SUMMARY

In 2005, the Downingtown Area School District made a commitment to student, faculty, and staff health and wellness. This commitment included a district level wellness advisory committee, K-12 school health councils, central office wellness committee, and the federally mandated local wellness policy. DASD expanded this commitment to include a school board wellness goal which formally aligns student health and learning. A district level strategic plan and K-12 health improvement plans provide goals, direction, and measurable outcomes to help all students make healthy choices and reach their full learning potential.

The DASD commitment to health and wellness provides an unprecedented opportunity to create K-12 healthy school communities where students receive consistent health messages and participate in health-promoting activities to support healthy choices and academic success.

At the close of the 2018 – 2019 academic school year, all 16 schools and central administration office assembled wellness councils with documented outcomes, action plans, and strategies aligned with the district level wellness goals.
These Schools Initiated 3 District–determined Wellness Goals:

**GOAL #1**

To increase protective factors and decrease risk factors associated with the use and abuse of harmful substances and behaviors.

Outcome: Increase prevention of substance use and abuse through education and awareness for parents, staff, and students.

Outcome: Engage youth in advocacy initiatives to raise awareness and educate peers on effects of substance use and abuse.

**Goal #2**

To promote safe and supportive schools for positive school culture, and healthy social and emotional development.

Outcome: Increase mental health and suicide prevention education for parents, staff, and students.

Outcome: Increase prevention education addressing (e.g. cyber, texting/sexting, verbal, physical bullying including gender, race, religion, ethnicity, sexual identity, orientation, for parents, staff and students.

**Goal #3**

Sustain a healthy school environment for healthy eating and physical activity.

Outcome: Meet criteria and compliance with the Downingtown Area School District wellness policy including nutrition education, physical education, physical activity, food services, nutrition standards, and other school-based activities.
DASD WELLNESS BY THE NUMBERS

17 Communities

27 District Level Wellness Advisory Committee Members

72 K-12 Wellness Community Members

247 Wellness Strategies

14,474 Number of Students and Staff Impacted
INTRODUCTION

Health and learning are inextricably intertwined. Health problems and risk behaviors of: inadequate diet, physical inactivity, drug, alcohol, and tobacco use, intentional and unintentional injuries, and sexual behaviors which result in HIV/AIDS, STDs, and unintended pregnancy significantly compromise student health, learning, and overall academic achievement.

Research in the fields of education and health present a compelling case for the causal role that health plays in closing the education achievement gap. The nation’s schools are committed to helping all children succeed. Yet, every school day children and adolescents come to school with physical, mental, emotional, and social health issues which prevent them from fully participating in and benefiting from the efforts of school administrators and teachers to help every child learn and achieve. Health promoting behaviors improve health, increase the likelihood of academic success, and support and promote healthy families and communities. Coordinated school health is recommended by the Centers for Disease Control (CDC) as a strategy for improving students’ health and learning in our nation’s schools.

The healthy development of children and adolescents is influenced by many societal institutions. After the family, the school is the primary institution responsible for the development of young people in the United States.

The health of young people is strongly linked to their academic success and the academic success of youth is strongly linked with their health. Thus, helping students stay healthy is a fundamental part of the mission of schools. After all, schools cannot achieve their primary mission of education if students and staff are not healthy.
• Health-related factors, such as hunger, chronic illness, or physical and emotional abuse, can lead to poor school performance.

• Health-risk behaviors such as substance use, violence, and physical inactivity are consistently linked to academic failure and often affect students’ school attendance, grades, test scores, and ability to pay attention in class.

The good news is that school health programs and policies may be one of the most efficient means to prevent or reduce risk behaviors and prevent serious health problems among students. Effective school health policies and programs may also help close the educational achievement gap.

The Downingtown Area School District recognizes and supports the link between student health / wellness, and learning. The DASD local wellness policy and school wellness goals establish the foundation for creating K-12 health school communities. The DASD District Wellness Advisory Committee, the Healthy School Zone campaign, and K-12 School Health Councils advocate for and raise awareness of connection between student health and academic success.

Whole School, Whole Community, Whole Child (ASCD and CDC, 2014)

The Whole School, Whole Community, Whole Child model “provides an important framework to address the collaborative relationship between learning and health.” The whole child approach ensures that each student is healthy, safe, engaged, supported, and challenged and sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The new model calls for greater alignment, integrations, and collaboration between education and health to improve each child’s physical, social, and emotional development.

The new model includes the (5) tenets of the Whole Child including: Health, Safe, Engaged, Supported and Challenged. The new expanded model includes the home

The Whole School, Whole Community, Whole Child model focuses attention on the child, emphasizing a school-wide approach and acknowledging learning, health, and the school as being a part and reflection of the local community. The overarching message of the new model is “Coordinating Policy, Process, and Practice” and “Improving Learning and Improving Health”. Schools have contact with 95% of U.S. children ages 5-17, and schools represent the primary institution responsible for childhood development, after the family. It is critical that schools have an effective and comprehensive school health model in place during these critical years of social, psychological, physical and intellectual development.

**The Downingtown Area School District Wellness Initiative**

has adopted and is in alignment with the “Whole School, Whole Community, Whole Child collaborative approach to learning and health. The structure of the district level advisory committee and each of the K-12 school health councils applies the model to setting wellness goals, outcomes and action plans to support student health and learning. ([www.cdc.gov/healthyyouth](http://www.cdc.gov/healthyyouth) and [www.ascd.org](http://www.ascd.org)).
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health

HEALTHY
SAFE
CHALLENGED
SUPPORTED
ENGAGED

COORDINATING POLICY, PROCESS, & PRACTICE
IMPROVING LEARNING AND IMPROVING HEALTH

COMMUNITY

Community Involvement
Health Education
Physical Education & Physical Activity
Nutrition Environment & Services
Health Services
Nutrition Environment & Services
Health Services

Family Engagement
Employee Wellness
Physical Environment
Social & Emotional Climate
Counseling, Psychological, & Social Services

COMMUNITY

COMMUNITY
Elementary (K-6) Summary of School Health Council Success

DASD K-6 School Health Councils fully implemented the following strategies to promote student health and learning. These strategies included:

Goal #1:
To increase protective and decrease risk factors associated with the use and abuse of harmful substances and behaviors.

- Grades 3-6 Health Education curriculum
- WATCH DOGS
- Family Heritage Day
- Habits of Mind (Managing impulsivity strategies)
- Community Outreach
- EASP Team
- Awareness Messages
- Cougars Club Mentoring Program
- Wellness Wednesday
- (student created)
- School-Wide PBIS
- Class Meetings
- School Counselor Lessons
- Little Aevidum
- Mindfulness yoga assembly
- 6th Grade Center Youth Prevention Council
- 6th Grade Center School Wide Vaping Program
**Goal # 2**

**To promote safe and supportive schools for positive school culture, and healthy social and emotional development.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Classroom Day</td>
<td>Staff chiropractic messages</td>
</tr>
<tr>
<td>Staff baby picture activity</td>
<td>Weekly BAST meetings</td>
</tr>
<tr>
<td>Community service in partnership with Aidan’s Heart Foundation</td>
<td>Respect Rocks</td>
</tr>
<tr>
<td>Classroom yoga</td>
<td>Super Secret Spirit Days</td>
</tr>
<tr>
<td>School Health Services</td>
<td>Lunch Bunch small group counseling sessions, stress busters, changing families, grief, friendship and social skills</td>
</tr>
<tr>
<td>Grades K-6 Health</td>
<td>Beaver Buddies</td>
</tr>
<tr>
<td>Education Lessons and School Counseling Lessons</td>
<td>Bully Prevention Program</td>
</tr>
<tr>
<td>Habits of Mind</td>
<td>Morning Meetings</td>
</tr>
<tr>
<td>Home and School Family Events</td>
<td>Child Safety Program</td>
</tr>
<tr>
<td>Crime Victims Center presentations</td>
<td>Internet Safety Program</td>
</tr>
<tr>
<td>Kindness Challenge</td>
<td>Buddy Bench</td>
</tr>
<tr>
<td>Building safety and security drills</td>
<td>Behavioral record communication with parents</td>
</tr>
<tr>
<td>Student Council and Safety Patrol Community Service</td>
<td>Mix It Up At Lunch</td>
</tr>
<tr>
<td>Casual for a Cause</td>
<td>Morning Meetings</td>
</tr>
<tr>
<td>Group counseling session</td>
<td>PBIS</td>
</tr>
<tr>
<td>Cougar Club Mentoring Meetings</td>
<td>Student Wellness Club</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>WATCH DOGS</td>
<td>Kindness Week</td>
</tr>
<tr>
<td>Class meetings</td>
<td>Partner Pals</td>
</tr>
<tr>
<td>Mindful Yoga</td>
<td>Staff Boot Camp</td>
</tr>
<tr>
<td>Break Boxes</td>
<td>Student and Staff Walking and Running Clubs, Physical Activity events</td>
</tr>
<tr>
<td>Positive Action Program</td>
<td>Panther Points/ Panther of the Month</td>
</tr>
<tr>
<td>(Holcomb Behavioral Health)</td>
<td>Sunshine Committee</td>
</tr>
<tr>
<td>Kindness Rocks</td>
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<tr>
<td>Home Visitation Program</td>
<td></td>
</tr>
</tbody>
</table>

**Goal #3:**

**Sustain a healthy school environment for healthy eating and physical activity.**

<table>
<thead>
<tr>
<th>K-6 Physical Education curriculum</th>
<th>Field Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking and Running Clubs (STRIDE and Girls on the Run and building running groups)</td>
<td>Go Noodle and Brain Breaks</td>
</tr>
<tr>
<td>Walking and Running events (Jump Rope for Heart, Turkey Trot)</td>
<td>Community Based running events to support charities</td>
</tr>
<tr>
<td>Intramurals</td>
<td>Classroom Yoga</td>
</tr>
<tr>
<td>Staff physical activity events</td>
<td>Advocacy/ collaboration with Home and School Association and custodians and facilities to roll-our water bottle refilling stations</td>
</tr>
<tr>
<td>Healthy eating: Go For The Greens</td>
<td>Mindfulness Yoga</td>
</tr>
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</tr>
<tr>
<td>Halloween Candy Collection</td>
<td>School Gardens and Tower Garden, monthly salad tastings</td>
</tr>
<tr>
<td>Monthly Fitness Calendars</td>
<td>Classroom Celebrations with activities (no food)</td>
</tr>
<tr>
<td>Monthly Wellness News</td>
<td>Staff Blood Pressure Checks</td>
</tr>
<tr>
<td>School-wide day of activities with core and encore teachers to promote wellness</td>
<td>Staff Boot Camp</td>
</tr>
<tr>
<td></td>
<td>P.E. Sport of the Month</td>
</tr>
</tbody>
</table>

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**DASD Secondary (Grades 7-12)**

*Wellness Committees fully implemented the following strategies to promote student health and wellness. These strategies included:*

**Goal #1:** To increase protective and decrease risk factors associated with the use and abuse of harmful substances and behaviors.

<table>
<thead>
<tr>
<th>Grades 7-10 Health Education Curriculum</th>
<th>Cultural and Character Building activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Assistance Services</td>
<td>Youth Prevention Councils (3 high schools)</td>
</tr>
<tr>
<td>Winter Wellness</td>
<td>Social and Emotional Learning Activities integrated by teachers into</td>
</tr>
</tbody>
</table>
their subject area

Mindfulness Activities

Conversation Café (Youth Prevention Councils and Aevidum – 3 high schools)

Plant the Promise (Communities That Care)

Cruising Smart

Red Ribbon Week

Vaping Information Board and morning announcements

Anti Vaping Message Wall

Guest Speakers

Drinking and Driving Prevention (Dum Dum Lollipops)

**Goal #2:** To promote safe and supportive schools for positive school culture, and healthy social and emotional development.

<table>
<thead>
<tr>
<th>Grades 7-10 Health Education Curriculum</th>
<th>Optional Training in Gender and Sexual Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 Suicide Prevention Lessons</td>
<td>Student Assistance Services</td>
</tr>
<tr>
<td>QPR training students and staff</td>
<td>Unity Cup</td>
</tr>
<tr>
<td>Minding Your Mind</td>
<td>Physical activity events for students and staff</td>
</tr>
<tr>
<td>Conversation Cafes with Community That Care and Aevidum</td>
<td>Sunshine Committee</td>
</tr>
<tr>
<td>Staff 5 minute message breaks</td>
<td>International Day of Restorative Practice</td>
</tr>
<tr>
<td>Staff Appreciation Gift</td>
<td>Yoga Club</td>
</tr>
<tr>
<td>Work Collaboration Day /</td>
<td>Aevidum</td>
</tr>
<tr>
<td></td>
<td>Kindness Week</td>
</tr>
<tr>
<td></td>
<td>Day Without Hare</td>
</tr>
</tbody>
</table>
Winter Wellness and Spring Wellness Days
Breast Cancer Awareness Day
Therapy Dogs
Lunch Bingo
Cultural and Character Building activities
Social and Emotional Learning Activities
Meditation and Mindfulness Team Building Day
IB Pep Rally
Spoken Word Poetry
Reality Fair
Club Fair and “C-Day” advisory clubs
Youth Prevention Councils
Aevidum
Home and School Association and Student Life Events (Winter Fest, Pi Day, snacks, ice cream social, pancake breakfast)
TEDx Youth (9th and 10th grade advisory “Gratitude Mindset” and “Opportunities in Adversity”)
TEDx Talk (Appreciating and Acknowledging the journey
Celebrating National School Counselor Week (Ted Talks, self or group exploration, reflection articles, videos, Google doc “Thank you” for counselors)
Therapy Dogs
Faculty oriented “We See You” posters
Faculty initiated “We Are Here for You” supporting students videos for release in Fall 2019
Presentations (anxiety)
Red Ribbon Week
Kindness Affirmation Stickers
Secret Pals (Staff)
Staff Stress Management
activities

Get Caught Being Kind

Day Without Hate

Mental Health Week

Music

Movie Day, Friday Yoga

Power Down Fridays - dim lights

Goal #3: Sustain a healthy school environment for healthy eating and physical activity.

Weight Loss Challenge

Get Caught Eating Healthy Contest

Walking and Running Clubs

Staff Physical Activity Give Aways

Brain Breaks

Faculty Student (basketball, volleyball)

Brain Breaks

Grades 7-12 Physical Education Curriculum

Staff Breaks and Food Challenge

Unity Cup

Yoga Club

Outdoor Games

Zumba

Wellness Day

Team Building (Staff)
<table>
<thead>
<tr>
<th>Dr. Lou Chance</th>
<th>Kim Gardner</th>
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</thead>
<tbody>
<tr>
<td>Dr. Emily Lonardi</td>
<td>Dawna Hankins</td>
</tr>
<tr>
<td>Sarah Brooks</td>
<td>Tim Hubbard</td>
</tr>
<tr>
<td>Dr. Nick Argonish</td>
<td>Alicia Krebs</td>
</tr>
<tr>
<td>Dr. Patricia Bell</td>
<td>Eric McComsey</td>
</tr>
<tr>
<td>Jane Bertone</td>
<td>Kirsten Meier</td>
</tr>
<tr>
<td>Cynthia Black</td>
<td>Tom Mulvey</td>
</tr>
<tr>
<td>Rebecca Britton</td>
<td>Cynthia Newlin</td>
</tr>
<tr>
<td>Earl Burnham</td>
<td>Dr. Rob Reed</td>
</tr>
<tr>
<td>Dr. Bethann Cinelli</td>
<td>Joanna Shealy</td>
</tr>
<tr>
<td>Angela Cummings</td>
<td>Corey Sigle</td>
</tr>
<tr>
<td>Pia DiSanto</td>
<td>Sharon Standish</td>
</tr>
<tr>
<td>Libby Egnaczyk</td>
<td>Carol Warren</td>
</tr>
<tr>
<td>Matt Friedman</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>School</td>
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<tr>
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</tr>
<tr>
<td>Kaylyn Kirschner</td>
<td>Beaver Creek Elementary School</td>
</tr>
<tr>
<td>Lisa Montemuro</td>
<td>Bradford Heights Elementary School</td>
</tr>
<tr>
<td>Mark Young</td>
<td>Brandywine Wallace Elementary School</td>
</tr>
<tr>
<td>Claudia Carosella</td>
<td>East Ward Elementary School</td>
</tr>
<tr>
<td>Jon Zelznick</td>
<td>Lionville Elementary School</td>
</tr>
<tr>
<td>Steve Orendorff</td>
<td>Pickering Valley Elementary School</td>
</tr>
<tr>
<td>Katherine Schor</td>
<td>Shamona Creek Elementary School</td>
</tr>
<tr>
<td>Deb Flint</td>
<td>Springton Manor Elementary School</td>
</tr>
<tr>
<td>Kelly Hale</td>
<td>Uwchlan Hills Elementary School</td>
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<tr>
<td></td>
<td>West Bradford Elementary School</td>
</tr>
<tr>
<td>Stephanie Britton</td>
<td>Marsh Creek 6th Grade Center</td>
</tr>
<tr>
<td>Dave DiVito</td>
<td>Downingtown Middle School</td>
</tr>
<tr>
<td>Deb Kearney</td>
<td>Lionville Middle School</td>
</tr>
<tr>
<td>Jynelle Sass</td>
<td>Downingtown High School East</td>
</tr>
<tr>
<td>Susie Yeager / Kim Sapper</td>
<td>Downingtown High School West</td>
</tr>
<tr>
<td>Sarah Brooks</td>
<td>STEM Academy</td>
</tr>
</tbody>
</table>
Our K-12 Wellness Committee

Members 2018 - 2019

Linda Leib
Mark Young
Rhonda Treadway
Melanie Nolan
Dawn Lawless
Deb Flint
Kaylyn Kirschner
Bob Kasabo
Jill Miller
Dana Nardello
Brett Garrison
Janet Rohrbach
Amy Sullivan
April Tyree
Natalie Whitley
Steve Pron
Kelly Hale
Bob Giering

Andy Hoffert
Jennifer Addy
Brian Cruice
Jamie-Lynn Cyrley
Heike Evans
Rebecca Hampson
Lauren Vogel
Stacy Hess
Amy Kleaver
Keli Laverty
Jynell Sass
Eric McComsey
Rebecca Davidson
Christa Somits
Bryan Scranton
Michelle Mahan
Fran Evans
Bill Bennett
This report was produced by DASD’s Wellness Advisory Committee – June 2018-2019

Sarah Brooks, District Wellness Liaison and Bethann Cinelli, Wellness Consultant

Downingtown Area School District 540 Trestle Place
Downingtown, PA 19335
610.269.8460
www.dasd.org
DASD Food Service in Partnership with Aramark

Food Service’s mission is to deliver experiences that enrich and nourish lives.

We encourage lifelong, healthy behaviors through an approach that is student-centric, evidence-based, comprehensive, integrated, and based on operating experience and excellence.

Our Food Service focus areas were: To provide a Wide Variety of Nutritious Foods, To teach Students to Make Healthy Choices, To create Appealing and Healthy Eating Environments, To build Healthy Resources for The Community.

Provide a Wide Variety of Nutritious Foods

Choose My Plate: Offerings for the 2018-2019 school year included foods and that were nutrient rich, high quality, safe, wholesome and healthful (including snacks), environmentally responsible and local when available.

What's On My Plate?

- Fresh produce, fruits and vegetable
- Salads with reduced fat dressings
- Low and nonfat dairy option
- Lean beef, chicken and/or fish
- Whole grains
- Lower fat cheeses
- Lower sodium items
- Juice or light syrup packed fruit
- 100% juice and water

What’s Not On My Plate?

- Excessive sugar and salt
**Some History:** The prevalence of obesity among our nation’s children has been increasing in recent years, putting our children at higher risk for heart and other associated diseases as they move into adulthood. Many of these diseases are preventable if we work together now to help children learn to eat balanced, healthy meals. To help ensure a healthier generation of children, in 2010, Congress passed the Healthy, Hunger-Free Kids Act, which authorizes funding and sets policy and standards for the United States Department of Agriculture’s (USDA) core child nutrition programs, including the National School Lunch and Breakfast Programs. As a result, new menu planning requirements and updated nutrition standards for school meals were required to be met as part of the federal child nutrition programs.

In the early days of the formation of the DASD Coordinated School Health Council, Aramark and DASD began to implement upgrades to nutrition standards. In the spring of 2012, prior to the official start of the new regulations, Aramark released a new standard menu, which was implemented here at DASD. This menu featured an expanded variety of fresh fruits and vegetables, more legumes and only low-fat and skim milk. Student feedback and production records were used to help finalize menu cycles to coincide with the rollout of the new regulations.

For the 2014-2015 school year, additional regulations were required for breakfast meals. In 2018-2019, Aramark and DASD continued to roll out menus for breakfast and lunch which met and exceeded the new USDA requirements. Some highlights are:

- Weekly energy levels (calories) are set for breakfast and lunch meals and are separated to reflect the needs of children in each of three grade groups: K through 5, 6 through 8, and 9 through 12.
- Meats and Grains have a weekly portion range with a daily minimum requirement.
- All of the bread and grain products served meet a new ‘whole grain-rich’ definition, designed to ensure that these products are a good source of fiber.
• In grades K-8, students must take at least \( \frac{1}{2} \) cup of a fruit or vegetable with each lunch and breakfast meal.

• Daily minimums are to be met for all components and weekly minimums are to be met for vegetable sub-groups for lunches: dark green, red/orange, beans/pea (legumes), starchy, and “other” vegetables.

• There is a limit on saturated fat only (not total fat).

• Sodium Targets are in place.

• Only low-fat (1%) and fat-free milks are offered; flavored milks are only available as fat-free or skim.

**Teach Students to Make Healthy Choices**

**Healthy For Life for the Students:** Through the *Healthy For Life* program, tools were featured that taught students and the community about healthy choices. Easy and fun to implement, the education component of the program enabled all – teachers, administrators, parents, and food service providers – to aid our students in making smart moves everyday toward a lifetime of good health. The tools included: The Menu, Wellness Posters series, ACE the Nutrition Mascot, Healthy Menu Messaging Program, HEALTHY FOR LIFE Newsletter, and Nutrition Education Materials that highlight in season fruits and vegetables. More details on this below in the Community section.

**FUEL Specials:** Monthly FUEL Wellness Specials were developed by Aramark chefs and nutritionists to combat menu fatigue and generate excitement by introducing new recipes and new flavor profiles. The purpose of the FUEL promotions, which ran at the Middle and High schools, was to drive meal participation and make lunch more appealing for students while still maintaining nutritional guidelines and USDA regulations. For the 2018-2019 school year, Fuel themes focused on highlighting particular food categories found at our different branded stations such as pizza, burgers, loaded fries, chili, and deli sandwiches. This approach helped to
provide an exciting twist (both in taste and flavor profile) to student favorites, each month. The featured FUEL monthly specials included

- October- Atomic Burger and the Backyard Burger
- November- Fiery Cheetos Mac N Cheese and Sweet and Spicy Chili Doritos Mac N Cheese
- December- Disco Fries and Kickin Chicken Fries
- January- Cheesy Bread Chili and Walking Taco Chili
- February- Breakfast Burrito and Wachos
- March- Buzzer Beater Basket and Hang Time Basket
- April- Enchilada Stack and Southwest Stacker
- May- Fully Loaded Pizza and Gyro Pizza

**Chef Alan and Chef Kevin came to visit:** During this school year, there were two visiting Chefs in our district to assist the Caterer, Diane Spotts, with special Holiday meals, Board Meeting Dinners, and offer training for some of the kitchen staff with new techniques to utilize in preparing the students meals!
Food Service Committee: The District

Food Service Committee continued as an avenue for students, faculty and administration to give direct feedback to the Food Service Director and food service staff about the Food Service program. Student representatives from each High school were chosen for the committee to establish direct communication between Aramark and the student body and to address any concerns. The Food Service Committee met quarterly at the three high schools WEST, STEM, and EAST. Some of the topics addressed by the Committee included gluten free options, new menu items, consistency, and hearing some of their favorite options!

Surveys: In November 2018, Aramark conducted a Student Viewpoint survey, a proprietary survey designed to assist in continuously delivering the highest quality services to school districts. The responses received from the March Creek 6th Grade Center, middle and high school students were analyzed to help us understand both district and school-specific customer behavior. This, in turn, allowed for identification of opportunities to enhance the programs and services provided to students on a school-by-school basis. Valuable feedback was obtained from all groups and surveys and incorporated into planning each month and for the upcoming school year.

Create Appealing and Healthy Eating Environments

Dining Brands: Going beyond menus and education, Aramark’s dining brands include dynamic, age-relevant dining environments that promoted healthy meal selections, offer to excite students and increase student meal participation. Cool*Caf focused on helping students
flourish by providing nutritious, student-friendly, menus that promoted wellness and meal participation. The daily fresh fruit and vegetable bars were a favorite focal point. Marsh Creek 6th Grade Center featured the Tines, where students caught up with their friends and took a refreshing break from their schedules while refueling with a healthy meal. The menu featured rotating made-to-order selections and items to customize. The middle school 12 Spot highlighted friends, activities, and sports in addition to a variety of food choices. The high school Food Court Solutions incorporated 6 destinations which sport digital menus: Full salad bars featured rotating protein, vegetable and fruit choices; GREEN STREET DELI was expanded for speed of service and daily specials were offered in addition to larger flavored wraps and larger portions; CORNER CRUST included more pizza recipes, calzones, and specials; CUSTOM BROTHERS GRILL offered cheesesteaks, chicken tenders and wings and Angus Burgers; the TORTILLA station was very popular and featured hard and soft taco shells, nachos, choice of chicken or beef, rice, beans and toppings and daily quesadilla specials.

The PASTA station offers a choice of pasta, sauces, steamed veggies and seasoned chicken and allows students to build their dish according to preference. A salad/wrap station called The Greens gave students a wide variety of veggies, proteins and cheese to build their own wrap.

Each high school also offered a C-store (convenience store) area open to students for the entire school day. Offerings included: **Hot & Cold Beverages:** a variety of water (plain, sparkling, and flavored), 100% Juice, Milk, Snapple and Wawa Teas, Fruit Smoothies station. **Snacks:** Breakfast Sandwiches, Whole grain Fresh Muffins and Assorted Bagels, Hummus packs, Cliff Bars, and an assortment of fresh fruits and vegetables.

**Communication:** Communication was key again this year in order to keep students and parents engaged in our meal programs and help them understand the benefit of the new healthier meal options. Food Services and the District Wellness Advisory Committee worked with Building Administration, Home and School Associations, School Health Councils, Menu Planning Committees, Student Committees and utilized District and School websites as well as morning school announcements and District Alert Messaging systems to keep parents and students informed of regulations and benefits of school meals. The Wellness Policy and corresponding **Frequently Asked Questions** were posted to the district website. As well, building
Food Service Supervisors spread the word at different school events, equipped with posters illustrating the meal options and handouts of the menus, flyers of our new communication pieces, meal benefit applications, and Aramark’s *Healthy for Life* Program newsletter.

**East Ward Breakfast Grant:** On May 16, 2018, the Pennsylvania Department of Education (PDE), Division of Food and Nutrition awarded a School Breakfast Program Mini-Grant for the 2018-2019 school year to East Ward Elementary School. PDE based its selection on the strength of the alternative breakfast service model and completeness of the application and awarded the District $5000 toward expanding our Breakfast Program to reach more students for breakfast service. The plan was executed and included:

- A Breakfast Cart near the student entrance area available before the start of the school day, giving students access to the reimbursable breakfast that they could “grab and go” to eat in an area of their choosing, including the classroom, the playground or the cafeteria.

- The Breakfast Cart included hot and cold holding areas so that a variety of items can be offered, including quick grab-and-go bag breakfasts, hot sandwiches, cereal bars, yogurt, fresh fruit, and assorted milk choices, all available as reimbursable meal components.

- The added convenience and permission to now take their breakfast to the classroom, allowing more students from this Title I school to have the best start to be ready to focus and learn.
Building Healthy Resources for the Community

**Dietary Needs:** Angela Cummings and Joanna Shealy met as needed with parents and students with special dietary needs such as food allergies, food intolerances, and diabetes. The team encourages parent to meet and will continue to meet each year with parents to understand any changes in students’ conditions, as well as menu and product changes and procedures that may affect these conditions.

**Staff Training/Professional Standards:**
A key provision of the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) was the establishment of professional standards for nutrition professionals. The rule, published March 2, 2015, requires a minimum amount of annual training hours for all state directors of school nutrition programs, state director of distributing agencies, school nutrition program directors, managers, and staff. Required training topic areas vary according to position and job requirements. The rule also established minimum hiring standards for new state directors of school nutrition programs, state directors of distributing agencies that oversee USDA Foods, and school nutrition program directors.

For the 2018-2019 school year, the Food Service department complied with the new regulations and fulfilled the training requirements for their position (shown in table below).

The staff were trained on the following topics: reimbursable meals, food safety, food production and policies and procedures. A variety of trainings took place throughout the school year, as well as recognition to those who provide exceptional service and help meet district goals. To support the well-being of our employees access was provided to programs and resources that aided them in maintaining a healthy lifestyle. Training, resources, and recognition included
equipment training, workplace safety, daily Safety Briefs at each location, safety observations and assessments, ServSafe certification, W.E.S.T. customer service training, food production and preparation training, waste reduction management, and Employee Assistance Programs.

**Healthy for Life for the Community:** This is the Aramark Education Commitment to improving the health and academic potential of students and children. In the form of newsletters, this program provided information about a wide variety of safe, wholesome nutritious foods and taught students to make healthy meal and lifestyle choices. It also provided resources for the schools, the district, and the community to create and promote healthy eating environments.

Fall Newsletter:
- Protein Powers- Vegetarian Style
- Three tips to tasty plant-based protein meals

Winter Newsletter:
- Whole Grains for the Whole Family
- Make a whole grain rich dinner

Spring Newsletter:
- How to be a Sensible Snacker
- Quick and easy snacks

**ABC Day:** October, 2018 Director, Angela Cummings participated in ABC Day. The Aramark Building Community Day consisted of volunteers helping to process and package donations for Cradles to Crayons which provides children from birth through age 12, living in homeless or low-income situations, with the essential items they need to thrive – at home, at school and at play.
**BC Kindness Day:** In January 2019, Kindness Day was held at Beaver Creek Elementary; 5th grade students wrote kind messages on bananas that were sold in the Cafeteria.

**Committees:**
Angela Cummings and Joanna Shealy, as part of the Food Service Management Team, provided support and offered expertise in their participation with the following District committees and teams:

- **District Wellness Advisory Committee:** coordinated and supported Food Service and District Wellness goals and activities.
- **Food Service Committee:** met with students and discussed hot topics in food service, potential new products, any concerns regarding dining experience, and any projects in the works.
- **Support to Building Administration:** met with Building Principals to give updates on and obtain feedback concerning District and individual building wellness needs and opportunities.
- **Recycling:** continued to support sustainable practices such as recycling to reduce waste and create an environmentally conscious district. This year there was a ‘Sip Smarter...Skip the Straw’ campaign.
• **District Safety Committee**: organized and aided with policy updates and shared Aramark resources for distribution to staff regarding safety topics such as: Employee Accountability, Lifting Safely, Ladder Safety, Slips-Trips-and Falls, Struck-by Injuries, Safe Hand washing, Safe Work Pace, Cuts and Lacerations, Burns, Heat Stress and Bodily Motion Injuries.
Living Well @ DASD

Background
Living Well @ DASD was created over 10 years ago. Our initial goal at the time was to help our employees “shape” their own future with a healthier lifestyle in order to help them in turn “shape” the future of their students. As we grew into this initiative, it became apparent that we could influence other factors with our wellness program. We saw that we could have a positive impact on the budget by containing the ever increasing health care costs and reducing absenteeism along with the costs related to absenteeism. In addition, the positive response from staff can have an effect on increasing morale and productivity.

Through the years, we have looked at varying measurements to help shape our evolving wellness programs such as:

- The cost of health care.
- The cost of sick days.
- Participation in wellness related activities.
- Feedback provided by employees.
- Utilization and trends found in DASD’s health claims.

Taking all of these factors into consideration, Living Well @ DASD has continued to maintain the following mission and supporting goals over the years. However, the program has used varying activities in order to achieve these goals.
Mission

To create a progressive and sustainable wellness program that works to enhance the mental, social, emotional, and physical health of staff.

Goal #1: To increase awareness of lifestyle choices, to encourage overall health and wellness, and to promote the resources available to employees to meet their wellness goals by creating an effective communication plan that reaches all employees through multiple vehicles.

Goal #2: Provide staff with resources that allow them to address their wellness needs and improve their health.

Goal #3: Contain costs and increase fiscal responsibility.

Goal #4: Develop a culture that promotes and enhances student growth by combining efforts of student and staff wellness to have a District Wide Coordinated program.
As we crossed the 10 year threshold, we wanted to gauge the interest of our staff, so we did a survey to all staff. Well over 300 people responded with helpful feedback. It seems that our staff appreciates efforts during the workday such as the wellness fair, walk at work days, awareness campaigns, flu shots, and on-site fitness classes. Physical activity, healthy eating, and stress management were the most requested types of programs. Our employees were also very much in favor of using in-service days for wellness programs. From all of the feedback, we have some great information for future programming.

During the 2018-2019 school year, we wanted to continue to promote health and wellness to staff through Living Well @ DASD. As part of our core program, we provide many programs year after year, such as offering discounts to local wellness related businesses, flu shots, and newsletters. We also continued to promote Health Advocate, an independent healthcare advocacy and assistance company.

After receiving several staff requests, we offered Weight Watchers @ Work to staff. It was held every Thursday for 16 weeks at the Administration Building. During this time, participating staff gathered to learn not only about healthy eating and activity, but to understand a complete healthy lifestyle change. This forum offered participants the opportunity to discuss their progress, share ideas, and provide support to each other. Staff were able to get the cost of the program subsidized by DASD’s health insurance and matching program.
Self Care For Staff

This year, we introduced Self Care for Staff, Tips That ‘Teach’ You How To Care For Yourself. The program was established to provide our staff with information and the tools needed to deal with many things in their lives. Each week, an email was sent with practical tips for staff to use. Some of our topics included nurture yourself this summer, mind your money, say thank you, coping strategies, and stay strong through stress. Our survey indicated that staff was very interested in these emails and found them beneficial.

The following are a listing of the activities that we used during the 2018-2019 school year...

- ✓ Distribute emails regularly to all staff with wellness resources available to employees and current wellness initiatives.
- ✓ Promote Health Advocate newsletters, webinars, and other resources regularly.
- ✓ Provide Wellness Tips and News in Bi-weekly HReminders and Rapport Card newsletters.
- ✓ Update Living Well @ DASD website on a regular basis with new content on current wellness initiative as well as links to community resources, insurance provider information, and other wellness resources.
- ✓ Have rep from each building as a liaison to further promote wellness initiatives in buildings.
- ✓ Wellness Advisory Council meetings with School Health Councils to share information and ideas.
- ✓ Complete School Health Index Needs Assessment and School Improvement plans.
- ✓ Promoted National Employee Benefit Day and this year’s topic – Resilience.
- ✓ Staff Volleyball League
- ✓ Cancer Awareness Campaign
✔ Maintain, Don’t Gain Holiday Challenge
✔ Flu Shots
✔ Weight Watchers @ Work
✔ Self Care for Staff – ‘Tips that ‘teach’ you how to care for yourself’
✔ Promote SwiftMD
✔ Kindness Challenge
✔ Health Advocate – Employee Assistance and Advocacy Program
✔ On-Site Yoga Classes
✔ Staff Wellness Discounts from Local Businesses
✔ Promote wellness opportunities available through our insurance products; i.e. gym reimbursements, 6 free nutritionist visits, etc.
✔ Healthy Lifestyle Matching Program.
✔ Promote Wellness initiatives/webinars offered through our EAP program.
✔ Access to gym equipment after school hours.
✔ Healthy snack machines.
✔ Each building also had individual staff wellness activities for staff, such as fitness classes, nutrition classes, healthy foods, etc.

**Health Advocate**

In 2013-2014, the District introduced Health Advocate. Health Advocate is the nation’s leading independent healthcare advocacy and assistance company that provides several personalized services.

For employees, Health Advocate is a free, confidential program that offers EAP+Work/Life benefits to help employees address difficulties in their life by providing short term assistance with personal, family, and work issues that are having an impact on their life and ability to focus on work. In addition, it simplifies the navigation of the health care system by helping employees find the right doctors, resolving billing and insurance claim issues, explaining benefit coverages, helping parents or in-laws with the complexities of Medicare, and much more!
Some of the topics that Health Advocate focused on this year were alcohol awareness, mental health awareness, vacation safety, organizing workspace for better health, spring allergies, exercise momentum, safe usage of prescription drugs, suicide prevention, and much, much more. They also provide resources for issues that impact many such as the devastation caused by wildfires, school and other mass shootings, etc.

Health Advocate has a mobile friendly design and app, which allows for easy access to help on the go, placing all of your Health Advocate EAP+Work/Life benefits right at your fingertips.

SwiftMD

A benefit that was added in December 2016, but vigorously promoted was SwiftMD, a telemedicine company. The wellness effect of this benefit is to give employees as well as their dependents easier and quicker access to healthcare to treat minor illnesses. In looking at the number of employees and dependents taking advantage of this resources, we find that our numbers continue to grow. The expected result is more productivity from a healthy employee and less sick time used.
Outcomes

Over the years, the wellness program has played a part in influencing costs, such as attendance costs and medical claims. Costs for the 2018-2019 school year are not yet finalized. In looking at complete costs for last year versus expected costs for 2018-2019, we are projecting that there will be increases. However, without the wellness program, the increases could have been much greater.

Without all of June's health claims, it is clear that overall health care costs for 2018-2019 will increase. In the past, we have seen that one of the drivers is the increase in the cost of services, such as the cost of some preventative services. Increases in utilization of these preventative services also increases costs. However, this can be looked at as a positive as it indicates that staff are seeing physicians before there are any major issues. This is a trend that we would like to see continue.

The total amount spent on substitute costs is projected to increase over the costs in 2017-2018. While this can be attributed to factors other than wellness, we feel that employee health has a lot to do with the number of substitutes needed. The amount that the District paid in sick time appears to have increased as well. However, this can partially be attributed to salary increases.

As in previous years, student achievement continues to increase. While many factors impact student achievement, the wellness programs have shown that they are an influencing factor.
Next Steps

Our survey indicated that our staff is interested in wellness. While some prefer to manage wellness themselves and on their own time, others clearly like the offerings of the current program. Some outside the box suggestions that were offered included using in-service and/or professional development days for wellness offering Act 48 credits for participation in wellness programs. However, most suggestions included physical activity such as walking clubs, yoga classes, and exercise groups as well as nutrition, stress management.

Plans are underway for the 2019-2020 school year using all of the fantastic ideas provided by our staff in the wellness survey. Our overall goals will remain the same, but in order to maintain a robust program, our methods to achieve those goals may change. Committing time, money, and resources will be essential to achieving our goals.
Communities That Care of Greater Downingtown

**CTC Mission Statement:** To empower youth to make positive choices to reach their full potential.

**CTC Vision Statement:** A community where all youth are making positive choices and achieving their goals.

The Downingtown Area School District works in close partnership with the Communities That Care of Greater Downingtown. CTC plays a vital role in promoting and supporting healthy school communities to increase protective factors and decrease risk factors linked to substance use and abuse and mental and emotional health issues.

Since 2001, Communities That Care of Greater Downingtown has worked to bring together community partners committed to empowering Downingtown youth in making positive choices, enhancing protective factors and reduce behaviors which negatively impact health, learning and social outcomes.

In 2018, CTC reorganized with a Collective Impact framework recognizing that a single organization cannot change a major social issue. CTC of Greater Downingtown embraces an inclusive approach with a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and a backbone organization. We are focused on increasing collaboration, increasing equity, and collectively supporting the capacity to build systems for healthy communities. Our partners provide resources, programs, and workshops to promote positive health choices and reduce risk behaviors in these core areas:

- Engaging youth in peer prevention initiatives
- Promoting alternative healthy social activities and events for youth
- Equipping parents and strengthening families
- Providing prevention education and public awareness
DASD and CTC partnered together to provide programs, resources, and initiatives to support the DASD wellness goals focusing on mental and emotional health and substance use and abuse prevention.

- Libby Egnacyk retired after serving 8 years as the CTC mobilizer for the DASD.

- CTC restructured and launched a collective impact model to maximize capacity to address mental and emotional health issues with Chester County community prevention partners.

- (3) Youth Prevention Councils at Downingtown West High School, Downingtown East High School, STEM, and introduced YPCs to the Middle Schools and the Marsh Creek 6th Grade Center

- Youth Prevention Council representatives from DE and DW attended the National Community Anti Drug Coalitions of America convention in Orlando, Florida July 2018

- Plant the Promise - Plant the Promise, held for the first time in the Downingtown Area School District (DASD), was part of observance of Red Ribbon Week, a national drug and violence prevention awareness campaign that was recognized from Oct. 23 to 31 this year. Tulips planted in the Fall will serve as a reminder of the importance of living a drug-free life when they bloom in the Spring.

- Parents Who Host- Stickering Campaign in Fall by DWHS students

- Matt Bellace - Supporting Teens in Reducing Their Stress (and Ours) 3 presentations to students in 6-7-8 grades, one parent presentation at the Marsh Creek 6th Grade Center

- YPC from DE tabled at “Move Up Day” event at LMS- Youth Prevention Council members talked to many incoming students about their club and what it’s all about!

- CTC partnered with Aevidum and hosted and facilitated (3) youth Conversation Cafes at DWHS, DEHS and STEM

- Caron Treatment Center provided professional development for HPE teachers in the areas of vaping and marijuana prevention.

- Caron Treatment Center provided vaping prevention program for all Marsh Creek 6th Grade Students.

- CTC received funding from the Pennsylvania Department of Human Services, Chester County Department of Drug and Alcohol, and CRESS.