Local Wellness Policy Self-Assessment: Comprehensive Health Education

(DRAFT)

Directions: The local wellness policy (LWP) team should complete this self-assessment with support from other school and district stakeholders (e.g., principals, health educators, etc.). The LWP team should identify who in the school system may best answer the different implementation questions (found in Column C), and gather data from these people through surveys, interviews, etc.

The LWP team by policy area (row) will be asked to assess (in Column B) how Supervisory Union/District (SU/SD) LWP policy language is the same or similar to the model policy language found in Column A, which comes directly from [Vermont Agency of Education Model Local Wellness Policy](https://education.vermont.gov/document/model-local-wellness-policy). The LWP team should then assess (in Column C) if each practice affiliated with that policy goal area is implemented across all SU/SD schools (YES), not implemented (NO), or not fully implemented (IN PROCESS). A LWP team may choose to go through this self-assessment by section, row, or column (e.g., assess all SU/SD policies first).

It is also assumed that many SU/SDs will have strong policies, intentional alignment between policies and practices, and may be interested in establishing additional policy and implementation goals that go beyond federal and state requirements. These additional, and not required, best policies/practices are marked in the template as optional where relevant. If a SU/SD has Comprehensive Health Education policy goals not related to those found in Column A, that go beyond model policies, these additional policy goals should be captured in added rows at the end of this template. The LWP team will need to also assess if practices associated with these policy goals- identified by the LWP team in the additional row- are implemented in the SU/SD (see [Support and Resources for Comprehensive Health Education](https://education.vermont.gov/documents/supports-and-resources-for-comprehensive-health-education-vermont-local-wellness-policy-guide)).

# Comprehensive Health Education

Supervisory Union/District: Date:

Collaborative Stakeholders Represented (LWP Team Members):

| 1. MODEL POLICY LANGUAGE
 | 1. POLICY LANGUAGE OR SIMILAR INCLUDED IN LWP
 | 1. POLICY REQUIREMENTS AND OPTIONAL RESEARCH SUPPORTED BEST PRACTICES
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| --- | --- | --- |
| 21. Ensure the development and delivery of comprehensive health education as required by state law (currently 16 V.S.A. § 131, 16 V.S.A. § 906(3), 16 V.S.A. § 909) and Education Quality Standards Rules (Series 2000), Pupils Rules (Series 4000 as specified), and in coordination with expectations delineated in 16 V.S.A § § 131,132.(Continued) 21. Ensure the development and delivery of comprehensive health education as required by state law (currently 16 V.S.A. § 131, 16 V.S.A. § 906(3), 16 V.S.A. § 909) and Education Quality Standards Rules (Series 2000), Pupils Rules (Series 4000 as specified), and in coordination with expectations delineated in 16 V.S.A § § 131,132. | YES:NO:(Continued) | Health Education takes place in both elementary and secondary grades ([16 VSA 131](https://legislature.vermont.gov/statutes/section/16/001/00131)). YES: NO: IN PROCESS:Written and delivered Health Education curriculum aligns with State Board adopted Standards ([National Health Education Standards](https://www.shapeamerica.org/MemberPortal/standards/health/default.aspx)).  YES: NO: IN PROCESS:Health Education includes instruction in all of the content areas outlined in [16 VSA 131](https://legislature.vermont.gov/statutes/section/16/001/00131), [16 VSA 906](https://legislature.vermont.gov/statutes/section/16/023/00906), and [16 VSA 909](https://legislature.vermont.gov/statutes/section/16/023/00909) (e.g., Nutrition, Safety, etc.). YES: NO: IN PROCESS:Health Education curriculum is horizontally and vertically aligned (see [Education Quality Standards 2120.6](https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf)). YES: NO: IN PROCESS:SU/SD proficiency-based graduation requirements are established for Health Education that align to State Board of Education adopted standards (see [Education Quality Standards 2120.7](https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf)).  YES: NO: IN PROCESS:Health Education curriculum is informed by ongoing review of new research and changing data/learning opportunities (see [Education Quality Standards 2120.6](https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf)).  YES: NO: IN PROCESS:The SU/SD’s local comprehensive assessment system includes assessments in Health Education (see [Education Quality Standards 2123.2](https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf)). YES: NO: IN PROCESS:Health Education curriculum includes flexible pathways and personalized learning plans (see [Flexible Pathways](https://education.vermont.gov/student-learning/flexible-pathways)). YES: NO: IN PROCESS:The SU/SD makes condoms available to all students in its secondary schools free of charge, and follows those procedures for condom availability programs outlined in [16 VSA 132](https://legislature.vermont.gov/statutes/section/16/001/00132). YES: NO: IN PROCESS:(OPTIONAL) Sexual Health Education curriculum is aligned to the [National Sex Education Standards](https://siecus.org/wp-content/uploads/2020/03/NSES-2020-web-updated-1.pdf).  YES: NO: IN PROCESS: |
| 22. Consider the promotion and integration of health education throughout the school day and within various curriculum areas in addition to health education courses. This will be done to the extent practicable, under the supervision of the superintendent or designee, and aligned with state rules and standards.(Continued)22. Consider the promotion and integration of health education throughout the school day and within various curriculum areas in addition to health education courses. This will be done to the extent practicable, under the supervision of the superintendent or designee, and aligned with state rules and standards. | YES:NO:(Continued) | (OPTIONAL) Health content/skills are covered in other subject area classrooms (e.g., nutrition topics brought up in Science, etc.). (See [Comprehensive Health Interdisciplinary Framework](https://education.vermont.gov/document/comprehensive-health-interdisciplinary-framework).) YES: NO: IN PROCESS:(OPTIONAL) Curriculum (including Health Education) is organized around essential questions/topics. YES: NO: IN PROCESS:(OPTIONAL) Core curriculum lessons/units (e.g., science, math, etc.) are co-taught with the health educator.  YES: NO: IN PROCESS:(OPTIONAL) Performance assessments are implemented that assess students in both health content/skills and other subject area proficiencies. YES: NO: IN PROCESS: |
| 23. Ensure that educator licensure, professional development, and staff and program evaluation complies with state laws and regulations. | YES:NO: | Health Education is taught by professionals properly licensed and endorsed. (see [Rules Governing the Licensing of Educators and the Preparation of Educational Professionals](https://education.vermont.gov/documents/vsbpe-rules-governing-the-licensing-of-educators-and-preparation-of-educational-professionals-6-11-2021)). YES: NO: IN PROCESS:The SU/SD has developed and implemented a system of appropriate needs-based professional learning for all professional staff, including Health Education instructors (see [16 VSA 261a](https://legislature.vermont.gov/statutes/section/16/007/00261a)). YES: NO: IN PROCESS:Staff evaluation programs and policies are designed and implemented with the goal of improved student outcomes (see [Education Quality Standards 2121.4](https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf) and [Teacher Leader Effectiveness](https://education.vermont.gov/educator-licensure/teacher-leader-effectiveness)). YES: NO: IN PROCESS: |
| *Additional Policy Goal in Comprehensive Health Education* | *Policy Language:* | *Evidence of Implementation of Policy Goal:* |