

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District 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:

<http://charlottesvilleschools.org/home/about-ccs/departments/special-education-and-student-services/school-health-advisory-board/>

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](#)

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at [District's Administrative Offices, Room #] and/or on [District's central computer network].

Documentation maintained in this location will include but will not be limited to:

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

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 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.**

NUTRITION

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 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.
- Promote healthy food and beverage choices using marketing and merchandising techniques:

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- 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.
- Offer breakfast and lunch programs at all schools with menus that meet or exceed the current nutrition standards established by the U.S. Department of Agriculture (USDA) <https://www.fns.usda.gov/school-meals/nutrition-standards-school-meals> and the Virginia Department of Education (VDOE) <http://www.doe.virginia.gov/support/nutrition/>. In addition, school breakfast and lunch items must meet the following division guidelines:
- Enable students to make healthier choices by:
 - Limiting total calories from sugars to no more than 35% or 15 grams per serving.
Exceptions to the standard are:
 - 100% fruits and fruit juices in all forms without added sugars.
 - 100% vegetables and vegetable juices without added sugars.
 - Nonfat and low-fat milk options containing no more than 12g of total sugars per 8oz portion and yogurt options containing no more than 10g of total sugars per 8oz portion.
 - Limiting total calories from fats to no more than 35% and 10% from saturated fat, with no added trans fats
 - Limiting total sodium content of meals as follows:
 - K-5 breakfast: <= 485mg
 - 6-8 breakfast: <= 535 mg
 - 9-12 breakfast: <= 570 mg
 - K-5 lunch: <= 935 mg
 - 6-8 lunch: <= 1035 mg
 - 9-12 lunch: <= 1080 mg
- 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 15 minutes at breakfast and 20 minutes 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).

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. In addition the district will:

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- Operate all Child Nutrition Programs under the supervision of professionally trained school food service staff.
 - All food service managers must have a food handler's permit. The division will hold monthly manager meetings and bi-annual full staff trainings.
 - Will support staff professional development in best practices relating to nutrition, culinary skills, management and customer service.
- Maintain a cafeteria environment conducive to a positive dining experience
 - With socializing among students and between students and adults.
 - With supervision of eating areas by adults who model proper conduct and voice level.
 - With adults who model healthy habits by eating with the students without using digital devices for entertainment personal use.
- Post on CCS website information about the nutritional content of all foods sold and served, including nutrition and ingredient labels for all processed food items.
<http://www.schoolnutritionandfitness.com/index.php?sid=1464118095830>

Water

To meet policy expectations for the availability of water:

- 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 and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.]
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

To meet the expectation of the Wellness Policy regarding Competitive Foods and Beverages, the division will insure:

- Vending machines will only be available to secondary school students and will only contain water.
- Birthday celebrations shall be limited to one per month and the offering of nutritious foods will be encouraged for parents who choose to provide food. Non-food celebrations will be encouraged and promoted. <https://www.cdc.gov/healthyschools/npao/pdf/tips-for-teachers.pdf>
- Food shall not be used as a reward, incentive, or treat, or withheld as a punishment, on school grounds, at school outings or in vehicles licensed to transport students.
- Non-food fundraising is encouraged, especially fundraising activities that promote physical activity. When school-sponsored fundraising involves food, items must meet the "Smart Snacks" guidelines, and cannot be sold during breakfast or lunch times or for immediate consumption. When PTO, club, or sports team fundraising involves food, items cannot be sold during breakfast or lunch times or for immediate consumption.

- Students and staff members will have easy access to free and safe drinking water at all times throughout the school day, including during meal times.
- Students will be allowed to bring drinking water from home into the classroom.
- Water will be promoted as a substitute for sugary drinks, and school staff will be encouraged to model water consumption.
- Students and staff will have access to free, safe and fresh drinking water throughout the day and, specifically, in the dining facilities during meals.⁴ (WellSAT NS51)

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District 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.

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

- *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. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)*

Nutrition Promotion

The District 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 at least ten or more evidence-based healthy food promotion techniques through the school meal programs using marketing and merchandising techniques; and

- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The Charlottesville City School Division will:

Use a consistent, sequential and evidence-based K-10 nutrition curriculum and engage in nutrition promotion by:

- Integrating school gardens with academic curricula and wellness initiatives and
- Link with school meal programs, other school foods, after-school programs, and nutrition-related community services. Training staff in nutrition education, with an emphasis on division wellness policies and regulations.
- Integrating nutrition education into classroom instruction in subjects such as English/language arts, math, science, social sciences, and elective subjects.
- Coordinating nutrition education between food service staff and teachers, and including education for parents and families
- Teaching skills that are behavior-focused, interactive, developmentally appropriate and/or participatory that may include:
 - Activities involving contests, promotions, taste-testing, farm visits, and school garden projects that promote whole foods and cooking from scratch.
 - Lessons that teach media literacy with an emphasis on food marketing and reading nutrition labels.
 - Lessons that address the harmful health effects of sugar, excessive salt, trans fats, saturated fats and the importance of portion control and exercise healthy eating and physical activity.
- Ensuring that nutrition-related content will be taught at all grade levels, K-10 twice a year during physical education or health class.
- Ensure that all elementary, middle, and high school students will receive sequential and comprehensive nutrition education;
- Staff are strongly encouraged to model healthful eating habits, and discouraged from eating in front of children during regular class time.
- 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;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;

- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;celebrating Charlottesville Farm to School and Healthy Schools Week
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- advertising of food and beverages will be considered in the selection of curricular/educational materials, i.e. textbooks;
- 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
- All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curriculum

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact 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

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. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for 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, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is 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.

II. Physical Activity

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
- Not reduce or eliminate time for recess, physical education or physical activity as a punishment.
- 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.
- 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

The District will include in the health education curriculum a minimum of 12 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

Protocols regarding recess include recommendations from the School Health Advisory Board. The administration will follow state guidelines and will attempt to have a goal to meet the SHAB as follows:

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/> 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 into 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 District-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 district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

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.

Classroom Physical Activity Breaks

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

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

Counseling and Mental Health Services

The division staff will collaborate with community partners and qualified to staff to offer a variety of services below as are appropriate:

- 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).
- 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

Division administration will collaborate locally and on a larger scale to provide components for a health school environment. Some possibilities may include:

- Foster relationships within the greater Charlottesville community.
- 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.
 - Kitchen facilities for cooking-from-scratch
 - 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

In addition to encouraging more communication and promotion of activities related to wellness, the school division may offer some of the following programs in its efforts:

- Offer staff health and wellness classes, workshops, educational materials and an online forum for sharing information, successes and challenges. Ensure that all staff is familiar with and understands the division wellness policies and regulations.
- Ensure that the school environment, including cafeterias and classrooms, provides clear and consistent messages that reinforce healthy eating.
- Encourage staff to model healthy eating and physical activity as a valuable part of daily life.
- Specify the Superintendent or designee as responsible for health and wellness communications beyond required policy implementation reporting. JESSICA, Not the role of the SHAB to do this.
 - o Nutrition Services will provide families with opportunities for input and, to the extent possible, provide monitoring of their children's food purchases at the K-8 level.
- Enable schools to link nutrition education activities with the coordinated school health program, such as the joint ASCD/CDC Whole School, Whole Community, Whole Child (WSCC) model.
- Encourage feedback from parents and community through stakeholder meetings, surveys, and on-line access to background materials.
- Provide nutrition education to parents in forms that may include:
 - o Handouts including Harvest of the Month Backpack flyers
 - o School website
 - o Articles and information provided in division and school newsletters
 - o Presentations that focus on nutrition and healthy lifestyles
- Provide parents and students with science-based information regarding the damaging health effects of sugar, excessive salt, trans fats, saturated fats and the importance of healthy eating and physical activity, as well as a list of healthy snack ideas and ways to be physically active as families.
- Publicize individual school successes and division-wide successes resulting from the implementation of the Wellness Policy and Regulations, annually to the school community and general public.

Evaluation

- A division-wide Wellness Committee approved by the School Board 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.

SHAB Goals (based on 2020 Triennial Assessment Review)

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. As part of this first triennial assessment, the policy as well as it's implementation were analyzed. As a result, the School Health Advisory Board has created a list of goals and current progress towards those goals.

Goals	Progress
<p>Ensure that each school has a wellness committee composed of a variety of staff, students, parents, nurses and community members that will report to the SHAB committee twice yearly.</p>	<p>Wellness committee leads for each school were identified by the building admin and shared with the board (2019)</p> <p>Each school gave a report of progress/goals in Nov. 2019.</p> <p>*need to include more diverse representatives on the committees including parents.</p> <p>2020-2021 and beyond- committees will use an assessment tool from the Alliance for a Healthier Generation to set goals for the school year.</p> <p>Collaboration with PTO encouraged to help fund school based wellness initiatives.</p>
<p>Expand wellness integration through community partnerships.</p>	<p>Completed/Ongoing</p> <p>Cultivate Charlottesville City Schoolyard Garden program- each of the schools in the division has a garden and a garden coordinator to help integrate nutrition and healthy eating in core and health classes.</p> <p>Harvest of the Month-increasing locally sourced fresh, scratch made items.</p> <p>Ystreet and Move2Health have supported student advocacy for more healthy beverage options. Hydration stations installed at CHS (2019)</p> <p>Addition of an Urban Farming class in 2019 at CHS.</p> <p>Wildrock- pre-k students have been working with Wildrock since 2018. Some of the elementary schools have outdoor play stations through Wildrock, all 6 will have a play station by the end of 2020.</p> <p>Funding for formal Pre-K nutrition received through a collaborative grant with City Schoolyard garden (2020-21 school year)</p>

<p>Implement and expand SEL curriculum/model</p>	<p>Current/Ongoing</p> <ul style="list-style-type: none"> ● Develop a shared vision and aligned goals for SEL. ● Assess SEL needs and resources (completed Dec. 2019) <p>By 2021</p> <ul style="list-style-type: none"> ● Communicate about SEL as district priority ● Organize the district to promote more collaboration between school and district ● Strengthen staff social, emotional and cultural competence <p>2021-</p> <ul style="list-style-type: none"> ● Develop and execute a district plan for systemic SEL implementation ● Develop and execute an aligned evaluation plan
<p>Provide access for students to participate in physical activity outside of physical education/after school hours.</p>	<p>Completed/Ongoing</p> <ul style="list-style-type: none"> ● Wellness needs assessment: (Jan. 2020) received input from the elementary PE staff and building admin on current beyond school offerings for students that relate to wellness (physical activity, health or SEL) component ● Most building cited money and staffing as a need to expand our current offerings ● Reviewing various low cost options that can be sustained and for no cost to students (Jan. 2020)

Revised: December 1, 2011
 Revised: September 7, 2017
 Revised: June 17, 2021

Appendix A**School Health Advisory Board (SHAB) Members
2020-2021**

Jessica Brantley	Health and PE Coordinator
Dr. Kendra King	Director of Student Services
Nancy Santoski	Thomas Jefferson Health Department
Dr. Sherry Kraft	School Board Member Representative
Lashundra Bryson Morsberger	School Board Representative
Jamie Leonard	UVA director of health promotion
Carlton Jones	School Nutrition Coordinator
Liz Horton	UVA Injury Prevention Coordinator
Marica Bell	School Nurse at JV Elementary
Barbara Yager	City of Promise
Sumner Brown	Community Health Educator
Kelly Walters	PE Teacher at Johnson and parent
Christa Bennet	Parent
Ernest Chambers	PE Teacher at Burnley Moran and parent
Crystal Beasley	Teacher at Buford Middle School
Traci Martin	PE Teacher at Venable Elementary
Laura Handler	Region Ten
Lindsay Houser	UVA Cancer Center(Tobacco Free CommunityCoalition)
Polly Clark	Parent
Dr. Paige Perriello	Charlottesville Pediatrician-Pediatric Associates

Appendix B**School Wellness Committee Contacts
2020-2021**

Johnson Elementary	Kelly Walters
Greenbrier Elementary	Zach Laird
Clark Elementary	Rob Puie and Rolando Tillman
Jackson Via Elementary	Mark Shipp
Venable Elementary	Tricia Goyea
Burley Moran Elementary	Sherry Eicher
Walker Elementary	Chris Shuma
Buford Middle	Matthew Resnick
Charlottesville High	Nathan Alexander
LMA	Jill Dahl
Hospital Education	Tracey Casarez

[Alliance for a Healthier Generation School Wellness Committee Toolkit](#)

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](#)