's public school districts

□	Indicates majority of public school districts in Alaska cover topic similarly to state law
◊	Indicates majority of public school districts in Alaska cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Alaska cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (97%) □	Addresses Coordinated School Health (3%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (12%)	Encouraged (3%)	Required (does not address WSCC) (86%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (24%)	Encouraged (72%) ◊	Required (does not address WSCC) (4%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (19%)	Leadership identified (81%) ◊		
District Wellness Policy	Not addressed	Not addressed (12%)	District policy adopted (88%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (96%) o	District policy adopted (4%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (96%) □	Referenced (4%)	
Health Education Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
HE Curriculum ES	Recommended	Not addressed (0%)	Recommended (4%)	Required (96%) ◊
HE Curriculum MS	Recommended	Not addressed (0%)	Recommended (4%)	Required (96%) ◊
HE Curriculum HS	Required	Not addressed (0%)	Recommended (4%)	Required (96%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (7%)	Required in some grade levels (0%)	Required in all grade levels (93%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (24%)	Required in some grade levels (21%)	Required in all grade levels (55%) ◊
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (93%) ◊	Required in some grade levels (7%)	Required in all grade levels (0%)
Mental and Emotional Health Curriculum	Not addressed	Not addressed (93%) □	Required in some grade levels (7%)	Required in all grade levels (0%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (93%) ◊	Required in some grade levels (7%)	Required in all grade levels (0%)
Violence Prevention (within HE)	Required in all grade levels	Not addressed (68%) ◊	Required in some grade levels (32%)	Required in all grade levels (0%)
Bullying Prevention (within HE)	Not addressed	Not addressed (77%) □	Required in some grade levels (0%)	Required in all grade levels (23%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (38%)	Referenced (62%) □	
Time for PE ES	Not addressed	Not addressed (38%)	Recommended or less than national standards (42%) ◊	Required; Meets national standards (19%)
Time for PE MS	Not addressed	Not addressed (43%)	Recommended or less than national standards (45%) ◊	Required; Meets national standards (12%)
Time for PE HS	Not addressed	Not addressed (50%) □	Recommended or less than national standards (38%)	Required; Meets national standards (12%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (85%) □	Allowed (15%)
PE Exemptions for Illness	Allowed	Not addressed (68%) ◊	Allowed (32%)
PE Exemptions for Disabilities	Allowed	Not addressed (78%) ◊	Allowed (22%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (17%)	Addresses inclusivity of PE activity (83%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (57%) □	Allows substitution of other activities for PE (43%)	
PE Professional Development	Not addressed	Not addressed (59%) □	Addressed (41%)	
Physical Activity Throughout Day	Encouraged	Not addressed (10%)	Encouraged (66%) □	Required (24%)

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (12%)	Addressed or requires less than daily recess (7%)	Requires daily recess (81%) ◊
Sports Participation Fees	Requires sports participation fees	Requires sports participation fees (26%)	Not addressed (69%) ◊	Sports participation fees prohibited or waivers provided (4%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (86%) □	Recommended or restricted to certain schools/ students (12%)	Required to ensure all students eat breakfast (3%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (19%)	Recommended (17%)	Required (64%) ◊
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (4%)	Addressed OR does not meet federal standards in all grades (26%)	Meets federal Smart Snacks standards in all grades (70%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (19%)	Recommends restricting to foods that meet Smart Snack standards (47%) ◊	Restricted to foods that meet Smart Snack standards (33%)
Class Parties ES	Not addressed	Not addressed (29%)	Addressed (17%)	Required (54%) ◊
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (10%)	Not addressed (83%) □	Supports access to meals (7%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (97%) ◊	Addressed, but no formal program (3%)	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Addressed	Not addressed (13%)	Addressed (87%) □	
Preventive Vision Screenings MS	Not addressed	Not addressed (81%) □	Addressed (19%)	
Preventive Vision Screenings HS	Not addressed	Not addressed (83%) □	Addressed (17%)	
Preventive Hearing Screenings ES	Addressed	Not addressed (13%)	Addressed (87%) □	
Preventive Hearing Screenings MS	Not addressed	Not addressed (81%) □	Addressed (19%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (83%) □	Addressed (17%)	
Preventive Dental Screenings ES	Addressed	Not addressed (97%) ◊	Addressed (3%)	
Preventive Dental Screenings MS	Addressed	Not addressed (97%) ◊	Addressed (3%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (97%) ◊	Addressed (3%)	
Asthma Plans	Addressed	Not addressed (12%)	Addressed (88%) □	
Diabetes Plans	Not addressed	Not addressed (100%) □	Addressed (0%)	
Allergy Plans	Addressed	Not addressed (4%)	Addressed (96%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (7%)	Allowed for religious or moral reasons (93%) □	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Not addressed	Not addressed (76%) □	Addressed, but nurse availability limited (24%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (56%) ◊	Addressed (44%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Encouraged	Not addressed (4%)	Encouraged (4%)	Required (91%) ◊
School Counseling 9-12	Encouraged	Not addressed (12%)	Encouraged (4%)	Required (84%) ◊
School-based or School-linked Mental Health Services	Encouraged	Not addressed (83%) ◊	Encouraged (5%)	Required (12%)
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Screening authorized	Not addressed (17%)	Screening authorized (53%) □	Encouraged or Required (30%)
Professional Development for Trauma	Not addressed	Not addressed (96%) □	Encouraged (0%)	Required (4%)
Professional Development for Suicide Prevention	Required	Not addressed (21%)	Encouraged (0%)	Required (79%) □
Suicide Prevention Policy	Not addressed	Not addressed (21%)	Encouraged (0%)	Required (79%) ◊

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (69%) ◊	Encouraged (24%)	Required (7%)
Social-Emotional Learning or Character Development	Not addressed	Not addressed (22%)	Encouraged (54%) ◊	Required (24%)
Professional Development for Cultural Competency	Not addressed	Not addressed (97%) □	Encouraged (0%)	Required (3%)
Chronic Absenteeism Early Warning Systems	Encourages or requires early warning, parent conferencing, and parental sanctions	Not addressed or limited to transfer to law enforcement (7%)	Encourages or requires early warning, parent conferencing, and parental sanctions (15%)	Encourages or requires comprehensive student supports (78%) ◊

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (36%)	Discourages use (64%) ◊	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (36%)	Encouraged (64%) ◊	Required (0%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (49%) □	Requires protections for selected groups (37%)	Requires protections for all groups including LGBTQ populations (14%)
Bullying, Harassment, and Intimidation Policy	Includes some components of U.S. Department of Education recommendations	Not addressed (9%)	Includes some components of U.S. Department of Education recommendations (91%) □	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (83%) ◊	Encouraged (12%)	Required (4%)
Hazing Policy	Not addressed	Not addressed (76%) □	Encouraged (10%)	Required (14%)
Dating Violence Policy	Required	Not addressed (57%) ◊	Encouraged (0%)	Required (43%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (76%) □	Not addressed or authorizes schools to refer to law enforcement (22%)	Requires districts to establish formal procedures for referrals to law enforcement (3%)
Equitable Discipline Practices	Not addressed	Not addressed (97%) □	Monitoring required (0%)	Monitoring and remediation required (3%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (7%)	Neither permitted nor prohibited (7%)	Prohibited (86%) □
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (3%)	Limits use with some protections (4%)	Limits use and includes comprehensive protections (93%) □
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (7%)	Required, but no plans for reviews or updates (4%)	Required, with regular reviews and updates (88%) □
Multi-hazard Practice Drills	Required without interagency coordination	Not addressed (12%)	Required without interagency coordination (24%)	Required, with required or encouraged interagency coordination (65%) ◊
Firearms on School Campus	Meets GFSA	Not addressed (10%)	Meets GFSA (4%)	Meets GFSA with protections (86%) ◊
Internet Safety	Not addressed	Not addressed (44%)	Encouraged (0%)	Required (56%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (79%) □	Requires comprehensive policies (21%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (7%)	Encouraged (3%)	Required (90%) ◊
Authorizes MOUs with Law Enforcement	Not addressed	Not addressed (97%) □	Authorized (3%)	Authorized with protections (0%)
Chemical Hazard Protections	Encouraged	Not addressed (38%)	Encouraged (59%) □	Required (3%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (97%) □	Encouraged (3%)	Required (0%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (26%)	Addressed (74%) ◊	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (38%)	Addressed (62%) ◊
Staff Healthy Food Policies	Not addressed	Not addressed (95%) □	Addressed (5%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (4%)	Addressed (10%)	Required (86%) □
Family Engagement in Local Governance	Required	Not addressed (43%) ◊	Encouraged (33%)	Required (24%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (32%)	Encouraged (63%) ◊	Required (5%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (3%)	Encouraged (93%) ◊	Required (4%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (28%)	Encouraged (66%) ◊	Required (5%)
School-Community and Interagency Partnerships	Encouraged	Not addressed (3%)	Encouraged (12%)	Required (85%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Authorized	Not addressed (0%)	Authorized (7%)	Authorized and encouraged (93%) ◊

District Policies that Support Healthy Schools
School Year 2017-2018

California

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 18 public school districts in California have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in California School District Policies

	% of Elements Addressed within CA State Law	Average % of Elements Addressed within CA District Policies
Health Education	60%	94%
Physical Education and Physical Activity	71%	96%
Nutrition Environment and Services	67%	62%
Health Services	90%	68%
Counseling, Psychological, and Social Services	75%	74%
Social and Emotional Climate	86%	71%
Physical Environment	83%	59%
Employee Wellness	20%	41%
Family Engagement	75%	77%
Community Involvement	100%	96%

Key:
Low | Moderate | Comprehensive

Overall LEA Coverage:

Broad

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for California's public school districts

□	Indicates majority of public school districts in California cover topic similarly to state law
◊	Indicates majority of public school districts in California cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in California cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (0%)	Addresses Coordinated School Health (100%) ◊	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (46%)	Encouraged (54%) ◊	Required (does not address WSCC) (0%)	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (0%)	Encouraged (94%) ◊	Required (does not address WSCC) (6%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (85%) □	Leadership identified (15%)		
District Wellness Policy	District policy adopted	Not addressed (9%)	District policy adopted (91%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (63%) o	District policy adopted (37%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (21%)	Referenced (79%) ◊	
Health Education Professional Development	Addressed	Not addressed (9%)	Addressed (91%) □	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Recommended	Not addressed (0%)	Recommended (0%)	Required (100%) ◊
HE Curriculum HS	Recommended	Not addressed (0%)	Recommended (0%)	Required (100%) ◊
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (0%)	Required in some grade levels (0%)	Required in all grade levels (100%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (0%)	Required in some grade levels (22%)	Required in all grade levels (78%) ◊
Social and Emotional Learning (within HE)	Not addressed	Not addressed (9%)	Required in some grade levels (0%)	Required in all grade levels (91%) ◊
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (9%)	Required in some grade levels (0%)	Required in all grade levels (91%) □
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (0%)	Required in some grade levels (9%)	Required in all grade levels (91%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (9%)	Required in some grade levels (0%)	Required in all grade levels (91%) □
Bullying Prevention (within HE)	Not addressed	Not addressed (6%)	Required in some grade levels (0%)	Required in all grade levels (94%) ◊

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (4%)	Referenced (96%) ◊	
Time for PE ES	Recommended or less than national standards	Not addressed (0%)	Recommended or less than national standards (100%) □	Required; Meets national standards (0%)
Time for PE MS	Recommended or less than national standards	Not addressed (0%)	Recommended or less than national standards (100%) □	Required; Meets national standards (0%)
Time for PE HS	Recommended or less than national standards	Not addressed (3%)	Recommended or less than national standards (97%) □	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Allowed	Not addressed (36%)	Allowed (64%) □
PE Exemptions for Illness	Allowed	Not addressed (2%)	Allowed (98%) □
PE Exemptions for Disabilities	Not addressed	Not addressed (85%) □	Allowed (15%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (2%)	Addresses inclusivity of PE activity (98%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (30%)	Allows substitution of other activities for PE (70%) □	
PE Professional Development	Addressed	Not addressed (2%)	Addressed (98%) □	
Physical Activity Throughout Day	Not addressed	Not addressed (0%)	Encouraged (88%) ◊	Required (12%)

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (0%)	Addressed or requires less than daily recess (76%) □	Requires daily recess (24%)
Sports Participation Fees	Sports participation fees prohibited or waivers provided	Requires sports participation fees (0%)	Not addressed (14%)	Sports participation fees prohibited or waivers provided (86%) □

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Recommended or restricted to certain schools/ students	Not addressed (85%) ◊	Recommended or restricted to certain schools/ students (15%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (100%) □	Recommended (0%)	Required (0%)
Competitive Food (Outside of School Meals)	Addressed OR does not meet federal standards in all grades	Not addressed (2%)	Addressed OR does not meet federal standards in all grades (15%)	Meets federal Smart Snacks standards in all grades (82%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Restricted to foods that meet Smart Snack standards	Not addressed (9%)	Recommends restricting to foods that meet Smart Snack standards (0%)	Restricted to foods that meet Smart Snack standards (91%) □
Class Parties ES	Not addressed	Not addressed (0%)	Addressed (100%) ◊	Required (0%)
Unpaid Meal Charge Policy	Supports access to meals	Restricts access to meals (0%)	Not addressed (24%)	Supports access to meals (76%) □

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (6%)	Addressed, but no formal program (94%) ◊	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Vision Screenings HS	Not addressed	Not addressed (26%)	Addressed (74%) ◊	
Preventive Hearing Screenings ES	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Hearing Screenings MS	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Hearing Screenings HS	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Dental Screenings ES	Addressed	Not addressed (39%)	Addressed (61%) □	
Preventive Dental Screenings MS	Not addressed	Not addressed (50%) ⊖	Addressed (50%) ⊖	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (55%) □	Addressed (45%)	
Asthma Plans	Addressed	Not addressed (19%)	Addressed (81%) □	
Diabetes Plans	Not addressed	Not addressed (33%)	Addressed (67%) ◊	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Not addressed	Not addressed (8%)	Allowed for religious or moral reasons (92%) ◊	
School Nurse Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (100%) ◊	Addressed, but nurse availability limited (0%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (12%)	Addressed (88%) □	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Encouraged	Not addressed (0%)	Encouraged (66%) □	Required (34%)
School Counseling 9-12	Encouraged	Not addressed (0%)	Encouraged (64%) □	Required (36%)
School-based or School-linked Mental Health Services	Encouraged	Not addressed (24%)	Encouraged (67%) □	Required (9%)
Professional Development for Mental Health	Not addressed	Not addressed (90%) □	Encouraged (1%)	Required (8%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (14%)	Screening authorized (20%)	Encouraged or Required (67%) □
Professional Development for Trauma	Not addressed	Not addressed (12%)	Encouraged (73%) ◊	Required (16%)
Professional Development for Suicide Prevention	Encouraged	Not addressed (33%)	Encouraged (0%)	Required (67%) ◊
Suicide Prevention Policy	Required	Not addressed (22%)	Encouraged (9%)	Required (69%) □

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (18%)	Encouraged (76%) □	Required (6%)
Social-Emotional Learning or Character Development	Not addressed	Not addressed (6%)	Encouraged (13%)	Required (81%) ◊
Professional Development for Cultural Competency	Required	Not addressed (12%)	Encouraged (6%)	Required (83%) □
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (10%)	Encourages or requires early warning, parent conferencing, and parental sanctions (13%)	Encourages or requires comprehensive student supports (77%) □

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (9%)	Discourages use (91%) ◊	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Required	Not addressed (22%)	Encouraged (62%) ◊	Required (16%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (10%)	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (90%) □
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (100%) ◊	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (9%)	Encouraged (0%)	Required (91%) ◊
Hazing Policy	Encouraged	Not addressed (6%)	Encouraged (94%) □	Required (0%)
Dating Violence Policy	Encouraged	Not addressed (94%) ◊	Encouraged (6%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (85%) ◊	Encouraged (0%)	Required (15%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (54%) □	Not addressed or authorizes schools to refer to law enforcement (46%)	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Monitoring required	Not addressed (29%)	Monitoring required (71%) □	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (71%) ◊	Prohibited (29%)
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (98%) ◊	Limits use with some protections (2%)	Limits use and includes comprehensive protections (0%)
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (2%)	Required, but no plans for reviews or updates (8%)	Required, with regular reviews and updates (90%) □
Multi-hazard Practice Drills	Not addressed	Not addressed (68%) □	Required without interagency coordination (23%)	Required, with required or encouraged interagency coordination (9%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (19%)	Meets GFSA (9%)	Meets GFSA with protections (72%) □
Internet Safety	Not addressed	Not addressed (48%) □	Encouraged (44%)	Required (8%)

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (100%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (8%)	Encouraged (9%)	Required (83%) ◊
Authorizes MOUs with Law Enforcement	Authorized with protections	Not addressed (100%) ◊	Authorized (0%)	Authorized with protections (0%)
Chemical Hazard Protections	Required	Not addressed (18%)	Encouraged (0%)	Required (82%) □
Water Quality Protections	Encouraged	Not addressed (41%) ◊	Encouraged (29%)	Required (30%)
Air Quality Protections	Required	Not addressed (18%)	Encouraged (0%)	Required (82%) □

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (2%)	Encouraged (16%)	Required (82%) ◊
Staff Stress Management Program	Not addressed	Not addressed (86%) □	Addressed (14%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (8%)	Addressed (92%) ◊
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (0%)	Addressed (3%)	Required (97%) □
Family Engagement in Local Governance	Required	Not addressed (72%) ◊	Encouraged (16%)	Required (12%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (2%)	Encouraged (8%)	Required (90%) ◊
Family Engagement in Policy making on School Discipline	Encouraged	Not addressed (19%)	Encouraged (20%)	Required (62%) ◊

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Encouraged	Not addressed (12%)	Encouraged (56%) □	Required (32%)
School-Community and Interagency Partnerships	Encouraged	Not addressed (0%)	Encouraged (0%)	Required (100%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (0%)	Authorized (100%) ◊	Authorized and encouraged (0%)

District Policies that Support Healthy Schools
School Year 2017-2018

Colorado

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 19 public school districts in Colorado have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Colorado School District Policies

	% of Elements Addressed within CO State Law	Average % of Elements Addressed within CO District Policies
Health Education	100%	42%
Physical Education and Physical Activity	57%	49%
Nutrition Environment and Services	67%	46%
Health Services	60%	43%
Counseling, Psychological, and Social Services	75%	21%
Social and Emotional Climate	71%	44%
Physical Environment	83%	58%
Employee Wellness	0%	29%
Family Engagement	100%	83%
Community Involvement	100%	77%

Overall LEA Coverage:

Broad

Key:
Low | Moderate | Comprehensive

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for Colorado's public school districts

□ Indicates majority of public school districts in Colorado cover topic similarly to state law
◊ Indicates majority of public school districts in Colorado cover topic differently than state law
ϴ Indicates categories in which most public school districts cover topics without a clear majority
○ Indicates how majority of public school districts in Colorado cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (93%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (7%)	
District-Level Wellness Councils	Encouraged	Not addressed (12%)	Encouraged (6%)	Required (does not address WSCC) (82%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (77%) □	Encouraged (23%)	Required (does not address WSCC) (0%)	Required (addresses WSCC) (0%)
Wellness Leadership	Leadership Identified	Not addressed (77%) ◊	Leadership identified (23%)		
District Wellness Policy	District policy adopted	Not addressed (8%)	District policy adopted (92%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (93%) ○	District policy adopted (7%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (100%) ◊	Referenced (0%)	
Health Education Professional Development	Addressed	Not addressed (61%) ◊	Addressed (39%)	
HE Curriculum ES	Recommended	Not addressed (7%)	Recommended (14%)	Required (79%) ◊
HE Curriculum MS	Recommended	Not addressed (7%)	Recommended (14%)	Required (79%) ◊
HE Curriculum HS	Recommended	Not addressed (7%)	Recommended (14%)	Required (79%) ◊
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (26%)	Required in some grade levels (0%)	Required in all grade levels (74%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in some grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (32%)	Required in some grade levels (0%)	Required in all grade levels (68%) □
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (32%)	Required in some grade levels (0%)	Required in all grade levels (68%) □
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (32%)	Required in some grade levels (0%)	Required in all grade levels (68%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (94%) ◊	Required in some grade levels (0%)	Required in all grade levels (6%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (65%) ◊	Referenced (35%)	
Time for PE ES	Not addressed	Not addressed (63%) □	Recommended or less than national standards (34%)	Required; Meets national standards (2%)
Time for PE MS	Not addressed	Not addressed (71%) □	Recommended or less than national standards (27%)	Required; Meets national standards (2%)
Time for PE HS	Not addressed	Not addressed (71%) □	Recommended or less than national standards (27%)	Required; Meets national standards (2%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (94%) □	Allowed (6%)
PE Exemptions for Illness	Not addressed	Not addressed (60%) □	Allowed (40%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (24%)	Addresses inclusivity of PE activity (76%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (93%) □	Allows substitution of other activities for PE (7%)	
PE Professional Development	Not addressed	Not addressed (96%) □	Addressed (4%)	
Physical Activity Throughout Day	Encouraged	Not addressed (13%)	Encouraged (80%) □	Required (7%)

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (13%)	Addressed or requires less than daily recess (82%) □	Requires daily recess (6%)
Sports Participation Fees	Requires sports participation fees	Requires sports participation fees (59%) □	Not addressed (21%)	Sports participation fees prohibited or waivers provided (20%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Recommended or restricted to certain schools/ students	Not addressed (90%) ◊	Recommended or restricted to certain schools/ students (10%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Recommended	Not addressed (56%) ◊	Recommended (14%)	Required (31%)
Competitive Food (Outside of School Meals)	Addressed OR does not meet federal standards in all grades	Not addressed (2%)	Addressed OR does not meet federal standards in all grades (26%)	Meets federal Smart Snacks standards in all grades (72%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (63%) □	Recommends restricting to foods that meet Smart Snack standards (4%)	Restricted to foods that meet Smart Snack standards (34%)
Class Parties ES	Addressed	Not addressed (12%)	Addressed (88%) □	Required (0%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (15%)	Not addressed (85%) □	Supports access to meals (0%)

Health Services

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (31%)	Addressed, but no formal program (69%) ◊	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Addressed	Not addressed (35%)	Addressed (65%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (35%)	Addressed (65%) □	
Preventive Vision Screenings HS	Addressed	Not addressed (35%)	Addressed (65%) □	
Preventive Hearing Screenings ES	Addressed	Not addressed (35%)	Addressed (65%) □	
Preventive Hearing Screenings MS	Addressed	Not addressed (35%)	Addressed (65%) □	
Preventive Hearing Screenings HS	Addressed	Not addressed (35%)	Addressed (65%) □	
Preventive Dental Screenings ES	Not addressed	Not addressed (94%) □	Addressed (6%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (94%) □	Addressed (6%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (94%) □	Addressed (6%)	
Asthma Plans	Addressed	Not addressed (31%)	Addressed (69%) □	
Diabetes Plans	Not addressed	Not addressed (100%) □	Addressed (0%)	
Allergy Plans	Addressed	Not addressed (10%)	Addressed (90%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (14%)	Allowed for religious or moral reasons (86%) □	
School Nurse Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
School Nurse Availability	Not addressed	Not addressed (100%) □	Addressed, but nurse availability limited (0%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Not addressed	Not addressed (35%)	Addressed (65%) ◊	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Encouraged	Not addressed (91%) ◊	Encouraged (0%)	Required (9%)
School Counseling 9-12	Encouraged	Not addressed (91%) ◊	Encouraged (0%)	Required (9%)
School-based or School-linked Mental Health Services	Encouraged	Not addressed (90%) ◊	Encouraged (10%)	Required (0%)
Professional Development for Mental Health	Encouraged	Not addressed (89%) ◊	Encouraged (6%)	Required (4%)

	State Law	District Policies		
Early Identification and Referral	Screening authorized	Not addressed (36%)	Screening authorized (60%) □	Encouraged or Required (4%)
Professional Development for Trauma	Not addressed	Not addressed (72%) □	Encouraged (14%)	Required (14%)
Professional Development for Suicide Prevention	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Suicide Prevention Policy	Not addressed	Not addressed (60%) □	Encouraged (0%)	Required (40%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Not addressed	Not addressed (93%) □	Encouraged (7%)	Required (0%)
Social-Emotional Learning or Character Development	Encouraged	Not addressed (47%)	Encouraged (0%)	Required (53%) ◊
Professional Development for Cultural Competency	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (18%)	Encourages or requires early warning, parent conferencing, and parental sanctions (7%)	Encourages or requires comprehensive student supports (75%) □

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (38%) ◊	Discourages use (25%)	Requires limits on use of suspension and expulsion (36%)
Alternatives to Exclusionary Discipline	Required	Not addressed (29%)	Encouraged (71%) ◊	Required (0%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (30%)	Requires protections for selected groups (21%)	Requires protections for all groups including LGBTQ populations (49%) □
Bullying, Harassment, and Intimidation Policy	Includes some components of U.S. Department of Education recommendations	Not addressed (10%)	Includes some components of U.S. Department of Education recommendations (80%) □	Includes all components of U.S. Department of Education recommendations (10%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Not addressed	Not addressed (25%)	Encouraged (69%) ◊	Required (6%)
Hazing Policy	Encouraged	Not addressed (13%)	Encouraged (74%) □	Required (14%)
Dating Violence Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Not addressed or authorizes schools to refer to law enforcement	Requires referral for any offense in violation of criminal code (4%)	Not addressed or authorizes schools to refer to law enforcement (96%) □	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Monitoring required	Not addressed (76%) ◊	Monitoring required (24%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Neither permitted nor prohibited	Permitted (6%)	Neither permitted nor prohibited (10%)	Prohibited (83%) ◊
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (14%)	Limits use with some protections (0%)	Limits use and includes comprehensive protections (86%) □
Emergency Operations Plans	Required, but no plans for reviews or updates	Not addressed (4%)	Required, but no plans for reviews or updates (23%)	Required, with regular reviews and updates (73%) ◊
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (18%)	Required without interagency coordination (14%)	Required, with required or encouraged interagency coordination (69%) □
Firearms on School Campus	Not addressed	Not addressed (10%)	Meets GFSA (90%) ◊	Meets GFSA with protections (0%)
Internet Safety	Required	Not addressed (36%)	Encouraged (0%)	Required (64%) □

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (6%)	Prohibits any use, may include limited policies (94%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (18%)	Encouraged (76%) □	Required (6%)
Authorizes MOUs with Law Enforcement	Authorized with protections	Not addressed (93%) ◊	Authorized (0%)	Authorized with protections (7%)
Chemical Hazard Protections	Required	Not addressed (94%) ◊	Encouraged (6%)	Required (0%)
Water Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Air Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (75%) □	Encouraged (2%)	Required (22%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (78%) □	Addressed (22%)	

	State Law	District Policies		
Staff Physical Activity	Not addressed	Not addressed (65%) □	Addressed (35%)	
Staff Healthy Food Policies	Not addressed	Not addressed (34%)	Addressed (66%) ◊	

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (4%)	Addressed (7%)	Required (89%) □
Family Engagement in Local Governance	Required	Not addressed (4%)	Encouraged (0%)	Required (96%) □

	State Law	District Policies		
Professional Development on Family Engagement	Encouraged	Not addressed (37%)	Encouraged (56%) □	Required (7%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (23%)	Encouraged (0%)	Required (77%) □

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (37%)	Encouraged (6%)	Required (57%) □
School-Community and Interagency Partnerships	Encouraged	Not addressed (25%)	Encouraged (7%)	Required (67%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (8%)	Authorized (74%) ◊	Authorized and encouraged (18%)

District Policies that Support Healthy Schools
School Year 2017-2018

Florida

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 24 public school districts in Florida have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Florida School District Policies

	% of Elements Addressed within FL State Law	Average % of Elements Addressed within FL District Policies
Health Education	90%	62%
Physical Education and Physical Activity	71%	54%
Nutrition Environment and Services	33%	36%
Health Services	90%	48%
Counseling, Psychological, and Social Services	50%	28%
Social and Emotional Climate	71%	50%
Physical Environment	83%	51%
Employee Wellness	0%	27%
Family Engagement	75%	55%
Community Involvement	100%	63%

Overall LEA Coverage:

Limited

Key:
Low | Moderate | Comprehensive

Child TRENDS

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Average approach to selected topic areas by domain for Florida's public school districts

□ Indicates majority of public school districts in Florida cover topic similarly to state law
◊ Indicates majority of public school districts in Florida cover topic differently than state law
ϴ Indicates categories in which most public school districts cover topics without a clear majority
○ Indicates how majority of public school districts in Florida cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (90%) ◊	Addresses Coordinated School Health (10%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (28%)	Encouraged (1%)	Required (does not address WSCC) (70%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Required (does not address WSCC)	Not addressed (45%) ϴ	Encouraged (11%)	Required (does not address WSCC) (45%) ϴ	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (51%) □	Leadership identified (49%)		
District Wellness Policy	District policy adopted	Not addressed (9%)	District policy adopted (91%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (73%) ○	District policy adopted (27%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (74%) ◊	Referenced (26%)	
Health Education Professional Development	Not addressed	Not addressed (93%) □	Addressed (7%)	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (20%)	Required (80%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (11%)	Required (89%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (11%)	Required (89%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (8%)	Required in some grade levels (0%)	Required in all grade levels (92%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in some grade levels	Not addressed (70%) ◊	Required in some grade levels (9%)	Required in all grade levels (21%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (60%) ◊	Required in some grade levels (7%)	Required in all grade levels (33%)
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (35%) ⊖	Required in some grade levels (30%)	Required in all grade levels (35%) ⊖
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (26%)	Required in some grade levels (34%)	Required in all grade levels (40%) □
Violence Prevention (within HE)	Required in some grade levels	Not addressed (7%)	Required in some grade levels (77%) □	Required in all grade levels (16%)
Bullying Prevention (within HE)	Required in some grade levels	Not addressed (3%)	Required in some grade levels (5%)	Required in all grade levels (91%) ◊

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (9%)	Referenced (91%) □	
Time for PE ES	Required; meets national standards	Not addressed (27%)	Recommended or less than national standards (8%)	Required; Meets national standards (65%) □
Time for PE MS	Recommended or less than national standards	Not addressed (33%)	Recommended or less than national standards (61%) □	Required; Meets national standards (6%)
Time for PE HS	Not addressed	Not addressed (89%) □	Recommended or less than national standards (5%)	Required; Meets national standards (6%)

	State Law	District Policies	
PE Exemptions for Academics	Allowed	Not addressed (60%) ◊	Allowed (40%)
PE Exemptions for Illness	Not addressed	Not addressed (84%) □	Allowed (16%)
PE Exemptions for Disabilities	Not addressed	Not addressed (88%) □	Allowed (12%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (48%)	Addresses inclusivity of PE activity (52%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (57%) ◊	Allows substitution of other activities for PE (43%)	
PE Professional Development	Addressed	Not addressed (67%) ◊	Addressed (33%)	
Physical Activity Throughout Day	Not addressed	Not addressed (37%)	Encouraged (58%) ◊	Required (5%)

	State Law	District Policies		
Recess	Requires daily recess	Not addressed (44%) ◊	Addressed or requires less than daily recess (20%)	Requires daily recess (36%)
Sports Participation Fees	Not addressed	Requires sports participation fees (0%)	Not addressed (92%) □	Sports participation fees prohibited or waivers provided (8%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Required to ensure all students eat breakfast	Not addressed (77%) ◊	Recommended or restricted to certain schools/ students (22%)	Required to ensure all students eat breakfast (1%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (99%) □	Recommended (0%)	Required (1%)
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (0%)	Addressed OR does not meet federal standards in all grades (25%)	Meets federal Smart Snacks standards in all grades (75%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (60%) □	Recommends restricting to foods that meet Smart Snack standards (11%)	Restricted to foods that meet Smart Snack standards (29%)
Class Parties ES	Not addressed	Not addressed (50%) □	Addressed (32%)	Required (18%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (0%)	Not addressed (100%) □	Supports access to meals (0%)

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (39%)	Addressed, but no formal program (54%) □	Addresses on-campus health centers or clinics (7%)
Preventive Vision Screenings ES	Addressed	Not addressed (61%) ◊	Addressed (39%)	
Preventive Vision Screenings MS	Addressed	Not addressed (65%) ◊	Addressed (35%)	
Preventive Vision Screenings HS	Addressed	Not addressed (65%) ◊	Addressed (35%)	
Preventive Hearing Screenings ES	Addressed	Not addressed (61%) ◊	Addressed (39%)	
Preventive Hearing Screenings MS	Addressed	Not addressed (65%) ◊	Addressed (35%)	
Preventive Hearing Screenings HS	Addressed	Not addressed (65%) ◊	Addressed (35%)	
Preventive Dental Screenings ES	Addressed	Not addressed (61%) ◊	Addressed (39%)	
Preventive Dental Screenings MS	Addressed	Not addressed (65%) ◊	Addressed (35%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (65%) ◊	Addressed (35%)	
Asthma Plans	Addressed	Not addressed (23%)	Addressed (77%) □	
Diabetes Plans	Addressed	Not addressed (22%)	Addressed (78%) □	
Allergy Plans	Addressed	Not addressed (18%)	Addressed (82%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (56%) ◊	Allowed for religious or moral reasons (44%)	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (84%) ◊	Addressed, but nurse availability limited (11%)	Requires full time nurse in every school (5%)
Referrals to Community Health Providers	Addressed	Not addressed (54%) ◊	Addressed (46%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Encouraged	Not addressed (46%) ◊	Encouraged (36%)	Required (18%)
School Counseling 9-12	Encouraged	Not addressed (50%) ◊	Encouraged (36%)	Required (14%)
School-based or School-linked Mental Health Services	Not addressed	Not addressed (92%) □	Encouraged (4%)	Required (4%)
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (40%)	Screening authorized (57%) ◊	Encouraged or Required (3%)
Professional Development for Trauma	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Encouraged	Not addressed (81%) ◊	Encouraged (7%)	Required (12%)
Suicide Prevention Policy	Not addressed	Not addressed (69%) □	Encouraged (0%)	Required (31%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (70%) ◊	Encouraged (16%)	Required (14%)
Social-Emotional Learning or Character Development	Required	Not addressed (76%) ◊	Encouraged (4%)	Required (20%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (42%) ◊	Encourages or requires early warning, parent conferencing, and parental sanctions (29%)	Encourages or requires comprehensive student supports (28%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Discourages Use	Not addressed (45%)	Discourages use (55%) □	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (21%)	Encouraged (79%) □	Required (0%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (55%) □	Requires protections for selected groups (30%)	Requires protections for all groups including LGBTQ populations (15%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (77%) ◊	Includes all components of U.S. Department of Education recommendations (23%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (4%)	Encouraged (6%)	Required (90%) ◊
Hazing Policy	Required	Not addressed (13%)	Encouraged (33%)	Required (54%) □
Dating Violence Policy	Required	Not addressed (9%)	Encouraged (5%)	Required (86%) □

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires districts to establish formal procedures for referrals to law enforcement	Requires referral for any offense in violation of criminal code (28%)	Not addressed or authorizes schools to refer to law enforcement (69%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (3%)
Equitable Discipline Practices	Not addressed	Not addressed (72%) □	Monitoring required (5%)	Monitoring and remediation required (23%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (30%)	Neither permitted nor prohibited (27%)	Prohibited (42%) ◊
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (69%) ◊	Limits use with some protections (25%)	Limits use and includes comprehensive protections (5%)
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (21%)	Required, but no plans for reviews or updates (18%)	Required, with regular reviews and updates (61%) □
Multi-hazard Practice Drills	Not addressed	Not addressed (12%)	Required without interagency coordination (84%) ◊	Required, with required or encouraged interagency coordination (4%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (27%)	Meets GFSA (66%) ◊	Meets GFSA with protections (7%)
Internet Safety	Required	Not addressed (27%)	Encouraged (4%)	Required (69%) □

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (94%) □	Requires comprehensive policies (6%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (74%) ◊	Encouraged (18%)	Required (8%)
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (93%) ◊	Authorized (7%)	Authorized with protections (0%)
Chemical Hazard Protections	Required	Not addressed (69%) ◊	Encouraged (14%)	Required (17%)
Water Quality Protections	Required	Not addressed (82%) ◊	Encouraged (18%)	Required (0%)
Air Quality Protections	Required	Not addressed (60%) ◊	Encouraged (5%)	Required (35%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (53%) □	Encouraged (3%)	Required (43%)
Staff Stress Management Program	Not addressed	Not addressed (86%) □	Addressed (14%)	
Staff Health Assessments	Not addressed	Not addressed (94%) □	Addressed (6%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (58%) □	Addressed (42%)
Staff Healthy Food Policies	Not addressed	Not addressed (74%) □	Addressed (26%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (15%)	Addressed (34%)	Required (52%) □
Family Engagement in Local Governance	Required	Not addressed (64%) ◊	Encouraged (1%)	Required (35%)

	State Law	District Policies		
Professional Development on Family Engagement	Required	Not addressed (21%)	Encouraged (25%)	Required (54%) □
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (81%) □	Encouraged (3%)	Required (16%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (71%) ◊	Encouraged (0%)	Required (29%)
School-Community and Interagency Partnerships	Required	Not addressed (32%)	Encouraged (4%)	Required (64%) □

	State Law	District Policies		
Community Use of Public School Facilities	Authorized	Not addressed (7%)	Authorized (83%) □	Authorized and encouraged (9%)

District Policies that Support Healthy Schools
School Year 2017-2018

Idaho

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 17 public school districts in Idaho have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Idaho School District Policies

	% of Elements Addressed within ID State Law	Average % of Elements Addressed within ID District Policies
Health Education	60%	34%
Physical Education and Physical Activity	14%	30%
Nutrition Environment and Services	0%	34%
Health Services	40%	42%
Counseling, Psychological, and Social Services	50%	45%
Social and Emotional Climate	29%	43%
Physical Environment	50%	60%
Employee Wellness	0%	11%
Family Engagement	25%	61%
Community Involvement	33%	67%

Overall LEA Coverage:

Limited

Key:
Low Moderate Comprehensive

Child TRENDS

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Average approach to selected topic areas by domain for Idaho's public school districts

□	Indicates majority of public school districts in Idaho cover topic similarly to state law
◊	Indicates majority of public school districts in Idaho cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Idaho cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (98%) □	Addresses Coordinated School Health (2%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (49%)	Encouraged (0%)	Required (does not address WSCC) (51%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (does not address WSCC) (0%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (25%)	Leadership identified (75%) ◊		
District Wellness Policy	Not addressed	Not addressed (18%)	District policy adopted (82%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) o	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (87%) ◊	Referenced (13%)	
Health Education Professional Development	Not addressed	Not addressed (68%) □	Addressed (32%)	
HE Curriculum ES	Required	Not addressed (3%)	Recommended (0%)	Required (97%) □
HE Curriculum MS	Required	Not addressed (3%)	Recommended (0%)	Required (97%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (5%)	Required in some grade levels (2%)	Required in all grade levels (92%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (100%) □	Required in some grade levels (0%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (77%) ◊	Required in some grade levels (15%)	Required in all grade levels (8%)
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (69%) ◊	Required in some grade levels (15%)	Required in all grade levels (16%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (77%) ◊	Required in some grade levels (15%)	Required in all grade levels (8%)
Violence Prevention (within HE)	Not addressed	Not addressed (95%) □	Required in some grade levels (0%)	Required in all grade levels (5%)
Bullying Prevention (within HE)	Not addressed	Not addressed (76%) □	Required in some grade levels (10%)	Required in all grade levels (14%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (85%) ◊	Referenced (15%)	
Time for PE ES	Not addressed	Not addressed (66%) □	Recommended or less than national standards (26%)	Required; Meets national standards (9%)
Time for PE MS	Not addressed	Not addressed (84%) □	Recommended or less than national standards (8%)	Required; Meets national standards (9%)
Time for PE HS	Not addressed	Not addressed (89%) □	Recommended or less than national standards (2%)	Required; Meets national standards (9%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (90%) □	Allowed (10%)
PE Exemptions for Disabilities	Not addressed	Not addressed (90%) □	Allowed (10%)
Adaptive PE Requirements	Not addressed	Not addressed (86%) □	Addresses inclusivity of PE activity (14%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (67%) ◊	Allows substitution of other activities for PE (33%)	
PE Professional Development	Not addressed	Not addressed (71%) □	Addressed (29%)	
Physical Activity Throughout Day	Not addressed	Not addressed (60%) □	Encouraged (31%)	Required (9%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (28%)	Addressed or requires less than daily recess (48%) ◊	Requires daily recess (24%)
Sports Participation Fees	Not addressed	Requires sports participation fees (45%)	Not addressed (47%) □	Sports participation fees prohibited or waivers provided (8%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (58%) □	Recommended or restricted to certain schools/ students (36%)	Required to ensure all students eat breakfast (6%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (94%) □	Recommended (0%)	Required (6%)
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (14%)	Addressed OR does not meet federal standards in all grades (25%)	Meets federal Smart Snacks standards in all grades (61%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (95%) □	Recommends restricting to foods that meet Smart Snack standards (0%)	Restricted to foods that meet Smart Snack standards (5%)
Class Parties ES	Not addressed	Not addressed (35%)	Addressed (59%) ◊	Required (5%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (58%) ◊	Not addressed (42%)	Supports access to meals (0%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (54%) ◊	Addressed, but no formal program (38%)	Addresses on-campus health centers or clinics (9%)
Preventive Vision Screenings ES	Not addressed	Not addressed (59%) □	Addressed (41%)	
Preventive Vision Screenings MS	Not addressed	Not addressed (64%) □	Addressed (36%)	
Preventive Vision Screenings HS	Not addressed	Not addressed (64%) □	Addressed (36%)	
Preventive Hearing Screenings ES	Not addressed	Not addressed (59%) □	Addressed (41%)	
Preventive Hearing Screenings MS	Not addressed	Not addressed (64%) □	Addressed (36%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (64%) □	Addressed (36%)	
Preventive Dental Screenings ES	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Asthma Plans	Addressed	Not addressed (20%)	Addressed (80%) □	
Diabetes Plans	Addressed	Not addressed (25%)	Addressed (75%) □	
Allergy Plans	Addressed	Not addressed (17%)	Addressed (83%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (18%)	Allowed for religious or moral reasons (82%) □	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Not addressed	Not addressed (85%) □	Addressed, but nurse availability limited (15%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Not addressed	Not addressed (63%) □	Addressed (37%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (8%)	Encouraged (18%)	Required (74%) □
School Counseling 9-12	Required	Not addressed (8%)	Encouraged (29%)	Required (63%) □
School-based or School-linked Mental Health Services	Encouraged	Not addressed (87%) ◊	Encouraged (0%)	Required (13%)
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Not addressed	Not addressed (19%)	Screening authorized (55%) ◊	Encouraged or Required (26%)
Professional Development for Trauma	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Not addressed	Not addressed (88%) □	Encouraged (0%)	Required (12%)
Suicide Prevention Policy	Required	Not addressed (32%)	Encouraged (0%)	Required (68%) □

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Not addressed	Not addressed (18%)	Encouraged (23%)	Required (59%) ◊
Social-Emotional Learning or Character Development	Not addressed	Not addressed (60%) □	Encouraged (27%)	Required (13%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (14%)	Encourages or requires early warning, parent conferencing, and parental sanctions (71%) ◊	Encourages or requires comprehensive student supports (16%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (76%) □	Discourages use (24%)	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (59%) □	Encouraged (41%)	Required (0%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (27%)	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (73%) ◊
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (87%) ◊	Includes all components of U.S. Department of Education recommendations (13%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (43%)	Encouraged (0%)	Required (57%) □
Hazing Policy	Encouraged	Not addressed (10%)	Encouraged (6%)	Required (84%) ◊
Dating Violence Policy	Required	Not addressed (89%) ◊	Encouraged (0%)	Required (11%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (35%)	Not addressed or authorizes schools to refer to law enforcement (65%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (6%)	Neither permitted nor prohibited (40%)	Prohibited (53%) ◊
Restraint and Seclusion	Not addressed	Not addressed (59%) □	Limits use with some protections (0%)	Limits use and includes comprehensive protections (41%)
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (23%)	Required, but no plans for reviews or updates (11%)	Required, with regular reviews and updates (66%) □
Multi-hazard Practice Drills	Not addressed	Not addressed (26%)	Required without interagency coordination (52%) ◊	Required, with required or encouraged interagency coordination (22%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (9%)	Meets GFSA (89%) ◊	Meets GFSA with protections (2%)
Internet Safety	Required	Not addressed (2%)	Encouraged (15%)	Required (83%) □

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (100%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (5%)	Encouraged (84%) □	Required (11%)
Authorizes MOUs with Law Enforcement	Not addressed	Not addressed (84%) □	Authorized (0%)	Authorized with protections (16%)
Chemical Hazard Protections	Not addressed	Not addressed (97%) □	Encouraged (0%)	Required (3%)
Water Quality Protections	Required	Not addressed (90%) ◊	Encouraged (0%)	Required (10%)
Air Quality Protections	Not addressed	Not addressed (34%)	Encouraged (29%)	Required (36%) ◊

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (63%) □	Encouraged (9%)	Required (28%)
Staff Stress Management Program	Not addressed	Not addressed (98%) □	Addressed (2%)	
Staff Health Assessments	Not addressed	Not addressed (95%) □	Addressed (5%)	

	State Law	District Policies		
Staff Physical Activity	Not addressed	Not addressed (92%) □	Addressed (8%)	
Staff Healthy Food Policies	Not addressed	Not addressed (98%) □	Addressed (2%)	

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (0%)	Addressed (59%) ◊	Required (41%)
Family Engagement in Local Governance	Not addressed	Not addressed (35%)	Encouraged (42%) ◊	Required (23%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (29%)	Encouraged (34%)	Required (36%) ◊
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (92%) □	Encouraged (8%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Not addressed	Not addressed (67%) □	Encouraged (25%)	Required (8%)
School-Community and Interagency Partnerships	Not addressed	Not addressed (31%)	Encouraged (55%) ◊	Required (14%)

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (2%)	Authorized (95%) ◊	Authorized and encouraged (2%)

District Policies that Support Healthy Schools
School Year 2017-2018

Indiana

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 14 public school districts in Indiana have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Indiana School District Policies

	% of Elements Addressed within IN State Law	Average % of Elements Addressed within IN District Policies
Health Education	50%	44%
Physical Education and Physical Activity	43%	38%
Nutrition Environment and Services	17%	24%
Health Services	80%	65%
Counseling, Psychological, and Social Services	88%	45%
Social and Emotional Climate	71%	43%
Physical Environment	83%	76%
Employee Wellness	20%	12%
Family Engagement	75%	48%
Community Involvement	100%	71%

Overall LEA Coverage:

Limited

Key:
Low | Moderate | Comprehensive

Child TRENDS

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UIC

Average approach to selected topic areas by domain for Indiana's public school districts

□	Indicates majority of public school districts in Indiana cover topic similarly to state law
◊	Indicates majority of public school districts in Indiana cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Indiana cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (100%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Encouraged	Not addressed (14%)	Encouraged (0%)	Required (does not address WSCC) (86%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (does not address WSCC) (0%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (42%)	Leadership identified (58%) ◊		
District Wellness Policy	Not addressed	Not addressed (4%)	District policy adopted (96%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) o	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (100%) □	Referenced (0%)	
Health Education Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Not addressed	Not addressed (29%)	Required in some grade levels (0%)	Required in all grade levels (71%) ◊

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (71%) □	Required in some grade levels (29%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Mental and Emotional Health Curriculum	Not addressed	Not addressed (100%) □	Required in some grade levels (0%)	Required in all grade levels (0%)
Personal Health and Wellness Curriculum	Required in some grade levels	Not addressed (12%)	Required in some grade levels (0%)	Required in all grade levels (88%) ◊
Violence Prevention (within HE)	Required in all grade levels	Not addressed (24%)	Required in some grade levels (0%)	Required in all grade levels (76%) □
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (22%)	Required in some grade levels (32%)	Required in all grade levels (46%) □

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (41%)	Referenced (59%) ◊	
Time for PE ES	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)
Time for PE MS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)
Time for PE HS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (81%) □	Allowed (19%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (73%) ◊	Addresses inclusivity of PE activity (27%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (100%) □	Allows substitution of other activities for PE (0%)	
PE Professional Development	Not addressed	Not addressed (91%) □	Addressed (9%)	
Physical Activity Throughout Day	Encouraged	Not addressed (34%)	Encouraged (58%) □	Required (8%)

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (14%)	Addressed or requires less than daily recess (62%) □	Requires daily recess (24%)
Sports Participation Fees	Not addressed	Requires sports participation fees (8%)	Not addressed (74%) □	Sports participation fees prohibited or waivers provided (18%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (94%) □	Recommended or restricted to certain schools/ students (6%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (94%) □	Recommended (0%)	Required (6%)
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (0%)	Addressed OR does not meet federal standards in all grades (14%)	Meets federal Smart Snacks standards in all grades (86%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (90%) □	Recommends restricting to foods that meet Smart Snack standards (0%)	Restricted to foods that meet Smart Snack standards (10%)
Class Parties ES	Not addressed	Not addressed (82%) □	Addressed (10%)	Required (8%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (41%)	Not addressed (59%) □	Supports access to meals (0%)

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (22%)	Addressed, but no formal program (17%)	Addresses on-campus health centers or clinics (61%) ◊
Preventive Vision Screenings ES	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (0%)	Addressed (100%) □	
Preventive Vision Screenings HS	Not addressed	Not addressed (14%)	Addressed (86%) ◊	
Preventive Hearing Screenings ES	Addressed	Not addressed (4%)	Addressed (96%) □	
Preventive Hearing Screenings MS	Addressed	Not addressed (4%)	Addressed (96%) □	
Preventive Hearing Screenings HS	Addressed	Not addressed (4%)	Addressed (96%) □	
Preventive Dental Screenings ES	Addressed	Not addressed (22%)	Addressed (78%) □	
Preventive Dental Screenings MS	Addressed	Not addressed (22%)	Addressed (78%) □	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (22%)	Addressed (78%) □	
Asthma Plans	Not addressed	Not addressed (56%) □	Addressed (44%)	
Diabetes Plans	Addressed	Not addressed (8%)	Addressed (92%) □	
Allergy Plans	Not addressed	Not addressed (24%)	Addressed (76%) ◊	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (4%)	Allowed for religious or moral reasons (96%) □	
School Nurse Professional Development	Addressed	Not addressed (96%) ◊	Addressed (4%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (69%) ◊	Addressed, but nurse availability limited (31%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (50%) ⊖	Addressed (50%) ⊖	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (8%)	Encouraged (14%)	Required (78%) □
School Counseling 9-12	Required	Not addressed (4%)	Encouraged (0%)	Required (96%) □
School-based or School-linked Mental Health Services	Required	Not addressed (88%) ◊	Encouraged (12%)	Required (0%)
Professional Development for Mental Health	Encouraged	Not addressed (96%) ◊	Encouraged (4%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (31%)	Screening authorized (58%) ◊	Encouraged or Required (11%)
Professional Development for Trauma	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Required	Not addressed (96%) ◊	Encouraged (4%)	Required (0%)
Suicide Prevention Policy	Required	Not addressed (16%)	Encouraged (0%)	Required (84%) □

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Required	Not addressed (76%) ◊	Encouraged (6%)	Required (18%)
Social-Emotional Learning or Character Development	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Professional Development for Cultural Competency	Required	Not addressed (84%) ◊	Encouraged (16%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (4%)	Encourages or requires early warning, parent conferencing, and parental sanctions (50%) ◊	Encourages or requires comprehensive student supports (46%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (88%) □	Discourages use (8%)	Requires limits on use of suspension and expulsion (4%)
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (14%)	Encouraged (86%) □	Required (0%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (80%) □	Requires protections for selected groups (20%)	Requires protections for all groups including LGBTQ populations (0%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (4%)	Includes some components of U.S. Department of Education recommendations (96%) ◊	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (28%)	Encouraged (64%) □	Required (8%)
Hazing Policy	Encouraged	Not addressed (8%)	Encouraged (6%)	Required (86%) ◊
Dating Violence Policy	Encouraged	Not addressed (96%) ◊	Encouraged (0%)	Required (4%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (67%) □	Encouraged (0%)	Required (33%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (0%)	Not addressed or authorizes schools to refer to law enforcement (47%)	Requires districts to establish formal procedures for referrals to law enforcement (53%) ◊
Equitable Discipline Practices	Monitoring required	Not addressed (100%) ◊	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (30%)	Neither permitted nor prohibited (12%)	Prohibited (58%) ◊
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (10%)	Limits use with some protections (10%)	Limits use and includes comprehensive protections (80%) □
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (8%)	Required, but no plans for reviews or updates (14%)	Required, with regular reviews and updates (78%) □
Multi-hazard Practice Drills	Not addressed	Not addressed (10%)	Required without interagency coordination (18%)	Required, with required or encouraged interagency coordination (72%) ◊
Firearms on School Campus	Meets GFSA	Not addressed (0%)	Meets GFSA (100%) □	Meets GFSA with protections (0%)
Internet Safety	Encouraged	Not addressed (0%)	Encouraged (0%)	Required (100%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (4%)	Prohibits any use, may include limited policies (96%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Required	Not addressed (14%)	Encouraged (4%)	Required (83%) □
Authorizes MOUs with Law Enforcement	Authorized with protections	Not addressed (95%) ◊	Authorized (0%)	Authorized with protections (5%)
Chemical Hazard Protections	Encouraged	Not addressed (0%)	Encouraged (24%)	Required (76%) ◊
Water Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Air Quality Protections	Required	Not addressed (12%)	Encouraged (2%)	Required (86%) □

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (62%) ◊	Encouraged (0%)	Required (38%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (93%) □	Addressed (7%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (86%) □	Addressed (14%)
Staff Healthy Food Policies	Not addressed	Not addressed (98%) □	Addressed (2%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Addressed	Not addressed (4%)	Addressed (21%)	Required (76%) ◊
Family Engagement in Local Governance	Required	Not addressed (36%)	Encouraged (56%) ◊	Required (7%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (69%) □	Encouraged (31%)	Required (0%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (43%)	Encouraged (0%)	Required (57%) □
School-Community and Interagency Partnerships	Encouraged	Not addressed (43%)	Encouraged (9%)	Required (48%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (0%)	Authorized (90%) ◊	Authorized and encouraged (10%)

District Policies that Support Healthy Schools
School Year 2017-2018

Michigan

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 15 public school districts in Michigan have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Michigan School District Policies

	% of Elements Addressed within MI State Law	Average % of Elements Addressed within MI District Policies
Health Education	40%	78%
Physical Education and Physical Activity	29%	41%
Nutrition Environment and Services	17%	51%
Health Services	70%	62%
Counseling, Psychological, and Social Services	50%	59%
Social and Emotional Climate	57%	53%
Physical Environment	75%	76%
Employee Wellness	20%	2%
Family Engagement	75%	69%
Community Involvement	33%	79%

Overall LEA Coverage:

Broad

Key:
Low | Moderate | Comprehensive

Child TRENDS

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Average approach to selected topic areas by domain for Michigan's public school districts

□ Indicates majority of public school districts in Michigan cover topic similarly to state law
◊ Indicates majority of public school districts in Michigan cover topic differently than state law
ϴ Indicates categories in which most public school districts cover topics without a clear majority
○ Indicates how majority of public school districts in Michigan cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (33%)	Addresses Coordinated School Health (8%)	Addresses WSCC (59%) ◊	
District-Level Wellness Councils	Not addressed	Not addressed (2%)	Encouraged (0%)	Required (does not address WSCC) (98%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (92%) □	Encouraged (0%)	Required (does not address WSCC) (8%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (10%)	Leadership identified (90%) ◊		
District Wellness Policy	Not addressed	Not addressed (2%)	District policy adopted (98%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) ○	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (48%)	Referenced (52%) ◊	
Health Education Professional Development	Addressed	Not addressed (22%)	Addressed (78%) □	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Not addressed	Not addressed (10%)	Required in some grade levels (0%)	Required in all grade levels (90%) ◊

	State Law	District Policies		
Suicide Prevention (within HE)	Required in all grade levels	Not addressed (2%)	Required in some grade levels (30%)	Required in all grade levels (68%) □
Social and Emotional Learning (within HE)	Not addressed	Not addressed (48%) □	Required in some grade levels (8%)	Required in all grade levels (44%)
Mental and Emotional Health Curriculum	Not addressed	Not addressed (20%)	Required in some grade levels (8%)	Required in all grade levels (72%) ◊
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (2%)	Required in some grade levels (0%)	Required in all grade levels (98%) □
Violence Prevention (within HE)	Not addressed	Not addressed (30%)	Required in some grade levels (0%)	Required in all grade levels (70%) ◊
Bullying Prevention (within HE)	Not addressed	Not addressed (40%)	Required in some grade levels (42%) ◊	Required in all grade levels (18%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (38%)	Referenced (62%) ◊	
Time for PE ES	Not addressed	Not addressed (83%) □	Recommended or less than national standards (10%)	Required; Meets national standards (7%)
Time for PE MS	Not addressed	Not addressed (83%) □	Recommended or less than national standards (0%)	Required; Meets national standards (17%)
Time for PE HS	Not addressed	Not addressed (83%) □	Recommended or less than national standards (0%)	Required; Meets national standards (17%)

	State Law	District Policies	
PE Exemptions for Academics	Allowed	Not addressed (100%) ◊	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (76%) □	Allowed (24%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (41%)	Addresses inclusivity of PE activity (59%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (85%) ◊	Allows substitution of other activities for PE (15%)	
PE Professional Development	Addressed	Not addressed (90%) ◊	Addressed (10%)	
Physical Activity Throughout Day	Not addressed	Not addressed (25%)	Encouraged (48%) ◊	Required (27%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (51%) □	Addressed or requires less than daily recess (18%)	Requires daily recess (32%)
Sports Participation Fees	Not addressed	Requires sports participation fees (49%) ◊	Not addressed (38%)	Sports participation fees prohibited or waivers provided (13%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Recommended or restricted to certain schools/ students	Not addressed (20%)	Recommended or restricted to certain schools/ students (70%) □	Required to ensure all students eat breakfast (10%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (90%) □	Recommended (0%)	Required (10%)
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (0%)	Addressed OR does not meet federal standards in all grades (0%)	Meets federal Smart Snacks standards in all grades (100%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (64%) □	Recommends restricting to foods that meet Smart Snack standards (0%)	Restricted to foods that meet Smart Snack standards (36%)
Class Parties ES	Not addressed	Not addressed (18%)	Addressed (52%) ◊	Required (30%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (17%)	Not addressed (83%) □	Supports access to meals (0%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (2%)	Addressed, but no formal program (10%)	Addresses on-campus health centers or clinics (88%) ◊
Preventive Vision Screenings ES	Addressed	Not addressed (20%)	Addressed (80%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (20%)	Addressed (80%) □	
Preventive Vision Screenings HS	Addressed	Not addressed (20%)	Addressed (80%) □	
Preventive Hearing Screenings ES	Addressed	Not addressed (28%)	Addressed (72%) □	
Preventive Hearing Screenings MS	Not addressed	Not addressed (28%)	Addressed (72%) ◊	
Preventive Hearing Screenings HS	Not addressed	Not addressed (28%)	Addressed (72%) ◊	
Preventive Dental Screenings ES	Not addressed	Not addressed (35%)	Addressed (65%) ◊	
Preventive Dental Screenings MS	Not addressed	Not addressed (35%)	Addressed (65%) ◊	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (35%)	Addressed (65%) ◊	
Asthma Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Diabetes Plans	Not addressed	Not addressed (35%)	Addressed (65%) ◊	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (0%)	Allowed for religious or moral reasons (100%) □	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (76%) ◊	Addressed, but nurse availability limited (24%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (81%) ◊	Addressed (19%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Not addressed	Not addressed (8%)	Encouraged (0%)	Required (92%) ◊
School Counseling 9-12	Encouraged	Not addressed (8%)	Encouraged (0%)	Required (92%) ◊
School-based or School-linked Mental Health Services	Required	Not addressed (25%)	Encouraged (50%) ◊	Required (24%)
Professional Development for Mental Health	Not addressed	Not addressed (90%) □	Encouraged (0%)	Required (10%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (17%)	Screening authorized (10%)	Encouraged or Required (73%) □
Professional Development for Trauma	Not addressed	Not addressed (90%) □	Encouraged (0%)	Required (10%)
Professional Development for Suicide Prevention	Encouraged	Not addressed (71%) ◊	Encouraged (3%)	Required (25%)
Suicide Prevention Policy	Not addressed	Not addressed (18%)	Encouraged (0%)	Required (82%) ◊

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (17%)	Encouraged (0%)	Required (83%) ◊
Social-Emotional Learning or Character Development	Not addressed	Not addressed (83%) □	Encouraged (7%)	Required (10%)
Professional Development for Cultural Competency	Not addressed	Not addressed (93%) □	Encouraged (0%)	Required (7%)
Chronic Absenteeism Early Warning Systems	Encourages or requires early warning, parent conferencing, and parental sanctions	Not addressed or limited to transfer to law enforcement (18%)	Encourages or requires early warning, parent conferencing, and parental sanctions (18%)	Encourages or requires comprehensive student supports (64%) ◊

	State Law	District Policies		
Limits on Exclusionary Discipline	Discourages Use	Not addressed (27%)	Discourages use (5%)	Requires limits on use of suspension and expulsion (68%) ◊
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (24%)	Encouraged (67%) □	Required (9%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (29%)	Requires protections for selected groups (61%) ◊	Requires protections for all groups including LGBTQ populations (10%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (9%)	Includes some components of U.S. Department of Education recommendations (91%) ◊	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (29%)	Encouraged (71%) ◊	Required (0%)
Hazing Policy	Encouraged	Not addressed (2%)	Encouraged (10%)	Required (88%) ◊
Dating Violence Policy	Not addressed	Not addressed (56%) □	Encouraged (0%)	Required (44%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires districts to establish formal procedures for referrals to law enforcement	Requires referral for any offense in violation of criminal code (20%)	Not addressed or authorizes schools to refer to law enforcement (46%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (34%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (10%)	Prohibited (90%) □
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (5%)	Limits use with some protections (0%)	Limits use and includes comprehensive protections (95%) □
Emergency Operations Plans	Required, but no plans for reviews or updates	Not addressed (0%)	Required, but no plans for reviews or updates (90%) □	Required, with regular reviews and updates (10%)
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (0%)	Required without interagency coordination (9%)	Required, with required or encouraged interagency coordination (91%) □
Firearms on School Campus	Meets GFSA with protections	Not addressed (18%)	Meets GFSA (0%)	Meets GFSA with protections (82%) □
Internet Safety	Not addressed	Not addressed (32%)	Encouraged (0%)	Required (68%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (2%)	Prohibits any use, may include limited policies (98%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (2%)	Encouraged (20%)	Required (78%) ◊
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (100%) ◊	Authorized (0%)	Authorized with protections (0%)
Chemical Hazard Protections	Encouraged	Not addressed (0%)	Encouraged (0%)	Required (100%) ◊
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Not addressed	Not addressed (14%)	Encouraged (0%)	Required (86%) ◊

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (92%) ◊	Encouraged (0%)	Required (8%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (100%) □	Addressed (0%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (0%)	Addressed (0%)	Required (100%) □
Family Engagement in Local Governance	Encouraged	Not addressed (13%)	Encouraged (0%)	Required (87%) ◊

	State Law	District Policies		
Professional Development on Family Engagement	Encouraged	Not addressed (11%)	Encouraged (10%)	Required (79%) ◊
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Encouraged	Not addressed (54%) ◊	Encouraged (36%)	Required (10%)
School-Community and Interagency Partnerships	Not addressed	Not addressed (2%)	Encouraged (10%)	Required (88%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (8%)	Authorized (67%) ◊	Authorized and encouraged (25%)

District Policies that Support Healthy Schools
School Year 2017-2018

Mississippi

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 21 public school districts in Mississippi have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Mississippi School District Policies

	% of Elements Addressed within MS State Law	Average % of Elements Addressed within MS District Policies
Health Education	80%	43%
Physical Education and Physical Activity	71%	29%
Nutrition Environment and Services	17%	25%
Health Services	80%	46%
Counseling, Psychological, and Social Services	50%	62%
Social and Emotional Climate	64%	50%
Physical Environment	75%	54%
Employee Wellness	100%	22%
Family Engagement	100%	71%
Community Involvement	33%	99%

Overall LEA Coverage:

Limited

Key:
Low Moderate Comprehensive

Child TRENDS

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Average approach to selected topic areas by domain for Mississippi's public school districts

□	Indicates majority of public school districts in Mississippi cover topic similarly to state law
◊	Indicates majority of public school districts in Mississippi cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Mississippi cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (6%)	Addresses Coordinated School Health (94%) □	Addresses WSCC (0%)	
District-Level Wellness Councils	Required (does not address WSCC)	Not addressed (15%)	Encouraged (1%)	Required (does not address WSCC) (84%) □	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Required (does not address WSCC)	Not addressed (0%)	Encouraged (0%)	Required (does not address WSCC) (100%) □	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (30%)	Leadership identified (70%) ◊		
District Wellness Policy	District policy adopted	Not addressed (0%)	District policy adopted (100%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (88%) o	District policy adopted (12%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (57%) ◊	Referenced (43%)	
Health Education Professional Development	Addressed	Not addressed (94%) ◊	Addressed (6%)	
HE Curriculum ES	Required	Not addressed (1%)	Recommended (33%)	Required (66%) □
HE Curriculum MS	Required	Not addressed (1%)	Recommended (33%)	Required (66%) □
HE Curriculum HS	Required	Not addressed (6%)	Recommended (34%)	Required (60%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (45%) ◊	Required in some grade levels (12%)	Required in all grade levels (43%)

	State Law	District Policies		
Suicide Prevention (within HE)	Required in some grade levels	Not addressed (56%) ◊	Required in some grade levels (44%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (51%) ◊	Required in some grade levels (17%)	Required in all grade levels (32%)
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (51%) ◊	Required in some grade levels (11%)	Required in all grade levels (38%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (35%)	Required in some grade levels (27%)	Required in all grade levels (38%) □
Violence Prevention (within HE)	Not addressed	Not addressed (89%) □	Required in some grade levels (6%)	Required in all grade levels (5%)
Bullying Prevention (within HE)	Not addressed	Not addressed (95%) □	Required in some grade levels (0%)	Required in all grade levels (5%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (62%) ◊	Referenced (38%)	
Time for PE ES	Recommended or less than national standards	Not addressed (56%) ◊	Recommended or less than national standards (6%)	Required; Meets national standards (38%)
Time for PE MS	Recommended or less than national standards	Not addressed (56%) ◊	Recommended or less than national standards (44%)	Required; Meets national standards (0%)
Time for PE HS	Recommended or less than national standards	Not addressed (62%) ◊	Recommended or less than national standards (38%)	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Allowed	Not addressed (88%) ◊	Allowed (12%)
PE Exemptions for Disabilities	Allowed	Not addressed (88%) ◊	Allowed (12%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (88%) ◊	Addresses inclusivity of PE activity (12%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (87%) ◊	Allows substitution of other activities for PE (13%)	
PE Professional Development	Not addressed	Not addressed (95%) □	Addressed (5%)	
Physical Activity Throughout Day	Encouraged	Not addressed (75%) ◊	Encouraged (0%)	Required (25%)

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (69%) ◊	Addressed or requires less than daily recess (19%)	Requires daily recess (12%)
Sports Participation Fees	Requires sports participation fees	Requires sports participation fees (1%)	Not addressed (55%) ◊	Sports participation fees prohibited or waivers provided (44%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (68%) □	Recommended or restricted to certain schools/ students (12%)	Required to ensure all students eat breakfast (20%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (94%) □	Recommended (0%)	Required (6%)
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (34%)	Addressed OR does not meet federal standards in all grades (5%)	Meets federal Smart Snacks standards in all grades (61%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (71%) □	Recommends restricting to foods that meet Smart Snack standards (11%)	Restricted to foods that meet Smart Snack standards (19%)
Class Parties ES	Not addressed	Not addressed (82%) □	Addressed (12%)	Required (6%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (19%)	Not addressed (80%) □	Supports access to meals (1%)

Health Services

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (14%)	Addressed, but no formal program (73%) ◊	Addresses on-campus health centers or clinics (13%)
Preventive Vision Screenings ES	Addressed	Not addressed (68%) ◊	Addressed (32%)	
Preventive Vision Screenings MS	Addressed	Not addressed (82%) ◊	Addressed (18%)	
Preventive Vision Screenings HS	Addressed	Not addressed (82%) ◊	Addressed (18%)	
Preventive Hearing Screenings ES	Addressed	Not addressed (68%) ◊	Addressed (32%)	
Preventive Hearing Screenings MS	Addressed	Not addressed (82%) ◊	Addressed (18%)	
Preventive Hearing Screenings HS	Addressed	Not addressed (82%) ◊	Addressed (18%)	
Preventive Dental Screenings ES	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Asthma Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Diabetes Plans	Not addressed	Not addressed (75%) □	Addressed (25%)	
Allergy Plans	Addressed	Not addressed (6%)	Addressed (94%) □	
Vaccination Waivers	Not addressed	Not addressed (94%) □	Allowed for religious or moral reasons (6%)	
School Nurse Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (16%)	Addressed, but nurse availability limited (77%) □	Requires full time nurse in every school (7%)
Referrals to Community Health Providers	Addressed	Not addressed (94%) ◊	Addressed (6%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Encouraged	Not addressed (0%)	Encouraged (11%)	Required (89%) ◊
School Counseling 9-12	Required	Not addressed (5%)	Encouraged (11%)	Required (84%) □
School-based or School-linked Mental Health Services	Not addressed	Not addressed (66%) □	Encouraged (9%)	Required (25%)
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Not addressed	Not addressed (15%)	Screening authorized (6%)	Encouraged or Required (79%) ◊
Professional Development for Trauma	Not addressed	Not addressed (89%) □	Encouraged (11%)	Required (0%)
Professional Development for Suicide Prevention	Required	Not addressed (14%)	Encouraged (6%)	Required (80%) □
Suicide Prevention Policy	Required	Not addressed (18%)	Encouraged (5%)	Required (77%) □

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Required	Not addressed (0%)	Encouraged (11%)	Required (89%) □
Social-Emotional Learning or Character Development	Encouraged	Not addressed (11%)	Encouraged (83%) □	Required (6%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (62%) □	Encourages or requires early warning, parent conferencing, and parental sanctions (33%)	Encourages or requires comprehensive student supports (5%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (6%)	Discourages use (91%) ◊	Requires limits on use of suspension and expulsion (3%)
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (12%)	Encouraged (82%) □	Required (6%)
Bullying Protections for Vulnerable Populations	Requires protections for selected groups	Not addressed (99%) ◊	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (1%)
Bullying, Harassment, and Intimidation Policy	Includes some components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (100%) □	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Not addressed	Not addressed (95%) □	Encouraged (0%)	Required (5%)
Hazing Policy	Encouraged	Not addressed (12%)	Encouraged (88%) □	Required (0%)
Dating Violence Policy	Not addressed	Not addressed (89%) □	Encouraged (0%)	Required (11%)

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (12%)	Encouraged (0%)	Required (88%) □
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (6%)	Not addressed or authorizes schools to refer to law enforcement (94%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Monitoring required	Not addressed (100%) ◊	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (99%) □	Neither permitted nor prohibited (1%)	Prohibited (0%)
Restraint and Seclusion	Limits use with some protections	Not addressed (6%)	Limits use with some protections (6%)	Limits use and includes comprehensive protections (88%) ◊
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (0%)	Required, but no plans for reviews or updates (11%)	Required, with regular reviews and updates (89%) □
Multi-hazard Practice Drills	Required without interagency coordination	Not addressed (0%)	Required without interagency coordination (24%)	Required, with required or encouraged interagency coordination (76%) ◊
Firearms on School Campus	Meets GFSA with protections	Not addressed (24%)	Meets GFSA (71%) ◊	Meets GFSA with protections (5%)
Internet Safety	Encouraged	Not addressed (10%)	Encouraged (0%)	Required (90%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (94%) □	Requires comprehensive policies (6%)
Alcohol and Drug Use Intervention Programs	Not addressed	Not addressed (83%) □	Encouraged (11%)	Required (6%)
Authorizes MOUs with Law Enforcement	Authorized with protections	Not addressed (100%) ◊	Authorized (0%)	Authorized with protections (0%)
Chemical Hazard Protections	Required	Not addressed (84%) ◊	Encouraged (7%)	Required (9%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Required	Not addressed (40%) ⊖	Encouraged (20%)	Required (40%) ⊖

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (54%) ◊	Encouraged (15%)	Required (32%)
Staff Stress Management Program	Addressed	Not addressed (84%) ◊	Addressed (16%)	
Staff Health Assessments	Addressed	Not addressed (84%) ◊	Addressed (16%)	

	State Law	District Policies	
Staff Physical Activity	Addressed	Not addressed (84%) ◊	Addressed (16%)
Staff Healthy Food Policies	Addressed	Not addressed (84%) ◊	Addressed (16%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Addressed	Not addressed (0%)	Addressed (11%)	Required (89%) ◊
Family Engagement in Local Governance	Required	Not addressed (6%)	Encouraged (71%) ◊	Required (23%)

	State Law	District Policies		
Professional Development on Family Engagement	Encouraged	Not addressed (21%)	Encouraged (74%) □	Required (5%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (88%) ◊	Encouraged (6%)	Required (6%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (0%)	Encouraged (79%) ◊	Required (21%)
School-Community and Interagency Partnerships	Not addressed	Not addressed (3%)	Encouraged (11%)	Required (86%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (0%)	Authorized (21%)	Authorized and encouraged (79%) ◊

District Policies that Support Healthy Schools
School Year 2017-2018

Missouri

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 21 public school districts in Missouri have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Missouri School District Policies

	% of Elements Addressed within MO State Law	Average % of Elements Addressed within MO District Policies
Health Education	60%	27%
Physical Education and Physical Activity	43%	44%
Nutrition Environment and Services	17%	50%
Health Services	70%	60%
Counseling, Psychological, and Social Services	63%	62%
Social and Emotional Climate	36%	39%
Physical Environment	67%	65%
Employee Wellness	0%	18%
Family Engagement	25%	56%
Community Involvement	33%	73%

Key:
Low Moderate Comprehensive

Overall LEA Coverage:

Broad

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for Missouri's public school districts

□	Indicates majority of public school districts in Missouri cover topic similarly to state law
◊	Indicates majority of public school districts in Missouri cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
○	Indicates how majority of public school districts in Missouri cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (100%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (13%)	Encouraged (0%)	Required (does not address WSCC) (87%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (93%) □	Encouraged (0%)	Required (does not address WSCC) (0%)	Required (addresses WSCC) (7%)
Wellness Leadership	Not addressed	Not addressed (20%)	Leadership identified (80%) ◊		
District Wellness Policy	Not addressed	Not addressed (7%)	District policy adopted (93%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) ○	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (100%) □	Referenced (0%)	
Health Education Professional Development	Not addressed	Not addressed (64%) □	Addressed (36%)	
HE Curriculum ES	Required	Not addressed (7%)	Recommended (16%)	Required (77%) □
HE Curriculum MS	Required	Not addressed (7%)	Recommended (16%)	Required (77%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (20%)	Required (80%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (26%)	Required in some grade levels (0%)	Required in all grade levels (74%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (81%) □	Required in some grade levels (0%)	Required in all grade levels (19%)
Social and Emotional Learning (within HE)	Required in some grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (71%) ◊	Required in some grade levels (0%)	Required in all grade levels (29%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (90%) ◊	Required in some grade levels (10%)	Required in all grade levels (0%)
Violence Prevention (within HE)	Required in all grade levels	Not addressed (98%) ◊	Required in some grade levels (0%)	Required in all grade levels (2%)
Bullying Prevention (within HE)	Not addressed	Not addressed (100%) □	Required in some grade levels (0%)	Required in all grade levels (0%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (39%)	Referenced (61%) ◊	
Time for PE ES	Recommended or less than national standards	Not addressed (61%) ◊	Recommended or less than national standards (2%)	Required; Meets national standards (36%)
Time for PE MS	Recommended or less than national standards	Not addressed (63%) ◊	Recommended or less than national standards (11%)	Required; Meets national standards (26%)
Time for PE HS	Not addressed	Not addressed (97%) □	Recommended or less than national standards (3%)	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (98%) □	Allowed (2%)
PE Exemptions for Illness	Not addressed	Not addressed (81%) □	Allowed (19%)
PE Exemptions for Disabilities	Not addressed	Not addressed (92%) □	Allowed (8%)
Adaptive PE Requirements	Not addressed	Not addressed (47%)	Addresses inclusivity of PE activity (53%) ◊

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (100%) □	Allows substitution of other activities for PE (0%)	
PE Professional Development	Not addressed	Not addressed (61%) □	Addressed (39%)	
Physical Activity Throughout Day	Encouraged	Not addressed (41%)	Encouraged (50%) □	Required (9%)

	State Law	District Policies		
Recess	Requires daily recess	Not addressed (39%)	Addressed or requires less than daily recess (0%)	Requires daily recess (61%) □
Sports Participation Fees	Not addressed	Requires sports participation fees (7%)	Not addressed (93%) □	Sports participation fees prohibited or waivers provided (0%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Required to ensure all students eat breakfast	Not addressed (81%) ◊	Recommended or restricted to certain schools/ students (2%)	Required to ensure all students eat breakfast (16%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (41%)	Recommended (0%)	Required (59%) ◊
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (7%)	Addressed OR does not meet federal standards in all grades (0%)	Meets federal Smart Snacks standards in all grades (93%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (41%)	Recommends restricting to foods that meet Smart Snack standards (0%)	Restricted to foods that meet Smart Snack standards (59%) ◊
Class Parties ES	Not addressed	Not addressed (28%)	Addressed (7%)	Required (65%) ◊
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (94%) ◊	Not addressed (6%)	Supports access to meals (0%)

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (0%)	Addressed, but no formal program (100%) ◊	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Addressed	Not addressed (20%)	Addressed (80%) □	
Preventive Vision Screenings MS	Not addressed	Not addressed (35%)	Addressed (65%) ◊	
Preventive Vision Screenings HS	Not addressed	Not addressed (50%) Θ	Addressed (50%) Θ	
Preventive Hearing Screenings ES	Not addressed	Not addressed (42%)	Addressed (58%) ◊	
Preventive Hearing Screenings MS	Not addressed	Not addressed (37%)	Addressed (63%) ◊	
Preventive Hearing Screenings HS	Not addressed	Not addressed (52%) □	Addressed (48%)	
Preventive Dental Screenings ES	Not addressed	Not addressed (72%) □	Addressed (28%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (75%) □	Addressed (25%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (73%) □	Addressed (27%)	
Asthma Plans	Addressed	Not addressed (14%)	Addressed (86%) □	
Diabetes Plans	Addressed	Not addressed (51%) ◊	Addressed (49%)	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (0%)	Allowed for religious or moral reasons (100%) □	
School Nurse Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (58%) ◊	Addressed, but nurse availability limited (33%)	Requires full time nurse in every school (9%)
Referrals to Community Health Providers	Not addressed	Not addressed (64%) □	Addressed (36%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (0%)	Encouraged (0%)	Required (100%) □
School Counseling 9-12	Required	Not addressed (0%)	Encouraged (0%)	Required (100%) □
School-based or School-linked Mental Health Services	Not addressed	Not addressed (43%) □	Encouraged (26%)	Required (30%)
Professional Development for Mental Health	Not addressed	Not addressed (58%) □	Encouraged (34%)	Required (7%)

	State Law	District Policies		
Early Identification and Referral	Not addressed	Not addressed (6%)	Screening authorized (0%)	Encouraged or Required (94%) ◊
Professional Development for Trauma	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Encouraged	Not addressed (48%)	Encouraged (0%)	Required (52%) ◊
Suicide Prevention Policy	Required	Not addressed (45%)	Encouraged (0%)	Required (55%) □

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Required	Not addressed (17%)	Encouraged (18%)	Required (65%) □
Social-Emotional Learning or Character Development	Not addressed	Not addressed (91%) □	Encouraged (9%)	Required (0%)
Professional Development for Cultural Competency	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (17%)	Encourages or requires early warning, parent conferencing, and parental sanctions (16%)	Encourages or requires comprehensive student supports (67%) ◊

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (36%)	Discourages use (2%)	Requires limits on use of suspension and expulsion (62%) ◊
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (75%) □	Encouraged (0%)	Required (25%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (65%) □	Requires protections for selected groups (2%)	Requires protections for all groups including LGBTQ populations (33%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (18%)	Includes some components of U.S. Department of Education recommendations (82%) ◊	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (22%)	Encouraged (0%)	Required (78%) ◊
Hazing Policy	Not addressed	Not addressed (20%)	Encouraged (16%)	Required (64%) ◊
Dating Violence Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (91%) ◊	Encouraged (0%)	Required (9%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (64%) □	Not addressed or authorizes schools to refer to law enforcement (36%)	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (54%) □	Neither permitted nor prohibited (7%)	Prohibited (39%)
Restraint and Seclusion	Limits use with some protections	Not addressed (0%)	Limits use with some protections (6%)	Limits use and includes comprehensive protections (94%) ◊
Emergency Operations Plans	Not addressed	Not addressed (3%)	Required, but no plans for reviews or updates (97%) ◊	Required, with regular reviews and updates (0%)
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (16%)	Required without interagency coordination (26%)	Required, with required or encouraged interagency coordination (58%) □
Firearms on School Campus	Meets GFSA with protections	Not addressed (0%)	Meets GFSA (100%) ◊	Meets GFSA with protections (0%)
Internet Safety	Required	Not addressed (53%) ◊	Encouraged (0%)	Required (47%)

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (100%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (58%) ◊	Encouraged (16%)	Required (26%)
Authorizes MOUs with Law Enforcement	Authorized with protections	Not addressed (56%) ◊	Authorized (44%)	Authorized with protections (0%)
Chemical Hazard Protections	Encouraged	Not addressed (65%) ◊	Encouraged (0%)	Required (35%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Not addressed	Not addressed (3%)	Encouraged (13%)	Required (84%) ◊

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (41%)	Encouraged (3%)	Required (56%) ◊
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (98%) □	Addressed (2%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (71%) □	Addressed (29%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (6%)	Addressed (7%)	Required (87%) □
Family Engagement in Local Governance	Not addressed	Not addressed (56%) □	Encouraged (31%)	Required (13%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (13%)	Encouraged (2%)	Required (84%) ◊
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Not addressed	Not addressed (61%) □	Encouraged (9%)	Required (30%)
School-Community and Interagency Partnerships	Required	Not addressed (22%)	Encouraged (32%)	Required (47%) □

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (0%)	Authorized (97%) ◊	Authorized and encouraged (3%)

District Policies that Support Healthy Schools
School Year 2017-2018

Nebraska

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 22 public school districts in Nebraska have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Nebraska School District Policies

	% of Elements Addressed within NE State Law	Average % of Elements Addressed within NE District Policies
Health Education	50%	34%
Physical Education and Physical Activity	29%	62%
Nutrition Environment and Services	0%	56%
Health Services	80%	62%
Counseling, Psychological, and Social Services	63%	35%
Social and Emotional Climate	36%	34%
Physical Environment	50%	58%
Employee Wellness	0%	10%
Family Engagement	25%	40%
Community Involvement	33%	67%

Overall LEA Coverage:

Limited

Key:
Low | Moderate | Comprehensive

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for Nebraska's public school districts

□ Indicates majority of public school districts in Nebraska cover topic similarly to state law
◊ Indicates majority of public school districts in Nebraska cover topic differently than state law
ϴ Indicates categories in which most public school districts cover topics without a clear majority
○ Indicates how majority of public school districts in Nebraska cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (100%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (57%) □	Encouraged (0%)	Required (does not address WSCC) (43%)	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (does not address WSCC) (0%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (13%)	Leadership identified (87%) ◊		
District Wellness Policy	Not addressed	Not addressed (7%)	District policy adopted (93%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) ○	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (100%) □	Referenced (0%)	
Health Education Professional Development	Not addressed	Not addressed (27%)	Addressed (73%) ◊	
HE Curriculum ES	Required	Not addressed (7%)	Recommended (0%)	Required (93%) □
HE Curriculum MS	Required	Not addressed (7%)	Recommended (0%)	Required (93%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (7%)	Required in some grade levels (0%)	Required in all grade levels (93%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (100%) □	Required in some grade levels (0%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Not addressed	Not addressed (93%) □	Required in some grade levels (0%)	Required in all grade levels (7%)
Mental and Emotional Health Curriculum	Not addressed	Not addressed (93%) □	Required in some grade levels (0%)	Required in all grade levels (7%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (93%) ◊	Required in some grade levels (0%)	Required in all grade levels (7%)
Violence Prevention (within HE)	Required in all grade levels	Not addressed (51%) ◊	Required in some grade levels (0%)	Required in all grade levels (49%)
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (56%) □	Referenced (44%)	
Time for PE ES	Not addressed	Not addressed (68%) □	Recommended or less than national standards (32%)	Required; Meets national standards (0%)
Time for PE MS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)
Time for PE HS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (73%) □	Allowed (27%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (58%) ◊	Addresses inclusivity of PE activity (42%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (93%) □	Allows substitution of other activities for PE (7%)	
PE Professional Development	Not addressed	Not addressed (27%)	Addressed (73%) ◊	
Physical Activity Throughout Day	Not addressed	Not addressed (23%)	Encouraged (29%)	Required (47%) ◊

	State Law	District Policies		
Recess	Not addressed	Not addressed (24%)	Addressed or requires less than daily recess (47%) ◊	Requires daily recess (29%)
Sports Participation Fees	Sports participation fees prohibited or waivers provided	Requires sports participation fees (0%)	Not addressed (7%)	Sports participation fees prohibited or waivers provided (93%) □

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (94%) □	Recommended or restricted to certain schools/ students (6%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (22%)	Recommended (0%)	Required (78%) ◊
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (7%)	Addressed OR does not meet federal standards in all grades (14%)	Meets federal Smart Snacks standards in all grades (79%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (20%)	Recommends restricting to foods that meet Smart Snack standards (7%)	Restricted to foods that meet Smart Snack standards (73%) ◊
Class Parties ES	Not addressed	Not addressed (20%)	Addressed (52%) ◊	Required (27%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (64%) ◊	Not addressed (36%)	Supports access to meals (0%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (89%) ◊	Addressed, but no formal program (11%)	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Addressed	Not addressed (7%)	Addressed (93%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (28%)	Addressed (72%) □	
Preventive Vision Screenings HS	Addressed	Not addressed (26%)	Addressed (74%) □	
Preventive Hearing Screenings ES	Addressed	Not addressed (28%)	Addressed (72%) □	
Preventive Hearing Screenings MS	Addressed	Not addressed (28%)	Addressed (72%) □	
Preventive Hearing Screenings HS	Addressed	Not addressed (26%)	Addressed (74%) □	
Preventive Dental Screenings ES	Addressed	Not addressed (28%)	Addressed (72%) □	
Preventive Dental Screenings MS	Addressed	Not addressed (28%)	Addressed (72%) □	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (26%)	Addressed (74%) □	
Asthma Plans	Addressed	Not addressed (7%)	Addressed (93%) □	
Diabetes Plans	Addressed	Not addressed (18%)	Addressed (82%) □	
Allergy Plans	Addressed	Not addressed (7%)	Addressed (93%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (8%)	Allowed for religious or moral reasons (92%) □	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Not addressed	Not addressed (56%) □	Addressed, but nurse availability limited (44%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (39%)	Addressed (61%) □	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (20%)	Encouraged (7%)	Required (72%) □
School Counseling 9-12	Required	Not addressed (19%)	Encouraged (7%)	Required (74%) □
School-based or School-linked Mental Health Services	Encouraged	Not addressed (84%) ◊	Encouraged (10%)	Required (6%)
Professional Development for Mental Health	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Not addressed	Not addressed (51%) □	Screening authorized (9%)	Encouraged or Required (40%)
Professional Development for Trauma	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Required	Not addressed (53%) ◊	Encouraged (0%)	Required (47%)
Suicide Prevention Policy	Not addressed	Not addressed (93%) □	Encouraged (0%)	Required (7%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Not addressed	Not addressed (68%) □	Encouraged (0%)	Required (32%)
Social-Emotional Learning or Character Development	Not addressed	Not addressed (92%) □	Encouraged (8%)	Required (0%)
Professional Development for Cultural Competency	Not addressed	Not addressed (94%) □	Encouraged (0%)	Required (6%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (20%)	Encourages or requires early warning, parent conferencing, and parental sanctions (10%)	Encourages or requires comprehensive student supports (71%) □

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (91%) □	Discourages use (9%)	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (20%)	Encouraged (56%) □	Required (24%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (100%) □	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (0%)
Bullying, Harassment, and Intimidation Policy	Includes some components of U.S. Department of Education recommendations	Not addressed (7%)	Includes some components of U.S. Department of Education recommendations (93%) □	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Not addressed	Not addressed (84%) □	Encouraged (0%)	Required (16%)
Hazing Policy	Encouraged	Not addressed (31%)	Encouraged (9%)	Required (61%) ◊
Dating Violence Policy	Required	Not addressed (15%)	Encouraged (0%)	Required (85%) □

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (66%) □	Not addressed or authorizes schools to refer to law enforcement (34%)	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (16%)	Prohibited (84%) □
Restraint and Seclusion	Limits use with some protections	Not addressed (15%)	Limits use with some protections (1%)	Limits use and includes comprehensive protections (85%) ◊
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (23%)	Required, but no plans for reviews or updates (41%) ◊	Required, with regular reviews and updates (37%)
Multi-hazard Practice Drills	Not addressed	Not addressed (7%)	Required without interagency coordination (82%) ◊	Required, with required or encouraged interagency coordination (10%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (15%)	Meets GFSA (84%) ◊	Meets GFSA with protections (1%)
Internet Safety	Required	Not addressed (15%)	Encouraged (0%)	Required (85%) □

	State Law	District Policies		
Tobacco-free Environments	Not addressed or prohibits student use	Not addressed or prohibits student use (7%)	Prohibits any use, may include limited policies (93%) ◊	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Not addressed	Not addressed (26%)	Encouraged (8%)	Required (66%) ◊
Authorizes MOUs with Law Enforcement	Not addressed	Not addressed (99%) □	Authorized (1%)	Authorized with protections (0%)
Chemical Hazard Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Encouraged	Not addressed (85%) ◊	Encouraged (6%)	Required (9%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (52%) □	Encouraged (6%)	Required (42%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (100%) □	Addressed (0%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (7%)	Addressed (1%)	Required (92%) □
Family Engagement in Local Governance	Not addressed	Not addressed (72%) □	Encouraged (21%)	Required (7%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (61%) □	Encouraged (13%)	Required (26%)
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Not addressed	Not addressed (68%) □	Encouraged (23%)	Required (10%)
School-Community and Interagency Partnerships	Required	Not addressed (15%)	Encouraged (19%)	Required (66%) □

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (15%)	Authorized (83%) ◊	Authorized and encouraged (2%)

District Policies that Support Healthy Schools
School Year 2017-2018

New Jersey

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 19 public school districts in New Jersey have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in New Jersey School District Policies

	% of Elements Addressed within NJ State Law	Average % of Elements Addressed within NJ District Policies
Health Education	80%	71%
Physical Education and Physical Activity	29%	28%
Nutrition Environment and Services	50%	34%
Health Services	90%	67%
Counseling, Psychological, and Social Services	63%	60%
Social and Emotional Climate	71%	60%
Physical Environment	83%	86%
Employee Wellness	0%	1%
Family Engagement	25%	41%
Community Involvement	67%	92%

Overall LEA Coverage:

Limited

Key:
Low | Moderate | Comprehensive

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for New Jersey's public school districts

□	Indicates majority of public school districts in New Jersey cover topic similarly to state law
◊	Indicates majority of public school districts in New Jersey cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in New Jersey cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (100%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (33%)	Encouraged (20%)	Required (does not address WSCC) (46%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (90%) □	Encouraged (5%)	Required (does not address WSCC) (5%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (51%) □	Leadership identified (49%)		
District Wellness Policy	District policy adopted	Not addressed (0%)	District policy adopted (100%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (57%) o	District policy adopted (43%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (100%) □	Referenced (0%)	
Health Education Professional Development	Not addressed	Not addressed (99%) □	Addressed (1%)	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (0%)	Required in some grade levels (0%)	Required in all grade levels (100%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in all grade levels	Not addressed (35%)	Required in some grade levels (0%)	Required in all grade levels (65%) □
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (11%)	Required in some grade levels (0%)	Required in all grade levels (89%) □
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (11%)	Required in some grade levels (0%)	Required in all grade levels (89%) □
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (11%)	Required in some grade levels (0%)	Required in all grade levels (89%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (8%)	Required in some grade levels (27%)	Required in all grade levels (65%) □
Bullying Prevention (within HE)	Required in some grade levels	Not addressed (11%)	Required in some grade levels (8%)	Required in all grade levels (81%) ◊

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (100%) □	Referenced (0%)	
Time for PE ES	Required; meets national standards	Not addressed (55%) ◊	Recommended or less than national standards (23%)	Required; Meets national standards (22%)
Time for PE MS	Recommended or less than national standards	Not addressed (55%) ◊	Recommended or less than national standards (23%)	Required; Meets national standards (22%)
Time for PE HS	Recommended or less than national standards	Not addressed (66%) ◊	Recommended or less than national standards (8%)	Required; Meets national standards (27%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (56%) □	Allowed (44%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (92%) ◊	Addresses inclusivity of PE activity (8%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (83%) □	Allows substitution of other activities for PE (17%)	
PE Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
Physical Activity Throughout Day	Not addressed	Not addressed (28%)	Encouraged (51%) ◊	Required (21%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (21%)	Addressed or requires less than daily recess (56%) ◊	Requires daily recess (23%)
Sports Participation Fees	Not addressed	Requires sports participation fees (0%)	Not addressed (95%) □	Sports participation fees prohibited or waivers provided (5%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Recommended or restricted to certain schools/ students	Not addressed (94%) ◊	Recommended or restricted to certain schools/ students (5%)	Required to ensure all students eat breakfast (1%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (100%) □	Recommended (0%)	Required (0%)
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (0%)	Addressed OR does not meet federal standards in all grades (35%)	Meets federal Smart Snacks standards in all grades (65%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Recommends restricting to foods that meet Smart Snack standards	Not addressed (51%) ◊	Recommends restricting to foods that meet Smart Snack standards (34%)	Restricted to foods that meet Smart Snack standards (15%)
Class Parties ES	Not addressed	Not addressed (66%) □	Addressed (14%)	Required (20%)
Unpaid Meal Charge Policy	Restricts access to meals	Restricts access to meals (67%) □	Not addressed (18%)	Supports access to meals (15%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (15%)	Addressed, but no formal program (7%)	Addresses on-campus health centers or clinics (78%) ◊
Preventive Vision Screenings ES	Addressed	Not addressed (27%)	Addressed (73%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (27%)	Addressed (73%) □	
Preventive Vision Screenings HS	Addressed	Not addressed (30%)	Addressed (70%) □	
Preventive Hearing Screenings ES	Addressed	Not addressed (25%)	Addressed (75%) □	
Preventive Hearing Screenings MS	Addressed	Not addressed (25%)	Addressed (75%) □	
Preventive Hearing Screenings HS	Addressed	Not addressed (30%)	Addressed (70%) □	
Preventive Dental Screenings ES	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Asthma Plans	Addressed	Not addressed (1%)	Addressed (99%) □	
Diabetes Plans	Addressed	Not addressed (5%)	Addressed (95%) □	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (28%)	Allowed for religious or moral reasons (72%) □	
School Nurse Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (8%)	Addressed, but nurse availability limited (84%) □	Requires full time nurse in every school (8%)
Referrals to Community Health Providers	Addressed	Not addressed (58%) ◊	Addressed (42%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (16%)	Encouraged (11%)	Required (72%) □
School Counseling 9-12	Required	Not addressed (20%)	Encouraged (0%)	Required (80%) □
School-based or School-linked Mental Health Services	Required	Not addressed (87%) ◊	Encouraged (1%)	Required (12%)
Professional Development for Mental Health	Not addressed	Not addressed (92%) □	Encouraged (0%)	Required (8%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (0%)	Screening authorized (0%)	Encouraged or Required (100%) □
Professional Development for Trauma	Not addressed	Not addressed (80%) □	Encouraged (0%)	Required (20%)
Professional Development for Suicide Prevention	Required	Not addressed (1%)	Encouraged (0%)	Required (99%) □
Suicide Prevention Policy	Not addressed	Not addressed (15%)	Encouraged (0%)	Required (85%) ◊

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Required	Not addressed (3%)	Encouraged (16%)	Required (82%) □
Social-Emotional Learning or Character Development	Not addressed	Not addressed (86%) □	Encouraged (8%)	Required (6%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (5%)	Encourages or requires early warning, parent conferencing, and parental sanctions (25%)	Encourages or requires comprehensive student supports (70%) ◊

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (24%)	Discourages use (0%)	Requires limits on use of suspension and expulsion (75%) □
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (10%)	Encouraged (76%) ◊	Required (14%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (0%)	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (100%) □
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (0%)	Includes all components of U.S. Department of Education recommendations (100%) □

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (0%)	Encouraged (0%)	Required (100%) □
Hazing Policy	Encouraged	Not addressed (35%)	Encouraged (38%) □	Required (27%)
Dating Violence Policy	Required	Not addressed (39%)	Encouraged (0%)	Required (61%) □

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (83%) ◊	Encouraged (0%)	Required (17%)
Limits on Referrals to Law Enforcement	Requires districts to establish formal procedures for referrals to law enforcement	Requires referral for any offense in violation of criminal code (20%)	Not addressed or authorizes schools to refer to law enforcement (62%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (18%)
Equitable Discipline Practices	Monitoring and remediation required	Not addressed (100%) ◊	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (23%)	Prohibited (77%) □
Restraint and Seclusion	Not addressed	Not addressed (39%)	Limits use with some protections (0%)	Limits use and includes comprehensive protections (61%) ◊
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (0%)	Required, but no plans for reviews or updates (0%)	Required, with regular reviews and updates (100%) □
Multi-hazard Practice Drills	Not addressed	Not addressed (0%)	Required without interagency coordination (35%)	Required, with required or encouraged interagency coordination (65%) ◊
Firearms on School Campus	Meets GFSA with protections	Not addressed (0%)	Meets GFSA (100%) ◊	Meets GFSA with protections (0%)
Internet Safety	Required	Not addressed (10%)	Encouraged (0%)	Required (90%) □

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (78%) □	Requires comprehensive policies (22%)
Alcohol and Drug Use Intervention Programs	Required	Not addressed (0%)	Encouraged (15%)	Required (85%) □
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (34%)	Authorized (51%) □	Authorized with protections (15%)
Chemical Hazard Protections	Required	Not addressed (9%)	Encouraged (0%)	Required (91%) □
Water Quality Protections	Required	Not addressed (18%)	Encouraged (9%)	Required (73%) □
Air Quality Protections	Required	Not addressed (32%)	Encouraged (0%)	Required (68%) □

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (95%) □	Encouraged (0%)	Required (5%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (100%) □	Addressed (0%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Not addressed	Not addressed (28%)	Addressed (50%) ◊	Required (21%)
Family Engagement in Local Governance	Not addressed	Not addressed (41%) □	Encouraged (24%)	Required (35%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (89%) □	Encouraged (11%)	Required (0%)
Family Engagement in Policy making on School Discipline	Encouraged	Not addressed (76%) ◊	Encouraged (0%)	Required (23%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Not addressed	Not addressed (9%)	Encouraged (49%) ◊	Required (42%)
School-Community and Interagency Partnerships	Encouraged	Not addressed (8%)	Encouraged (0%)	Required (92%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (8%)	Authorized (77%) ◊	Authorized and encouraged (15%)

District Policies that Support Healthy Schools
School Year 2017-2018

New Mexico

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 15 public school districts in New Mexico have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in New Mexico School District Policies

	% of Elements Addressed within NM State Law	Average % of Elements Addressed within NM District Policies
Health Education	90%	77%
Physical Education and Physical Activity	43%	21%
Nutrition Environment and Services	50%	34%
Health Services	60%	46%
Counseling, Psychological, and Social Services	50%	36%
Social and Emotional Climate	50%	46%
Physical Environment	83%	56%
Employee Wellness	40%	21%
Family Engagement	75%	52%
Community Involvement	100%	72%

Overall LEA Coverage:

Limited

Key:
Low Moderate Comprehensive

Child TRENDS

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Average approach to selected topic areas by domain for New Mexico's public school districts

□	Indicates majority of public school districts in New Mexico cover topic similarly to state law
◊	Indicates majority of public school districts in New Mexico cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in New Mexico cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (100%) ◊	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Required (does not address WSCC)	Not addressed (22%)	Encouraged (0%)	Required (does not address WSCC) (78%) □	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (does not address WSCC) (0%)	Required (addresses WSCC) (0%)
Wellness Leadership	Leadership Identified	Not addressed (62%) ◊	Leadership identified (38%)		
District Wellness Policy	District policy adopted	Not addressed (33%)	District policy adopted (67%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) o	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (30%)	Referenced (70%) □	
Health Education Professional Development	Not addressed	Not addressed (89%) □	Addressed (11%)	
HE Curriculum ES	Required	Not addressed (4%)	Recommended (0%)	Required (96%) □
HE Curriculum MS	Required	Not addressed (4%)	Recommended (0%)	Required (96%) □
HE Curriculum HS	Required	Not addressed (4%)	Recommended (0%)	Required (96%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (17%)	Required in some grade levels (0%)	Required in all grade levels (83%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in all grade levels	Not addressed (19%)	Required in some grade levels (4%)	Required in all grade levels (77%) □
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (17%)	Required in some grade levels (0%)	Required in all grade levels (83%) □
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (12%)	Required in some grade levels (0%)	Required in all grade levels (88%) □
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (19%)	Required in some grade levels (0%)	Required in all grade levels (81%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (19%)	Required in some grade levels (0%)	Required in all grade levels (81%) □
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (6%)	Required in some grade levels (0%)	Required in all grade levels (94%) □

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (85%) ◊	Referenced (15%)	
Time for PE ES	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)
Time for PE MS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)
Time for PE HS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Allowed	Not addressed (100%) ◊	Allowed (0%)
PE Exemptions for Disabilities	Allowed	Not addressed (100%) ◊	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (94%) ◊	Addresses inclusivity of PE activity (6%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (96%) □	Allows substitution of other activities for PE (4%)	
PE Professional Development	Not addressed	Not addressed (89%) □	Addressed (11%)	
Physical Activity Throughout Day	Encouraged	Not addressed (33%)	Encouraged (54%) □	Required (13%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (66%) □	Addressed or requires less than daily recess (6%)	Requires daily recess (28%)
Sports Participation Fees	Not addressed	Requires sports participation fees (15%)	Not addressed (68%) □	Sports participation fees prohibited or waivers provided (17%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Recommended or restricted to certain schools/ students	Not addressed (88%) ◊	Recommended or restricted to certain schools/ students (12%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (100%) □	Recommended (0%)	Required (0%)
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (12%)	Addressed OR does not meet federal standards in all grades (22%)	Meets federal Smart Snacks standards in all grades (66%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (55%) □	Recommends restricting to foods that meet Smart Snack standards (45%)	Restricted to foods that meet Smart Snack standards (0%)
Class Parties ES	Not addressed	Not addressed (49%)	Addressed (51%) ◊	Required (0%)
Unpaid Meal Charge Policy	Supports access to meals	Restricts access to meals (20%)	Not addressed (70%) ◊	Supports access to meals (10%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (14%)	Addressed, but no formal program (44%) ◻	Addresses on-campus health centers or clinics (41%)
Preventive Vision Screenings ES	Addressed	Not addressed (37%)	Addressed (63%) ◻	
Preventive Vision Screenings MS	Not addressed	Not addressed (96%) ◻	Addressed (4%)	
Preventive Vision Screenings HS	Not addressed	Not addressed (96%) ◻	Addressed (4%)	
Preventive Hearing Screenings ES	Not addressed	Not addressed (78%) ◻	Addressed (22%)	
Preventive Hearing Screenings MS	Not addressed	Not addressed (100%) ◻	Addressed (0%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (100%) ◻	Addressed (0%)	
Preventive Dental Screenings ES	Not addressed	Not addressed (99%) ◻	Addressed (1%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (100%) ◻	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (100%) ◻	Addressed (0%)	
Asthma Plans	Addressed	Not addressed (26%)	Addressed (74%) ◻	
Diabetes Plans	Addressed	Not addressed (66%) ◊	Addressed (34%)	
Allergy Plans	Addressed	Not addressed (26%)	Addressed (74%) ◻	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (7%)	Allowed for religious or moral reasons (93%) ◻	
School Nurse Professional Development	Not addressed	Not addressed (89%) ◻	Addressed (11%)	
School Nurse Availability	Not addressed	Not addressed (53%) ◻	Addressed, but nurse availability limited (40%)	Requires full time nurse in every school (7%)
Referrals to Community Health Providers	Addressed	Not addressed (47%)	Addressed (53%) ◻	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (24%)	Encouraged (7%)	Required (69%) □
School Counseling 9-12	Required	Not addressed (24%)	Encouraged (7%)	Required (69%) □
School-based or School-linked Mental Health Services	Encouraged	Not addressed (44%)	Encouraged (0%)	Required (56%) ◊
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (36%)	Screening authorized (4%)	Encouraged or Required (60%) □
Professional Development for Trauma	Not addressed	Not addressed (93%) □	Encouraged (7%)	Required (0%)
Professional Development for Suicide Prevention	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Suicide Prevention Policy	Not addressed	Not addressed (96%) □	Encouraged (0%)	Required (4%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Required	Not addressed (33%)	Encouraged (23%)	Required (44%) □
Social-Emotional Learning or Character Development	Not addressed	Not addressed (91%) □	Encouraged (1%)	Required (7%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (6%)	Encourages or requires early warning, parent conferencing, and parental sanctions (4%)	Encourages or requires comprehensive student supports (90%) □

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (28%)	Discourages use (72%) ◊	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (80%) ◊	Encouraged (15%)	Required (4%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (9%)	Requires protections for selected groups (90%) ◊	Requires protections for all groups including LGBTQ populations (1%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (90%) ◊	Includes all components of U.S. Department of Education recommendations (10%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (19%)	Encouraged (11%)	Required (70%) □
Hazing Policy	Required	Not addressed (0%)	Encouraged (84%) ◊	Required (16%)
Dating Violence Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Not addressed or authorizes schools to refer to law enforcement	Requires referral for any offense in violation of criminal code (32%)	Not addressed or authorizes schools to refer to law enforcement (64%) □	Requires districts to establish formal procedures for referrals to law enforcement (4%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (4%)	Neither permitted nor prohibited (13%)	Prohibited (83%) □
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (46%)	Limits use with some protections (6%)	Limits use and includes comprehensive protections (49%) □
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (17%)	Required, but no plans for reviews or updates (47%) ◊	Required, with regular reviews and updates (36%)
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (18%)	Required without interagency coordination (38%)	Required, with required or encouraged interagency coordination (44%) □
Firearms on School Campus	Meets GFSA with protections	Not addressed (0%)	Meets GFSA (100%) ◊	Meets GFSA with protections (0%)
Internet Safety	Required	Not addressed (34%)	Encouraged (6%)	Required (60%) □

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (6%)	Prohibits any use, may include limited policies (87%) □	Requires comprehensive policies (7%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (77%) ◊	Encouraged (9%)	Required (14%)
Authorizes MOUs with Law Enforcement	Not addressed	Not addressed (100%) □	Authorized (0%)	Authorized with protections (0%)
Chemical Hazard Protections	Required	Not addressed (12%)	Encouraged (71%) ◊	Required (17%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (36%)	Encouraged (56%) □	Required (9%)
Staff Stress Management Program	Not addressed	Not addressed (64%) □	Addressed (36%)	
Staff Health Assessments	Addressed	Not addressed (100%) ◊	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (96%) □	Addressed (4%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Addressed	Not addressed (24%)	Addressed (16%)	Required (60%) ◊
Family Engagement in Local Governance	Required	Not addressed (35%)	Encouraged (22%)	Required (43%) □

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (90%) □	Encouraged (10%)	Required (0%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (44%)	Encouraged (0%)	Required (56%) □

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (36%) ⊖	Encouraged (36%) ⊖	Required (28%)
School-Community and Interagency Partnerships	Encouraged	Not addressed (36%)	Encouraged (56%) □	Required (9%)

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (12%)	Authorized (54%) ◊	Authorized and encouraged (34%)

District Policies that Support Healthy Schools
School Year 2017-2018

New York

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 17 public school districts in New York have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in New York School District Policies

	% of Elements Addressed within NY State Law	Average % of Elements Addressed within NY District Policies
Health Education	70%	50%
Physical Education and Physical Activity	43%	45%
Nutrition Environment and Services	17%	61%
Health Services	100%	58%
Counseling, Psychological, and Social Services	63%	43%
Social and Emotional Climate	64%	51%
Physical Environment	100%	66%
Employee Wellness	20%	5%
Family Engagement	50%	82%
Community Involvement	67%	86%

Key:
Low | Moderate | Comprehensive

Overall LEA Coverage:

Broad

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for New York's public school districts

□	Indicates majority of public school districts in New York cover topic similarly to state law
◊	Indicates majority of public school districts in New York cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in New York cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (100%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Encouraged	Not addressed (16%)	Encouraged (0%)	Required (does not address WSCC) (84%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (85%) □	Encouraged (0%)	Required (does not address WSCC) (15%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (7%)	Leadership identified (93%) ◊		
District Wellness Policy	Not addressed	Not addressed (0%)	District policy adopted (100%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) o	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (88%) □	Referenced (12%)	
Health Education Professional Development	Addressed	Not addressed (78%) ◊	Addressed (22%)	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (0%)	Required in some grade levels (0%)	Required in all grade levels (100%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (80%) □	Required in some grade levels (0%)	Required in all grade levels (20%)
Social and Emotional Learning (within HE)	Required in some grade levels	Not addressed (37%)	Required in some grade levels (6%)	Required in all grade levels (57%) ◊
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (94%) ◊	Required in some grade levels (0%)	Required in all grade levels (6%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (45%)	Required in some grade levels (0%)	Required in all grade levels (55%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (40%) ◊	Required in some grade levels (26%)	Required in all grade levels (34%)
Bullying Prevention (within HE)	Not addressed	Not addressed (40%)	Required in some grade levels (0%)	Required in all grade levels (60%) ◊

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (92%) □	Referenced (8%)	
Time for PE ES	Recommended or less than national standards	Not addressed (28%)	Recommended or less than national standards (65%) □	Required; Meets national standards (7%)
Time for PE MS	Recommended or less than national standards	Not addressed (35%)	Recommended or less than national standards (65%) □	Required; Meets national standards (0%)
Time for PE HS	Recommended or less than national standards	Not addressed (35%)	Recommended or less than national standards (65%) □	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Allowed	Not addressed (100%) ◊	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (53%) □	Allowed (47%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (23%)	Addresses inclusivity of PE activity (77%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (100%) ◊	Allows substitution of other activities for PE (0%)	
PE Professional Development	Addressed	Not addressed (59%) ◊	Addressed (41%)	
Physical Activity Throughout Day	Not addressed	Not addressed (27%)	Encouraged (55%) ◊	Required (19%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (58%) □	Addressed or requires less than daily recess (7%)	Requires daily recess (35%)
Sports Participation Fees	Not addressed	Requires sports participation fees (0%)	Not addressed (100%) □	Sports participation fees prohibited or waivers provided (0%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (73%) □	Recommended or restricted to certain schools/ students (12%)	Required to ensure all students eat breakfast (15%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (43%)	Recommended (7%)	Required (51%) ◊
Competitive Food (Outside of School Meals)	Addressed OR does not meet federal standards in all grades	Not addressed (5%)	Addressed OR does not meet federal standards in all grades (50%) □	Meets federal Smart Snacks standards in all grades (45%)

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (34%)	Recommends restricting to foods that meet Smart Snack standards (5%)	Restricted to foods that meet Smart Snack standards (61%) ◊
Class Parties ES	Not addressed	Not addressed (7%)	Addressed (75%) ◊	Required (19%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (55%) ◊	Not addressed (20%)	Supports access to meals (26%)

Health Services

	State Law	District Policies		
School-based Health Services	Addressed, but no formal program	Not addressed (82%) ◊	Addressed, but no formal program (6%)	Addresses on-campus health centers or clinics (12%)
Preventive Vision Screenings ES	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Vision Screenings HS	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Hearing Screenings ES	Addressed	Not addressed (19%)	Addressed (81%) □	
Preventive Hearing Screenings MS	Not addressed	Not addressed (19%)	Addressed (81%) ◊	
Preventive Hearing Screenings HS	Not addressed	Not addressed (19%)	Addressed (81%) ◊	
Preventive Dental Screenings ES	Addressed	Not addressed (6%)	Addressed (94%) □	
Preventive Dental Screenings MS	Addressed	Not addressed (13%)	Addressed (87%) □	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (13%)	Addressed (87%) □	
Asthma Plans	Addressed	Not addressed (33%)	Addressed (67%) □	
Diabetes Plans	Addressed	Not addressed (33%)	Addressed (67%) □	
Allergy Plans	Addressed	Not addressed (7%)	Addressed (93%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (0%)	Allowed for religious or moral reasons (100%) □	
School Nurse Professional Development	Addressed	Not addressed (100%) ◊	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (84%) ◊	Addressed, but nurse availability limited (16%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (46%)	Addressed (54%) □	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (7%)	Encouraged (0%)	Required (93%) □
School Counseling 9-12	Required	Not addressed (7%)	Encouraged (0%)	Required (93%) □
School-based or School-linked Mental Health Services	Not addressed	Not addressed (58%) □	Encouraged (6%)	Required (36%)
Professional Development for Mental Health	Required	Not addressed (80%) ◊	Encouraged (0%)	Required (20%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (32%)	Screening authorized (6%)	Encouraged or Required (62%) □
Professional Development for Trauma	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Suicide Prevention Policy	Required	Not addressed (69%) ◊	Encouraged (0%)	Required (31%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Not addressed	Not addressed (54%) □	Encouraged (0%)	Required (46%)
Social-Emotional Learning or Character Development	Required	Not addressed (49%) ◊	Encouraged (7%)	Required (44%)
Professional Development for Cultural Competency	Required	Not addressed (88%) ◊	Encouraged (12%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (11%)	Encourages or requires early warning, parent conferencing, and parental sanctions (46%) ◊	Encourages or requires comprehensive student supports (43%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Discourages Use	Not addressed (40%)	Discourages use (1%)	Requires limits on use of suspension and expulsion (59%) ◊
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (7%)	Encouraged (68%) ◊	Required (25%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (7%)	Requires protections for selected groups (40%)	Requires protections for all groups including LGBTQ populations (53%) □
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (13%)	Includes some components of U.S. Department of Education recommendations (47%) ◊	Includes all components of U.S. Department of Education recommendations (40%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (13%)	Encouraged (0%)	Required (87%) □
Hazing Policy	Encouraged	Not addressed (7%)	Encouraged (36%)	Required (57%) ◊
Dating Violence Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires districts to establish formal procedures for referrals to law enforcement	Requires referral for any offense in violation of criminal code (7%)	Not addressed or authorizes schools to refer to law enforcement (93%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (0%)	Prohibited (100%) □
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (88%) ◊	Limits use with some protections (0%)	Limits use and includes comprehensive protections (12%)
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (5%)	Required, but no plans for reviews or updates (0%)	Required, with regular reviews and updates (95%) □
Multi-hazard Practice Drills	Required without interagency coordination	Not addressed (12%)	Required without interagency coordination (40%)	Required, with required or encouraged interagency coordination (48%) ◊
Firearms on School Campus	Meets GFSA with protections	Not addressed (14%)	Meets GFSA (53%) ◊	Meets GFSA with protections (34%)
Internet Safety	Encouraged	Not addressed (12%)	Encouraged (0%)	Required (88%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (56%) □	Requires comprehensive policies (44%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (37%)	Encouraged (0%)	Required (63%) ◊
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (68%) ◊	Authorized (32%)	Authorized with protections (0%)
Chemical Hazard Protections	Required	Not addressed (21%)	Encouraged (1%)	Required (78%) □
Water Quality Protections	Required	Not addressed (92%) ◊	Encouraged (0%)	Required (8%)
Air Quality Protections	Required	Not addressed (57%) ◊	Encouraged (0%)	Required (43%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (76%) ◊	Encouraged (12%)	Required (12%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies		
Staff Physical Activity	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)	

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Not addressed	Not addressed (6%)	Addressed (88%) ◊	Required (6%)
Family Engagement in Local Governance	Required	Not addressed (48%) ◊	Encouraged (19%)	Required (34%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (2%)	Encouraged (92%) ◊	Required (6%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (16%)	Encouraged (75%) ◊	Required (9%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Not addressed	Not addressed (28%)	Encouraged (30%)	Required (42%) ◊
School-Community and Interagency Partnerships	Encouraged	Not addressed (14%)	Encouraged (40%)	Required (46%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (0%)	Authorized (46%)	Authorized and encouraged (54%) □

District Policies that Support Healthy Schools
School Year 2017-2018

North Dakota

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 17 public school districts in North Dakota have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in North Dakota School District Policies

	% of Elements Addressed within ND State Law	Average % of Elements Addressed within ND District Policies
Health Education	20%	66%
Physical Education and Physical Activity	14%	62%
Nutrition Environment and Services	0%	45%
Health Services	20%	14%
Counseling, Psychological, and Social Services	50%	31%
Social and Emotional Climate	36%	34%
Physical Environment	42%	57%
Employee Wellness	0%	16%
Family Engagement	0%	40%
Community Involvement	0%	57%

Overall LEA Coverage:

Limited

Key:
Low Moderate Comprehensive

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for North Dakota's public school districts

□	Indicates majority of public school districts in North Dakota cover topic similarly to state law
◊	Indicates majority of public school districts in North Dakota cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in North Dakota cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (96%) □	Addresses Coordinated School Health (4%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (30%)	Encouraged (11%)	Required (does not address WSCC) (59%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (94%) □	Encouraged (2%)	Required (does not address WSCC) (4%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (20%)	Leadership identified (80%) ◊		
District Wellness Policy	Not addressed	Not addressed (24%)	District policy adopted (76%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) o	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (32%)	Referenced (68%) ◊	
Health Education Professional Development	Not addressed	Not addressed (49%)	Addressed (51%) ◊	
HE Curriculum ES	Required	Not addressed (5%)	Recommended (7%)	Required (88%) □
HE Curriculum MS	Required	Not addressed (5%)	Recommended (10%)	Required (85%) □
HE Curriculum HS	Recommended	Not addressed (5%)	Recommended (10%)	Required (85%) ◊
Healthy Eating/ Nutrition Curriculum	Not addressed	Not addressed (5%)	Required in some grade levels (0%)	Required in all grade levels (95%) ◊

	State Law	District Policies		
Suicide Prevention (within HE)	Not addressed	Not addressed (100%) □	Required in some grade levels (0%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Not addressed	Not addressed (32%)	Required in some grade levels (0%)	Required in all grade levels (68%) ◊
Mental and Emotional Health Curriculum	Not addressed	Not addressed (60%) □	Required in some grade levels (0%)	Required in all grade levels (40%)
Personal Health and Wellness Curriculum	Required in some grade levels	Not addressed (14%)	Required in some grade levels (10%)	Required in all grade levels (76%) ◊
Violence Prevention (within HE)	Not addressed	Not addressed (43%)	Required in some grade levels (57%) ◊	Required in all grade levels (0%)
Bullying Prevention (within HE)	Not addressed	Not addressed (5%)	Required in some grade levels (0%)	Required in all grade levels (95%) ◊

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Not addressed	Not addressed (30%)	Referenced (70%) ◊	
Time for PE ES	Not addressed	Not addressed (30%)	Recommended or less than national standards (70%) ◊	Required; Meets national standards (0%)
Time for PE MS	Not addressed	Not addressed (30%)	Recommended or less than national standards (70%) ◊	Required; Meets national standards (0%)
Time for PE HS	Not addressed	Not addressed (30%)	Recommended or less than national standards (70%) ◊	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (82%) □	Allowed (18%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Not addressed	Not addressed (41%)	Addresses inclusivity of PE activity (59%) ◊

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (100%) □	Allows substitution of other activities for PE (0%)	
PE Professional Development	Not addressed	Not addressed (59%) □	Addressed (41%)	
Physical Activity Throughout Day	Not addressed	Not addressed (5%)	Encouraged (86%) ◊	Required (9%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (21%)	Addressed or requires less than daily recess (64%) ◊	Requires daily recess (15%)
Sports Participation Fees	Sports participation fees prohibited or waivers provided	Requires sports participation fees (2%)	Not addressed (81%) ◊	Sports participation fees prohibited or waivers provided (17%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (92%) □	Recommended or restricted to certain schools/ students (8%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (38%)	Recommended (0%)	Required (62%) ◊
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (16%)	Addressed OR does not meet federal standards in all grades (11%)	Meets federal Smart Snacks standards in all grades (73%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (53%) □	Recommends restricting to foods that meet Smart Snack standards (2%)	Restricted to foods that meet Smart Snack standards (45%)
Class Parties ES	Not addressed	Not addressed (35%)	Addressed (65%) ◊	Required (0%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (52%) ◊	Not addressed (43%)	Supports access to meals (5%)

	State Law	District Policies		
School-based Health Services	Not addressed	Not addressed (100%) □	Addressed, but no formal program (0%)	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Vision Screenings MS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Vision Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Hearing Screenings ES	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Hearing Screenings MS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Dental Screenings ES	Not addressed	Not addressed (100%) □	Addressed (0%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Asthma Plans	Addressed	Not addressed (86%) ◊	Addressed (14%)	
Diabetes Plans	Not addressed	Not addressed (91%) □	Addressed (9%)	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (73%) ◊	Allowed for religious or moral reasons (27%)	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Not addressed	Not addressed (96%) □	Addressed, but nurse availability limited (4%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Not addressed	Not addressed (85%) □	Addressed (15%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Not addressed	Not addressed (34%)	Encouraged (30%)	Required (36%) ◊
School Counseling 9-12	Required	Not addressed (24%)	Encouraged (19%)	Required (57%) □
School-based or School-linked Mental Health Services	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Mental Health	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Not addressed	Not addressed (64%) □	Screening authorized (0%)	Encouraged or Required (36%)
Professional Development for Trauma	Required	Not addressed (96%) ◊	Encouraged (4%)	Required (0%)
Professional Development for Suicide Prevention	Required	Not addressed (68%) ◊	Encouraged (0%)	Required (32%)
Suicide Prevention Policy	Not addressed	Not addressed (68%) □	Encouraged (0%)	Required (32%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (52%) ◊	Encouraged (0%)	Required (48%)
Social-Emotional Learning or Character Development	Not addressed	Not addressed (81%) □	Encouraged (19%)	Required (0%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires early warning, parent conferencing, and parental sanctions	Not addressed or limited to transfer to law enforcement (9%)	Encourages or requires early warning, parent conferencing, and parental sanctions (48%) □	Encourages or requires comprehensive student supports (43%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (84%) □	Discourages use (16%)	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (71%) □	Encouraged (29%)	Required (0%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (96%) □	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (4%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (5%)	Includes some components of U.S. Department of Education recommendations (79%) ◊	Includes all components of U.S. Department of Education recommendations (16%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (5%)	Encouraged (11%)	Required (84%) □
Hazing Policy	Encouraged	Not addressed (25%)	Encouraged (11%)	Required (64%) ◊
Dating Violence Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (64%) □	Not addressed or authorizes schools to refer to law enforcement (36%)	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (45%)	Prohibited (55%) □
Restraint and Seclusion	Not addressed	Not addressed (45%)	Limits use with some protections (8%)	Limits use and includes comprehensive protections (48%) ◊
Emergency Operations Plans	Not addressed	Not addressed (31%)	Required, but no plans for reviews or updates (64%) ◊	Required, with regular reviews and updates (4%)
Multi-hazard Practice Drills	Required without interagency coordination	Not addressed (18%)	Required without interagency coordination (82%) □	Required, with required or encouraged interagency coordination (0%)
Firearms on School Campus	Not addressed	Not addressed (33%)	Meets GFSA (53%) ◊	Meets GFSA with protections (14%)
Internet Safety	Not addressed	Not addressed (10%)	Encouraged (4%)	Required (85%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (5%)	Prohibits any use, may include limited policies (30%)	Requires comprehensive policies (65%) ◊
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (19%)	Encouraged (11%)	Required (70%) ◊
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (69%) ◊	Authorized (17%)	Authorized with protections (14%)
Chemical Hazard Protections	Not addressed	Not addressed (93%) □	Encouraged (0%)	Required (7%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Not addressed	Not addressed (47%)	Encouraged (0%)	Required (53%) ◊

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (47%) □	Encouraged (43%)	Required (11%)
Staff Stress Management Program	Not addressed	Not addressed (83%) □	Addressed (17%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (92%) □	Addressed (8%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Not addressed	Not addressed (33%)	Addressed (65%) ◊	Required (2%)
Family Engagement in Local Governance	Not addressed	Not addressed (87%) □	Encouraged (4%)	Required (8%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (60%) □	Encouraged (38%)	Required (2%)
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (59%) □	Encouraged (30%)	Required (11%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Not addressed	Not addressed (72%) □	Encouraged (23%)	Required (4%)
School-Community and Interagency Partnerships	Not addressed	Not addressed (40%)	Encouraged (14%)	Required (46%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (16%)	Authorized (55%) ◊	Authorized and encouraged (29%)

District Policies that Support Healthy Schools
School Year 2017-2018

Oregon

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 21 public school districts in Oregon have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Oregon School District Policies

	% of Elements Addressed within OR State Law	Average % of Elements Addressed within OR District Policies
Health Education	90%	43%
Physical Education and Physical Activity	71%	57%
Nutrition Environment and Services	33%	57%
Health Services	60%	64%
Counseling, Psychological, and Social Services	50%	47%
Social and Emotional Climate	71%	56%
Physical Environment	92%	70%
Employee Wellness	0%	17%
Family Engagement	50%	57%
Community Involvement	67%	83%

Overall LEA Coverage:

Broad

Key:
Low | Moderate | Comprehensive

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for Oregon's public school districts

□	Indicates majority of public school districts in Oregon cover topic similarly to state law
◊	Indicates majority of public school districts in Oregon cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Oregon cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Not addressed	Not addressed (100%) □	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Not addressed	Not addressed (77%) □	Encouraged (0%)	Required (does not address WSCC) (23%)	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (97%) □	Encouraged (0%)	Required (does not address WSCC) (3%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (2%)	Leadership identified (98%) ◊		
District Wellness Policy	Not addressed	Not addressed (0%)	District policy adopted (100%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (88%) o	District policy adopted (12%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (96%) ◊	Referenced (4%)	
Health Education Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (13%)	Required in some grade levels (0%)	Required in all grade levels (87%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in some grade levels	Not addressed (87%) ◊	Required in some grade levels (13%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (87%) ◊	Required in some grade levels (0%)	Required in all grade levels (13%)
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (87%) ◊	Required in some grade levels (0%)	Required in all grade levels (13%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (83%) ◊	Required in some grade levels (4%)	Required in all grade levels (13%)
Violence Prevention (within HE)	Required in all grade levels	Not addressed (7%)	Required in some grade levels (52%) ◊	Required in all grade levels (41%)
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (7%)	Required in some grade levels (0%)	Required in all grade levels (93%) □

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (25%)	Referenced (75%) □	
Time for PE ES	Required; meets national standards	Not addressed (70%) ◊	Recommended or less than national standards (3%)	Required; Meets national standards (27%)
Time for PE MS	Required; meets national standards	Not addressed (70%) ◊	Recommended or less than national standards (0%)	Required; Meets national standards (30%)
Time for PE HS	Not addressed	Not addressed (100%) □	Recommended or less than national standards (0%)	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (92%) □	Allowed (8%)
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (64%) ◊	Addresses inclusivity of PE activity (36%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (100%) □	Allows substitution of other activities for PE (0%)	
PE Professional Development	Addressed	Not addressed (67%) ◊	Addressed (33%)	
Physical Activity Throughout Day	Not addressed	Not addressed (0%)	Encouraged (20%)	Required (80%) ◊

	State Law	District Policies		
Recess	Not addressed	Not addressed (0%)	Addressed or requires less than daily recess (31%)	Requires daily recess (69%) ◊
Sports Participation Fees	Sports participation fees prohibited or waivers provided	Requires sports participation fees (19%)	Not addressed (59%) ◊	Sports participation fees prohibited or waivers provided (23%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (86%) □	Recommended or restricted to certain schools/ students (12%)	Required to ensure all students eat breakfast (2%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (27%)	Recommended (4%)	Required (69%) ◊
Competitive Food (Outside of School Meals)	Addressed OR does not meet federal standards in all grades	Not addressed (4%)	Addressed OR does not meet federal standards in all grades (8%)	Meets federal Smart Snacks standards in all grades (88%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (23%)	Recommends restricting to foods that meet Smart Snack standards (4%)	Restricted to foods that meet Smart Snack standards (73%) ◊
Class Parties ES	Not addressed	Not addressed (17%)	Addressed (73%) ◊	Required (10%)
Unpaid Meal Charge Policy	Supports access to meals	Restricts access to meals (92%) ◊	Not addressed (8%)	Supports access to meals (0%)

Health Services

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (12%)	Addressed, but no formal program (83%) ◊	Addresses on-campus health centers or clinics (6%)
Preventive Vision Screenings ES	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Vision Screenings MS	Not addressed	Not addressed (21%)	Addressed (79%) ◊	
Preventive Vision Screenings HS	Not addressed	Not addressed (21%)	Addressed (79%) ◊	
Preventive Hearing Screenings ES	Not addressed	Not addressed (21%)	Addressed (79%) ◊	
Preventive Hearing Screenings MS	Not addressed	Not addressed (21%)	Addressed (79%) ◊	
Preventive Hearing Screenings HS	Not addressed	Not addressed (21%)	Addressed (79%) ◊	
Preventive Dental Screenings ES	Addressed	Not addressed (64%) ◊	Addressed (36%)	
Preventive Dental Screenings MS	Addressed	Not addressed (100%) ◊	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (100%) □	Addressed (0%)	
Asthma Plans	Addressed	Not addressed (5%)	Addressed (95%) □	
Diabetes Plans	Not addressed	Not addressed (7%)	Addressed (93%) ◊	
Allergy Plans	Addressed	Not addressed (1%)	Addressed (99%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (14%)	Allowed for religious or moral reasons (86%) □	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (43%)	Addressed, but nurse availability limited (57%) □	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Not addressed	Not addressed (97%) □	Addressed (3%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (2%)	Encouraged (4%)	Required (94%) □
School Counseling 9-12	Required	Not addressed (5%)	Encouraged (4%)	Required (91%) □
School-based or School-linked Mental Health Services	Not addressed	Not addressed (74%) □	Encouraged (20%)	Required (6%)
Professional Development for Mental Health	Not addressed	Not addressed (59%) □	Encouraged (0%)	Required (41%)

	State Law	District Policies		
Early Identification and Referral	Screening authorized	Not addressed (0%)	Screening authorized (100%) □	Encouraged or Required (0%)
Professional Development for Trauma	Encouraged	Not addressed (80%) ◊	Encouraged (11%)	Required (9%)
Professional Development for Suicide Prevention	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Suicide Prevention Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Not addressed	Not addressed (82%) □	Encouraged (10%)	Required (8%)
Social-Emotional Learning or Character Development	Required	Not addressed (94%) ◊	Encouraged (6%)	Required (0%)
Professional Development for Cultural Competency	Encouraged	Not addressed (98%) ◊	Encouraged (2%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (0%)	Encourages or requires early warning, parent conferencing, and parental sanctions (48%)	Encourages or requires comprehensive student supports (52%) ◊

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (1%)	Discourages use (93%) ◊	Requires limits on use of suspension and expulsion (6%)
Alternatives to Exclusionary Discipline	Required	Not addressed (28%)	Encouraged (9%)	Required (64%) □
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (87%) ◊	Requires protections for selected groups (4%)	Requires protections for all groups including LGBTQ populations (9%)
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (19%)	Includes all components of U.S. Department of Education recommendations (81%) □

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (7%)	Encouraged (0%)	Required (93%) □
Hazing Policy	Encouraged	Not addressed (0%)	Encouraged (6%)	Required (94%) ◊
Dating Violence Policy	Required	Not addressed (2%)	Encouraged (4%)	Required (94%) □

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Not addressed or authorizes schools to refer to law enforcement	Requires referral for any offense in violation of criminal code (6%)	Not addressed or authorizes schools to refer to law enforcement (94%) □	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Monitoring and remediation required	Not addressed (14%)	Monitoring required (86%) ◊	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (6%)	Prohibited (94%) □
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (0%)	Limits use with some protections (0%)	Limits use and includes comprehensive protections (100%) □
Emergency Operations Plans	Required, but no plans for reviews or updates	Not addressed (12%)	Required, but no plans for reviews or updates (88%) □	Required, with regular reviews and updates (0%)
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (4%)	Required without interagency coordination (16%)	Required, with required or encouraged interagency coordination (80%) □
Firearms on School Campus	Meets GFSA with protections	Not addressed (12%)	Meets GFSA (84%) ◊	Meets GFSA with protections (4%)
Internet Safety	Not addressed	Not addressed (72%) □	Encouraged (6%)	Required (22%)

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (62%) □	Requires comprehensive policies (38%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (0%)	Encouraged (4%)	Required (96%) ◊
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (94%) ◊	Authorized (0%)	Authorized with protections (6%)
Chemical Hazard Protections	Required	Not addressed (0%)	Encouraged (0%)	Required (100%) □
Water Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Air Quality Protections	Required	Not addressed (66%) ◊	Encouraged (0%)	Required (34%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (60%) □	Encouraged (0%)	Required (40%)
Staff Stress Management Program	Not addressed	Not addressed (78%) □	Addressed (22%)	
Staff Health Assessments	Not addressed	Not addressed (79%) □	Addressed (21%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (96%) □	Addressed (4%)
Staff Healthy Food Policies	Not addressed	Not addressed (99%) □	Addressed (1%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Addressed	Not addressed (2%)	Addressed (51%) □	Required (47%)
Family Engagement in Local Governance	Required	Not addressed (47%) ◊	Encouraged (44%)	Required (9%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (22%)	Encouraged (56%) ◊	Required (23%)
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Encouraged	Not addressed (50%) ◊	Encouraged (47%)	Required (2%)
School-Community and Interagency Partnerships	Encouraged	Not addressed (0%)	Encouraged (21%)	Required (79%) ◊

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (0%)	Authorized (48%)	Authorized and encouraged (52%) ◊

District Policies that Support Healthy Schools
School Year 2017-2018

Rhode Island

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 17 public school districts in Rhode Island have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Rhode Island School District Policies

	% of Elements Addressed within RI State Law	Average % of Elements Addressed within RI District Policies
Health Education	90%	53%
Physical Education and Physical Activity	71%	59%
Nutrition Environment and Services	33%	57%
Health Services	100%	32%
Counseling, Psychological, and Social Services	50%	9%
Social and Emotional Climate	64%	41%
Physical Environment	92%	40%
Employee Wellness	60%	32%
Family Engagement	50%	46%
Community Involvement	67%	62%

Overall LEA Coverage:

Limited

Key:
Low Moderate Comprehensive

Child TRENDS

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Average approach to selected topic areas by domain for Rhode Island's public school districts

□ Indicates majority of public school districts in Rhode Island cover topic similarly to state law
◊ Indicates majority of public school districts in Rhode Island cover topic differently than state law
ϴ Indicates categories in which most public school districts cover topics without a clear majority
○ Indicates how majority of public school districts in Rhode Island cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (49%)	Addresses Coordinated School Health (51%) □	Addresses WSCC (0%)	
District-Level Wellness Councils	Required (does not address WSCC)	Not addressed (23%)	Encouraged (0%)	Required (does not address WSCC) (77%) □	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (77%) □	Encouraged (6%)	Required (does not address WSCC) (17%)	Required (addresses WSCC) (0%)
Wellness Leadership	Leadership Identified	Not addressed (33%)	Leadership identified (67%) □		
District Wellness Policy	District policy adopted	Not addressed (15%)	District policy adopted (85%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (85%) ○	District policy adopted (15%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (52%) ◊	Referenced (48%)	
Health Education Professional Development	Addressed	Not addressed (64%) ◊	Addressed (36%)	
HE Curriculum ES	Required	Not addressed (15%)	Recommended (0%)	Required (85%) □
HE Curriculum MS	Required	Not addressed (15%)	Recommended (0%)	Required (85%) □
HE Curriculum HS	Required	Not addressed (9%)	Recommended (0%)	Required (91%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (15%)	Required in some grade levels (8%)	Required in all grade levels (77%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in all grade levels	Not addressed (91%) ◊	Required in some grade levels (0%)	Required in all grade levels (9%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (32%)	Required in some grade levels (0%)	Required in all grade levels (68%) □
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (52%) ◊	Required in some grade levels (0%)	Required in all grade levels (48%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (44%)	Required in some grade levels (0%)	Required in all grade levels (56%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (48%) ◊	Required in some grade levels (17%)	Required in all grade levels (35%)
Bullying Prevention (within HE)	Not addressed	Not addressed (61%) □	Required in some grade levels (0%)	Required in all grade levels (39%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (20%)	Referenced (80%) □	
Time for PE ES	Recommended or less than national standards	Not addressed (20%)	Recommended or less than national standards (80%) □	Required; Meets national standards (0%)
Time for PE MS	Recommended or less than national standards	Not addressed (20%)	Recommended or less than national standards (80%) □	Required; Meets national standards (0%)
Time for PE HS	Recommended or less than national standards	Not addressed (21%)	Recommended or less than national standards (79%) □	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (39%)	Allowed (61%) ◊
PE Exemptions for Disabilities	Not addressed	Not addressed (100%) □	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (61%) ◊	Addresses inclusivity of PE activity (39%)

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Not addressed	Not addressed (100%) □	Allows substitution of other activities for PE (0%)	
PE Professional Development	Not addressed	Not addressed (59%) □	Addressed (41%)	
Physical Activity Throughout Day	Required	Not addressed (15%)	Encouraged (74%) ◊	Required (11%)

	State Law	District Policies		
Recess	Requires daily recess	Not addressed (23%)	Addressed or requires less than daily recess (9%)	Requires daily recess (69%) □
Sports Participation Fees	Not addressed	Requires sports participation fees (6%)	Not addressed (85%) □	Sports participation fees prohibited or waivers provided (10%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (53%) □	Recommended or restricted to certain schools/ students (9%)	Required to ensure all students eat breakfast (38%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (48%)	Recommended (0%)	Required (52%) ◊
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (15%)	Addressed OR does not meet federal standards in all grades (15%)	Meets federal Smart Snacks standards in all grades (71%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (40%)	Recommends restricting to foods that meet Smart Snack standards (13%)	Restricted to foods that meet Smart Snack standards (47%) ◊
Class Parties ES	Addressed	Not addressed (23%)	Addressed (51%) □	Required (26%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (64%) ◊	Not addressed (13%)	Supports access to meals (23%)

Health Services

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (67%) ◊	Addressed, but no formal program (15%)	Addresses on-campus health centers or clinics (18%)
Preventive Vision Screenings ES	Addressed	Not addressed (85%) ◊	Addressed (15%)	
Preventive Vision Screenings MS	Addressed	Not addressed (77%) ◊	Addressed (23%)	
Preventive Vision Screenings HS	Addressed	Not addressed (76%) ◊	Addressed (24%)	
Preventive Hearing Screenings ES	Addressed	Not addressed (77%) ◊	Addressed (23%)	
Preventive Hearing Screenings MS	Not addressed	Not addressed (91%) □	Addressed (9%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (91%) □	Addressed (9%)	
Preventive Dental Screenings ES	Addressed	Not addressed (73%) ◊	Addressed (27%)	
Preventive Dental Screenings MS	Addressed	Not addressed (81%) ◊	Addressed (19%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (76%) ◊	Addressed (24%)	
Asthma Plans	Addressed	Not addressed (58%) ◊	Addressed (42%)	
Diabetes Plans	Addressed	Not addressed (78%) ◊	Addressed (22%)	
Allergy Plans	Addressed	Not addressed (38%)	Addressed (62%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (67%) ◊	Allowed for religious or moral reasons (33%)	
School Nurse Professional Development	Addressed	Not addressed (89%) ◊	Addressed (11%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (52%) ◊	Addressed, but nurse availability limited (40%)	Requires full time nurse in every school (9%)
Referrals to Community Health Providers	Addressed	Not addressed (78%) ◊	Addressed (22%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (91%) ◊	Encouraged (0%)	Required (9%)
School Counseling 9-12	Required	Not addressed (91%) ◊	Encouraged (0%)	Required (9%)
School-based or School-linked Mental Health Services	Required	Not addressed (77%) ◊	Encouraged (0%)	Required (23%)
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (83%) ◊	Screening authorized (9%)	Encouraged or Required (8%)
Professional Development for Trauma	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Suicide Prevention Policy	Not addressed	Not addressed (86%) □	Encouraged (4%)	Required (10%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Required	Not addressed (43%)	Encouraged (6%)	Required (52%) □
Social-Emotional Learning or Character Development	Not addressed	Not addressed (54%) □	Encouraged (0%)	Required (46%)
Professional Development for Cultural Competency	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Not addressed or limited to transfer to law enforcement (42%) □	Encourages or requires early warning, parent conferencing, and parental sanctions (30%)	Encourages or requires comprehensive student supports (28%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (72%) ◊	Discourages use (28%)	Requires limits on use of suspension and expulsion (0%)
Alternatives to Exclusionary Discipline	Required	Not addressed (77%) ◊	Encouraged (14%)	Required (9%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (19%)	Requires protections for selected groups (9%)	Requires protections for all groups including LGBTQ populations (73%) □
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (10%)	Includes some components of U.S. Department of Education recommendations (62%) ◊	Includes all components of U.S. Department of Education recommendations (28%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (21%)	Encouraged (28%)	Required (51%) ◊
Hazing Policy	Required	Not addressed (74%) ◊	Encouraged (9%)	Required (17%)
Dating Violence Policy	Required	Not addressed (62%) ◊	Encouraged (0%)	Required (38%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (77%) □	Encouraged (9%)	Required (15%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (38%)	Not addressed or authorizes schools to refer to law enforcement (53%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (9%)
Equitable Discipline Practices	Monitoring and remediation required	Not addressed (91%) ◊	Monitoring required (0%)	Monitoring and remediation required (9%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (73%) ◊	Prohibited (27%)
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (18%)	Limits use with some protections (0%)	Limits use and includes comprehensive protections (82%) □
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (60%) ◊	Required, but no plans for reviews or updates (10%)	Required, with regular reviews and updates (30%)
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (74%) ◊	Required without interagency coordination (11%)	Required, with required or encouraged interagency coordination (15%)
Firearms on School Campus	Not addressed	Not addressed (70%) □	Meets GFSA (21%)	Meets GFSA with protections (9%)
Internet Safety	Required	Not addressed (63%) ◊	Encouraged (0%)	Required (37%)

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (11%)	Prohibits any use, may include limited policies (55%) □	Requires comprehensive policies (34%)
Alcohol and Drug Use Intervention Programs	Required	Not addressed (53%) ◊	Encouraged (0%)	Required (47%)
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (71%) ◊	Authorized (6%)	Authorized with protections (23%)
Chemical Hazard Protections	Required	Not addressed (44%)	Encouraged (6%)	Required (50%) □
Water Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Air Quality Protections	Required	Not addressed (79%) ◊	Encouraged (0%)	Required (21%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Required	Not addressed (24%)	Encouraged (6%)	Required (70%) □
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Addressed	Not addressed (81%) ◊	Addressed (19%)	

	State Law	District Policies	
Staff Physical Activity	Addressed	Not addressed (45%)	Addressed (55%) □
Staff Healthy Food Policies	Not addressed	Not addressed (91%) □	Addressed (9%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (23%)	Addressed (36%)	Required (40%) □
Family Engagement in Local Governance	Required	Not addressed (43%) ◊	Encouraged (40%)	Required (18%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (59%) □	Encouraged (18%)	Required (23%)
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (91%) □	Encouraged (9%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (55%) ◊	Encouraged (15%)	Required (31%)
School-Community and Interagency Partnerships	Required	Not addressed (60%) ◊	Encouraged (9%)	Required (31%)

	State Law	District Policies		
Community Use of Public School Facilities	Not addressed	Not addressed (0%)	Authorized (21%)	Authorized and encouraged (79%) ◊

District Policies that Support Healthy Schools
School Year 2017-2018

South Carolina

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 23 public school districts in South Carolina have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in South Carolina School District Policies

	% of Elements Addressed within SC State Law	Average % of Elements Addressed within SC District Policies
Health Education	100%	66%
Physical Education and Physical Activity	86%	58%
Nutrition Environment and Services	17%	50%
Health Services	20%	19%
Counseling, Psychological, and Social Services	50%	54%
Social and Emotional Climate	43%	34%
Physical Environment	33%	50%
Employee Wellness	0%	13%
Family Engagement	75%	66%
Community Involvement	100%	73%

Key:
Low | Moderate | Comprehensive

Overall LEA Coverage:

Limited

Child TRENDS

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Average approach to selected topic areas by domain for South Carolina's public school districts

□	Indicates majority of public school districts in South Carolina cover topic similarly to state law
◊	Indicates majority of public school districts in South Carolina cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in South Carolina cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (100%) ◊	Addresses Coordinated School Health (0%)	Addresses WSCC (0%)	
District-Level Wellness Councils	Required (does not address WSCC)	Not addressed (11%)	Encouraged (0%)	Required (does not address WSCC) (84%) □	Required (addresses WSCC) (5%)
School-Level Wellness Councils	Not addressed	Not addressed (71%) □	Encouraged (21%)	Required (does not address WSCC) (9%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (81%) □	Leadership identified (19%)		
District Wellness Policy	District policy adopted	Not addressed (0%)	District policy adopted (100%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (100%) o	District policy adopted (0%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (95%) ◊	Referenced (5%)	
Health Education Professional Development	Addressed	Not addressed (27%)	Addressed (73%) □	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (0%)	Required (100%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (0%)	Required in some grade levels (0%)	Required in all grade levels (100%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in some grade levels	Not addressed (32%)	Required in some grade levels (7%)	Required in all grade levels (61%) ◊
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (30%)	Required in some grade levels (4%)	Required in all grade levels (66%) □
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (30%)	Required in some grade levels (0%)	Required in all grade levels (70%) □
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (10%)	Required in some grade levels (0%)	Required in all grade levels (90%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (30%)	Required in some grade levels (5%)	Required in all grade levels (65%) □
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (89%) ◊	Required in some grade levels (0%)	Required in all grade levels (11%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (11%)	Referenced (89%) □	
Time for PE ES	Recommended or less than national standards	Not addressed (11%)	Recommended or less than national standards (89%) □	Required; Meets national standards (0%)
Time for PE MS	Not addressed	Not addressed (95%) □	Recommended or less than national standards (0%)	Required; Meets national standards (5%)
Time for PE HS	Not addressed	Not addressed (95%) □	Recommended or less than national standards (0%)	Required; Meets national standards (5%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Allowed	Not addressed (26%)	Allowed (74%) □
PE Exemptions for Disabilities	Allowed	Not addressed (100%) ◊	Allowed (0%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (34%)	Addresses inclusivity of PE activity (66%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (23%)	Allows substitution of other activities for PE (77%) □	
PE Professional Development	Addressed	Not addressed (44%)	Addressed (56%) □	
Physical Activity Throughout Day	Encouraged	Not addressed (44%)	Encouraged (5%)	Required (51%) ◊

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (48%)	Addressed or requires less than daily recess (1%)	Requires daily recess (51%) ◊
Sports Participation Fees	Not addressed	Requires sports participation fees (7%)	Not addressed (93%) □	Sports participation fees prohibited or waivers provided (0%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (78%) □	Recommended or restricted to certain schools/ students (12%)	Required to ensure all students eat breakfast (11%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (44%)	Recommended (1%)	Required (55%) ◊
Competitive Food (Outside of School Meals)	Meets federal Smart Snacks standards in all grades	Not addressed (0%)	Addressed OR does not meet federal standards in all grades (0%)	Meets federal Smart Snacks standards in all grades (100%) □

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (13%)	Recommends restricting to foods that meet Smart Snack standards (80%) ◊	Restricted to foods that meet Smart Snack standards (7%)
Class Parties ES	Not addressed	Not addressed (78%) □	Addressed (9%)	Required (12%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (44%) ◊	Not addressed (42%)	Supports access to meals (15%)

	State Law	District Policies		
School-based Health Services	Not addressed	Not addressed (100%) □	Addressed, but no formal program (0%)	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Vision Screenings MS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Vision Screenings HS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Hearing Screenings ES	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Hearing Screenings MS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Dental Screenings ES	Addressed	Not addressed (100%) ◊	Addressed (0%)	
Preventive Dental Screenings MS	Addressed	Not addressed (100%) ◊	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (100%) ◊	Addressed (0%)	
Asthma Plans	Not addressed	Not addressed (77%) □	Addressed (23%)	
Diabetes Plans	Not addressed	Not addressed (84%) □	Addressed (16%)	
Allergy Plans	Not addressed	Not addressed (25%)	Addressed (75%) ◊	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (98%) ◊	Allowed for religious or moral reasons (2%)	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (53%) ◊	Addressed, but nurse availability limited (42%)	Requires full time nurse in every school (5%)
Referrals to Community Health Providers	Not addressed	Not addressed (88%) □	Addressed (12%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Required	Not addressed (5%)	Encouraged (5%)	Required (90%) □
School Counseling 9-12	Required	Not addressed (10%)	Encouraged (5%)	Required (85%) □
School-based or School-linked Mental Health Services	Encouraged	Not addressed (76%) ◊	Encouraged (7%)	Required (17%)
Professional Development for Mental Health	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Not addressed	Not addressed (22%)	Screening authorized (0%)	Encouraged or Required (78%) ◊
Professional Development for Trauma	Not addressed	Not addressed (96%) □	Encouraged (0%)	Required (4%)
Professional Development for Suicide Prevention	Required	Not addressed (33%)	Encouraged (0%)	Required (67%) □
Suicide Prevention Policy	Not addressed	Not addressed (28%)	Encouraged (0%)	Required (72%) ◊

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Not addressed	Not addressed (85%) □	Encouraged (1%)	Required (14%)
Social-Emotional Learning or Character Development	Required	Not addressed (69%) ◊	Encouraged (0%)	Required (31%)
Professional Development for Cultural Competency	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (0%)	Encourages or requires early warning, parent conferencing, and parental sanctions (5%)	Encourages or requires comprehensive student supports (95%) □

	State Law	District Policies		
Limits on Exclusionary Discipline	Not addressed	Not addressed (4%)	Discourages use (90%) ◊	Requires limits on use of suspension and expulsion (6%)
Alternatives to Exclusionary Discipline	Not addressed	Not addressed (55%) □	Encouraged (45%)	Required (0%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (96%) □	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (4%)
Bullying, Harassment, and Intimidation Policy	Includes some components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (100%) □	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (93%) ◊	Encouraged (4%)	Required (2%)
Hazing Policy	Encouraged	Not addressed (20%)	Encouraged (28%)	Required (53%) ◊
Dating Violence Policy	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (89%) □	Not addressed or authorizes schools to refer to law enforcement (11%)	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Not addressed	Not addressed (100%) □	Monitoring required (0%)	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (31%)	Neither permitted nor prohibited (21%)	Prohibited (48%) ◊
Restraint and Seclusion	Not addressed	Not addressed (86%) □	Limits use with some protections (5%)	Limits use and includes comprehensive protections (9%)
Emergency Operations Plans	Required, but no plans for reviews or updates	Not addressed (26%)	Required, but no plans for reviews or updates (74%) □	Required, with regular reviews and updates (0%)
Multi-hazard Practice Drills	Not addressed	Not addressed (10%)	Required without interagency coordination (86%) ◊	Required, with required or encouraged interagency coordination (4%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (22%)	Meets GFSA (61%) ◊	Meets GFSA with protections (17%)
Internet Safety	Not addressed	Not addressed (59%) □	Encouraged (0%)	Required (41%)

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (7%)	Requires comprehensive policies (93%) ◊
Alcohol and Drug Use Intervention Programs	Not addressed	Not addressed (43%)	Encouraged (5%)	Required (52%) ◊
Authorizes MOUs with Law Enforcement	Authorized with protections	Not addressed (63%) ◊	Authorized (0%)	Authorized with protections (37%)
Chemical Hazard Protections	Not addressed	Not addressed (34%)	Encouraged (61%) ◊	Required (5%)
Water Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Air Quality Protections	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (59%) □	Encouraged (32%)	Required (10%)
Staff Stress Management Program	Not addressed	Not addressed (96%) □	Addressed (4%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (85%) □	Addressed (15%)
Staff Healthy Food Policies	Not addressed	Not addressed (95%) □	Addressed (5%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (11%)	Addressed (16%)	Required (73%) □
Family Engagement in Local Governance	Required	Not addressed (4%)	Encouraged (18%)	Required (77%) □

	State Law	District Policies		
Professional Development on Family Engagement	Required	Not addressed (21%)	Encouraged (0%)	Required (79%) □
Family Engagement in Policy making on School Discipline	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (76%) ◊	Encouraged (24%)	Required (0%)
School-Community and Interagency Partnerships	Required	Not addressed (4%)	Encouraged (0%)	Required (96%) □

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (0%)	Authorized (100%) ◊	Authorized and encouraged (0%)

District Policies that Support Healthy Schools
School Year 2017-2018

Texas

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 19 public school districts in Texas have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Texas School District Policies

	% of Elements Addressed within TX State Law	Average % of Elements Addressed within TX District Policies
Health Education	90%	27%
Physical Education and Physical Activity	57%	72%
Nutrition Environment and Services	33%	53%
Health Services	70%	22%
Counseling, Psychological, and Social Services	100%	22%
Social and Emotional Climate	86%	43%
Physical Environment	83%	39%
Employee Wellness	20%	24%
Family Engagement	75%	4%
Community Involvement	100%	41%

Overall LEA Coverage:

Limited

Key:
Low Moderate Comprehensive

Child TRENDS

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UIC

Average approach to selected topic areas by domain for Texas's public school districts

□	Indicates majority of public school districts in Texas cover topic similarly to state law
◊	Indicates majority of public school districts in Texas cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Texas cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses Coordinated School Health	Not addressed (14%)	Addresses Coordinated School Health (86%) □	Addresses WSCC (0%)	
District-Level Wellness Councils	Required (does not address WSCC)	Not addressed (0%)	Encouraged (5%)	Required (does not address WSCC) (95%) □	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (93%) □	Encouraged (0%)	Required (does not address WSCC) (7%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (0%)	Leadership identified (100%) ◊		
District Wellness Policy	Not addressed	Not addressed (0%)	District policy adopted (100%) ◊		
Equity Policy	*Not analyzed at state level*	Not addressed (97%) o	District policy adopted (3%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Not addressed	Not addressed (100%) □	Referenced (0%)	
Health Education Professional Development	Addressed	Not addressed (48%)	Addressed (52%) □	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (3%)	Required (97%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (3%)	Required (97%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (3%)	Required (97%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (0%)	Required in some grade levels (0%)	Required in all grade levels (100%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in some grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (94%) ◊	Required in some grade levels (6%)	Required in all grade levels (0%)
Mental and Emotional Health Curriculum	Required in some grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (89%) ◊	Required in some grade levels (11%)	Required in all grade levels (0%)
Violence Prevention (within HE)	Required in all grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (100%) ◊	Required in some grade levels (0%)	Required in all grade levels (0%)

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (0%)	Referenced (100%) □	
Time for PE ES	Recommended or less than national standards	Not addressed (0%)	Recommended or less than national standards (100%) □	Required; Meets national standards (0%)
Time for PE MS	Recommended or less than national standards	Not addressed (0%)	Recommended or less than national standards (100%) □	Required; Meets national standards (0%)
Time for PE HS	Not addressed	Not addressed (0%)	Recommended or less than national standards (100%) ◊	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Not addressed	Not addressed (100%) □	Allowed (0%)
PE Exemptions for Illness	Allowed	Not addressed (0%)	Allowed (100%) □
PE Exemptions for Disabilities	Allowed	Not addressed (0%)	Allowed (100%) □
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (0%)	Addresses inclusivity of PE activity (100%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (0%)	Allows substitution of other activities for PE (100%) □	
PE Professional Development	Not addressed	Not addressed (61%) □	Addressed (39%)	
Physical Activity Throughout Day	Not addressed	Not addressed (39%)	Encouraged (53%) ◊	Required (7%)

	State Law	District Policies		
Recess	Addressed or requires less than daily recess	Not addressed (0%)	Addressed or requires less than daily recess (93%) □	Requires daily recess (7%)
Sports Participation Fees	Not addressed	Requires sports participation fees (0%)	Not addressed (96%) □	Sports participation fees prohibited or waivers provided (4%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Recommended or restricted to certain schools/ students	Not addressed (96%) ◊	Recommended or restricted to certain schools/ students (4%)	Required to ensure all students eat breakfast (0%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (100%) □	Recommended (0%)	Required (0%)
Competitive Food (Outside of School Meals)	Not addressed	Not addressed (12%)	Addressed OR does not meet federal standards in all grades (3%)	Meets federal Smart Snacks standards in all grades (85%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (33%)	Recommends restricting to foods that meet Smart Snack standards (0%)	Restricted to foods that meet Smart Snack standards (67%) ◊
Class Parties ES	Not addressed	Not addressed (21%)	Addressed (79%) ◊	Required (0%)
Unpaid Meal Charge Policy	Supports access to meals	Restricts access to meals (0%)	Not addressed (19%)	Supports access to meals (81%) □

	State Law	District Policies		
School-based Health Services	Addresses on-campus health centers or clinics	Not addressed (97%) ◊	Addressed, but no formal program (3%)	Addresses on-campus health centers or clinics (0%)
Preventive Vision Screenings ES	Addressed	Not addressed (96%) ◊	Addressed (4%)	
Preventive Vision Screenings MS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Vision Screenings HS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Hearing Screenings ES	Addressed	Not addressed (96%) ◊	Addressed (4%)	
Preventive Hearing Screenings MS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Hearing Screenings HS	Not addressed	Not addressed (96%) □	Addressed (4%)	
Preventive Dental Screenings ES	Addressed	Not addressed (96%) ◊	Addressed (4%)	
Preventive Dental Screenings MS	Addressed	Not addressed (100%) ◊	Addressed (0%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Addressed	Not addressed (96%) ◊	Addressed (4%)	
Asthma Plans	Addressed	Not addressed (100%) ◊	Addressed (0%)	
Diabetes Plans	Addressed	Not addressed (100%) ◊	Addressed (0%)	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (93%) ◊	Allowed for religious or moral reasons (7%)	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Not addressed	Not addressed (93%) □	Addressed, but nurse availability limited (7%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Not addressed	Not addressed (3%)	Addressed (97%) ◊	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Encouraged	Not addressed (28%)	Encouraged (69%) □	Required (4%)
School Counseling 9-12	Encouraged	Not addressed (28%)	Encouraged (69%) □	Required (4%)
School-based or School-linked Mental Health Services	Encouraged	Not addressed (96%) ◊	Encouraged (4%)	Required (0%)
Professional Development for Mental Health	Required	Not addressed (97%) ◊	Encouraged (3%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (97%) ◊	Screening authorized (3%)	Encouraged or Required (0%)
Professional Development for Trauma	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Professional Development for Suicide Prevention	Required	Not addressed (97%) ◊	Encouraged (3%)	Required (0%)
Suicide Prevention Policy	Encouraged	Not addressed (86%) ◊	Encouraged (14%)	Required (0%)

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (32%)	Encouraged (68%) □	Required (0%)
Social-Emotional Learning or Character Development	Encouraged	Not addressed (94%) ◊	Encouraged (0%)	Required (6%)
Professional Development for Cultural Competency	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (93%) ◊	Encourages or requires early warning, parent conferencing, and parental sanctions (3%)	Encourages or requires comprehensive student supports (4%)

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (39%)	Discourages use (0%)	Requires limits on use of suspension and expulsion (61%) □
Alternatives to Exclusionary Discipline	Encouraged	Not addressed (66%) ◊	Encouraged (0%)	Required (34%)
Bullying Protections for Vulnerable Populations	Not addressed	Not addressed (100%) □	Requires protections for selected groups (0%)	Requires protections for all groups including LGBTQ populations (0%)
Bullying, Harassment, and Intimidation Policy	Includes some components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (100%) □	Includes all components of U.S. Department of Education recommendations (0%)

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Hazing Policy	Encouraged	Not addressed (28%)	Encouraged (72%) □	Required (0%)
Dating Violence Policy	Required	Not addressed (7%)	Encouraged (0%)	Required (93%) □

	State Law	District Policies		
School Resource Officer Training	Required	Not addressed (40%)	Encouraged (13%)	Required (47%) □
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Requires referral for any offense in violation of criminal code (0%)	Not addressed or authorizes schools to refer to law enforcement (100%) ◊	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Monitoring required	Not addressed (7%)	Monitoring required (93%) □	Monitoring and remediation required (0%)

Physical Environment

	State Law	District Policies		
Corporal Punishment	Permitted	Permitted (61%) □	Neither permitted nor prohibited (7%)	Prohibited (32%)
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (7%)	Limits use with some protections (93%) ◊	Limits use and includes comprehensive protections (0%)
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (5%)	Required, but no plans for reviews or updates (91%) ◊	Required, with regular reviews and updates (3%)
Multi-hazard Practice Drills	Not addressed	Not addressed (93%) □	Required without interagency coordination (7%)	Required, with required or encouraged interagency coordination (0%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (93%) ◊	Meets GFSA (7%)	Meets GFSA with protections (0%)
Internet Safety	Encouraged	Not addressed (3%)	Encouraged (0%)	Required (97%) ◊

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (7%)	Prohibits any use, may include limited policies (93%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (97%) ◊	Encouraged (3%)	Required (0%)
Authorizes MOUs with Law Enforcement	Authorized	Not addressed (87%) ◊	Authorized (0%)	Authorized with protections (13%)
Chemical Hazard Protections	Required	Not addressed (74%) ◊	Encouraged (0%)	Required (26%)
Water Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Air Quality Protections	Encouraged	Not addressed (96%) ◊	Encouraged (4%)	Required (0%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Encouraged	Not addressed (34%)	Encouraged (66%) □	Required (0%)
Staff Stress Management Program	Not addressed	Not addressed (100%) □	Addressed (0%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (55%) □	Addressed (45%)
Staff Healthy Food Policies	Not addressed	Not addressed (93%) □	Addressed (7%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (93%) ◊	Addressed (4%)	Required (3%)
Family Engagement in Local Governance	Required	Not addressed (93%) ◊	Encouraged (7%)	Required (0%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (100%) □	Encouraged (0%)	Required (0%)
Family Engagement in Policy making on School Discipline	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (77%) ◊	Encouraged (23%)	Required (0%)
School-Community and Interagency Partnerships	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Community Use of Public School Facilities	Authorized	Not addressed (0%)	Authorized (46%)	Authorized and encouraged (54%) ◊

District Policies that Support Healthy Schools
School Year 2017-2018

Washington

The Centers for Disease Control and Prevention, in partnership with ASCD, developed the Whole School, Whole Community, Whole Child (WSCC) framework to highlight the need for schools to address all aspects of children's physical, mental, and social well-being to help them learn and thrive. As part of the Together for Healthy and Successful Schools Initiative funded by the Robert Wood Johnson Foundation, Child Trends, the Institute for Health Research and Policy at the University of Illinois at Chicago (UIC), and EMT Associates, Inc., analyzed state statutes and regulations for key topic areas across the WSCC's 10 components. To understand whether and how local education agencies (LEAs) implement and/or extend state policy around the WSCC, UIC analyzed district board policies, regulations, codes of conduct, and student handbooks from a representative, random sample of districts in 19 states and the District of Columbia.

This profile highlights the extent to which 24 public school districts in Washington have policies that cover topic areas across the WSCC. The public school district data are weighted to be representative of public school districts in the state. Please note, because of the small number of charter LEAs sampled, they are not included in this profile.

The national summary report, profiles for each of the 19 states, and a detailed explanation of our methodology can be found on the Child Trends website.

Coverage of the WSCC in Washington School District Policies

	% of Elements Addressed within WA State Law	Average % of Elements Addressed within WA District Policies
Health Education	90%	92%
Physical Education and Physical Activity	57%	72%
Nutrition Environment and Services	33%	49%
Health Services	70%	59%
Counseling, Psychological, and Social Services	88%	61%
Social and Emotional Climate	57%	51%
Physical Environment	92%	63%
Employee Wellness	0%	13%
Family Engagement	75%	47%
Community Involvement	100%	94%

Key:
Low Moderate Comprehensive

Overall LEA Coverage:

Broad

Child TRENDS

INSTITUTE FOR HEALTH RESEARCH AND POLICY
UIC

Average approach to selected topic areas by domain for Washington's public school districts

□	Indicates majority of public school districts in Washington cover topic similarly to state law
◊	Indicates majority of public school districts in Washington cover topic differently than state law
ϴ	Indicates categories in which most public school districts cover topics without a clear majority
o	Indicates how majority of public school districts in Washington cover topic, district policy only

WSCC Reference

	State Law	District Policies			
Coverage of WSCC	Addresses WSCC	Not addressed (17%)	Addresses Coordinated School Health (4%)	Addresses WSCC (80%) □	
District-Level Wellness Councils	Encouraged	Not addressed (36%)	Encouraged (0%)	Required (does not address WSCC) (64%) ◊	Required (addresses WSCC) (0%)
School-Level Wellness Councils	Not addressed	Not addressed (97%) □	Encouraged (0%)	Required (does not address WSCC) (3%)	Required (addresses WSCC) (0%)
Wellness Leadership	Not addressed	Not addressed (99%) □	Leadership identified (1%)		
District Wellness Policy	District policy adopted	Not addressed (4%)	District policy adopted (96%) □		
Equity Policy	*Not analyzed at state level*	Not addressed (69%) o	District policy adopted (31%)		

Health Education

	State Law	District Policies		
National Health Education Standards	Referenced	Not addressed (6%)	Referenced (94%) □	
Health Education Professional Development	Not addressed	Not addressed (54%) □	Addressed (46%)	
HE Curriculum ES	Required	Not addressed (0%)	Recommended (5%)	Required (95%) □
HE Curriculum MS	Required	Not addressed (0%)	Recommended (5%)	Required (95%) □
HE Curriculum HS	Required	Not addressed (0%)	Recommended (1%)	Required (99%) □
Healthy Eating/ Nutrition Curriculum	Required in all grade levels	Not addressed (4%)	Required in some grade levels (0%)	Required in all grade levels (96%) □

	State Law	District Policies		
Suicide Prevention (within HE)	Required in all grade levels	Not addressed (0%)	Required in some grade levels (46%)	Required in all grade levels (54%) □
Social and Emotional Learning (within HE)	Required in all grade levels	Not addressed (5%)	Required in some grade levels (0%)	Required in all grade levels (95%) □
Mental and Emotional Health Curriculum	Required in all grade levels	Not addressed (4%)	Required in some grade levels (6%)	Required in all grade levels (90%) □
Personal Health and Wellness Curriculum	Required in all grade levels	Not addressed (5%)	Required in some grade levels (0%)	Required in all grade levels (95%) □
Violence Prevention (within HE)	Required in all grade levels	Not addressed (5%)	Required in some grade levels (3%)	Required in all grade levels (93%) □
Bullying Prevention (within HE)	Required in all grade levels	Not addressed (0%)	Required in some grade levels (0%)	Required in all grade levels (100%) □

Physical Education and Physical Activity

	State Law	District Policies		
National PE Standards (SHAPE America)	Referenced	Not addressed (5%)	Referenced (95%) □	
Time for PE ES	Recommended or less than national standards	Not addressed (10%)	Recommended or less than national standards (90%) □	Required; Meets national standards (0%)
Time for PE MS	Recommended or less than national standards	Not addressed (10%)	Recommended or less than national standards (90%) □	Required; Meets national standards (0%)
Time for PE HS	Not addressed	Not addressed (13%)	Recommended or less than national standards (87%) ◊	Required; Meets national standards (0%)

	State Law	District Policies	
PE Exemptions for Academics	Allowed	Not addressed (100%) ◊	Allowed (0%)
PE Exemptions for Illness	Not addressed	Not addressed (85%) □	Allowed (15%)
PE Exemptions for Disabilities	Allowed	Not addressed (87%) ◊	Allowed (13%)
Adaptive PE Requirements	Addresses inclusivity of PE activity	Not addressed (4%)	Addresses inclusivity of PE activity (96%) □

Physical Education and Physical Activity (cont.)

	State Law	District Policies		
PE Substitutions	Allows substitution of other activities for PE	Not addressed (100%) ◊	Allows substitution of other activities for PE (0%)	
PE Professional Development	Not addressed	Not addressed (34%)	Addressed (66%) ◊	
Physical Activity Throughout Day	Encouraged	Not addressed (71%) ◊	Encouraged (16%)	Required (13%)

	State Law	District Policies		
Recess	Not addressed	Not addressed (14%)	Addressed or requires less than daily recess (49%) ◊	Requires daily recess (37%)
Sports Participation Fees	Not addressed	Requires sports participation fees (45%) ◊	Not addressed (11%)	Sports participation fees prohibited or waivers provided (44%)

Nutrition Environment and Services

	State Law	District Policies		
Strategies to Increase Breakfast	Not addressed	Not addressed (53%) □	Recommended or restricted to certain schools/ students (39%)	Required to ensure all students eat breakfast (7%)
Access to Potable Water Throughout Day	Not addressed	Not addressed (44%)	Recommended (0%)	Required (56%) ◊
Competitive Food (Outside of School Meals)	Addressed OR does not meet federal standards in all grades	Not addressed (7%)	Addressed OR does not meet federal standards in all grades (21%)	Meets federal Smart Snacks standards in all grades (72%) ◊

	State Law	District Policies		
Unhealthy Marketing Restrictions	Not addressed	Not addressed (77%) □	Recommends restricting to foods that meet Smart Snack standards (12%)	Restricted to foods that meet Smart Snack standards (10%)
Class Parties ES	Addressed	Not addressed (42%) ◊	Addressed (30%)	Required (28%)
Unpaid Meal Charge Policy	Not addressed	Restricts access to meals (32%)	Not addressed (51%) □	Supports access to meals (16%)

	State Law	District Policies		
School-based Health Services	Not addressed	Not addressed (11%)	Addressed, but no formal program (81%) ◊	Addresses on-campus health centers or clinics (8%)
Preventive Vision Screenings ES	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Vision Screenings MS	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Vision Screenings HS	Not addressed	Not addressed (13%)	Addressed (87%) ◊	
Preventive Hearing Screenings ES	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Hearing Screenings MS	Addressed	Not addressed (12%)	Addressed (88%) □	
Preventive Hearing Screenings HS	Not addressed	Not addressed (13%)	Addressed (87%) ◊	
Preventive Dental Screenings ES	Not addressed	Not addressed (93%) □	Addressed (7%)	
Preventive Dental Screenings MS	Not addressed	Not addressed (93%) □	Addressed (7%)	

	State Law	District Policies		
Preventive Dental Screenings HS	Not addressed	Not addressed (93%) □	Addressed (7%)	
Asthma Plans	Addressed	Not addressed (10%)	Addressed (90%) □	
Diabetes Plans	Addressed	Not addressed (13%)	Addressed (87%) □	
Allergy Plans	Addressed	Not addressed (0%)	Addressed (100%) □	
Vaccination Waivers	Allowed for religious or moral reasons	Not addressed (13%)	Allowed for religious or moral reasons (87%) □	
School Nurse Professional Development	Not addressed	Not addressed (100%) □	Addressed (0%)	
School Nurse Availability	Addressed, but nurse availability limited	Not addressed (83%) ◊	Addressed, but nurse availability limited (17%)	Requires full time nurse in every school (0%)
Referrals to Community Health Providers	Addressed	Not addressed (76%) ◊	Addressed (24%)	

Counseling, Psychological, and Social Services

	State Law	District Policies		
School Counseling K-8	Not addressed	Not addressed (6%)	Encouraged (31%)	Required (63%) ◊
School Counseling 9-12	Required	Not addressed (13%)	Encouraged (22%)	Required (65%) □
School-based or School-linked Mental Health Services	Encouraged	Not addressed (93%) ◊	Encouraged (0%)	Required (7%)
Professional Development for Mental Health	Encouraged	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

	State Law	District Policies		
Early Identification and Referral	Encouraged or Required	Not addressed (18%)	Screening authorized (0%)	Encouraged or Required (82%) □
Professional Development for Trauma	Encouraged	Not addressed (30%)	Encouraged (0%)	Required (70%) ◊
Professional Development for Suicide Prevention	Required	Not addressed (30%)	Encouraged (4%)	Required (66%) □
Suicide Prevention Policy	Required	Not addressed (17%)	Encouraged (0%)	Required (83%) □

Social and Emotional Climate

	State Law	District Policies		
Multi-tiered, Positive Behavior Supports	Encouraged	Not addressed (14%)	Encouraged (32%)	Required (54%) ◊
Social-Emotional Learning or Character Development	Not addressed	Not addressed (70%) □	Encouraged (30%)	Required (0%)
Professional Development for Cultural Competency	Not addressed	Not addressed (27%)	Encouraged (0%)	Required (73%) ◊
Chronic Absenteeism Early Warning Systems	Encourages or requires comprehensive student supports	Not addressed or limited to transfer to law enforcement (0%)	Encourages or requires early warning, parent conferencing, and parental sanctions (6%)	Encourages or requires comprehensive student supports (94%) □

	State Law	District Policies		
Limits on Exclusionary Discipline	Requires limits on use of suspension and expulsion	Not addressed (88%) ◊	Discourages use (6%)	Requires limits on use of suspension and expulsion (6%)
Alternatives to Exclusionary Discipline	Required	Not addressed (52%) ◊	Encouraged (16%)	Required (32%)
Bullying Protections for Vulnerable Populations	Requires protections for all groups including LGBTQ populations	Not addressed (6%)	Requires protections for selected groups (4%)	Requires protections for all groups including LGBTQ populations (90%) □
Bullying, Harassment, and Intimidation Policy	Includes all components of U.S. Department of Education recommendations	Not addressed (0%)	Includes some components of U.S. Department of Education recommendations (26%)	Includes all components of U.S. Department of Education recommendations (74%) □

Social and Emotional Climate (cont.)

	State Law	District Policies		
Professional Development for Bullying Prevention	Required	Not addressed (4%)	Encouraged (0%)	Required (96%) □
Hazing Policy	Not addressed	Not addressed (85%) □	Encouraged (13%)	Required (3%)
Dating Violence Policy	Not addressed	Not addressed (99%) □	Encouraged (1%)	Required (0%)

	State Law	District Policies		
School Resource Officer Training	Not addressed	Not addressed (93%) □	Encouraged (0%)	Required (7%)
Limits on Referrals to Law Enforcement	Not addressed or authorizes schools to refer to law enforcement	Requires referral for any offense in violation of criminal code (86%) ◊	Not addressed or authorizes schools to refer to law enforcement (14%)	Requires districts to establish formal procedures for referrals to law enforcement (0%)
Equitable Discipline Practices	Monitoring and remediation required	Not addressed (42%)	Monitoring required (7%)	Monitoring and remediation required (52%) □

Physical Environment

	State Law	District Policies		
Corporal Punishment	Prohibited	Permitted (0%)	Neither permitted nor prohibited (7%)	Prohibited (93%) □
Restraint and Seclusion	Limits use and includes comprehensive protections	Not addressed (11%)	Limits use with some protections (0%)	Limits use and includes comprehensive protections (89%) □
Emergency Operations Plans	Required, with regular reviews and updates	Not addressed (12%)	Required, but no plans for reviews or updates (82%) ◊	Required, with regular reviews and updates (6%)
Multi-hazard Practice Drills	Required, with required or encouraged interagency coordination	Not addressed (0%)	Required without interagency coordination (97%) ◊	Required, with required or encouraged interagency coordination (3%)
Firearms on School Campus	Meets GFSA with protections	Not addressed (0%)	Meets GFSA (96%) ◊	Meets GFSA with protections (4%)
Internet Safety	Required	Not addressed (30%)	Encouraged (11%)	Required (59%) □

	State Law	District Policies		
Tobacco-free Environments	Prohibits any use, may include limited policies	Not addressed or prohibits student use (0%)	Prohibits any use, may include limited policies (100%) □	Requires comprehensive policies (0%)
Alcohol and Drug Use Intervention Programs	Encouraged	Not addressed (10%)	Encouraged (15%)	Required (75%) ◊
Authorizes MOUs with Law Enforcement	Not addressed	Not addressed (93%) □	Authorized (0%)	Authorized with protections (7%)
Chemical Hazard Protections	Encouraged	Not addressed (88%) ◊	Encouraged (6%)	Required (6%)
Water Quality Protections	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)
Air Quality Protections	Encouraged	Not addressed (93%) ◊	Encouraged (0%)	Required (7%)

Employee Wellness

	State Law	District Policies		
Staff Wellness Programs	Not addressed	Not addressed (64%) □	Encouraged (31%)	Required (6%)
Staff Stress Management Program	Not addressed	Not addressed (69%) □	Addressed (31%)	
Staff Health Assessments	Not addressed	Not addressed (100%) □	Addressed (0%)	

	State Law	District Policies	
Staff Physical Activity	Not addressed	Not addressed (100%) □	Addressed (0%)
Staff Healthy Food Policies	Not addressed	Not addressed (100%) □	Addressed (0%)

Family Engagement

	State Law	District Policies		
Family Engagement Plans	Required	Not addressed (6%)	Addressed (20%)	Required (74%) □
Family Engagement in Local Governance	Required	Not addressed (71%) ◊	Encouraged (20%)	Required (9%)

	State Law	District Policies		
Professional Development on Family Engagement	Not addressed	Not addressed (36%)	Encouraged (0%)	Required (64%) ◊
Family Engagement in Policy making on School Discipline	Required	Not addressed (100%) ◊	Encouraged (0%)	Required (0%)

Community Involvement

	State Law	District Policies		
Community Involvement in Local Governance	Required	Not addressed (7%)	Encouraged (25%)	Required (68%) □
School-Community and Interagency Partnerships	Required	Not addressed (0%)	Encouraged (0%)	Required (100%) □

	State Law	District Policies		
Community Use of Public School Facilities	Authorized and encouraged	Not addressed (10%)	Authorized (3%)	Authorized and encouraged (87%) □

Appendix A: Methods

Sample Selection

Our sampling strategy aimed to identify a stratified, random sample of 480 public school districts and charter LEA within 20 states strategically selected for this study. These 20 states were chosen to reflect the four largest states by population size (California, Florida, New York, and Texas); states with the highest (Mississippi and South Carolina) and lowest (New Jersey and Oregon) childhood obesity rates; states with the highest (Idaho and Nebraska) and lowest (District of Columbia and Rhode Island) bullying rates; states with the highest (Alaska and Washington) and lowest (Indiana and North Dakota) chronic absenteeism rates; and four strategically selected states (Colorado, Michigan, Missouri, and New Mexico) identified through our partners on the Robert Wood Johnson Foundation's Together for Healthy and Successful Schools Initiative. If a state that was first selected in one category (e.g., population size) was also eligible for selection in a different category (e.g., obesity), we moved to the next state in that group so as to select 20 unique states.

Once the states were selected, we then went about the process of selecting the 480 districts and charter LEAs across the 20 states. The district selection process used data from the 2014-15 Public Elementary/Secondary School Universe Survey available from the Common Core of Data (CCD) database. The CCD's "Directory," "Membership," "Geographic Data," and "Lunch Program Eligibility" data files were used for the selection of districts.[1]

Only public and charter LEAs were considered when selecting districts. These LEAs were separated by LEA type (public or charter) and then split into sextiles by the number of students within each LEA for each LEA type. The bottom sextile of LEAs for each LEA type (those with the smallest number of students) were excluded when selecting LEAs. Policies are often not readily available (e.g. offered online) for the smallest LEAs, so *a priori* exclusion of these districts was applied.

After identifying this initial sample, we derived the following variables to separate districts into strata: family income level, student diversity, and urbanicity.

- **Family income level.** Family income level was measured using data on the total number of students eligible for free or reduced-price lunch (FRL) in an LEA from the CCD's "Lunch Program Eligibility" file and dividing that number by the total number of students in an LEA from the CCD's "Membership" file to generate the percentage of FRL-eligible students in each LEA. A binary variable was then created by state (1 = Low Income, 0 = High Income) using the mean LEA percentage of FRL eligibility within each state as the cutoff point between the two categories.
- **Student diversity.** Diversity was measured by determining Simpson's Diversity Index[2] for each LEA using data on the number of students within each racial/ethnic category, as well as the total number of students in an LEA, from the CCD's "Membership" file, and then creating a binary variable by state (1 = High Diversity, 0 = Low Diversity) using the mean LEA value of the Diversity Index within each state as the cutoff point between the two categories.
- **Urbanicity.** Urbanicity was measured using data from the CCD's "Geographic Data" file on whether an LEA was in an urban or rural geographic area, and a binary variable was created (1 = Urban, 0 = Rural) using this information.

The LEAs for each of the strategically selected states except for the District of Columbia (DC) were separated into eight strata based on an LEA's family income level, student diversity, and urbanicity. LEAs were then randomly sampled so that there would be three LEAs in each stratum within each state and 24 LEAs in total for each state. LEAs were also selected based on the ratio of charter LEAs to public LEAs within each stratum of each state so that the percentage of charter LEAs sampled for each state would be

proportionate to percentage of charter LEAs within each state (out of all public and charter LEAs). Charter LEAs were given higher weighting when sampling to ensure that enough charter LEAs would be drawn to reach proportionality with the state. For each state, the percentage of charter LEAs in the selected sample was within 6 percentage points of the percentage of charter LEAs in that state.

The DC sample was drawn separately since DC is entirely urban and because there is only one public LEA in DC. Therefore, LEAs in DC were separated into four strata based on the family income level and student diversity of each LEA. Additionally, the public LEA was automatically included in the sample. The charter LEAs were randomly sampled so that there were six LEAs in each of the four strata, including the public LEA.

Finally, once the LEAs were randomly selected, some LEAs had to be resampled because 1) in certain strata for some states, there were not enough LEAs to sample from; 2) LEAs were sampled that only offered pre-K or adult education; or 3) the grade-level distribution of the selected LEAs in some states was not proportionate to the state distribution. The following processes were used for resampling LEAs based on each of these issues:

- **Lack of LEAs in strata.** For Alaska, Florida, Nebraska, Rhode Island, South Carolina, and North Dakota, there were fewer than three LEAs available for sampling in certain strata, so LEAs were sampled from other strata with the aim of drawing from each of the remaining strata equally (e.g., one from each of the remaining strata). If more or fewer LEAs needed to be sampled than the number of strata that could be sampled from, priority was first given to strata with the most LEAs. LEAs were resampled until there were 24 in each state.
- **Wrong grades in LEA.** Three charter LEAs needed to be resampled for DC because they did not offer education for grades K-12. Two of these LEAs only offered pre-K, and one only offered adult education.
- **Disproportionate grade-level distribution.** If the grade-level distribution of selected LEAs for a state was not proportionate to the state's distribution, LEAs were randomly selected that offered the grade levels necessary for the sample to conform to the state's grade-level distribution. These newly selected LEAs replaced those that most heavily biased the sample's grade-level distribution. For charter LEAs, LEAs were resampled for states if there was a 15 percentage-point difference between the sample distribution of grade levels and the state distribution for more than one grade within each level of schooling (grades 1-5, grades 6-8, and grades 9-12). California was an exception, since only one charter LEA was sampled. Charter LEAs were resampled in DC, Idaho, Indiana, Michigan, Missouri, New Jersey, New Mexico, Rhode Island, and Texas. For public LEAs, LEAs were resampled for states if there was a 7.5 percentage-point difference between the sample distribution of grade levels and the state distribution for more than one grade within each level of schooling (grades 1-5, grades 6-8, and grades 9-12). Public LEAs were resampled in New Jersey and Rhode Island. The percentage-point difference threshold required for resampling was lower for public LEAs than charter LEAs because there is more uniformity in the grade levels offered by public LEAs.

Policy Collection

LEA policies were collected for the sampled public school districts and charter LEAs. “LEA policies” was defined to include board-adopted policies, administrative regulations, codes of conduct, student handbooks, charters (where applicable), and state laws and physical/health education standards that were incorporated by reference.

The research team collected policies via internet research with telephone and email follow-up. Forty-eight districts either declined to participate or did not respond to repeated requests for documents. Policies were deemed relevant if they were in effect as of the start of the 2017-18 school year. Ultimately, 432 LEAs’ policies (90%) were collected (368 public school districts, 92%; 64 charter LEAs, 79%). Table A.1 summarizes the policy collection by state, LEA type, and by policy type.

Table A.1. Summary of Policy Collection by State, LEA Type, and Policy Type

State Name	# LEAs for Which Policies Were Collected		Total # of Policies (Handbooks) Analyzed		Average # Policies (Handbooks) Collected Across LEAs within State	
	Public LEAs (# missing)	Charter LEAs (# missing)	Public LEAs Policy (Handbook) n	Charter LEAs Policy (Handbook) n	Public LEAs Policy (Handbook) n	Charter LEAs Policy (Handbook) n
Alaska	24 (0)	0 (0)	2599 (35)	0 (0)	108.3 (1.5)	0.0 (0.0)
California	18 (5)	1 (0)	2682 (1)	148 (0)	149.0 (0.1)	148.0 (0.0)
Colorado	19 (4)	1 (0)	1519 (1)	16 (0)	79.9 (0.1)	16.0 (0.0)
District of Columbia	1 (0)	22 (1)	1 (0)	27 (22)	1.0 (0.0)	1.2 (1.0)
Florida	24 (0)	0 (0)	854 (3)	0 (0)	35.6 (0.1)	0.0 (0.0)
Idaho	17 (0)	7 (0)	1083 (50)	53 (4)	63.7 (2.9)	7.6 (0.6)
Indiana	14 (6)	3 (1)	1410 (32)	0 (3)	100.7 (2.3)	0.0 (1.0)
Michigan	15 (1)	5 (3)	1790 (21)	10 (5)	119.3 (1.4)	2.0 (1.0)
Mississippi	21 (3)	0 (0)	1636 (8)	0 (0)	77.9 (0.4)	0.0 (0.0)
Missouri	21 (0)	2 (1)	1819 (40)	2 (1)	86.6 (1.9)	1.0 (0.5)
Nebraska	22 (2)	0 (0)	1113 (48)	0 (0)	50.6 (2.2)	0.0 (0.0)
New Jersey	19 (1)	2 (2)	1376 (31)	67 (1)	72.4 (1.6)	33.5 (0.5)
New Mexico	15 (0)	6 (3)	1014 (14)	7 (8)	67.6 (0.9)	1.2 (1.3)
New York	17 (1)	2 (4)	1151 (11)	1 (6)	67.7 (0.6)	0.5 (3.0)
North Dakota	17 (7)	0 (0)	933 (19)	0 (0)	54.9 (1.1)	0.0 (0.0)
Oregon	21 (0)	3 (0)	2448 (24)	273 (2)	116.6 (1.1)	91.0 (0.7)
Rhode Island	17 (1)	6 (0)	501 (0)	23 (5)	29.5 (0.0)	3.8 (0.8)
South Carolina	23 (0)	0 (1)	1922 (20)	0 (0)	83.6 (0.9)	0.0 (0.0)
Texas	19 (0)	4 (1)	633 (3)	36 (4)	33.3 (0.2)	9.0 (1.0)
Washington	24 (0)	0 (0)	2089 (44)	0 (0)	87.0 (1.8)	0.0 (0.0)
Totals	**368 (31)**	**64 (17)**	**28573 (405)**	**663 (61)**	**77.6 (1.1)**	**10.4 (1.0)**

Policy Coding

District and charter policies were coded by teams of trained coders using the qualitative coding software Dedoose, and the coding scheme presented in Coding Appendix. The coded items were based on a subset of priority variables from the coding scheme that was developed by Child Trends, the University of Illinois at Chicago, and EMT Associates, which is presented in our companion state law report and included in the National Association of State Boards of Education (NASBE) State Policy Database on School Health.

Within each state, two public school districts were double-coded and then reviewed by a master coder for consistency. Since many school districts within the same state adopt similar versions of a model policy (e.g., state school board model), any applicable codes were applied by the first coder to all such policies and districts. Any unique (non-model) policies and handbooks and all charter LEA policies were double-coded. Embedded language from state law was applied as appropriate per the district policy text. Coding was conducted on a state-by-state basis to ensure within-state consistency.

Analysis of Coded Policy Data

Once coding was completed, district weights for public LEAs were generated by state and sampling stratum so as to weight the public LEAs in the final sample to reflect the total number of public LEAs in each state and stratum. In the case of North Dakota, no rural, high-diversity, low-income public LEAs remained in the final sample, so it was not possible to represent that stratum, which included 16 of 83 (19%) public LEAs in the state. With that exception, the weighted public LEA data are representative of public LEAs in each of the 20 states in our sample, excluding LEAs in the bottom sextile of student enrollment. Due to their smaller sample size, it was not possible to generate state-representative estimates for charter LEAs, and weights were only generated for public LEAs.

For the weighted district data, we determined the percentage of the topics addressed, on average, across the districts within each state as well as overall, for all districts studied across the 20 states. The district data

for each state and overall were assigned to one of four categories based on the percentage of topics addressed by the districts (within a state or across the 20 states): none, low, moderate, or comprehensive (see Table A.2 for details on cut-points within each domain and category). The data were not weighted for the charter LEA data. Like the district data, the charter data are presented as the percentage of topics addressed. Notably, this assessment does not speak to the prescriptiveness of LEA policies; policies that include mandates or merely encourage a focus within a given topic area counted equally toward the extent of focus on a given topic within each state.

Table A.2. Cut-points for categorization of district policy data by domain

Domain	Low	Moderate	Comprehensive
Health Education	< 39%	39% to < 72%	≥ 72%
Physical Education and Physical Activity	< 42%	42% to < 75%	≥ 75%
Nutrition Environment and Services	< 36%	36% to < 71%	≥ 71%
Health Services	< 38%	38% to < 75%	≥ 75%
Counseling, Psychological, and Social Services	< 40%	40% to < 80%	≥ 80%
Social and Emotional Climate	< 35%	35% to < 70%	≥ 70%
Physical Environment	< 39%	39% to < 72%	≥ 72%
Employee Wellness	< 38%	38% to < 75%	≥ 75%
Family Engagement	< 44%	44% to < 78%	≥ 78%
Community Involvement	< 40%	40% to < 80%	≥ 80%
WSCC Overall	< 50%	50% to < 83%	≥ 83%

Districts in each state were then rated on the breadth and depth of their coverage of all domains (except WSCC overall): **deep** (six or more comprehensive domains), **broad** (eight or more moderate or comprehensive domains), **limited** (three to five low/none domains), or **weak** (at least six low/none domains).

For comparative purposes, we also examined and present a comparison of the district data with comparable state statutory and regulatory law data for the same domains and sub-topics for each of the 20 states. The same categorizations of none, low, moderate, and comprehensive were used to present the state data for purposes of this report.

Due to not all grade levels being present in all public school districts and charter LEAs, analyses of grade-specific variables were based on 350-363 public school districts and 34-51 charter LEAs, rather than the full samples of 368 public school districts and 64 charter LEAs.

[1] National Center for Education Statistics. Public Elementary/Secondary School Universe Survey Data. 2014-15. Retrieved from: https://nces.ed.gov/ccd/pubschuniv.asp.

[2] McLaughlin, J.E., McLaughlin, G.W., McLaughlin, J.S., White, C.Y. (2016). Using Simpson's diversity index to examine multidimensional models of diversity in health professions education. International Journal of Medical Education, 7, 1-5. Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4715903/.

Appendix B: Coding Rubric

Overall Coverage of the WSCC

	0	1	2	3
Coverage of WSCC	Not addressed	Addresses Coordinated School Health	Addresses the WSCC	
District-Level Wellness Councils	Not addressed	Encouraged	Required (does not address WSCC)	Requires (addresses WSCC)
School-Level Wellness Councils	Not addressed	Encouraged	Required (does not address WSCC)	Requires (addresses WSCC)
Wellness Leadership	Not addressed	Leadership identified		
District Wellness Policies	Not addressed	District policy adopted		
Equity Policy	Not addressed	District policy adopted		

Health Education

		0	1	2
HE Curriculum (ES/MS/HS)		Not addressed	Recommended	Required
	Healthy Eating/Nutrition Curriculum (ES/MS/HS)	Not addressed	Addressed	
	Mental and Emotional Health Curriculum (ES/MS/HS)	Not addressed	Addressed	
	Personal Health and Wellness Curriculum (ES/MS/HS)	Not addressed	Addressed	
	Violence Prevention (ES/MS/HS)	Not addressed	Addressed	
	Bullying Prevention (ES/MS/HS)	Not addressed	Addressed	
	Suicide Prevention (ES/MS/HS)	Not addressed	Addressed	
	Social and Emotional Learning (within HE) (ES/MS/HS)	Not addressed	Addressed	
National Health Education Standards		Not addressed	Referenced	
Health Education Professional Development		Not addressed	Addressed	

Physical Education and Physical Activity

	0	1	2	3
National PE Standards (SHAPE America)	Not addressed	Referenced		
Time for PE ES	Not addressed	Recommended or less than national standards	Required; Meets national standards	
Time for PE MS	Not addressed	Recommended or less than national standards	Required; Meets national standards	
Time for PE HS	Not addressed	Recommended or less than national standards	Required; Meets national standards	
Adaptive PE Requirements	Not addressed	Addresses inclusivity of PE activity		
PE Exemptions for Academics	Not addressed	Allowed		
PE Exemptions for Illness	Not addressed	Allowed		
PE Exemptions for Disabilities	Not addressed	Allowed		
PE Substitutions	Not addressed	Allows substitution of other activities for PE		
PE Professional Development	Not addressed	Addressed		
Physical Activity Throughout Day	Not addressed	Encouraged	Required	
Recess	Not addressed	Recommended	Requires less than daily recess	Requires daily recess
Sport Participation Fees -- allowed	Not addressed	Allowed	Requires fees, but provides for waivers or a cap on amount of money to be collected	
Sport Participation Fees -- prohibited	Not addressed	Prohibits fees for participation		

Nutrition Environment and Services

	0	1	2	3
Strategies to Increase Breakfast	Not addressed	Recommended or restricted to certain schools or students	Required to ensure all students eat breakfast	
Competitive Food - ES (Outside of School Meals)	Not addressed	Recommends nutrition standards	Requires nutrition standards that do not meet federal Smart Snacks requirements	Requires nutrition standards that meet federal smart snacks requirements
Competitive Food - MS (Outside of School Meals)	Not addressed	Recommends nutrition standards	Requires nutrition standards that do not meet federal Smart Snacks requirements	Requires nutrition standards that meet federal smart snacks requirements
Competitive Food - HS (Outside of School Meals)	Not addressed	Recommends nutrition standards	Requires nutrition standards that do not meet federal Smart Snacks requirements	Requires nutrition standards that meet federal smart snacks requirements
Class Parties ES	Not addressed	Addresses nutrition standards for class parties	Requires nutrition standards for class parties	
Access to Potable Water Throughout Day	Not addressed	Recommended	Required	
Unpaid Meal Charge Policy – Support Students	Not addressed	Prohibits denying meals		
Unpaid Meal Charge Policy – Restricts Access	Not addressed	Allows overtly identifying students or denying meals		
Unhealthy Marketing Restrictions	Not addressed	Recommends restricting o foods that meet *Smart Snack* standards	Restricted to foods that meet *Smart Snack* standards	

Health Services

	0	1	2
Availability of School-Based Health Services	Not addressed	Addressed, but no formal program	Addresses on campus health centers or clinics
Preventive Vision Screenings - ES	Not addressed	Addressed	
Preventive Hearing Screenings -ES	Not addressed	Addressed	
Preventative Dental Screenings - ES	Not addressed	Addressed	

	0	1	2
Preventive Vision Screenings - MS	Not addressed	Addressed	
Preventive Hearing Screenings - MS	Not addressed	Addressed	
Preventive Dental Screenings -MS	Not addressed	Addressed	
Preventive Vision Screenings - HS	Not addressed	Addressed	
Preventive Hearing Screenings - HS	Not addressed	Addressed	
Preventive Dental Screenings - HS	Not addressed	Addressed	
Vaccination Waivers	Not addressed	Allowed for religious or moral reasons	
Asthma Plans	Not addressed	Addressed	
Diabetes Plans	Not addressed	Addressed	
Allergy Plans	Not addressed	Addressed	
Referrals to Community Health Providers	Not addressed	Addressed	
School Nurse availability	Not addressed	Addressed, but nurse availability limited	Requires full time nurse in every school
School Nurse Professional Development	Not addressed	Addressed	

Counseling, Psychological, & Social Services

	0	1	2
Professional Development for Trauma	Not addressed	Encouraged	Required
Professional Development for Mental Health	Not addressed	Encouraged	Required
Early Identification and Referral	Not addressed	Encouraged	Required
Professional Development for Suicide Prevention	Not addressed	Encouraged	Required
Suicide Prevention Policy	Not addressed	Encouraged	Required
School Counseling Services – K-8	Not addressed	Encouraged	Required
School Counseling Services – 9-12	Not addressed	Encouraged	Required

	0	1	2
School-based or School-linked Mental Health Services	Not addressed	Encouraged	Required

Social and Emotional Climate

	0	1	2
Multi-tiered, Positive Behavior Supports	Not addressed	Encouraged	Required
Social Emotional Learning or Character Development	Not addressed	Encouraged	Required
Professional Development for Cultural Competency	Not addressed	Encouraged	Required
Chronic Absenteeism Early Warning Systems	Not addressed or limited to transfer to law enforcement	Encourages or requires early warning, parent conferencing and parental sanctions	Encourages or requires comprehensive student supports
Bullying, Harassment and Intimidation Policy	Not addressed	Includes some components of U.S. Department of Education recommendations	Includes all components of U.S. Department of Education recommendations
Professional Development for Bullying Prevention	Not addressed	Encouraged	Required
Bullying Protections for Vulnerable Populations	Not addressed	Requires protections for selected groups	Requires protection for all groups, including LGBTQ populations
Hazing Policy	Not addressed	Encouraged	Required
Dating Violence Policy	Not addressed	Encouraged	Required

	0	1	2
Limits on Exclusionary Discipline	Not addressed	Discourages use	Requires limits on use of suspension and expulsion
Alternatives to Exclusionary Discipline	Not addressed	Encouraged	Required
School Resource Officer Training	Not addressed	Encouraged	Required
Limits on Referrals to Law Enforcement	Requires referral for any offense in violation of criminal code	Not addressed or authorizes schools to refer to law enforcement	Requires districts to establish formal procedures for referrals to law enforcement
Equitable Discipline Practices	Not addressed	Monitoring required	Monitoring and remediation required

Physical Environment

	0	1	2
Emergency Operations Plans	Not addressed	Required, but no plans for reviews or updates	Required, with regular reviews and updates
Practice Drills	Not addressed	Required without interagency coordination	Required, with required or encouraged interagency coordination
Firearms/Weapons on School Campus	Not addressed	Meets GFSA	Meets GFSA with protections

	0	1	2
Tobacco-Free Environments	Not addressed or limited to student possession or use	Prohibits tobacco use, may include limited policies	Requires comprehensive policies
Alcohol and Drug Use Intervention Programs	Not addressed	Encouraged	Required
Corporal Punishment	Permitted	Neither permits nor prohibits use	Prohibited
Restraint and Seclusion	Not addressed	Limits use with some protections	Limits use with comprehensive protections
Authorized MOUs with Law Enforcement	Not addressed	Authorized	Authorized with protections
Acceptable Internet Use Policies	Not addressed	Encouraged	Required
Chemical Hazards Protections	Not addressed	Encouraged	Required
Water Quality Protections	Not addressed	Encouraged	Required
Air Quality Protections	Not addressed	Encouraged	Required

Employee Wellness

	0	1	2
Staff Wellness Programs	Not addressed	Encouraged	Required
Staff Stress Management Program	Not addressed	Addressed	
Staff Health Assessments	Not addressed	Addressed	
Staff Physical Activity	Not addressed	Addressed	
Staff Healthy Food Policies	Not addressed	Addressed	

Family Engagement

	0	1	2
Family Engagement Plans	Not addressed	Encouraged	Required
Professional Development on Family Engagement	Not Addressed	Encouraged	Required
Family Engagement in Local Governance	Not Addressed	Encouraged	Required
Family Engagement into Policymaking on School Discipline	Not Addressed	Encouraged	Required

Community Involvement

	0	1	2
Community Involvement in Local Governance	Not addressed	Encouraged	Required
School-Community and Interagency Partnerships	Not addressed	Encouraged	Required
Community Use of Public School Facilities	Not addressed	Authorized	Authorized and encouraged