



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



LOCAL WELLNESS POLICY TEMPLATE

September 2021



TABLE OF CONTENTS

INTRODUCTION	2
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL	2
HOW TO USE THIS TEMPLATE	2
LOCAL WELLNESS POLICY TEMPLATE	3
LOCAL WELLNESS POLICY OFFICIAL(S)	3
TRIENNIAL PROGRESS ASSESSMENTS	3
ESTABLISH A PLAN TO MEASURE THE IMPACT AND IMPLEMENTATION OF THE LOCAL WELLNESS POLICY	3
HEALTH EDUCATION	4
PHYSICAL EDUCATION AND PHYSICAL ACTIVITY	5
NUTRITION ENVIRONMENT AND SERVICES	8
PHYSICAL ENVIRONMENT	12
SOCIAL AND EMOTIONAL CLIMATE	13
COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES	14
HEALTH SERVICES	16
EMPLOYEE WELLNESS	18
FAMILY ENGAGEMENT	19
COMMUNITY INVOLVEMENT	20

INTRODUCTION

The Office of the State Superintendent of Education (OSSE) developed this Local Wellness Policy (LWP) template to support local education agencies (LEAs) in developing high-quality LWPs. This template is structured to support LEAs in addressing all necessary LWP elements stipulated in local and federal law. This template also includes additional school health requirements and recommendations that LEAs may choose to incorporate into their policies (see *Local Wellness Policy Guide* for more detail). LEAs may choose to utilize this template when developing an LWP.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

This LWP template is intended to offer an outline for an LEA's approach to ensuring environments and opportunities exist for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing distractions. This LWP template is structured to align with the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model. The WSCC model promotes a holistic approach to school health and integrates health services and programs into the day-to-day school and student life as a tool for improving academic achievement and learning. The WSCC model is the Centers for Disease Control and Prevention's (CDC) framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices (see *Local Wellness Policy Guide* for more detail).

The 10 WSCC components are:

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



HOW TO USE THIS TEMPLATE

This template is an optional tool to support LEAs in developing a high-quality LWP. LEAs may choose to incorporate some or all components of this template when developing their policy. LEAs must ensure all mandatory local and federal LWP components are included in their final policy (see *Local Wellness Policy Guide* for more detail).

This template is divided into 10 components in alignment with the WSCC model. Each component includes content that is color coded based on whether it is a mandatory LWP element that must be implemented **and** included in the document (color: ● **yellow**), a local school health requirement, which must be implemented, that is highly recommended to be included though inclusion is not required (color: ● **green**), or additional recommended content that is not required, but encouraged to be included (color: ● **blue**). All ● **yellow** elements must be included in an LEA's LWP and all ● **green** and ● **blue** elements are recommended for inclusion. All elements, when combined together, support a high-quality, well-rounded LWP aligned to the CDC WSCC model.

In order to meet the mandatory ● **yellow** requirements of an LWP, LEAs should ensure the policy covers the following while completing this template:

- students in the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus/day – in accordance with federal and state nutrition standards;
- students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- students have opportunities to be physically active before, during and after school;
- schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- school staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- the community is engaged in supporting the work of the LEA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- the LEA establishes and maintains an infrastructure for management, oversight, implementation, evaluation, and communication about the policy and its established goals and objectives.

This template is intended to offer a WSCC-aligned outline for an LEA's policy that would apply to all its students, staff, and schools. At a minimum, LEAs should identify specific measurable goals and outcomes within each ● **yellow** section of the template. LEAs should include additional language or modify this template, where appropriate, so that it accurately reflects specific needs (e.g., removing references to grades not served by the LEA). LEAs may choose to amend the introductory language to each WSCC component and should enter the LEA's name wherever the text reads [LEA NAME]. For support in completing the template or understanding LWP requirements, please contact OSSE at OSSE.schoolhealth@dc.gov.

LOCAL WELLNESS POLICY TEMPLATE

Dupont Park Adventist School Local Wellness Policy

July 2026 - July 2029

This Local Wellness Policy (LWP) outlines Dupont Park Adventist School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff and schools in Dupont Park Adventist School. Specific measurable goals and outcomes are identified within each section below.

LOCAL WELLNESS POLICY OFFICIAL(S)

Dupont Park Adventist School has identified the following LEA or school official(s) responsible for the implementation and oversight of the LWP to ensure each school's compliance with the policy (7 CFR 210.31(c)(4)).

NAME	POSITION TITLE	EMAIL ADDRESS	LWP ROLE
Frances Foote Iris Pulliam Hazel Gregg Mary Johnson Ed Brame	Principal School Counselor Teacher Assistant Administrative Assistant School Board Member	ffoote@mydpas.org akapulliam@gmail.com Hloftongregg@mydpas.org dpasadminasst@mydpas.org Dupont_Park@hotmail.com	Leader Counselor Teacher Faculty School Board

TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, Dupont Park Adventist School will conduct a Triennial Progress Assessment and develop a report that reviews each Dupont Park Adventist School schools' compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of Dupont Park Adventist School's LWP.

The positions/persons responsible for managing the triennial assessment and report is Principal, Dupont School Board. The above referenced individual(s) will monitor Dupont Park Adventist School schools' compliance with this LWP and develop the triennial progress reports. Dupont Park Adventist School schools will actively notify households/families of the availability of the triennial progress report.

ESTABLISH A PLAN TO MEASURE THE IMPACT AND IMPLEMENTATION OF THE LOCAL WELLNESS POLICY

Federal LWP Requirement (7 CFR 210.31(c)(6)) Provide a description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public.

Dupont Park Adventist School will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

Dupont Park Seventh-day Adventist School will retain records to document compliance with the requirements of the wellness policy at our main office at 3942 Alabama Ave SE, Washington, DC. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local School's Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate in the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements; and
- The most recent assessment on the implementation of the local school wellness policy.

With document compliance of the triennial progress assessment and by utilizing the annual LEA self-evaluations and notifies households/families of the availability of the triennial progress report. The information distribution by email, newsletter, home & school (PTA)meeting will keep all stakeholder informed.

HEALTH EDUCATION

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health and safety.¹ High-quality health education and promotion of school-based health activities can help improve students' quality of life, increase healthy behaviors, and reduce risky behaviors throughout students' lives.² _____ Dupont Park Adventist School
recognizes the connection between good health, quality of life, and readiness to learn. _____ Dupont Park Adventist School
is committed to providing high-quality health education and promoting health policies and activities that result in students that exhibit healthier behaviors.

Healthy Schools Act Requirement ([DC Official Code § 38–821.01\(1F\)](#)); ([DC Official Code § 38–824.02\(b\)](#))

Students in kindergarten through Grade 8 receive health education instruction aligned with [OSSE Health Education Standards](#).

Dupont Park Adventist School provides health education instruction for students in kindergarten through Grade 8 that supports students' physical, mental, emotional, and personal well-being. Instruction is aligned with age-appropriate health education standards and is designed to help students develop healthy habits, make responsible decisions, and understand the connection between wellness and academic success.

Health education topics include mental and emotional wellness, personal safety, injury prevention, nutrition, hygiene, disease prevention, substance abuse prevention, and human growth and development presented in a manner consistent with the mission and values of Dupont Park Adventist School.

Healthy Schools Act Requirement ([DC Official Code § 38–824.02\(b\)\(2\)](#))

Schools serving students in kindergarten through Grade 8 provide an average of 75 minutes of health education per week.

Dupont Park Adventist School provides health education throughout the school year through classroom instruction, integrated learning experiences, school-wide wellness activities, counseling support, and special presentations when appropriate. Health education is scheduled as part of the instructional program to ensure students receive age-appropriate instruction that promotes healthy behaviors, informed decision-making, and lifelong wellness practices while meeting District requirements.

School Safety Omnibus Amendment Act Requirement ([DC Official Code § 38–824.02\(b-2\)\(1\)\(A\)](#))

Students in kindergarten through Grade 12 receive age- and developmentally appropriate, evidence-based, and culturally responsive instruction on recognizing and reporting sexual misconduct and child abuse, setting and respecting appropriate personal and body boundaries and privacy rules, communicating with adults about concerns regarding body boundaries or privacy violations, the meaning of consent, developing and maintaining healthy relationships, and other appropriate topics to support healthy development of students.

Dupont Park Adventist School provides instruction and guidance that promotes personal safety, respectful behavior, healthy decision-making, digital citizenship, bullying prevention, conflict resolution, and responsible relationships with peers and adults.

Instruction is provided through classroom lessons, age-appropriate assemblies, counseling services, and school-wide character education activities. Students learn to communicate concerns to trusted adults, demonstrate respect for themselves and others, and exercise sound judgment and personal responsibility through classroom instruction, counseling services, and school-wide character education activities. All instruction is presented in a manner that is age appropriate and consistent with the mission, values, and faith-based educational philosophy of Dupont Park Adventist School.

1 Centers for Disease Control and Prevention. (2019). Healthy Schools: Components of the Whole School, Whole Community, Whole Child (WSCS). Retrieved from www.cdc.gov/healthyschools/wscs/components.htm

2 Centers for Disease Control and Prevention. (2021). Healthy Schools: Improving School Health. Retrieved from: www.cdc.gov/healthyschools/schoolhealth.htm

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b-1)(1))

High school health instruction provides cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation for students in grades 9-12.

N/A

Graduation Requirement (5-A DCMR § 2203.3(b))

Provide the necessary 1.5 Carnegie units in health/physical education to meet graduation requirement.

N/A

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

School-based physical education and physical activity programs offer the best opportunity for students to learn the key skills and gain knowledge needed to establish and sustain a healthy and active lifestyle.³ High-quality physical education improves a student's readiness to learn by contributing to motor skill development, boosting self-esteem, reducing stress and anxiety, and improving breathing and blood circulation which result in better concentration, improved behavior, and stronger academic success.⁴

Dupont Park Adventist School] recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. Dupont Park Adventist School understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture. Dupont Park Adventist School is committed to providing students with high-quality instruction to reinforce physically active behavior during school and throughout life.

Federal and Local LWP Requirement (7 CFR 210.31(c)(1)); (DC Official Code § 38–826.01(b)(C))

LEAs must identify specific goals for increasing physical activity and other school-based activities that promote student wellness through physical activity. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

Dupont Park Adventist School promotes lifelong physical activity by providing students with opportunities to participate in structured and unstructured movement throughout the school day. Physical education instruction emphasizes fitness, skill development, teamwork, sportsmanship, and healthy lifestyle habits.

The school encourages participation in a variety of age-appropriate activities that support cardiovascular fitness, strength, flexibility, coordination, and overall wellness. In addition to scheduled physical education classes, teachers integrate movement breaks, active learning strategies, and classroom activities that promote physical movement throughout the instructional day to strengthen student engagement, improve concentration, and support overall well-being.

3 Shape America. (2019). Is it Physical Education or Physical Activity? Understanding the Difference. Retrieved from www.shapeamerica.org/publications/resources/teachingtools/qualitytype/pa_vs_pe.aspx

4 US Department of Health and Human Services. *Physical Activity Guidelines for Americans*, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Retrieved from health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf

Healthy Schools Act Requirement ([DC Official Code § 38–821.01\(6C\)](#); ([DC Official Code § 38–824.02\(a\)](#))

Students in kindergarten through Grade 8 receive physical education instruction aligned with [OSSE Physical Education Standards](#).

Dupont Park Adventist School provides a comprehensive physical education program that promotes physical fitness, motor skill development, teamwork, sportsmanship, cooperation, and lifelong healthy habits. Physical education instruction is aligned with the OSSE Physical Education Standards and provides students with opportunities to develop cardiovascular endurance, muscular strength, flexibility, coordination, and movement skills through age-appropriate activities.

Students participate in a variety of individual and team activities that encourage active participation, personal goal setting, self-confidence, and respect for others. Physical education experiences are designed to foster healthy lifestyles, improve physical fitness, and encourage students to remain physically active throughout their lives while supporting academic success and overall well-being.

Healthy Schools Act Requirement ([DC Official Code § 38–824.02\(a\)\(1\)\(A\)](#)); ([DC Official Code § 38–824.02\(a\)\(2\)\(A\)](#))

Schools serving students in kindergarten through Grade 5 shall set a goal to provide an average of 150 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in kindergarten through Grade 5 provides less than an average of 90 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

Students enrolled in applicable grade levels will be provided opportunities to meet all physical education requirements necessary for successful completion of their educational program. Physical education instruction will support development of fitness, movement skills, teamwork, and healthy lifestyle habits.

Dupont Park Adventist School will continue to evaluate its physical education program annually to ensure students have meaningful opportunities to meet or exceed the District's physical education goals and to encourage lifelong participation in physical activity.

Healthy Schools Act Requirement ([DC Official Code § 38–824.02\(a\)\(1\)\(A\)](#)); ([DC Official Code § 38–824.02\(a\)\(2\)\(A\)](#))

Schools serving students in grades 6-8 shall set a goal to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in grades 6-8 provides less than an average of 135 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

Dupont Park Adventist School recognizes that regular physical activity contributes to improved health, academic performance, concentration, and overall well-being. The physical education program provides students with opportunities to develop motor skills, physical fitness, teamwork, cooperation, and sportsmanship.

Physical education instruction includes activities that support cardiovascular endurance, muscular strength, flexibility, coordination, and healthy lifestyle behaviors. Students are encouraged to participate in age-appropriate physical activities that promote lifelong fitness and wellness. Physical education activities are designed to encourage participation by all students while promoting confidence, personal goal setting, and an appreciation for lifelong physical fitness regardless of individual skill level.

Healthy Schools Act Requirement ([DC Official Code § 38–821.01\(6C\)](#))

At least 50 percent of physical education instruction time is devoted to moderate-to-vigorous physical activity.

Dupont Park Adventist School is committed to providing quality physical education that actively engages students in moderate-to-vigorous physical activity for a substantial portion of each physical education class. Lessons are designed to maximize student participation through age-appropriate fitness activities, skill development, games, and movement experiences that improve cardiovascular endurance, muscular strength, flexibility, coordination, and overall physical fitness. Teachers foster active participation, teamwork, sportsmanship, and personal responsibility while creating an inclusive environment in which every student is encouraged to develop confidence and lifelong healthy habits.

Healthy Schools Act Requirement ([DC Official Code § 38-824.03\(a\)](#))

Provide suitably adapted physical education or supplementary aids for any other student with special needs that preclude the student from participating in regular physical education instruction.

Dupont Park Adventist School is committed to providing reasonable accommodations and appropriate modifications that allow students with disabilities or other special health needs to participate in physical education activities to the greatest extent possible. Physical education activities may be adapted based on a student's Individualized Education Program (IEP), Section 504 Plan, medical documentation, or other identified needs to ensure safe, meaningful, and inclusive participation. When appropriate, students with medical conditions such as asthma or other health concerns may be provided opportunities for rest breaks, breathing breaks, hydration, or modified activities as recommended by their healthcare provider or documented school health plan.

Healthy Schools Act Requirement ([DC Official Code § 38-824.03\(b\)](#))

Prohibit requiring or withholding physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

Teachers utilize restorative practices, positive behavior interventions, reflection activities, and problem-solving conversations that reinforce appropriate behavior while preserving students' opportunities to participate in physical education and other physical activities.

Healthy Schools Act Requirement ([DC Official Code § 38-824.02\(a-1\)\(1\)](#))

Provide students in grades pre-K 3 and pre-K 4 with an average of 60 minutes of daily physical activity, including two 20-minute outdoor recess periods each day weather and space permitting.

Students enrolled in the Pre-K program at Dupont Park Adventist School are provided opportunities for daily physical activity through outdoor recess, structured movement activities, and developmentally appropriate play. Daily lessons intentionally incorporate movement as part of the learning process, allowing students to practice and reinforce foundational concepts such as left and right, up and down, over and under, beside and behind, counting, colors, and other early learning skills through active participation. Weather and safety permitting, students participate in outdoor play that encourages active movement, exploration, social interaction, and the development of gross motor skills. On days when outdoor activities are not possible, teachers provide supervised indoor movement activities to ensure students remain physically active throughout the school day.

Healthy Schools Act Requirement ([DC Official Code § 38-824.01\(a-c\)](#))

It shall be the goal to engage students in physical activity for at least 60 minutes each day. Schools shall promote this goal. Schools shall seek to maximize physical activity by means including: extending the school day, encouraging students to walk or bike to school; promoting active recess; supporting athletic programs; integrating movement into classroom instruction and classroom instruction breaks; entering into shared-use agreements with organizations that provide physical activity programming for children outside of the normal day; and using physical activity as a reward for student achievement and good behavior.

Beyond scheduled physical education classes and recess, Dupont Park Adventist School intentionally integrates movement throughout the instructional day to reinforce academic learning and promote student wellness. Students regularly participate in outdoor and movement-based learning experiences that integrate physical activity with academic instruction. Students may complete assignments outdoors, participate in estimation and measurement activities by walking the campus and counting objects during math lessons, conduct nature walks and collect specimens during science instruction, and engage in scavenger hunts and other interactive learning experiences that encourage movement while reinforcing academic concepts. These activities support student engagement, collaboration, critical thinking, and the development of healthy lifelong habits.

NUTRITION ENVIRONMENT AND SERVICES

Offering nutrition education and serving healthy school meals help mitigate childhood obesity, model healthy habits, and promote life-long healthy eating patterns and food selection. Dupont Park Adventist School recognizes that serving healthy meals to students through the [National School Lunch Program](#), [School Breakfast Program](#), [After School Snack Program](#), [Fresh Fruit and Vegetable Program](#), [Special Milk Program](#), [The Child and Adult Care Food Program](#), [Summer Food Service Program](#), and other supplemental nutrition programs contribute to the improved nutritional diet and health of students, reduces hunger among students, and improves students' readiness to learn.

NUTRITION PROMOTION AND EDUCATION

Dupont Park Adventist School is committed to promoting positive nutrition behaviors and habits. Posters promoting [healthy portions](#), age appropriate [nutrition information](#) for healthier living, and food service menus will be posted in public areas throughout our school(s).

Federal LWP Requirement (7 CFR 210.31(c))

LEAs must identify specific goals for nutrition promotion and education and other school-based activities that promote student wellness through nutrition. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

Dupont Park Adventist School promotes healthy nutrition habits by integrating nutrition education into classroom instruction and school-wide wellness activities. Students develop an understanding of balanced nutrition, healthy food choices, proper hydration, and lifelong wellness through hands-on learning experiences that reinforce healthy lifestyle habits.

Students develop healthy hydration habits by maintaining personal water bottles in classroom hydration stations and refilling them throughout the school day as needed.

Nutrition education is reinforced through experiential learning opportunities that allow students to apply healthy lifestyle concepts in meaningful ways. Students extend their learning beyond the classroom by planning and preparing nutritious meals with their families and presenting their experiences to classmates, strengthening both nutrition knowledge and communication skills. As part of a project-based learning experience, students planned menus, developed budgets, compared food prices, created shopping lists, purchased ingredients, prepared nutritious meals, and served dinner to judges during the school's annual eight-evening STEM Fair. These experiences integrate nutrition education with mathematics, financial literacy, teamwork, problem-solving, and real-world life skills. To extend healthy living beyond the classroom, the school administration includes a healthy recipe in each monthly newsletter to encourage families to prepare nutritious meals together at home.

Healthy Schools Act Requirement (DC Official Code § 38-822.05(b)(1))

Distribute the menu for each breakfast and lunch served, nutritional content of each menu item, ingredients of each menu item, and the location where fruits and vegetables served in schools are grown and processed. Make information available on school website, in school's office, and to parents and legal guardians upon request.

Dupont Park Adventist School participates in the National School Lunch and School Breakfast Programs and partners with Luncheras to provide nutritious breakfast and lunch meals that meet applicable federal and District nutrition standards. Luncheras provides monthly breakfast and lunch menus, including nutritional information and meal ingredients. This information is posted on the school's website, shared through the school newsletter, displayed in the cafeteria and breakfast serving area, and made available in classrooms so that students and families have easy access to menu and nutrition information. Additional meal information is available to parents and guardians upon request.

Healthy eating habits are reinforced through MyPlate educational displays, nutrition education posters, and other visual resources displayed in the cafeteria and breakfast serving area that help students make informed food choices. Whenever available through Luncheras, information identifying locally grown fruits and vegetables served to students is also shared with the school community.

In addition to the daily meal program, Dupont Park Adventist School reinforces healthy nutrition practices by providing nutritious meals during special school events, including the Honors Banquet and the annual STEM Fair, which is conducted over eight evenings.

Healthy Schools Act Requirement (DC Official Code § 38-822.01(a)(1)(B)(i-ii))

Make a vegetarian food option available as a daily option for the main course for breakfast and lunch at all grade levels. Vegetarian food options shall be rotated to avoid repetition.

Consistent with the philosophy and health message of Seventh-day Adventist education, Dupont Park Adventist School partners with Luncheras to provide nutritious vegetarian meals for both breakfast and lunch each school day. Vegan and non-dairy meal options are also available to meet individual student dietary needs. Families provide information regarding food allergies and dietary restrictions during enrollment, and Luncheras works collaboratively with the school to provide individualized meal accommodations for students with documented allergies or special dietary needs.

Monthly breakfast and lunch menus are planned to provide variety and are rotated regularly to encourage balanced nutrition while minimizing repetition. Student favorites are incorporated periodically based on student preferences and participation.

Healthy eating habits are reinforced throughout the school day. Students develop healthy eating habits by enjoying a variety of foods offered during each meal, making balanced nutritional choices, and participating in positive nutrition initiatives such as the Clean Plate Club. Positive reinforcement programs, such as the "Clean Plate Club," encourage students to try different foods and develop healthy eating habits through recognition and age-appropriate incentives.

The principles of healthy living are an important part of Seventh-day Adventist education and are intentionally integrated throughout the curriculum. Students learn the connection between proper nutrition, physical health, academic performance, and overall well-being through classroom instruction, health education, and everyday school experiences.

Healthy Schools Act Requirement ([DC Official Code § 38-822.01\(a\)\(1\)\(B\)\(iii\)](#))

Vegetarian food options shall be clearly labeled or identified.

Because all meals served at Dupont Park Adventist School are vegetarian, the school, in partnership with Luncheras, clearly identifies all vegan and non-dairy meal options to assist students and families in selecting meals that meet their dietary needs. Students with documented food allergies or special dietary requirements receive individually prepared and clearly identified meals to ensure their health and safety.

During meal service, students receive their meals at the serving line where vegan, non-dairy, and individualized allergy meals are clearly labeled before being distributed. Students selecting non-dairy meal options are provided with Silk® non-dairy milk, while students without dietary restrictions may choose between 1% and fat-free milk. These practices help ensure that all students have access to nutritious meals that meet their individual dietary needs while supporting a safe and inclusive dining environment.

Healthy Schools Act Requirement ([DC Official Code § 38-822.03\(b\)\(3\)](#))

Solicit input from students, faculty, and parents, through taste tests, comment boxes, surveys, a student nutrition advisory council, or other means, regarding nutritious meals that appeal to students.

Dupont Park Adventist School values ongoing input from students, parents, faculty, and its food service partner to ensure that nutritious meals are both appealing and responsive to the needs of the school community. Student surveys are conducted to gather feedback regarding meal preferences, favorite menu items, and suggestions for future menus. During meal service, school administrators regularly engage students by informally seeking feedback through conversations and simple "thumbs up, thumbs down, or sideways" responses regarding the meals being served.

Faculty members provide feedback based on their daily observations of student participation and meal consumption during breakfast and lunch. Parents are encouraged to share comments and suggestions regarding school meals throughout the year.

Each month, Luncheras provides Dupont Park Adventist School with a draft breakfast and lunch menu for review. School leadership evaluates the proposed menu, provides recommendations, requests modifications when appropriate, and collaborates with Luncheras to ensure meals meet the nutritional needs and preferences of the school community. The school may also request adjustments to meal quantities, including additional servings, based on student participation and demand.

Taste-testing opportunities are incorporated into the menu selection process. Prior to selecting the school's food service provider, faculty and staff participated in meal tastings to evaluate food quality. Parents and students also participated in taste-testing opportunities during Parent Orientation, providing valuable feedback that helped inform the school's food service program.

Federal Requirement ([7 CFR 210.10\(a\)\(2\)](#))

Hang *Offer* vs. *Serve* posters as a guide for students choosing a reimbursable meal.⁵

Dupont Park Adventist School promotes healthy meal selection by displaying a variety of nutrition education materials throughout the cafeteria and breakfast serving area. Students have access to MyPlate educational displays, healthy eating and nutrition posters, fruit and vegetable promotion materials, portion size guides, milk promotion information, and daily menu boards that encourage balanced meal selections. "Try Something New" messages and other nutrition-focused displays encourage students to explore healthy food choices and develop lifelong healthy eating habits. These visual resources reinforce nutrition concepts taught in the classroom and support students in making informed food choices during breakfast and lunch.

FOODS AND BEVERAGES MARKETED TO STUDENTS

All food and beverage products marketed on school grounds must, at a minimum, meet the USDA's school meal nutrition and [Smart Snacks](#) standards. Product marketing refers to any written, oral posted graphics intended to promote the sale of a food or beverage product.

Dupont Park Adventist School _____ is committed to marketing food and beverages in nutrition-promoting ways including ensuring that filtered water is available for student and staff consumption throughout the day and that water is marketed in health promoting ways that do not detract from milk promotion. This commitment will be demonstrated by taking the specific actions outlined below.

Federal and Local LWP Requirement ([7 CFR 210.31\(c\)\(3\)\(iii\)](#)); ([DC Official Code § 38-822.06\(f\)\(2\)](#))

Establish policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet or exceed the federal nutritional and Healthy Schools Act standards.

Dupont Park Adventist School is committed to creating a school environment that promotes healthy food and beverage choices. Commercial advertising for foods and beverages that do not meet federal nutrition standards is not permitted on campus. Nutrition promotion is reinforced through MyPlate displays, nutrition education materials, fruit and vegetable promotions, daily menu boards, and other school-approved wellness resources that encourage students to make informed, healthy food choices.

The school does not maintain vending machines or permit the sale of sugar-sweetened beverages during the school day. Faculty and staff utilize healthy snacks and non-food incentives, such as positive recognition and classroom privileges, rather than candy or foods of minimal nutritional value to reinforce positive student behavior.

School celebrations and special events held during the instructional day support the school's wellness goals by serving vegetarian meals, with vegan and non-dairy options available to meet students' dietary needs. While families may choose a variety of foods for after-school or non-instructional celebrations, the school promotes healthy food choices that reflect the principles of good nutrition, student wellness, and the Seventh-day Adventist philosophy of healthy living.

⁵ See Offer Versus Serve Posters for Lunch at www.fns.usda.gov/tn/offer-versus-serve-national-school-lunch-program-posters

FOODS AND BEVERAGES PROVIDED TO STUDENTS

Federal LWP Requirement (7 CFR 210.31(c)(2))

Establish standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).

Dupont Park Adventist School encourages foods and beverages provided to students during the school day to support healthy nutrition and student wellness. Classroom celebrations and school-sponsored events held during the instructional day are encouraged to include nutritious food choices that reflect the school's commitment to healthy living. Vegetarian foods are served at school-sponsored events, and vegan and non-dairy options are provided to accommodate students with dietary needs.

Birthday celebrations may be observed in classrooms at the discretion of the teacher. Families are encouraged to consider healthy food options when providing treats for classroom celebrations. While individual classroom practices may vary, faculty and staff are encouraged to promote healthy eating habits and to use positive recognition, classroom privileges, and other non-food incentives whenever appropriate to encourage student achievement and positive behavior. We recommend that the parent for the smart snack's guidelines found on are website: <https://www.mypdas.org/Lunch-Program> then scroll down to USDA smart snacks in school.

Federal and Local LWP Requirement DC Official Code § 38-822.03(c); (7 CFR 210.18(h)(2)(v))

Make cold, filtered water available free to students, through water fountains or other means, when meals are served to students.

Dupont Park Adventist School recognizes proper hydration as an essential component of student health, wellness, and academic success. Students have access to free drinking water throughout the school day, including during meal service. Water bottles are available for students who need them, and classrooms are equipped with designated hydration stations where students maintain their personal water bottles and refill them throughout the day.

Students develop healthy hydration habits by choosing water as their primary beverage before, during, and after physical activity. Sugar-sweetened beverages are discouraged and are not served by Dupont Park Adventist School. Through classroom instruction, health education, and daily practice, students develop an understanding of the important role hydration plays in supporting physical health, concentration, learning, and overall well-being.

FOODS AND BEVERAGES SOLD TO STUDENTS

Federal LWP Requirement (7 CFR 210.31(c)(3)(i-ii))

Establish standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations for school meal nutrition standards and the Smart Snack in School nutrition standards.

Dupont Park Adventist School does not sell foods or beverages to students during the instructional day outside of the federally reimbursable School Breakfast and National School Lunch Programs. All meals served through the school's partnership with Luncheras comply with applicable federal and District nutrition standards.

Should the school conduct any future food or beverage sales during the instructional day, all items offered will meet or exceed the USDA Smart Snacks in School nutrition standards and all applicable Healthy Schools Act requirements. The school remains committed to providing students with nutritious food choices that support healthy growth, academic success, and lifelong wellness.

Healthy Schools Act Requirement (DC Official Code § 38-822.06(e))

Schools shall prohibit all third-parties, other than school-related organizations and school meal service providers, from selling food or beverages of any type to students on school property from 90 minutes before the school day begins to 90 minutes after the school day ends.

N/A

SCHOOL MEALS

Dupont Park Adventist School _____ is committed to serving healthy meals through the National School Lunch Program, School Breakfast Program and other supplemental programs to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams of trans-fat per serving (nutrition label or manufacturer's specification), and to meet the local and federal nutrition requirements and the needs of school children within their calorie requirements.

Local LWP Requirement (DC Official Code § 38-826-01(b)(2)(B))

Establish plans for increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices.

Dupont Park Adventist School is committed to promoting the use of locally grown, locally processed, and unprocessed foods as part of its comprehensive nutrition and wellness program. Through its partnership with Luncheras, the school intentionally incorporates locally grown fruits and seasonal vegetables whenever available in support of sustainable agriculture and healthy eating practices. We plan to the use of locally grown, locally processed by fully utilizing programs like the DOD Fresh and Plan assistance level program for USDA.

Students learn about food systems and sustainable agriculture through classroom instruction and experiential learning opportunities. Nutrition lessons include discussions about where food comes from, the benefits of locally grown produce, seasonal food choices, environmental stewardship, and reducing food waste. Students further apply these concepts through project-based learning activities that include menu planning, food purchasing, and meal preparation.

The school also maintains a campus garden where students may grow herbs, lettuce, tomatoes, and other seasonal crops as part of classroom learning experiences. Many classes participate in annual visits to local farms, providing students with firsthand opportunities to learn about agriculture, food production, and the connection between healthy food choices, environmental stewardship, and lifelong wellness.

Healthy Schools Act Requirement (DC Official Code § 38-823.01)

Track procurement using the [Locally Grown Food Item Tracking Log](#).⁶

Dupont Park Adventist School partners with Luncheras to support compliance with the Healthy Schools Act requirements regarding locally grown and unprocessed food procurement. Luncheras maintains the required Locally Grown Food Item Tracking Log and documents the procurement of qualifying locally grown and unprocessed food items in accordance with District requirements. The school works collaboratively with Luncheras to promote the use of locally sourced foods whenever available and to support the school's commitment to providing nutritious meals that incorporate sustainable agriculture practices.

Healthy Schools Act Requirement (DC Official Code § 38-822.02(a))

Serve school meals that meet or exceed the federal nutritional and HSA standards.

Dupont Park Adventist School participates in the National School Breakfast and National School Lunch Programs and partners with Luncheras to provide nutritious meals that meet or exceed all applicable federal nutrition standards and the requirements of the District of Columbia Healthy Schools Act. Students are served breakfast and lunch each school day that include fresh fruits, fresh vegetables, whole grain options, and other nutrient-rich foods that support healthy growth, learning, and overall wellness.

Recognizing that healthy eating habits extend beyond the school day, students are provided with fresh fruit each day to take home, encouraging continued healthy food choices with their families. The school's meal program is designed to provide nutritious, appealing meals while accommodating documented food allergies and special dietary needs through individualized meal options.

Dupont Park Adventist School is committed to creating a positive dining experience that encourages lifelong healthy eating habits. Through its partnership with Luncheras, students receive nutritious meals that reflect the principles of balanced nutrition while supporting healthy growth, academic achievement, and overall well-being. By combining nutritious meals with nutrition education, experiential learning, and family engagement, the school reinforces healthy lifestyle practices that extend beyond the classroom and into the home.

⁶ Office of the State Superintendent of Education. (2019). Locally Grown and Unprocessed Food Item Tracking Log. Retrieved from <https://osse.dc.gov/publication/locally-grown-and-unprocessed-food-item-tracking-log>

PHYSICAL ENVIRONMENT

According to the CDC, physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it.⁷ The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. _____ Dupont Park Adventist School

_____ recognizes the connection between physical environment and student outcomes and believes safe, positive, respectful learning environments will result in more engaged students. Additionally, _____ Dupont Park Adventist School understands that environmental sustainability means meeting present needs without compromising the ability of future generations to meet their own needs.⁸

_____ Dupont Park Adventist School is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students and recognizes its importance for both today and for years to come.

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(A))

Establish goals for improving the environmental sustainability of schools.

Environmental literacy concepts are integrated throughout the curriculum when appropriate. Students are provided opportunities to explore topics such as environmental stewardship, conservation of natural resources, sustainability, recycling, healthy communities, and responsible decision-making. Through classroom instruction and hands-on learning experiences, students develop an understanding of how individual actions impact the environment and contribute to the well-being of their communities.

Environmental stewardship is reinforced through daily classroom practices and hands-on learning experiences. Students develop an understanding of their responsibility to be faithful stewards of God's creation by conserving natural resources, turning off lights when classrooms are not in use, conserving water, using reusable water bottles, and helping maintain the school's garden.

Environmental literacy is intentionally integrated throughout the curriculum. Students learn about sustainable agriculture, pollinators, plant life cycles, weather patterns, reducing food waste, and caring for the environment through classroom instruction and project-based learning. Middle school students design and construct weather vanes as part of their study of weather and environmental science. Pre-K 3 and Pre-K 4 students observe and discuss daily weather conditions as part of their classroom routine. To encourage outdoor learning in all types of weather, students keep rain boots at school and are provided with all-weather rain suits so they can safely explore, investigate, and play outdoors during rainy weather.

Students participate in Earth Day activities, annual visits to local farms, campus clean-up efforts, and other experiential learning opportunities that strengthen their appreciation for the environment. Produce harvested from the school garden may be incorporated into cooking lessons or shared with families as part of nutrition and wellness education.

By school year 2028,2029, DPAS will improve its environmental sustainability and engagement in sustainable agriculture practices by 10 percent through:

1. Expand School Garden and beautification projects
2. Start composting for garden
3. Start water catchment to retain water for use by the garden. (Stormwater retention)

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(D))

Establish goals for developing and implementing an Environmental Literacy Program.

Dupont Park Adventist School promotes environmental stewardship by encouraging responsible use of resources, proper waste disposal, recycling practices when feasible, campus beautification efforts, and respect for the school environment. Students are encouraged to demonstrate personal responsibility by maintaining clean learning spaces and participating in activities that support a healthy and sustainable school community. These efforts reflect the school's commitment to caring for God's creation and promoting lifelong habits of environmental responsibility.

Environmental literacy is integrated across multiple subject areas, including science, mathematics, Bible, health, and daily classroom instruction. Students participate in hands-on learning experiences by planting seeds, maintaining the school garden, harvesting herbs, lettuce, tomatoes, and other seasonal crops, and tasting foods they have grown. Outdoor learning opportunities include nature walks, bird and insect studies, weather observations, and annual visits to local farms where students explore agriculture, environmental stewardship, and sustainable food production.

Students also investigate weather patterns through age-appropriate activities across grade levels. Middle school students design and construct weather vanes as part of environmental science studies, while Pre-K 3 and Pre-K 4 students observe and discuss daily weather conditions as part of their classroom routines. To encourage year-round outdoor learning, younger students keep rain boots at school and are provided with all-weather rain suits so they can safely explore and learn outdoors during rainy weather.

Through classroom instruction, daily worship, prayer, and service opportunities, students develop an understanding that caring for the environment is an important part of faithful Christian stewardship. Students demonstrate this responsibility by caring for the school garden, watering plants, participating in campus clean-up activities, reducing food waste, and sharing produce harvested from the school garden with families or incorporating it into classroom cooking experiences. These experiences reinforce the connection between environmental stewardship, healthy living, and service to others.

7 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Physical Environment. Retrieved from <https://osse.dc.gov/node/1113332> www.cdc.gov/healthyschools/wscs/components.htm

8 Office of the State Superintendent of Education. (2019). 2017 DC Environmental Literacy Plan. Retrieved from osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf

SOCIAL AND EMOTIONAL CLIMATE

According to the CDC, social and emotional climate refers to aspects of students' educational experience that influence their social and emotional development.⁹ The quality and character of school life is often referred to as school climate.¹⁰ The school's climate and students' social and emotional needs play major roles in the development of students.¹¹ Dupont Park Adventist School

recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. Dupont Park Adventist School understands that a positive school climate is one in which the quality and character of school life is formed through: a student-centered environment rooted in community values and input, systems of culture, gender, and LGBTQ responsive engagement, and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families.

Dupont Park Adventist School is committed to developing socially and emotionally healthy students by creating and maintaining a school climate that results in a safe, engaging, healthy, challenging, and supportive learning environment.

Dupont Park Adventist School understands the design, education and implementation of social and emotional learning priorities is essential to demonstrating this commitment.

Healthy Schools Act Requirement (DC Official Code § 38-826.06)

Schools covered by the Youth Risk Behavior Surveillance System (YRBSS), serving grades 6-12, shall participate in the biennial DC data collection.

COME BACK TO THIS SECTION BECAUSE UNSURE ABOUT YRBSS

Dupont Park Adventist School is committed to fostering a safe, caring, and Christ-centered learning environment where all students are treated with dignity and respect. The school promotes positive character development, personal responsibility, kindness, integrity, and healthy interactions among students, faculty, and staff. Through intentional relationship-building and a supportive school culture, students are encouraged to develop confidence, resilience, and a sense of belonging within the school community.

Recommendation

Survey students to measure broad perceptions of student access to quality mental health supports.¹²

Dupont Park Adventist School utilizes student and parent feedback as one of several tools to evaluate the effectiveness of its social-emotional and student support programs. Student surveys are administered periodically, including during accreditation reviews, to gather information regarding students' school experiences, sense of belonging, and overall well-being. Parent surveys are also conducted to obtain feedback regarding school climate, student support services, and family engagement.

Survey results are reviewed by school leadership and, when appropriate, shared with parent leadership groups to help identify strengths, address concerns, and support continuous school improvement. When concerns are identified through surveys or other means, school personnel respond appropriately based on the nature of the concern and work collaboratively with families and available support staff to promote student well-being.

Recommendation

Provide a designated physical safe space for LGBTQ students.¹³

Dupont Park Adventist School is committed to providing a safe, caring, and supportive environment where every student is treated with dignity, compassion, and respect. Students have access to trusted adults, including teachers, administrators, and the school counselor, who are available to provide guidance, encouragement, and support for academic, social, emotional, or personal concerns.

A dedicated counseling room provides students with a private and supportive setting to receive individual or small-group counseling services when appropriate. Through a Christ-centered approach to education, the school promotes kindness, empathy, responsible decision-making, healthy relationships, and respect for others while fostering a school culture in which every student feels safe, valued, and supported.

9 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Social and Emotional Climate. Retrieved from <https://www.cdc.gov/healthyschools/wscs/components.htm>

10 National School Climate Center. (2012). The School Climate Improvement Process: Essential Elements(No:4). Retrieved from <https://files.eric.ed.gov/fulltext/ED573705.pdf>

11 Durlak, JA., Weissberg, RP. (2011). Promoting Social and Emotional Development is an Essential Part of Students' Development. *Human Development*. (54)1-3. Retrieved from www.researchgate.net/profile/Roger_Weissberg/publication/239784381_Promoting_Social_and_Emotional_Development_Is_an_Essential_Part_of_Students%27_Education/links/57f97a1d08ae91dea616b5a/Promoting-Social-and-Emotional-Development-Is-an-Essential-Part-of-Students-Education.pdf

12 Refer to Appendix A in OSSE's Local Wellness Policy Guide for related supports and resources.

13 This recommendation is intended to serve as a complement to work done by the bullying prevention task force (DC Code § 2-1535.02), with the specific goal of reducing suicidal ideation and suicide rates in LGBTQ students.

COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

The DC school behavioral health model is a coordinated system designed to promote positive school culture, mental wellness and access to high-quality services for children, youth, and their families.¹⁴ _____ Dupont Park Adventist School _____ recognizes the connection between reducing barriers to access and helping students and schools thrive through integrating school- and community-based providers and services using a school-wide, multi-tiered system of supports (MTSS).¹⁵

_____ Dupont Park Adventist School _____ understands that partnerships with licensed school behavioral health professionals with education and training in social work, professional counseling, or school, clinical, or counseling psychology, whether employed by _____ Dupont Park Adventist School _____ or by a community-based organization that partners with the LEA, both collaborate with teachers, administrators, parents, and community-based organizations to provide a coordinated system of support that addresses prevention, intervention, and direct service needs of the school.

_____ Dupont Park Adventist School _____ is committed to supporting students and families through the provision of Counseling, Psychological and Social Services to ensure a well-rounded environment of comprehensive health and safety are made available for all within the school environment.

Youth Suicide Prevention and School Climate Survey Amendment Act (DC Official Code § 7-1131.17(a)-(b)(1))

Ensure principals and teachers are trained to identify, approach, and refer students in psychological distress through requiring the completion of the Department of Behavioral Health's online training once every two years.

Dupont Park Adventist School is committed to identifying and supporting students experiencing emotional, behavioral, or psychological distress through a coordinated, school-wide system of care. Faculty and staff receive Mental Health First Aid training and other professional development designed to help them recognize warning signs, respond appropriately, and refer students for additional support.

Teachers who identify concerns regarding a student's emotional or mental well-being communicate those concerns to the Principal, who works collaboratively with the school's on-site counselor to assess student needs and determine appropriate next steps. Parents or guardians are contacted and included in the support process, except in emergency situations when immediate action is required to protect student safety.

The school's on-site counselor provides classroom guidance lessons, individual counseling, small-group counseling, classroom observations, teacher consultation, crisis intervention, and family support services. Counseling services are provided in a dedicated counseling room that offers students a safe and supportive environment.

To further promote student safety, Dupont Park Adventist School utilizes GoGuardian Beacon on all school-issued Chromebooks. The system alerts designated school personnel when potential indicators of self-harm, suicide, violence, or other safety concerns are detected. Alerts are reviewed immediately by designated staff members, who follow the school's established procedures, including parent notification, student assessment, and implementation of appropriate interventions in accordance with school policy.

School Safety Omnibus Amendment Act (DC Official Code § 38-952.02(b)(1))

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law.

Dupont Park Adventist School is committed to maintaining a safe and respectful learning environment through ongoing staff training and clearly established reporting procedures. Faculty and staff receive training on mandatory reporting requirements, recognizing and responding to child abuse, sexual harassment, maintaining professional boundaries, bullying prevention, de-escalation strategies, and other student safety practices. Staff members also review applicable school policies and procedures through annual handbook training and professional development activities.

When a staff member becomes aware of concerns involving student safety or potential misconduct, the concern is reported immediately to the Principal. School leadership follows established procedures for documentation, parent notification, consultation with appropriate authorities when required by law, and implementation of appropriate interventions to ensure student safety and compliance with District and federal reporting requirements.

School Safety Omnibus Amendment Act (DC Official Code § 38-951.02(c)(1-2))

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse and training on an annual basis for parents regarding sexual misconduct and student sexual abuse.

Dupont Park Adventist School is committed to protecting the safety and well-being of every student through ongoing staff training and clear communication with families regarding student safety policies. New employees receive training on mandatory reporting requirements, recognizing and reporting child abuse, student sexual abuse, sexual misconduct, professional boundaries, and other student protection procedures as part of the onboarding process. Staff members participate in ongoing professional development and review school policies and reporting procedures to ensure continued compliance with District and federal requirements.

Parents and guardians receive the Parent-Student Handbook, which outlines the school's policies and procedures related to student safety, mandatory reporting, and the protection of children. Families acknowledge receipt of the handbook annually, confirming that they have received and reviewed the school's expectations, policies, and procedures. School leadership works collaboratively with families whenever student safety concerns arise and communicates appropriate information in accordance with school policy and applicable legal requirements.

¹⁴ Deputy Mayor of Health and Human Services. (2019). School Mental Health Program and School Health Services Program. Retrieved from dmhhs.dc.gov/publication/school-mental-health-program-and-school-health-services-program

¹⁵ Multi-tier System and Supports Integrated Services Framework for Student Wellness. (2015). CSHA Conference. Retrieved from www.schoolhealthcenters.org/wp-content/uploads/2015/05/Building-Framework-MH-Supports-Presentation.pdf

Recommendation

Identify specific goals for any school-based activities that promote student wellness through counseling, psychological and social services.

Dupont Park Adventist School promotes student wellness through a coordinated program of counseling services, classroom guidance, character education, and school-wide wellness initiatives that support students' academic, social, emotional, spiritual, and behavioral development. The school's on-site counselor provides classroom guidance lessons, individual counseling, small-group counseling, teacher consultation, parent collaboration, classroom observations, and crisis intervention services designed to promote healthy coping skills, emotional resilience, responsible decision-making, and positive relationships.

School-wide initiatives reinforce these goals throughout the year. The **"Ephesians 4:29 Project"**, inspired by Ephesians 4:29, encourages students to use wholesome, uplifting, and encouraging words that build others up and reflect Christ-like character in their daily interactions. A year-long kindness initiative, including bulletin boards and visual reminders displayed throughout the school, reinforces positive character traits through the message, **"Kindness is Free—Sprinkle That Stuff Everywhere."** Students who demonstrate acts of kindness, compassion, respect, and service are recognized through positive reinforcement and surprise acknowledgments that encourage a caring, supportive, and Christ-centered school culture.

These counseling services and school-wide initiatives are further strengthened through chapel, Bible instruction, classroom activities, and daily interactions that intentionally promote empathy, respect, self-control, forgiveness, compassion, healthy relationships, and Christian character development. Together, these efforts support the social-emotional well-being of students while fostering a safe, nurturing, and supportive learning environment where every student is encouraged to grow academically, emotionally, spiritually, and socially.

Recommendation

Provide a designated space for the delivery of behavioral and mental health services.

Dupont Park Adventist School maintains a dedicated counseling room that provides students with a private, safe, and supportive environment for behavioral and mental health services. The counseling space is designed to promote trust, confidentiality, and meaningful conversations while providing students with a comfortable setting in which to discuss academic, social, emotional, behavioral, and personal concerns.

The counseling room is used for individual counseling sessions, small-group counseling, parent conferences, teacher consultations, classroom guidance planning, and other student support services. Students may request to meet with the counselor, and teachers, administrators, or parents may also refer students when additional support is appropriate.

The counseling space includes age-appropriate counseling resources and materials that assist students in developing healthy coping skills, emotional resilience, problem-solving abilities, conflict resolution strategies, and positive relationships. The dedicated counseling environment reflects Dupont Park Adventist School's commitment to supporting the whole child by providing a welcoming space where students feel safe, valued, respected, and heard.

Recommendation

Establish a policy and procedures for suicide prevention and intervention, including a defined school crisis team and safe space for behavioral and mental health service delivery.¹⁶

Dupont Park Adventist School maintains written policies and procedures for responding to situations involving students who may be at risk of self-harm, suicide, or other mental health crises. These procedures are outlined in the Parent-Student Handbook and are designed to ensure that concerns are addressed promptly, consistently, and in a manner that prioritizes student safety and well-being.

The school's crisis response team typically includes the Principal, the on-site counselor (when available), and the student's teacher, who work collaboratively to assess concerns, implement appropriate interventions, and coordinate communication with parents or guardians. Students remain under continuous adult supervision until they are safely released to a parent, guardian, or emergency personnel when necessary. Emergency services are contacted whenever the situation warrants immediate medical or safety intervention.

All incidents are documented in accordance with school procedures, and appropriate follow-up support is provided upon the student's return to school. The dedicated counseling room serves as a safe, private environment where students may receive counseling, crisis support, and ongoing follow-up services as part of the school's commitment to protecting the emotional, mental, and physical well-being of every student.

Recommendation:

Encourage and support behavioral health staff to participate in the School Behavioral Health Community of Practice and to engage in ongoing support and learning with peers.

Dupont Park Adventist School encourages and supports the ongoing professional growth of its behavioral health staff. The school's on-site counselor is encouraged to participate in professional development opportunities, peer learning experiences, mental health trainings, and community-based learning networks that strengthen student support services.

The school values continuous learning in areas such as social-emotional wellness, crisis response, student mental health, trauma-informed practices, family engagement, and school-based counseling services. Through ongoing professional development, collaboration with school leadership, and peer learning opportunities, the counselor continues to strengthen the knowledge, skills, and resources needed to provide effective individual counseling, small-group counseling, classroom guidance, crisis intervention, and consultation with teachers and families.

¹⁶ This acknowledgement coincides with a requirement mentioned in the Social and Emotional Climate section of this template.

HEALTH SERVICES

Health services provide preventive and actual care for a host of medical conditions and concerns within the scope of practice of school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel.¹⁷ These services include but are not limited to first aid, cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) use, anaphylaxis treatment and management, and planning and management of chronic diseases such as asthma and diabetes. These services ideally combine school and community resources to meet the needs of the students, staff and community through proper care coordination.

Dupont Park Adventist School recognizes the connection between coordinated care models and improved student outcomes. Dupont Park Adventist School understands that registered nurses, doctors, physician assistants, allied health professionals and other qualified personnel may be among those contributing to the coordinated care students receive. Dupont Park Adventist School is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. Dupont Park Adventist School has established the following goals for implementing the Health Services component to demonstrate this commitment.

Student Health Care Act Requirement (DC Official Code § 38-602(a)-(b))

Collect annual Universal Health Certificates and Oral Health Assessments from each student.

Dupont Park Adventist School is committed to maintaining accurate and up-to-date student health records to support a safe and healthy learning environment. Families are required to submit a current Universal Health Certificate, Oral Health Assessment, emergency contact information, and other required health documentation as part of the enrollment process and in accordance with District of Columbia requirements.

The school maintains procedures to monitor the completion of all required health documentation. School personnel track outstanding health forms, communicate with families regarding missing or expired documentation, and provide reminders to ensure compliance with District requirements. Students who do not meet required health documentation deadlines are subject to attendance requirements established by the District of Columbia.

Emergency contact information is updated annually, and health information is reviewed to identify students with medical conditions requiring accommodations or emergency care plans. Teachers and appropriate school personnel are informed of student medical needs, allergies, and emergency procedures to help ensure student health and safety throughout the school day.

Access to Emergency Epinephrine in Schools Amendment Act (DC Official Code § 38-651.04a(b)(3)); (DC Official Code § 38-651.04a (c)(2)(B))

Schools shall stock and maintain two undesignated epinephrine auto-injector twin-packs in a secure but easily accessible location and ensure at least two OSSE-certified staff members are trained annually and present during all hours of the school day.

Private School

Immunization of School Students Act (DC Official Code § 38-501); (DCMR § 5-E5300)

Ensure all schools implement the [Immunization Attendance Policy](#) and verify student compliance with District immunization requirements for enrollment and attendance.

Dupont Park Adventist School complies with the District of Columbia Immunization of School Students Act by verifying that all enrolled students meet applicable immunization requirements for enrollment and continued attendance. Families are required to submit current immunization documentation as part of the enrollment process and to provide updated records whenever immunizations are renewed or additional documentation is required.

The school maintains procedures to monitor immunization compliance throughout the school year. School personnel track required documentation, notify families of missing or expired immunization records, communicate applicable deadlines, and work collaboratively with parents or guardians to obtain updated records. Students who do not meet District immunization requirements are subject to attendance requirements established by District regulations.

Immunization records are maintained as part of each student's confidential health record, and appropriate school personnel are informed of health information necessary to support student safety and compliance with school health policies.

Recommendation

Provide a designated space that is recognized as the health or nurse's suite.

Dupont Park Adventist School maintains a designated health and wellness room that provides students with a private, quiet, and supervised space when they become ill or experience minor injuries during the school day. Students are referred to the health room by their teacher when they are unable to remain comfortably in the classroom or require further assessment.

When a student becomes ill, the teacher notifies the school office, and the student is escorted to the designated health room where school personnel assess the situation and contact the student's parent or guardian as appropriate. Students who are admitted to the health room due to illness are generally dismissed to the care of a parent or guardian for further observation or medical evaluation when necessary. Student privacy is maintained throughout the process to the greatest extent possible. The designated health room reflects Dupont Park Adventist School's commitment to providing a safe, caring, and responsive environment where students receive appropriate care, privacy, and support when illness or minor injuries occur. Established health procedures ensure that families are notified promptly and that students receive appropriate follow-up care while maintaining a healthy and safe learning environment.

17 Centers for Disease Control and Prevention. (2021). Components of the Whole School, Whole Community, Whole Child (WSCC): Health Services. Retrieved from www.cdc.gov/healthyschools/wscs/components.htm

Recommendation

Ensure qualified staff, inclusive of a Registered Nurse, provide care and management of health services rendered for the school environment.

Although Dupont Park Adventist School does not employ a full-time registered nurse, the school has established procedures to ensure that qualified personnel are prepared to respond to student health needs. The Principal and designated administrative personnel coordinate student health services, maintain required health records, oversee medication documentation, and communicate student health information to appropriate school personnel.

Faculty and staff participate in CPR and First Aid certification training every two years, including training on recognizing medical emergencies and administering emergency medications when appropriate. Staff members are prepared to respond to student illnesses, injuries, allergic reactions, and other medical concerns while following established school procedures and communicating promptly with parents or guardians.

The school maintains first aid supplies, medication administration records, emergency health documentation, and required medication authorization forms. Through collaboration with families and healthcare providers, Dupont Park Adventist School works to ensure that students with documented medical needs receive appropriate accommodations and support throughout the school day.

Recommendation

Share, and make publicly available, nurse hours and availability, emergency care protocol, and undesignated epinephrine use plans.

Although Dupont Park Adventist School does not employ a full-time school nurse, the school is committed to providing families with clear and timely health and safety information. Health policies, emergency procedures, illness protocols, medication requirements, and other health-related information are communicated through the Parent-Student Handbook, enrollment materials, Parent Orientation, monthly newsletters, and the FACTS communication system.

Emergency procedures and health protocols are reviewed annually with faculty and staff to ensure a coordinated response to student health concerns. Emergency contact information is verified each school year, and parents or guardians are notified promptly whenever a student experiences an illness, injury, or other health concern requiring family notification.

Through consistent communication and established procedures, Dupont Park Adventist School works collaboratively with families to support student health, safety, and overall well-being while maintaining a safe and responsive school environment.

Recommendation

Establish care coordination plans to increase access and referrals to primary care services and improve school-physician links following incidents.

Dupont Park Adventist School works collaboratively with families to promote student health and well-being by connecting students with appropriate healthcare services and community resources when additional support is needed. When health concerns are identified, school personnel communicate with parents or guardians and, when appropriate, recommend follow-up with pediatricians, dental providers, vision specialists, mental health professionals, or other qualified healthcare providers.

The school also provides information regarding available community resources and support services when appropriate to assist families in addressing student health, behavioral, emotional, or developmental needs. School personnel maintain communication with families regarding health-related concerns and work collaboratively to support student success while respecting the role of healthcare providers in determining appropriate medical care and treatment.

Through strong partnerships with families and community providers, Dupont Park Adventist School strives to remove barriers to learning and ensure that students have access to the health services and supports needed to thrive academically, physically, emotionally, and socially.

Recommendation

Develop and implement a school preparedness system for medication storage and administration, tracking staff certifications, and students with chronic health conditions who lack clearly identifiable action plans.

Dupont Park Adventist School maintains written procedures for the safe storage, administration, and documentation of student medications. Prescription and authorized medications provided by parents or guardians are stored in a secure, locked location that is accessible only to authorized school personnel. Medication authorization forms are required and renewed annually, and medication records are maintained in accordance with school procedures.

School personnel are trained to follow established medication administration and emergency response procedures. Student-specific emergency medications, including prescribed epinephrine auto-injectors and other emergency medications, are readily accessible when needed and accompany students during school-sponsored activities and field trips when appropriate. Medication administration is documented, and parents or guardians are informed of medication-related concerns as necessary.

Through established medication procedures, secure storage practices, trained personnel, and ongoing communication with families, Dupont Park Adventist School maintains a safe and prepared school environment that supports the health, safety, and well-being of every student. These coordinated practices help ensure that students with documented medical needs receive appropriate support throughout the school day and during school-sponsored activities.

EMPLOYEE WELLNESS

Employee health has a direct impact on how school staff perform in their roles in the school community. Employee wellness efforts at schools have the potential to increase feelings of work satisfaction and productivity, as well as lower rates of absenteeism and medical costs related to staff stress.¹⁸ Dupont Park Adventist School

recognizes the connection between healthy school employees and improved job performance and satisfaction.

Dupont Park Adventist School understands that while there is no legislative requirement for employee wellness, implementing policies that promote employee wellness and improve job satisfaction may have a positive impact on student development. While there are no Employee Wellness LWP requirements, Dupont Park Adventist School establishes the following employee wellness goals:

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which representatives of the LEA, teachers of physical education, school health professionals, the school board (if applicable), and school administrators are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Dupont Park Adventist School believes that a successful Local Wellness Policy is developed and sustained through collaboration among school leadership, faculty, staff, families, and community stakeholders. The development, implementation, and periodic review of this policy includes participation from the Principal, the school counselor, classroom teachers, the School Board, and other designated school personnel who support student health, wellness, and safety.

Input is also obtained from parents and families through surveys, school communications, meetings, and other opportunities for feedback. The school collaborates with its food service provider, Luncheras, regarding nutrition services and meal planning, and works with community partners and healthcare professionals, when appropriate, to strengthen student wellness initiatives.

The Local Wellness Policy is reviewed periodically to ensure continued compliance with federal and District requirements and to reflect the evolving needs of the Dupont Park Adventist School community. Feedback from students, families, faculty, staff, and other stakeholders is considered as part of the school's continuous improvement process.

Recommendation

Address and improve educator wellness through initiatives, for example offering yoga classes, immunizations, screenings and wellness campaigns, and mindfulness trainings.

Dupont Park Adventist School promotes educator wellness by fostering a supportive, Christ-centered work environment that values the physical, emotional, mental, and spiritual well-being of every employee. Rather than relying solely on formal wellness programs, the school intentionally creates opportunities for encouragement, collaboration, and personal support throughout the school year.

Employee wellness initiatives include regular staff prayer and worship, devotional opportunities, wellness information shared through school communications, healthy meals provided during selected professional development and in-service activities, and staff appreciation events that recognize the contributions of faculty and staff. Administration intentionally checks in with employees, encourages healthy work-life balance, and provides support during times of personal illness, family emergencies, or other life challenges.

Faculty and staff are encouraged to care for one another through a culture of teamwork, service, and mutual encouragement. By investing in the well-being of its employees, Dupont Park Adventist School strengthens its ability to provide a positive, healthy, and supportive learning environment for students and families.

Recommendation

Provide professional development trainings to address and improve staff development and preparedness, for example by facilitating implicit bias training and assessments, and cross-cultural communication training.

Dupont Park Adventist School is committed to providing ongoing professional development that supports employee growth, wellness, and the overall success of the school community. Faculty and staff participate in professional learning opportunities that strengthen instructional practices, school safety, student wellness, and personal well-being.

Professional development topics include classroom management, instructional strategies, educational technology, trauma-informed practices, school safety procedures, child abuse prevention, mandatory reporting requirements, CPR and First Aid certification, Mental Health First Aid, and other training designed to support the Whole School, Whole Community, Whole Child (WSCC) model. Faculty and staff are also encouraged to participate in professional learning opportunities offered through the Allegheny East Conference, graduate coursework, certification renewal programs, workshops, and educational conferences.

Through ongoing professional development, collaboration, and spiritual growth, Dupont Park Adventist School equips employees with the knowledge, skills, and resources needed to provide high-quality instruction, foster positive relationships, support student well-being, and model healthy lifelong practices for the school community.

Recommendation

Take action to address and improve staff mental health, for example by informing and actively promoting Employee Assistance Programs and other community behavioral health resources available to staff throughout the school year.

Dupont Park Adventist School recognizes that employee mental health and well-being are essential to maintaining a positive school environment and supporting student success. The school promotes a culture in which employees are encouraged to seek support when needed and to prioritize their emotional, mental, spiritual, and physical well-being.

Faculty and staff receive Mental Health First Aid training and ongoing professional development that increases awareness of mental health, stress management, and healthy coping strategies. Employees are encouraged to communicate with school administration regarding personal or professional concerns, and administration intentionally checks in with staff members to provide encouragement, guidance, and support. Staff also have access to the school's counselor for consultation and support when appropriate.

Through prayer, spiritual encouragement, collaborative relationships, and a Christ-centered school culture, Dupont Park Adventist School strives to create a workplace where employees feel valued, supported, and equipped to care for themselves while serving students and families. By intentionally investing in employee well-being, the school strengthens its ability to provide a healthy, caring, and supportive learning environment for the entire school community.

18 Centers for Disease Control and Prevention. (2016). Preventing Chronic Disease. Absenteeism and Employer Costs Associated with Chronic Diseases and Health Risk Factors in the US Workforce. Retrieved from www.cdc.gov/pcd/issues/2016/15_0503.htm

FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. Dupont Park Adventist School understands that welcoming participation from families when developing and implementing LWP goals supports the creation of an effective, comprehensive and robust local wellness policy that will meet the needs of the school community and the students it serves. By allowing families to participate in the development, implementation and evaluation of this wellness policy, Dupont Park Adventist School acknowledges the connection between family involvement, in connection with teachers, and other school staff, and ensuring students receive a well-rounded, comprehensive education that can serve them within and outside of the classroom setting. Dupont Park Adventist School is committed to engaging family members in our LWP development, wellness committee participation, policy implementation and other health and wellness requirements and initiatives.

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which parents and legal guardians are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Dupont Park Adventist School recognizes parents and legal guardians as essential partners in the development, implementation, and continuous improvement of the Local Wellness Policy. Families are provided opportunities to participate in the review and evaluation of the policy through parent surveys, school communications, meetings, and direct communication with school leadership. Parent feedback regarding student health, nutrition, physical activity, social-emotional wellness, and other school wellness initiatives is welcomed and considered as part of the school's ongoing continuous improvement process.

The school also collaborates with the Home and School Association, the School Board, faculty, staff, and other stakeholders when reviewing wellness initiatives and evaluating opportunities to strengthen student health and well-being. Updates to the Local Wellness Policy are made as needed to reflect current practices, changes in federal or District requirements, and the evolving needs of the Dupont Park Adventist School community.

Recommendation

Educate families on behaviors for contagious disease prevention and response and include guidelines for when to keep sick children at home and when they can return to school.

Dupont Park Adventist School partners with families to promote healthy practices that help prevent the spread of contagious illnesses and maintain a healthy school environment. The Parent-Student Handbook includes health and safety procedures that provide families with guidance regarding symptoms of illness, when students should remain at home, procedures for returning to school following illness, and expectations for communicating health concerns with the school.

Throughout the school year, families receive additional health education through monthly newsletters that provide information on contagious disease prevention, proper hygiene, handwashing, healthy habits, and caring for children who are ill. When communicable diseases are identified within the school community, families are notified in accordance with school procedures while protecting the privacy and confidentiality of the affected student. These communications provide families with appropriate health information, recommended preventive measures, and guidance to help reduce the spread of illness within the school community.

Recommendation

Have communication protocols in place to notify families of positive contagious disease cases that protect the privacy of affected individuals and their families consistent with DC Health guidelines.

Dupont Park Adventist School maintains established communication protocols for notifying families when a communicable disease has been identified within the school community. Notifications are provided in accordance with applicable District of Columbia Health guidelines and school procedures while protecting the privacy and confidentiality of the affected student and family.

Health notifications provide families with appropriate information regarding the nature of the illness, symptoms to monitor, recommended preventive measures, guidance for reducing the spread of disease, and recommendations regarding medical evaluation or return-to-school procedures when appropriate. By maintaining timely communication with families and following applicable public health guidance, Dupont Park Adventist School supports a safe, informed, and healthy school community while protecting the confidentiality of every student and family.

Recommendation

Inform parents of all hygiene and cleaning practices introduced, including reinforcing proper hand hygiene, mask wearing, and other health practices while students are at home.

Dupont Park Adventist School provides families with ongoing information regarding hygiene, illness prevention, and healthy practices that support student wellness both at school and at home. Health information is shared through the Parent-Student Handbook, monthly newsletters, school communications, and other family outreach efforts. Topics include proper handwashing, personal hygiene, cough and respiratory etiquette, cleaning practices, illness prevention, healthy habits, and guidance for caring for children who are ill.

Students receive hygiene kits to encourage the development of healthy personal hygiene habits, and families are encouraged to reinforce these practices at home. When public health guidance or school health practices are updated, families are informed through established school communication channels so they may partner with the school in maintaining a healthy and safe learning environment.

COMMUNITY INVOLVEMENT

Engaging community stakeholders in the LWP process may provide strong support for the school community both during operating hours and when the school itself is closed. Advisory neighborhood commission members, local business owners, area law enforcement and public works professionals are just a few community stakeholders that may provide valuable support and insight to creating the safe, healthy learning environment our students need to thrive in an academic setting. _____ Dupont Park Adventist School recognizes and values the role the community plays in the safe and healthy development of our students. _____ Dupont Park Adventist School is committed to accepting and implementing feedback and support from the community and works to engage members of the community-at-large in our students' development.

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which community members are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Dupont Park Adventist School values the contributions of families, community members, and community partners in supporting the health and wellness of its students. Community participation in the development, implementation, and periodic review of the Local Wellness Policy is encouraged through collaboration with the School Board, the Home and School Association, parents, faculty, staff, the school's food service provider (Luncheras), and other community organizations that support student health and well-being.

Community stakeholders are provided opportunities to share feedback through surveys, meetings, school communications, and direct communication with school leadership. Input received from families, community partners, and other stakeholders is considered when reviewing wellness initiatives, evaluating school programs, and updating the Local Wellness Policy to ensure it continues to reflect the needs of the school community and current federal and District requirements.

Dupont Park Adventist School also strengthens community partnerships by sharing health and wellness information during school events, including the annual Fall Festival, where families receive educational materials and wellness resources that encourage healthy lifestyles and support student success at school and at home.



Office of the State Superintendent of Education
1050 First St NE, Washington, DC 20002