

STUDENT SERVICES

File JHCF

Schools Wellness Policy

This district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the [Healthy, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields.

Preamble

Charlottesville City Schools (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523-532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234-1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899-907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743-760, quiz 761-762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199-213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497-505.

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activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District'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. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– 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 District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.
- ADD

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

- *The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.*

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtewillig L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

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I. School Wellness Committee

Committee Role and Membership

Charlottesville City Schools established a Wellness Policy leadership of one or more school officials who have the authority and responsibility to ensure each school complies with the Wellness Policy. The Wellness Policy committee, the School Health Advisory Board or SHAB, meets every other month during the school year for periodic review and update of the Wellness Policy. The general public and the school community are allowed and encouraged to participate in the Wellness Policy process. This may include parents, students, and representatives of the School Food Authority, teachers, school health professionals, and the School Board and school administrators. Applications are accepted yearly for participation in the School Health Advisory Board as official members. These applications are located on the [SHAB](#) page of the division website. In addition, per the division Wellness Policy rev. 2017, school principals shall ensure that each school has a school wellness team (consisting of the principal, teachers, parents, nurses, counselors, and students in middle and high school) responsible for implementing, monitoring, evaluating and reporting annually on progress towards meeting the division wellness policy goals and regulation. This group must prepare and submit a report for their school to the School Health Advisory Board regarding the progress towards implementation of the policy and recommendations for revisions to the policy as necessary.

The SHAB membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

- A division wellness committee (SHAB) is ongoing and regular meetings occur at the division level. This committee will meet at least 5 times per year.
- Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with SHAB. These committees will meet at least monthly during the academic school year.

Leadership

The responsibility of creating a culture of well-being and supporting every learner is shared among all students, parents, staff, departments, schools and leaders within Charlottesville City. However, the Final Rule requires specific designee(s) be identified to help lead the oversight, implementation, and progress assessments of the wellness policy. Broad oversight in

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Charlottesville City is provided by the School Health Advisory Board (SHAB), with direct responsibilities overseen by the Health and Physical Education Instructional Coordinator, Nutrition Coordinator and Director of Student Services.

The designated official for oversight is:

Director of Student Services and Achievement

1562 Dairy Road

Charlottesville, VA 22903

(434) 245-2400

Additional Designee(s)

The name(s), and role on the committee of this/these individual(s) is (are):

Title / Relationship to the School or District	Role on Committee
Director of Student Services and Achievement	Designated official for oversight
CCS Nutrition Coordinator	Assists in the evaluation of the wellness policy implementation
Health and Physical Education Coordinator	Assists in the evaluation of the wellness policy implementation, facilitates SHAB meetings

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**Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

The Wellness Policy Implementation, monitoring, accountability and community engagement is outlined in the Regulations JHCF-R

Wellness Policy Compliance

Charlottesville City Schools must conduct an assessment of the Wellness Policy every three years, at a minimum. The final rule requires State Agencies to assess compliance with the Wellness Policy requirements as a part of the general areas of the Administrative Review every three years. [2020 Triennial Assessment](#)

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Jessica Brantley, Health and Physical Education Coordinator, BrantJ1@charlottesvilleschools.org

SHAB, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the triennial progress report on the school website and social media. [2020 Triennial Assessment](#)

Revisions and Updating the Policy

SHAB will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new

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Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SHAB and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

- Reports will be made available on the division website and notifications will be made on the site as well as through division social media and school announcements.

II. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food Service Program (SFSP), and the After School Snack Program. The District also operates additional nutrition-related programs and activities including partnering with Cultivate Charlottesville City Schoolyard Garden to host school garden, and Harvest of the Month snacks. All schools within

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the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible and culturally relevant all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).) as defined in JHCF-R.
 - Offer salad as an option every day at lunch
 - Strategically place nutritious whole, local, or cooked-from-scratch foods
 - Maintain a marketing-free lunch environment
 - Expand menus to include more culturally diverse meals
 - Continue to fund and operate an annual summer food program.
 - Encourage families to participate in school meal programs by:
 - o Having a formal marketing campaign that includes, but is not limited to, “cafeteria” sections in school newsletters, e-mail and backpack stuffer updates to teachers and parents, and a monthly Nutrition Services “News” page on the CCS website.
 - o Encouraging families to determine eligibility for reduced or free meals by handing out forms at registration, during open houses, and at parent nights. Forms are also available in the main office of each school.
 - o Enrolling in Community Eligibility Provision to provide free breakfast and lunch for all students at the approved schools.
 - o Providing non-traditional food service options, such as mobile breakfast carts, grab-and-go breakfast, and breakfast in the classroom.
 - o Holding periodic food promotions to encourage taste testing of healthy new additions to school menus.
 - o Working collaboratively with classroom teachers to maximize the impact of ongoing food programs such as Harvest of the Month and Farm to School Week.
 - o Maintaining a “closed campus” policy for K-11 students that does not allow them to leave school grounds during lunch.
- Schedule lunch between the hours of 10:00 AM and 2:00 PM per Department of Education Policy #CFR210.10 (F) Lunch will be scheduled after recess when possible for grades K-6.
- Not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities. (WellSAT US16)
- Provide adequate time for students to eat and enjoy school meals (a minimum of 15minutes at breakfast and 20minutes at lunch after being seated).
- Provide adequate portions for students based on requirements needed for their age, grade level.
- Provide students access to hand washing or hand sanitizing before they eat meals or snacks, and take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

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Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs. Additional strategies to assure high quality staff are located in JHCF-R.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Specifics are outlined in the regulations.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Detailed information for procedures are outlined in the regulations.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including. Specific procedures for implementing the policy for celebrations is included in the regulations.

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Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*.

Requirements and recommendations for fundraising are included in the regulations.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

Nutrition Education

The Charlottesville City School Division believes that a strong nutrition education program is important. The elements of the sequential and evidence-based program is detailed in the regulations.:

Essential Healthy Eating Topics in Health Education

As an integral part of the Health Education program, various topics are identified for inclusion. These topics are included but not limited to the identified topics in the regulations.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards. Specific requirements about promotions are included in the regulations.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or

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any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
 - School-based food and beverage marketing will be consistent with nutrition education and health promotion. As such, schools will restrict marketing, during school hours, to the promotion of only those foods and beverages that meet the USDA "Smart Snacks" guidelines.
- Examples of marketing techniques include the following:
 - Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or on its container;
 - Displays, such as on vending machine exteriors;
 - Corporate brand, logo, name, or trademark on cups, posters, book covers, school supplies, or educational materials;
 - Corporate brand, logo, name, or trademark on school equipment, message boards, scoreboards, or uniforms;
 - Advertisements in school publications or school mailings;
 - Sponsorship of school activities, or sports teams;
 - Broadcasts on school radio stations or in-school television;
 - Educational incentive programs such as contests, or programs that provide schools with supplies or funds when families purchase specific food products;
 - Free samples or coupons displaying advertising of a product.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

III. Physical Activity

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Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, time in the school garden or physical education) **will not be withheld** as punishment for any reason. [*This does not include participation on sports teams that have specific academic requirements*]. Teachers and other school personnel **will not** use physical activity (e.g., running laps, push ups) as punishment. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

- *The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.]*

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The Charlottesville City School Division will:

- **Have a goal** to provide a minimum of 200 minutes per week of physical activity for all students in grades K-10. **(THE STATE ONLY REQUIRES 100 MINUTES PER WEEK FOR K-5 AND A GOAL OF 150 FOR GRADES 6-12)**
- Not reduce or eliminate time for recess, physical education or physical activity as a punishment.

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- Not use physical activity as a punishment.
- Provide a minimum of 30 minutes daily recess for students in grades K-4 and a minimum of 25 minutes daily recess for students in grades 5-6. Recess will be scheduled before lunch when possible. If recess must be held indoors due to weather, teachers are encouraged to promote physical activity during indoor recess. <https://www.gonoodle.com/>
- Provide physical education for all students in K-10.
- Provide students in K-4 with physical education each week, for a minimum of 60 minutes with a goal of 90 minutes or more per week.
- Provide students in 5-6 with physical education each week, for a minimum of 125 minutes on average.
- Provide students in 7-8 with physical education each week, for a minimum of 200 minutes.
- Provide students in 9-10 with a minimum of 180 minutes of physical education weekly for one semester each year. The division standard for graduation from high school requires 2 credits for health/physical education.
- Not allow students to receive a waiver or exemption for physical education class. The only authorized substitution for physical education is virtual PE for students in 9-10.
- Use a written curriculum for physical education that is based on national or state-developed standards, such as the Five 4 Life curriculum. <https://www.focusedfitness.org/curriculum/five-for-life>
- Offer a planned, sequential program of physical education instruction incorporating individual and group activities which are taught in a positive environment by certified teachers endorsed in health and physical education.
- Conduct quality physical education instruction for K-10 that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation based on standards set by VDOE http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/ and SHAPE America Standards <http://www.shapeamerica.org/standards/pe/> .
- Maintain a teacher-student ratio for physical education classes of no more than 2 students per teacher, with a goal of 20 students.
- Offer professional development to K-12 PE teachers yearly to enhance instructional practices and pedagogy
- Provide safe and adequate equipment, facilities and resources necessary to meet VDOE and SHAPE America standards.
- Participate in bi-yearly fitness assessment for students in grades 3-8 and yearly for students in 9-10th.
- Collect BMI (height and weight) data for students in grades 3-10 yearly, however, parents and students will have the option of opting out. Information on HT/WT will not be shared with the students as it is for data purposes only. If students or families would like the information they may contact the school nurse. An opt-out form will be provided to all parents prior to the start of the BMI assessment. BMI assessment will be taken without using students names and will be done in a private area. PE teachers will be trained and provided with an additional adult to assist with the PE class while assessments are being taken. https://www.cdc.gov/healthyschools/obesity/BMI/BMI_measurement_schools.htm
- Students in grades K-2 will practice the fitness assessment components.

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- Provide students with 50% of physical education class time for moderate to vigorous activity, with accommodations for students with medical conditions or disabilities.
- Provide for appropriate professional development for physical education teachers.
- Support additional physical activity for all students through reduced fees for after school recreation, intramural activities, and sports; tool kits for recess and core classrooms; and education for parents.
- Provide a physical activity component for after school programs such as CATCH (Coordinated Approach to Child Health), Action-Based Learning Lab, and sports clubs and teams.
- Offer electives at the high school in addition to the required physical education courses.
- Promote active transportation to school through programs like Safe Routes to School, Walk to School days, walking school buses, and including pedestrian and bike safety education in physical education classes.
- Encourage family and community engagement in physical activity opportunities at schools through programs like fun runs, walk-a-thons, and field days.
- Share use of physical activity facilities through partnerships with Charlottesville Parks and Rec, the Boys and Girls Club of Central Virginia, SOCA, and VABA. Additionally, outdoor playgrounds and fields are available for community use after school hours and on weekends.
- *Provide structured time for students to visit and learn about their school garden including but not limited to classes and clubs.*

The District physical education program will promote student physical fitness through individualized fitness and activity assessments using Welnet and Focused Fitness, and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity. The topics are provided in the regulations

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active

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- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All Elementary Schools will provide a daily recess during the regular school year as determined appropriate by the Charlottesville City School Board. **THE STATE DOES NOT REQUIRE ANY SET AMOUNT OF RECESS. This language is in the regulations that this is a goal.)**

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: offering after school clubs, physical activity in after care, intramurals, and interscholastic sports and the middle and high school level.

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Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, school garden)

IV. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to, with the leadership of the school wellness committees, coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of SHAB and school wellness committee.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, Cultivate Charlottesville City Schoolyard Garden and other non-profit partners) in support of this wellness

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policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

SHAB will communicate with human resources staff to identify and disseminate wellness resources and perform other functions to support staff wellness.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors.

- Support, encourage and allow staff to use their lunch to be physically active.
- Establish and enhance physical activity and mindfulness opportunities for staff, such as the Hike/Bike program that offers a financial incentive for staff to walk or bike 30 minutes a week
- Continue to support the Employee Assistance Program for staff.
- Continue to support access to fitness clubs recreation and well-being centers through discounts.
- Provide flu shots and other inoculations for employees and at minimal cost for their families.
- Support enhancement of medical coverage to include nutrition counseling and smoking cessation.

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Counseling and Mental Health Services

The Charlottesville City School Division does support and encourage efforts for ongoing counseling and mental health for staff, students, and their families. Proposed activities are included in the regulations. will:

- Provide access to a comprehensive counseling program for students and staff to address a range of mental health and psychological issues (i.e., emotional concerns, substance abuse, school adjustment, disordered eating, attendance problems, and physical and sexual violence).

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- Provide access to quality and ongoing mindfulness, counseling and crisis intervention for all students and staff to promote positive social and emotional development.
- Provide access to prevention and early intervention services and referrals for treatment programs for mental health.
- Provide support groups for students from diverse social and economic backgrounds as needed.
- Employ appropriately credentialed and qualified therapists/counselors based on individual school needs.

Healthy School Environment

The Charlottesville City School Division strives to offer a healthy school environment to all students and staff. Various possibilities for achieving this goal are described in the regulations. will:

- Foster relationships within the greater Charlottesville community.
- Provide school resource officers responsible for security issues at each school.
- Provide curriculum as a part of a school-wide sustainable effort to increase staff and student awareness about violence prevention and bystander behavior.
- Have a school safety audit conducted periodically as mandated by the Virginia Department of Education and include representatives from the school's administration, teaching staff, custodial staff and student body.
- Establish a school safety committee to implement and update the Division Safety Plan.
- Employ a maintenance staff to ensure the school buildings and surrounding areas are maintained in good condition with respect to structure, temperature, noise, and lighting.
- Prioritize student and staff physical, emotional and social wellness when planning any renovation or new construction, with a specific focus on design elements that directly affect nutrition and physical activity.
 - o Kitchen facilities for cooking-from-scratch
 - o Optimized lunch-line design
 - o Sustainability (e.g., composting, reusable dishes, recycling)
 - o Dining facilities that enhance the eating experience and take developmental stage into consideration
 - o Space for school gardens
 - o Varied and well-maintained playground structures
 - o Field space for physical activity

Communication, Promotion, and Implementation

The Charlottesville City School Division will:

- Continue to involve parents, students, representatives of the school food authority, the School Board, school administrators, the School Health Advisory Board (SHAB) and the public in the development of the school wellness policy; and, will increase outreach to the public. The wellness policy and the triennial assessment will be made available to the public.
- Possible activities are included in the regulations.

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Evaluation

- **The SHAB will be responsible for monitoring the implementation of the the Wellness Policy and working with Central Administration for the status and/or update of the regulations.**
- **Evaluation procedures at the division and school levels are outlined in the regulations.**
- A division-wide Wellness Committee (the Asst. Superintendents, Director of Student Services, Principals, Coordinator of Health/PE, SHAB representatives, Nutrition Services, Head Nurse and H.S. Head Counselor) shall be established for the purpose of monitoring the implementation of the division's Wellness Policy and Regulations; reporting to the Superintendent, and, providing guidance for the school wellness teams.
- School principals shall ensure that each school has a school wellness team (consisting of the principal, teachers, parents, nurses, counselors and students in middle and high school) responsible for implementing, monitoring, evaluating and reporting annually on progress towards meeting the division wellness policy goals and regulations.
- The division Wellness Committee shall, at least every 3 years:
 - Conduct a division-wide review of the wellness policy to determine compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.
- Prepare and submit a report to the School Board and School Health Advisory Board regarding the progress toward implementation of the school wellness policy and recommendations for any revisions to the policy as necessary. This report will also include a copy of the current wellness policy, documentation on how the policy and assessments are made available to the public, the most recent assessment of implementation of the policy, and documentation of efforts to review and update the policy.
- In addition to the funding currently allocated to each school for wellness activities for staff, a priority will be placed on locating additional funds that support both student and staff wellness initiatives. These will be incremental and evolve over time and will focus on more creative use of existing funds from local, state, and federal sources.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

SHAB Goals

Charlottesville City Schools recognizes the importance of health and well being on student's academic and future success. The division also recognizes that staff well being should also be supported as part of maintaining a healthy and productive school environment. A copy of the findings of assessment and goals for the current SHAB are included in the regulations.

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A list of members recommended to serve on SHAB will be presented to the School Board annually for approval. A current list of members is included in the regulations.

Appendix C

Non-Food Rewards List/Recommendations

[Alliance for a Healthier Generation Non Food Rewards](#)

[Healthy Ways to Reward Students](#)

[Focus Group: How to Guide](#)

[Student Survey](#)

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Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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