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## **Carter G. Woodson School (CGWS) – Local Wellness Policy & Committee**

### **An Invitation**

Parents/Guardians, Board Members and Community Partners are invited and welcome to participate in CGWS Wellness activities. The Local Wellness Committee meets annually to allow for broad discussion, review and updates on wellness policies, activities both conducted and planned for CGWS.

Meals are analyzed and recipes adjusted to ensure they meet USDA nutrition guidelines for each age group for calories, sodium, and saturated fat. We seek to incorporate, when possible, ideas gathered from our students and parents. Dates for proposed meetings will be posted on the school's website and physical mailings to parents will be provided.

A copy of the Local Wellness Policy and its recent assessment(s) follows this invitation.

If there are additional questions, please contact Mr. Ben Harris, School Director at [bharris@cgwsoc.org](mailto:bharris@cgwsoc.org); or Cynthia Williamson, Child Nutrition Administrator at [cwilliamson@cgwsoc.org](mailto:cwilliamson@cgwsoc.org)

**SPECIAL NOTICE:** CGWS provides a nutritious breakfast and lunch daily for students. As a participant in the USDA's FREE breakfast and lunch meal program we encourage all students to eat a healthy meal daily.

**PARENTS/GUARDIANS:** Please encourage your child to participate daily in the CGWS breakfast and lunch program!

Breakfast is provided daily beginning at 6:30 am

Lunch is provided daily beginning at 10:30 am

\*\*\*Please let us know if your child has any food allergens

**CARTER G. WOODSON SCHOOL 34D**  
**WELLNESS POLICY ASSESSMENT OF IMPLEMENTATION**  
**Spring 2019 School Year**

**I. Overview Wellness Policy Implementation**

During Spring 2019, the Carter G. Woodson School (CGWS) Nutrition Program (SNP) conducted several nutrition promotions in school cafeterias to encourage healthy eating for teachers and students. Promotions included World School Milk Day, Farm to School Month, Fiber Focus Month, Hand Washing Awareness Week, National School Lunch and Breakfast Weeks, and National Nutrition Month. When available, locally/CGWS grown produce items were highlighted and featured as “give-away” items to parents and students. Finally, the SNP Program collaborated with community organizations to organize a Fruit and Vegetable Challenge for all K-12 students. An assessment of wellness activities implemented during SY19-20 and SY 20-21 follows.

**II. Assessment of Progress toward Implementation**

During SY 18-19, the following wellness policy goals were met.

**OBJECTIVE 1.1:** CGWS strives to maintain an average daily participation rate of 75% for elementary and middle school breakfast (MET); 50% for high school breakfast (MET); 75% for elementary and middle school lunch (MET); and 75% for high school lunch (MET)

**OBJECTIVE 1.2** Schools implement innovative practices and promotions to increase School Breakfast Program participation. National School Breakfast week was promoted during the week of March 4-8, 2019. The promotion included the national theme of “Start Your Engines for Breakfast”. The school director highlighted the promotion over the intercom to students and in ROBO calls to parents. The promotion for lunch for the national promotion of “Lunch - Lots to Love was conducted October 15 – 19, 2018.

Morning announcements about the importance of breakfast and lunch are regularly provided to elementary, middle, and high school students. An Invitation for parents and students to participate in the school’s breakfast and lunch program is posted on the school’s website under Parent Info.

**SY 2018-19 WELLNESS POLICY – ASSESSMENT OF IMPLEMENTATION**

Nutrition Education/ Promotion **OBJECTIVE 1.1** Annual professional learning is provided for all food service staff on healthy eating and healthy food preparation during staff/board retreat. All CGWS food service staff and food service vendor staff received professional learning on the Dietary Guidelines, Civil Rights, portion sizes/meal components regularly throughout the school year conducted by consulting compliance officer and the consulting dietitian. The CGWS child nutrition administrator and the consulting compliance officer regularly attends scheduled NCDPI



regional compliance meetings. **OBJECTIVE 1.2** Key food service vendor staff are certified food handlers with Serv Safe certification. **OBJECTIVE 1.3** CGWS develops a school-wide program to promote healthy eating and physical activity, which is appropriate for students according to grade level. For each promotion, point of sale signage was displayed in cafeteria serving lines with healthy eating tips/nutrition pertaining to the promotion or celebration. Promotions include the following.

1. World School Milk Day (Sept. 26) Morning announcements were made daily during the week of the event highlighting benefits of key dairy foods on the menus, and the recommended number of servings of dairy for students per day. Proposed for a student to conduct an announcement of the benefits of drinking milk.
2. Farm 2 School Month (October) • Information was displayed in cafeterias to highlight the benefits of “Farm to School,” and announcement of the school’s Community Farm and the produce that’s offered throughout the school year.
3. National School Lunch Week (NSLW) (October 15-19, 2018) • Signage was posted on serving line and intercom announcements made by a student highlighting benefits of lunch and a healthy meal.
4. National Hand Washing Awareness Week (December 2-6) • Posters were displayed in school cafeterias and sent to schools to post in bathrooms to educate students on the importance of hand washing and the proper hand washing method. • Classroom teachers at the elementary level and health teachers at the middle and high school levels were emailed short instructional videos and lesson ideas on hand washing to share with students.

<https://www.youtube.com/watch?v=7QKrFxahFC4>

5. Fiber Focus Month (January) • Flyers were posted on cafeteria serving lines highlighting fiber containing foods offered and the health benefits of fiber. • Morning announcements and lesson ideas about fiber and whole grains were provided to schools.

#### WELLNESS POLICY – ASSESSMENT OF IMPLEMENTATION

Discussion of importance of reinforcing nutrition, healthy eating habits and promoting breakfast and lunch for children was reinforced in teacher staff meetings and professional learning communities.

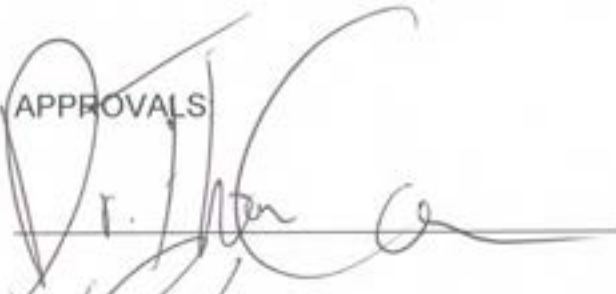
Child Nutrition Program staff completed a robust review of our efforts by completing the CDC School Health Index. The survey probes leading and detailed questions in ten modules. An overall scorecard is provided and placed on the school’s website. A full composite of the findings is on file in the Child Nutrition Program policy binder.


## Carter G Woodson School 34-D Local Wellness Policy

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### APPROVALS

  
\_\_\_\_\_  
Board Chair      Date: 5/19/19

  
\_\_\_\_\_  
School Director:      Date: 5/19/19

## [School CGWS] Wellness Policy

*[Note: This "Basic" CGWS-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program "Bronze"-level recognition criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school CGWSs can use to establish a stronger policy that meets the Healthy Schools Program "Silver" or "Gold" levels. School CGWSs should choose policy language that meets their current needs and also supports growth over time.]*

### Preamble

Carter G. Woodson School (hereto referred to as the CGWS) is committed to the optimal development of every student. The CGWS 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.<sup>1,2,3,4,5,6,7</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.<sup>8,9,10</sup> In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.<sup>11,12,13,14</sup>

This policy outlines the CGWS'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 CGWS 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 CGWS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and



- The CGWS establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the CGWS.

*[Recommended Optional language includes:*

- *The CGWS will coordinate the wellness policy with other aspects of school management, including the CGWS's School Improvement Plan, when appropriate.*
- *NOTE: Will also include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.]*

## **I. School Wellness Committee**

### ***Committee Role and Membership***

The CGWS will convene a representative CGWS wellness committee (hereto referred to as the LWC or work within an existing school health committee) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this CGWS-level wellness policy (heretofore referred as "wellness policy").

The LWC 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 (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., administrator/director, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the LWC will include representatives from each school building and reflect the diversity of the community.

*[Optional additional policy language:*

- *Each school within the CGWS will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the LWC.]*

### ***Leadership***

The Administrator/director or designee(s) will convene the LWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Ben Harris, School Director  
 437 Goldfloss Street, Winston Salem, NC 27127 336-723-6838  
[bharris@cgwsoc.org](mailto:bharris@cgwsoc.org)

**ALLIANCE FOR A HEALTHIER GENERATION MODEL WELLNESS POLICY**

Name	Title	Email address	Role
Ben Harris	CGWS School Dir.	bharris@cgwsoc.org	Assists in planning, implementation & evaluation of wellness policy
To be confirmed	CGWS High School Parent(s) representative(s)	Rolling Participation	Assists in planning, implementation & evaluation of wellness policy
Cynthia Williamson	School Food Service Director	cwilliamson@cgwsoc.org	Assists in planning, implementation & evaluation of wellness policy
Debra Gaines	CGWS Curriculum Specialist	dgaines@cgwsoc.org	Assists in planning, implementation & evaluation of wellness policy
Fernando Cespedes	CGWS ELL/LEP Teacher	fcespedes@cgwsoc.org	Assists in planning, implementation & evaluation of wellness policy
Hazel Mack	CGWS Board Member	hmackconsulting@gmail.com	Assists in planning, implementation & evaluation of wellness policy
Nurse Sally Hamilton, RN	Contracted Nursing Provider	United Health Centers Nurse United Health Centers  293-8728 ext. 142	Assists in planning, implementation & evaluation of wellness policy
	Two Community Representatives	Rolling Participation (Local Cooperative Extension Agency/Enterprise Cntr./Churches	Assists in planning, implementation & evaluation of

			wellness policy
Amanda Oglesby & Barb Andresen	Consulting Dietitian	ahoglesby@gmail.com	Assists in planning, implementation & evaluation of wellness policy
	School Nurse Consultant	To be identified by contract	Assists in planning, implementation & evaluation of wellness policy
Aynn Daniels	Consulting Compliance Officer	liandaconsultinggroup@gmail.com	Assists in planning, implementation & evaluation of wellness policy
Rovia Hall	Food Service Vendor Representative/Prime Tyme Soul Cafe	Dklovely362000@gmail.com	Assists in planning, implementation & evaluation of wellness policy

School wellness policy coordinators are the child nutrition/Food Service administrator, compliance officer, and dietitian who will ensure compliance with the policy.

### **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

#### ***Implementation Plan***

The CGWS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: [www.cartergwoodsonschool.org/wellness-policy](http://www.cartergwoodsonschool.org/wellness-policy)



**Recordkeeping**

The CGWS will retain records to document compliance with the requirements of the wellness policy at [CGWS's Administrative Office] and/or on [CGWS's central computer network]. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit LWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment\* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

**Annual Progress Reports**

The CGWS will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the CGWS in meeting wellness goals. This annual report will be published around the same time each year [June]. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated CGWS policy leader(s) identified herein; and
- Information on how individuals and the public can get involved with the LWC.

The annual report will be available in English and Spanish, as predominantly spoken at CGWS.

The CGWS will actively notify households/families of the availability of the annual report.

The LWC will establish and monitor goals and objectives for the CGWS's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

*[Additional policy language includes:*

- *The CGWS may track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures. The CGWS is encouraged to collaborate with local research institutions and universities.*

- *The CGWS will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.]*

#### ***Triennial Progress Assessments***

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

- The extent to which CGWS is in compliance with the wellness policy;
- The extent to which the CGWS'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 CGWS's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Cynthia Williamson, Food Service Director at [cwilliamson@cgwsoc.org](mailto:cwilliamson@cgwsoc.org).

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

The CGWS will actively notify households/families of the availability of the triennial progress report.

#### ***Revisions and Updating the Policy***

The LWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as CGWS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new 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 CGWS is committed to being responsive to community input, which begins with awareness of the wellness policy. The CGWS will actively communicate ways in which representatives of LWC 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 CGWS. The CGWS 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 CGWS will use electronic mechanisms, such as email or displaying notices on the CGWS'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 CGWS will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the CGWS and individual schools are communicating other important school information with parents.



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

## II. Nutrition

### **School Meals**

Our school CGWS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet 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 CGWS participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The CGWS also operates additional nutrition-related programs and activities including *other programs as warranted such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others*. All schools within the CGWS are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to 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 CGWS offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
  - Sliced or cut fruit is available daily
  - Daily fruit options are displayed in a location in the line of sight and reach of students
  - All available vegetable options have been given creative or descriptive names
  - Daily vegetable options are bundled into all grab and go meals available to students
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
  - White milk is placed in front of other beverages in all coolers
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
  - Student artwork is displayed in the service and/or dining areas
  - Daily announcements are used to promote and market menu options

*[Optional additional policy language includes:*



- *Menus will be posted on the CGWS website or individual school websites, and will include nutrient content and ingredients.*
- *Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.*
- *School meals are administered by a team of child nutrition professionals.*
- *The CGWS child nutrition program will accommodate students with special dietary needs.*
- *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.*
- *Lunch will follow the recess period to better support learning and healthy eating.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*
- *The CGWS will implement at least four of the following five Farm to School activities (meets HSP Gold level; mark/circle/highlight the four activities the CGWS plans to do):*
  - ***Local and/or regional products are incorporated into the school meal program;***
  - ***Messages about agriculture and nutrition are reinforced throughout the learning environment;***
  - ***School hosts a school garden;***
  - ***School hosts field trips to local farms; and***
  - *School utilizes promotions or special events, such as tastings, that highlight the local/regional products.]*

#### **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.

#### **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 CGWS will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

*[Optional additional policy language may include:*

- *Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.*
- *All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.]*

#### **Competitive Foods and Beverages**

The CGWS 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 (i.e., "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 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.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

*[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, CGWSs and schools must also comply with their state standards.]*

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\* [and *ideally, the extended school day\**] will meet or exceed the USDA Smart Snacks nutrition standards [or, *if the state policy is stronger, "will meet or exceed state 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, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards [or, *if the state policy is stronger, "will meet or exceed state nutrition standards"*], including through:

1. Celebrations and parties. The CGWS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The CGWS will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The CGWS will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

*[Meets HSP Silver]*

### **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\*. The CGWS will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

*[Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:*

- Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets HSP Gold)

### **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 and teachers, parents, students, and the community.

The CGWS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the CGWS and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### ***Nutrition Education***

The CGWS aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

*[Optional additional policy language includes:*

- *In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets HSP Silver/Gold level).*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets HSP Silver/Gold level).]*

### ***Essential Healthy Eating Topics in Health Education***



The CGWS will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

### ***Food and Beverage Marketing in Schools***

The CGWS 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 CGWS 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 CGWS property that contains messages inconsistent with the health information the CGWS is imparting through nutrition education and health promotion efforts. It is the intent of the CGWS 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 CGWS'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 [or, if stronger, "state nutrition standards"], such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is defined<sup>15</sup> as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer,

manufacturer, seller, or any other entity with a commercial interest in the product. 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, CGWSs will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include 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 CGWS.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

### III. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the CGWS is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the CGWS will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any. *"This does not include participation on sports teams that have specific academic requirements].* The CGWS will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

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

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

#### **Physical Education**



The CGWS 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).

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

All CGWS **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. *[NOTE: Additional optional policy language substitutions include: All [CGWS] elementary students in each grade will receive physical education for at least 90-149 minutes per week throughout the school year (Meets HSP Silver level). OR All [CGWS] elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets HSP Gold level).]*

All [CGWS] **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

*[NOTE: For additional rigor, optional language substitutions include: All [CGWS] secondary students (middle and high school) are required to take more than one academic year of physical education (meets HSP Silver level). OR All [CGWS] secondary students (middle and high school) are required to take physical education throughout all secondary school years (meets HSP Gold level).]*

The CGWS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

*[Additional policy language includes:*

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets HSP Silver level).*
- *All physical education teachers in [CGWS] will be required to participate in at least once a year professional development in education (meets HSP Silver level).*
- *All physical education classes in [CGWS] are taught by licensed teachers who are certified or endorsed to teach physical education (meets HSP Gold level).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*

### **Essential Physical Activity Topics in Health Education**

The CGWS will include in the health education curriculum the following essential topics on physical activity:

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
- 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 offer at least **20 minutes of recess** on all or most days during the school year. *This policy may be waived on early dismissal or late arrival days.* If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

**Outdoor recess** will be offered when weather is feasible for outdoor play. *“Students will be allowed outside for recess except when outdoor temperature is above/below CGWS-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightning or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.”* ]

In the event that the school or CGWS must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. *CGWS opts for building to building (elementary, middle and High school) indoor recess guidelines. Each building will maintain and enforce its own indoor recess guidelines.* ]

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

### ***Physical Activity Breaks (Elementary and Secondary)***

The CGWS 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. The CGWS recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The CGWS will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

#### **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 CGWS 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 CGWS encourages opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The CGWS will encourage students to be physically active before and after school by: *[CGWS provides appropriate and reasonable options such as clubs, physical activity in aftercare, intramurals, or varsity sports approaches.*

#### **Active Transport**

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

- Designation of safe or preferred routes to school (YES)
- Promotional 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 (YES)
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school (YES)
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## **IV. Other Activities that Promote Student Wellness**



The CGWS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The CGWS 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.

CGWS encourages coordination of content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the CGWS'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 the LWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

### ***Community Partnerships***

The CGWS will *develop, enhance, or continue* relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness 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 Engagement***

The CGWS 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 CGWS will use electronic mechanisms (such as email or displaying notices on the CGWS'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 opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

### ***Staff Wellness and Health Promotion***

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

*Strategy examples includes:*

- *The CGWS will use a healthy meeting policy for all events with available food options, created by the LWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.]*

***Professional Learning***

When feasible, the CGWS 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 CGWS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing CGWS reform or academic improvement plans/efforts.



*Glossary:*

**Extended School Day** - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, 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** - midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

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**Centers for Disease Control and Prevention**  
Your Online Source for Credible Health Information

School Health Index (SHI)

**Your School's SHI: Cart122858**

SHI Edition: SHI 2017 (7th Edition)

Created: 9/21/2019

Last Activity: 9/21/2019

**Overall Scorecard**

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment				✓	
Module 2 - Health Education			✓		
Module 3 - Physical Education and Physical Activity Programs			✓		
Module 4 - Nutrition Environment and Services				✓	
Module 5 - School Health Services			✓		
Module 6 - School Counseling, Psychological, and Social Services			✓		
Module 7 - Social and Emotional Climate				✓	
Module 8 - Physical Environment				✓	
Module 9 - Employee Wellness and Health Promotion	✓				
Module 10 - Family Engagement		✓			
Module 11 - Community Involvement		✓			