



September 2017

DCPS Local Wellness Policy

Chancellor's Directive #302

Version 1.0

Approved by: Antwan Wilson, Chancellor
Jason Kamras, Transitional Chief of Equity
Scott Barash, General Counsel

Chancellor’s Directive #3021

I. Executive Summary.....4

A. Introduction4

B. Purpose.....5

C. Roadmap5

II. Legal Provisions6

A. Federal Guidance6

B. DC Healthy Schools Act6

III. Ensuring Quality Health Education, Physical Education, and Physical Activity.....7

A. Health Education7

 1. Elementary School Level (Grades K-5).....7

 2. Middle School Level (Grades 6-8).....7

 3. High School Level (Grades 9-12).....7

B. Nutrition Education7

C. Physical Education8

 1. Elementary School Level (Grades K-5).....8

 2. Middle School Level (6-8)8

 3. High School Level (Grades 9-12).....8

D. Physical Activity.....9

E. Health Education and Physical Activity for Early Childhood Education10

 1. Physical Activity11

IV. Establishing Nutritional & Operational Guidelines for All Foods Served and Sold on Campus.....12

A. National School Breakfast Program12

B. National School Lunch Program13

C. Family Style Meals13

D. Fresh Fruit & Vegetable Program.....13

E. After School Snacks and Suppers.....13

F. DC Free Summer Meals Program13

G. Meal Times and Scheduling14

H. Competitive Foods Standards14

I. Nutritional Standards15

J. Vending Machines15

K. Creating a Safe Cafeteria Environment15

L. Allergies/Dietary Restrictions16

M. Adult Meals16

V. Health Services17

A. Health Requirements17

B. Access to Medication18

C. 504 Plan18

D. School Health Services Program18

E. School-Based Health Centers18

F. Sexual Health Services19

G. School Mental Health.....19

VI. Ensuring a Safe & Supportive School Climate20

A. Bullying Prevention20

B. Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Student Supports20

C. School Climate Initiative.....21

VII. Increasing Environmental Sustainability of Schools22

A. Sustainable Food Service.....22

B. Sustainable Buildings.....22

 1. Integrated Pest Management23

 2. Indoor Air Quality23

C. Sustainable Learning23

VIII. Community Engagement and Staff Wellness25

A. Keeping the Community Informed.....25

B. Staff Wellness.....25

IX. Measuring Policy Impact and Implementation27

A. School-Based Wellness Councils27

B. Conclusion28

Appendices29

Appendix I: CDC Whole School, Whole Community, Whole Child (WSCC) Model30

Appendix II: Local Wellness Policy Checklist.....31

Appendix III: Contact Information33

Appendix IV: Glossary of Acronyms34

I. Executive Summary

| | |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Originating Office: Office of Equity</p> | <p>Number: 302</p> |
| <p>Subject: DCPS Local Wellness Policy</p> <p>Authority: 42 U.S.C. § 1758b; 7 CFR Part 210; DC Law 18-209.</p> | <p>Date: September 2017</p> <hr/> <p>Rescinds: Directive 642.1 (August 1, 1977); Directive 642.2 (March 21, 1978); Directive 642.3 (July 10, 1978); Directive 642.4 (September 1, 1978); Directive 642.5 (August 27, 1979); Directive 642.7 (August 1, 1984); Directive 642.9 (April 14, 1992).</p> |

A. Introduction

The District of Columbia Public Schools (DCPS) plays a critical role in promoting student health. Studies have shown that school health programs can positively affect educational and health outcomes¹. A school environment that encourages the overall health of students and provides tools that lead to lifelong patterns of healthy behaviors is integral to a student’s ability to learn and focus. The Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD) developed the Whole School, Whole Community, Whole Child (WSCC) model, in Appendix I, which provides a framework for integrating health-promoting practices. The model focuses on a school-wide approach to supporting the whole child, through a collaborative approach to health and learning to improve cognitive, physical, social and emotional development, and maximize success. With the 2017 revision of the Local Wellness Policy (LWP), DCPS has embraced and adapted this model to frame efforts to support DCPS students. Questions about this policy shall be directed to dcps.policy@dc.gov. Contact information for specific topic areas discussed in this policy can be found in Appendix III.

¹ Centers for Disease Control and Prevention (2015), The Case for Coordinated School Health. Retrieved from <http://www.cdc.gov/healthyyouth/cshp/case.htm>.

B. Purpose

This policy outlines federal and district requirements along with DCPS' broader school health and wellness policies, to positively impact health and educational outcomes and support the needs of the whole child.

DCPS will partner with community-based organizations and other government agencies to:

1. Promote health education and healthy behaviors;
2. Increase physical activity of students before, during and after the school day;
3. Offer healthy food to students;
4. Provide universal supports to families and school staff to meet student health needs;
5. Support safe, positive, thriving and inclusive school climates; and
6. Increase the environmental sustainability of schools.

The LWP articulates how to implement programming toward these six goals so that students are supported as whole children to maximize their readiness to learn.

C. Roadmap

Section II covers a set of legal provisions informing this policy. Section III outlines requirements for health education (including nutrition education), physical education, and physical activity. Section IV articulates nutritional and operation guidelines for all foods served and sold on school campuses. Section V has health requirements and covers how DCPS provides universal supports to families and school staff to meet student health needs. Section VI lays out policies and initiatives within DCPS to ensure that school climates are safe, inclusive and conducive to effective teaching and learning. Section VII focuses on policies to increase the environmental sustainability of food service, school buildings and using sustainable changes and practices as learning tools for students. Section VIII outlines how DCPS will keep the schools informed about the LWP. Additionally, it has recommendations for staff wellness. Section IX, the final section of the LWP, has requirements for the development and maintenance of School-Based Wellness Council to ensure compliance and implementation of the LWP. Sections III through IX each have a "Wellness in Action" box highlighting school-level best practices to implement the requirements of that section.

A checklist of DCPS' LWP requirements for schools to ensure that they are implementing the LWP can be found in Appendix II. Contact information can be found in Appendix III for the various offices in DCPS that can support schools with meeting these requirements. A glossary of acronyms used throughout the LWP can be found in Appendix IV.

II. Legal Provisions

Through the 2004 Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act, U.S. Congress established a requirement that all school districts with a federally funded school meal program develop and implement a local school wellness policy (LWP). This legislation was reauthorized through the Healthy, Hunger-Free Kids Act of 2010. In July 2016, the United States Department of Agriculture (USDA) finalized regulations that further expanded the requirements to strengthen and increase the transparency of LWPs.

A. Federal Guidance

Federal law require that LWPs must, at a minimum:²

- Include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness;
- Establish nutrition guidelines for all foods available on each campus during the school day;
- Include policies for the marketing and advertising of food and beverages that meet Smart Snacks Standards, a federal requirement for all foods sold outside the National School Breakfast and Lunch Program;
- Require that local education agencies (LEAs) involve parents, students, representatives of the school food authority, school staff and administrators, and the public in the development, implementation and review of the school wellness policy;
- Require that LEAs inform and update parents, students, school food authority representatives, school staff and administrators, and the public about the content and implementation of the local school wellness policy;
- Require that LEAs assess the LWP, at least every three years, to measure the implementation of the LWP, and make the assessment available to the public; and
- Require that guidelines for reimbursable school meals are not less restrictive than regulations and guidance applicable to school meals issued by the Secretary of Agriculture.

B. DC Healthy Schools Act

In 2010, DC enacted the Healthy Schools Act (HSA), placing additional requirements on the LWPs adopted by DCPS and public charter schools. The HSA states that LWPs should include goals for improving the environmental sustainability of schools, increasing usage of locally grown, locally processed and unprocessed foods from growers engaged in sustainable agricultural practices, increasing physical activity, and developing and implementing an Environmental Literacy program.³ LWPs are to be revised at least once every three years. A copy shall be posted on each school's website if it has one, distributed to food service staff members, the school's parent/teacher organization if it has one, and made available in each school's office. The Office of the State Superintendent of Education (OSSE) shall review each LWP to ensure that it complies with federal requirements and shall examine whether schools comply with their policies.

² 42 U.S.C. § 1758b, 7 CFR 210.

³ DC Law 18-209; (D.C. Code § 38-826.01).

III. Ensuring Quality Health Education, Physical Education, and Physical Activity

A. Health Education

At every grade level, DCPS ensures that students receive a sequential, comprehensive, and standards-based health education program. DCPS' program is taught by qualified and certified personnel, is based on the needs of students, and is designed to provide students with the knowledge and skills necessary to promote and protect their health.

1. Elementary School Level (Grades K-5)

Health Education must occur at least 15 minutes per week and may take place during Physical Education; however, schools will move towards Health Education being offered at least 75 minutes per week.

2. Middle School Level (Grades 6-8)

Health Education must occur for at least 45 minutes per day for one quarter each school year (for a total of three quarters); however, schools will move towards Health Education being offered at least 75 minutes per week.

3. High School Level (Grades 9-12)

Health Education is required for 0.5 credits.

All health and PE teachers shall be fully certified to teach these subjects. Before inviting a community partner in to assist with health education, schools will coordinate with DCPS' Health and Physical Education Department to ensure the community partner's curriculum aligns with the Office of the State Superintendent of Education's (OSSE) Health Education Standards.

B. Nutrition Education

One component of a comprehensive health education program is nutrition education. Schools will provide nutrition education that:

- Is part of the health education course;
- Is accessible to all students;
- Is integrated into other content areas such as math, science, language arts, social sciences, and elective subjects (resources will be disseminated to teachers and other staff);
- Includes enjoyable, developmentally appropriate, culturally relevant, participatory activities such as contests, promotions, taste tests, farm visits, and school gardens;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health enhancing nutrition practices;
- Emphasizes caloric balance of food intake and energy expenditure (physical activity/exercise);
- Links with DCPS' curriculum, school meal programs, other school foods, and nutrition-related community services and education programs;
- Incorporates wellness nights into school programming;

- Teaches media literacy with an emphasis on the influence of food marketing; and
- Includes training for teachers, parents and community partners.

C. Physical Education

Physical education is an important part of the DCPS curriculum. This program includes education in lifetime, individual and cooperative sports; individual and group fitness; as well as aesthetic movement forms, such as dance, yoga and martial arts. DCPS recognizes Physical Education as an integral part of the academic program that is a “right,” not a “privilege,” and will therefore not be withheld from students. Consequently, schools will provide the following for Physical Education:

1. Elementary School Level (Grades K-5)

Physical Education must be scheduled for at least 90 minutes per week throughout the full school year; however, schools will move toward Physical Education being offered at least 150 minutes per week.

2. Middle School Level (6-8)

Physical Education must be scheduled for at least 150 minutes per week throughout the full school year; however, schools will move toward Physical Education being offered at least 225 minutes per week.

3. High School Level (Grades 9-12)

Physical Education is required for two semesters as part of the Carnegie Units needed for graduation.

Physical Education teachers will implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health:

- DCPS will enhance the quality of physical education curricula and increase training of physical education teachers through site-based and mandatory district-wide staff development;
- All health and physical education teachers will be fully certified to teach health and physical education;
- An appropriate alternative activity to physical education will be provided for students who have disabilities that restrict participation in general physical education settings;
- Dedicated spaces will be provided for physical education;
- Physical education staff, in collaboration with the school administration, will appropriately limit the amount or type of outdoor physical exercise required of students during air pollution episodes and inclement weather conditions. During these times, alternative indoor Physical Education or physical activity will be provided;
- Physical education programs will engage students in moderate to vigorous physical activity for at least 50% of class time. Student fitness levels will be assessed using the FITNESSGRAM physical fitness assessment tool for grades 4 and above that measures aerobic capacity, body composition, muscular strength and endurance, and flexibility; and
- Physical education programs will occur in addition to activities such as athletics, dance, and JROTC; DCPS does not allow substitutions for Physical Education.

Wellness in Action

Prioritizing Health and Physical Education and Physical Activity at Van Ness ES



Led by Principal Cynthia Robinson-Rivers, the Van Ness school community emphasizes caring for the whole child through the incorporation of yoga and mindfulness lessons, daily physical education, and prioritizing movement throughout the day. According to Ms. Darlene Ferguson, the HE/PE teacher, a “dedicated space and scheduling are integral to her students receiving 150 minutes of PE weekly.” Mrs. Ferguson also acknowledges that having a principal who prioritizes HE and PE has been essential. Principal Rivers is a firm believer that “students moving throughout the day is essential to preparing them to learn and think critically!” The Van Ness school community proved that physical activity throughout the school day is an essential part of their school culture when they hosted a school-wide day of brain boosters. At the beginning of every hour, teachers were prompted through the school’s intercom system to begin a short brain booster using nationwide best practices such as Jammin’ Minute and Go Noodle. Teachers reported that after each short brain booster, students were more engaged and better prepared to learn.

D. Physical Activity

Research has shown that physically active students perform better academically, have better attendance, show improved behavior, and have improved brain function – specifically executive function that supports academic learning and ability to moderate behavior.⁴ As students spend much of their time in schools, DCPS recognizes that the school environment is key to offering students opportunities to be physically active. Active schools incorporate physical activity before, during, and after the school day.

Opportunities for physical activity include, but are not limited to, physical education, intramural sports, interscholastic athletics, physical activity clubs, recess, and classroom-based physical activities.

⁴ Centers for Disease Control and Prevention (2010), The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance. Retrieved from https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf.

Schools will ensure that:

- Grades K-8 are provided with at least one daily period of recess at least 20 minutes in length. Recess provides students with child-initiated discretionary time to engage in physical activity that helps them develop healthy bodies and enjoyment of movement;
- Staff receive professional development to promote students' physical activity during recess and to develop conflict resolution skills to assist in working through disputes between students;
- Mandatory physical activity (e.g., running laps, pushups) or the withholding of physical activity (e.g., recess, physical education) will not be used as punishment, but additional physical activity opportunities may be used as a reward;
- Physical activity is integrated into the academic schedule each day, including in math, science, language arts, social sciences, and elective subjects (such as outdoor education). Resources and professional development will be provided to classroom teachers and other staff to implement physical activity into the academic schedule;
- Physical activity including "brain boosts", such as *Energizers*⁵, *GoNoodle*⁶, and *Take 10*⁷ are incorporated throughout the school day;
- Provide opportunities for "active transport" (walking, skating, and biking to school) through participation in Safe Routes to School, National Bike to School Day, etc. and through provision of appropriate places to store bicycles during the school day.

Additional opportunities for students to be physically active are available through DCPS' interscholastic athletic program. DCPS encourages student participation in intra and extramural activities as an extension of physical education.⁸ This programming assists student-athletes in developing per their individual interests and abilities.

E. Health Education and Physical Activity for Early Childhood Education

Health and Nutrition Education are essential components of the Early Childhood Education (ECE) curriculum for students in PK 3 and PK 4. Students receive daily instruction and reinforcement of developmentally appropriate health concepts including hygiene, self-care, oral health, and safety. Additionally, throughout the school year, students learn about their bodies and develop skills to take care of their bodies as well as the expression and identification of feelings. Students are exposed to nutrition concepts through:

- Use of materials (i.e. books, toys, etc.) that promote knowledge and exploration of healthy foods;
- Intentional incorporation of nutrition materials into the curriculum that support math concepts, discovery, cultural diversity, and language arts;
- Use of school meal program, menus, and the family style meal lunch program as an opportunity to discuss nutrition and encourage children to taste new foods;
- Professional development for teachers on how to incorporate the above concepts;
- Reinforcement of concepts taught in the classroom through training of and supported by materials provided to families to incorporate at home.

⁵ <http://www.eatsmartmovemorenc.com/Energizers/EnergizersForSchools.html>.

⁶ <https://www.gonoodle.com>.

⁷ <http://take10.net>.

⁸ Athletic offerings can be found on the DCPS website [at https://dcps.dc.gov/sports](https://dcps.dc.gov/sports).

1. Physical Activity

The ECE curriculum supports the development of students' gross, fine and perceptual motor skills. Opportunities for daily active play are essential for the development of students' various muscle groups, and facilitate teachers' observation and assessment of students' physical development skills, which are assessed across a continuum. Active play minutes will be accumulated throughout the school day and can be achieved through recess, active transitions, and intentional classroom activities (i.e. songs, games, books, etc.) that involve and direct physical movement. Recess, which typically allows Pre-Kindergarten 3 and 4 (PK 3 and 4) students to run and climb on equipment, is where they achieve important moderate-to-vigorous physical activity. Appropriate teaching staff will be provided with training, resources and support to meet physical activity requirements for PK3 and PK4 students in the classroom and during recess. Schools will provide PK3 and PK4 students with:

- A minimum of 60 minutes of daily active play; however, schools will move toward 90 minutes of daily active play. These minutes will consist of a combination of adult-led/structured active play and child-initiated /unstructured active play. Child-initiated/unstructured play shall account for, at a minimum, two-thirds of the total required minutes and adult-led/structured play shall account for one-third of the total required minutes.
- Recess will occur at a minimum of 40 minutes daily; however, schools will move toward at least 60 minutes daily. Recess shall be scheduled in more than one block of time (ex. two 20-minute sessions, two 30-minute sessions), with two to three occasions of daily active play occurring outdoors, weather permitting. In the event of inclement weather, space will be provided inside for children to engage in child-initiated/unstructured play.

Wellness in Action

Incorporating Physical Activity throughout the School Day at Barnard ES



At Barnard Elementary School, health and wellness is part of the school culture. Teachers are encouraged to prioritize their health and wellness which leads to them prioritizing the health and wellness of their students. Students receive PE twice per week, which also includes components of HE. During the PE class, students are able to make the connection between the lesson and how it impacts their health. Whether students are actively transitioning across “wings” to get to their classes, participating in unstructured and structured (led by Playworks) recess, or seeing the staff model healthy behaviors by engaging in physical activity themselves, there is no doubt that health and wellness is embedded in the school culture. As the principal Dr. Grace Reid has enthusiastically proclaimed, “the business of health is critically important for the success of students!”

IV. Establishing Nutritional & Operational Guidelines for All Foods Served and Sold on Campus

DCPS provides healthy and nutritious meals and snacks to fuel students' minds and bodies so they are prepared to learn and achieve each day. Access to healthy foods is an important factor leading to academic success. At DCPS, the Office of Food & Nutrition Services (FNS) ensures that all foods served through the National School Breakfast Program, National School Lunch Program, Family Style Meals Program, Fresh Fruit & Vegetable Program, Afterschool Snack Program, Afterschool Supper Program, Free Summer Meals Program, and vending machines (see section J. Vending Machines, below), meet and often exceed USDA and HSA (to include Healthier US Schools Challenge Gold Award Level⁹) nutritional standards.

Schools will encourage participation in these meal programs through outreach and promotion of school meals to students, staff, families, and the community. This shall include flyers, home mailings, website postings and other creative avenues of communication. Schools will limit students' ability to leave campus to obtain fast food for lunch or other meals. School staff shall encourage students to participate in meal programs, and to taste food they may not have tried before. DCPS encourages the support of our child nutrition programs in additional ways such as creating after-school cooking clubs, planning farm visits, chef demos and cooking demonstrations, planting community/school gardens, and providing wellness resources to families. Cold, filtered water shall be made available to students through drinking fountains or other means when meals are served. In the absence of a drinking fountain in the cafeteria, DCPS will ensure that students have a water dispenser and cups in an easily accessible area to serve.

In addition to the child nutrition programs, DCPS will help students make the healthy choice the easy choice by ensuring all food available or sold on school grounds meets USDA Smart Snacks in Schools¹⁰ and DC Healthy Schools Act (to include Healthier US Schools Challenge Gold Award Level) nutritional standards. Nutritional standards can found in Appendix II.

A. National School Breakfast Program

Schools will operate a universal "Free for All" School Breakfast Program. Elementary schools with more than 40% of students qualifying for free or reduced-price meals will operate Breakfast in the Classroom (BIC) in every classroom. These schools can only operate a breakfast model other than BIC if their breakfast participation rate exceeds 75% daily attendance. Secondary schools with more than 40% of students qualifying for free or reduced-price meals are required to offer alternative breakfast models (such as grab and go carts in high traffic areas). FNS will assist schools in planning and executing each breakfast model.

⁹ https://www.fns.usda.gov/sites/default/files/cn/2014hussc_criteria.pdf.

¹⁰ <https://www.fns.usda.gov/sites/default/files/tn/USDASmartSnacks.pdf>.

B. National School Lunch Program

Schools that collect Free and Reduced Meal (FARM)¹¹ applications will strive for 100% household submission of applications to ensure every student that may qualify for free or reduced price meals receives this benefit. Students that qualify for free or reduced price meals will receive free meals. DCPS will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced price meals. Toward this end, schools will utilize electronic identification systems (to include pinpads and card scanners) at the point of sale.

C. Family Style Meals

Family Style Meals is a requirement for all Title I PK3 and PK4 classrooms and is founded on developmentally appropriate best practices for early childhood students. Through Family Style Meals students begin to build critical healthy and nutritious habits that set a precedent for their overall health and development. During this time, the classroom teacher and paraprofessional shall engage with students to create a positive and encouraging eating environment that continues important skill development. At a minimum, 30 minutes shall be scheduled for Family Style Meals, and it is required to occur in the classroom unless other arrangements have been approved by the Early Childhood Education Division (ECED). After lunch, and using materials provided by the ECED, all teachers are to support students with tooth brushing to assist student development of proper oral hygiene skills.

D. Fresh Fruit & Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) provides students in participating schools with a taste of fresh fruits and vegetables outside of the meal programs. It is an effective and creative way of expanding the variety of fruits and vegetables that students experience. Schools participating in the FFVP will serve free fresh fruits and vegetables outside of the National School Breakfast Program (NSBP) and National School Lunch Program meal periods but within the school day, and widely publicize the availability of the program within the school. School staff operating the program will encourage students to try the new fruits and vegetables and incorporate the program into educational content when possible.

E. After School Snacks and Suppers

After school snacks and suppers, when offered, will contribute to student diet and health by providing a well-balanced snack or supper during afterschool activities. Food Service vendors will implement the afterschool snack and supper programs with guidance and oversight from FNS.

F. DC Free Summer Meals Program

DCPS sponsors the DC Free Summer Meals Program (FSMP), serving free breakfast and lunch to all DC students under the age of 18. Meals are available to all students at operating sites, regardless of whether they are participating in school activities.

¹¹ <https://dcps.dc.gov/farm>.

G. Meal Times and Scheduling

- Students will have sufficient time to eat breakfast, and all DCPS students will have access to breakfast until at least 9:15am every day;
- School lunch must be served between 10am – 2pm, and schools will ensure that enough time is scheduled in-between breakfast and lunch;
- Schools will ensure students have at least 30 minutes to eat lunch and sufficient time during the lunch period for every student to pass through the food service line. (Recommendation: no more than 60 students per serving line/point of sale machine for each 30-minute lunch period);
- Elementary schools will schedule lunch after recess periods whenever possible; and
- There must be two hours in-between the end of the last lunch period and the beginning of afterschool snack/supper service (or 4pm).

H. Competitive Foods Standards

All beverages and snack foods provided by or sold in DCPS, including those served outside of the school meals program (i.e. “competitive” foods and beverages), or provided by organizations partnering in our schools, whether through vending machines, a la carte lines, snack bars, school stores, or fundraisers must meet the USDA Smart Snacks in Schools and the HSA (to include Healthier US Schools Challenge Gold Award Level) nutritional standards.

- Schools will prohibit third parties other than school related organizations and school meal service providers from selling food or beverages of any type to students on school property from 90 minutes before the school day begins until 90 minutes after the school day ends.
- Schools will not use food and beverages that do not meet the nutritional standards for any school-sponsored classroom celebrations.
- Schools will not use or withhold any food or beverage as reward or punishment or as incentives, prizes, or awards. See the LWP Implementation Toolkit for alternative ways to reward students.
- Schools will only market and promote foods and beverages that meet the nutritional standards.
- Schools will limit celebrations that involve food or beverages during the school day to no more than one party per class per month. See the LWP Implementation Toolkit for a list of healthy party ideas, including non-food celebrations. Schools will encourage teachers and families to only bring food and beverages that meet the nutritional standards, listed below, on school grounds, including in student lunches from home.
- The requirements of this section do not apply to food and drinks available only to faculty and staff members, food provided at no cost by parents, food sold or provided at official after-school events and adult education programs, and food not consumed or marketed to students.

I. Nutritional Standards

The below table outlines the nutritional standards for all foods provided by or sold in DCPS as defined by the cafeteria and vending machine food vendor contracts.¹²

| | | | | | | | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------|
| Portion Size | <ul style="list-style-type: none"> ▪ Snacks ≤200 calories ▪ Entrees ≤350 calories | | | | | | |
| Grains | Must be whole grain rich (at least 51% whole grain) | | | | | | |
| Fruit/Vegetables | <ul style="list-style-type: none"> ▪ Dried fruit must have no added sweetener ▪ Canned fruit must be packed in water or natural fruit juice | | | | | | |
| Beverages | <table border="1"> <tr> <td>Milk</td> <td> <ul style="list-style-type: none"> ▪ Limited to low fat or skim, non-flavored ▪ ≤8oz. serving size </td> </tr> <tr> <td>Juice</td> <td> <ul style="list-style-type: none"> ▪ Must be 100% fruit/vegetable juice ▪ Serving size: ≤6oz. Elementary and Middle Schools ▪ Serving Size: ≤8oz. High Schools </td> </tr> <tr> <td>Water</td> <td>Must be non-flavored, non-sweetened, non-carbonated, non-caffeinated</td> </tr> </table> | Milk | <ul style="list-style-type: none"> ▪ Limited to low fat or skim, non-flavored ▪ ≤8oz. serving size | Juice | <ul style="list-style-type: none"> ▪ Must be 100% fruit/vegetable juice ▪ Serving size: ≤6oz. Elementary and Middle Schools ▪ Serving Size: ≤8oz. High Schools | Water | Must be non-flavored, non-sweetened, non-carbonated, non-caffeinated |
| | Milk | <ul style="list-style-type: none"> ▪ Limited to low fat or skim, non-flavored ▪ ≤8oz. serving size | | | | | |
| | Juice | <ul style="list-style-type: none"> ▪ Must be 100% fruit/vegetable juice ▪ Serving size: ≤6oz. Elementary and Middle Schools ▪ Serving Size: ≤8oz. High Schools | | | | | |
| Water | Must be non-flavored, non-sweetened, non-carbonated, non-caffeinated | | | | | | |
| Fat | <ul style="list-style-type: none"> ▪ Trans-fat free ▪ ≤ 35% calories from total fat (excludes reduced fat cheese, seeds, and seed butters) ▪ ≤ 10% calories from saturated fat (excludes reduced fat cheese, seeds, and seed butters) | | | | | | |
| Sugar | ≤ 35% sugar by weight | | | | | | |
| Sodium | <ul style="list-style-type: none"> ▪ ≤ 200mg per side dish ▪ ≤ 480mg per side dish | | | | | | |
| Misc. | No tree nuts or peanuts Vegetarian meals available daily | | | | | | |

J. Vending Machines

Only FNS may install and operate vending machines that students are able to use. FNS will ensure all beverages and snacks offered in vending machines meet or exceed nutritional standards. Additionally, FNS will remove any vending machines, on school grounds, that have not been approved and supplied by them.

K. Creating a Safe Cafeteria Environment

Schools will provide adequate supervision in the cafeteria during all meal periods to provide a safe and comfortable environment for students to eat. School staff will encourage students to taste all the food offered in the child nutrition programs.

¹² These DC created standards are based on the “Guidelines for Federal Concessions and Vending Operation” <https://www.gsa.gov/real-estate/facilities-management/tenant-services/concessions-and-cafeterias-healthy-food-in-the-federal-workplace>.

L. Allergies/Dietary Restrictions

DCPS recognizes that students may have important and varied dietary needs and ensures that the dietary needs of every student are known and properly accommodated. It is required that parents/guardians fill out either the *Students with Dietary Needs Form* or the *Students with Philosophical or Religious Dietary Needs Form* and submit it to the school nurse every year.¹³ The following standards apply to all food served in our child nutrition programs and in vending machines operated by FNS:

- Tree nuts and peanuts will not be served;
- Pork will not be served in elementary schools and education campuses;
- Students will be offered vegetarian meals daily.

M. Adult Meals

School staff are encouraged to model healthy eating habits for students and to only consume foods in front of students that meet the competitive food nutritional standards. Adults are encouraged to eat breakfast and lunch at DCPS. Adults can sign up for an adult meal account by going to the Food Services section on the DCPS website.

¹³ These forms can be found on the DCPS website [at https://dcps.dc.gov/page/dietary-accommodations.](https://dcps.dc.gov/page/dietary-accommodations)

V. Health Services

DCPS provides universal supports to families and school staff to meet student health needs. DCPS will work with community partners to bring health services to schools to help prevent health related absenteeism and promote positive healthy decision making.

A. Health Requirements

To have basic information to meet student health needs, schools will ensure that each student submits a completed Universal Health Certificate (UHC) and Oral Health Assessment (OHA) annually. To be valid for enrollment, health forms must be based on a visit date no later than 365 days prior to the start of school.

In addition, the ECE partners with schools to operate the Head Start School Wide Model (HSSWM) in Title I PK3 and PK4 classrooms. The ECE collaborates with the Health and Wellness team Early Stages, school registrars, and school nurses to meet key health requirements that are required per federal regulations. All students must:

- Have documentation on file, based on the parent/guardian report, listing if the child has access to a primary care provider, primary dental provider, and health insurance within 30 calendar days of their initial entry into the program;
- Receive a developmental and behavior screen within 45 calendar days of their initial entry into the program;
- Receive a hearing and vision screen within 45 calendar days of their initial entry into the program;
- Provide a complete UHC and OHA within 90 calendar days of their initial entry into the program. Both forms must be current within 365 days of their first day of school date;
- Receive follow-up to the child's family when the child's UHC or OHA is about to expire and for any health concerns identified through a school assessment, on their UHC, or on their OHA.

Wellness in Action

School Collaboration to Ensure Health Form Documentation at ML King ES



Collaboration between the registrar and nurse was key to ML King having the highest documented submission of health forms out of all DCPS Elementary Schools. Prior to the beginning of the enrollment season, the nurse and registrar met to establish a system that allowed for both of them to track and document submission of students' health forms. Throughout the enrollment season, they continued to share health form information to ensure that there was accurate information on file to meet students' health needs throughout the school year.

B. Access to Medication

To meet student medication access needs, DCPS partners with the DC Department of Health (DOH) to train staff to safely administer medication to students. Every school shall have at least three staff members, besides the nurse, who are trained to administer medication to students. Before administering medications to a student that needs to take medication or requires medical treatment, the school nurse will ensure that the student has appropriate medical documentation on file in the form of the *Medication and Treatment Authorization Form*, *Asthma Action Plan*, and/or *Anaphylaxis Action Plan* (where appropriate).¹⁴ DCPS also partners with OSSE for training specifically on the administration of epinephrine auto-injectors (“EpiPens”).

C. 504 Plan

A 504 Plan may be needed to ensure students with health concerns receive the accommodations they need to have their health needs fully met while at school. Under Section 504 of the Rehabilitation Act of 1973, a student who has a physical or mental impairment that substantially limits one or more major life activities is eligible to receive Section 504 accommodations. If a student is determined eligible to receive Section 504 accommodations, the school’s 504 Team will create a 504 Plan, which includes all the accommodations and related services that the student needs to access the general education curriculum. More information about Section 504 is available on the [DCPS website](#).

D. School Health Services Program

DCPS supports implementation of the School Health Services Program by partnering with DOH. Through this program, each DCPS school receives nursing coverage and assistance with health services coordination to support the needs of all students. Per District law,¹⁵ all schools must have at least 20 hours of nursing coverage each week. Some schools may have more coverage based on the health needs of the students.

E. School-Based Health Centers

School-based health centers (SBHC) are available to enrolled students and their children at select DCPS senior high schools. SBHCs bring the services of a doctor’s office to schools through a staff of health professionals who provide comprehensive primary health services to students focused on the prevention and early identification and treatment of medical and behavioral concerns that interfere with a student’s learning. In addition, through these services, students are provided with access to resources that are developmentally appropriate and support sexual and reproductive health in a safe, supportive, and inclusive environment. Parents/guardians must enroll students in the SBHC at their schools in order for them to gain access to comprehensive health services offered (please see the LWP Implementation Toolkit for Enrollment packages). Per the DC Minor Consent Regulations¹⁶, students may directly access their school’s SBHC and consent to sexual health, substance abuse and mental health information without parental notification.

¹⁴ These forms are available on the DCPS website [at https://dcps.dc.gov/node/1003562](https://dcps.dc.gov/node/1003562).

¹⁵ DC Code § 38-621.

¹⁶ 22-B DCMR § 600.

F. Sexual Health Services

As a part of the comprehensive sexual health services offered in DCPS, trained students and school staff will provide condoms to students, through the Sexual Health Liaison Program in every DCPS high school, and other selected secondary schools. Condoms will also be accessible through the School Nurse, New Heights Coordinator, and SBHCs. To reduce student barriers to receiving STI/ HIV testing, promote healthy relationships, and provide access to support services, DCPS will partner with DOH to offer free screenings for sexually transmitted infections (STI) in every DCPS senior high school. These screenings will be voluntary and confidential to adhere to the District's confidentiality laws and provide an affirming and inclusive environment for all students. DOH will notify students of their test results and offer them the opportunity to receive treatment and counseling at schools. Participation in these programs is entirely voluntary, however, per DC Minor Consent regulations, students may seek these services without parental consent.¹⁷

G. School Mental Health

Nearly one in five young people suffer from a mental disorder.¹⁸ DCPS works with partner agencies to increase access to mental health services for all students, assess for critical areas of concern impacting education, and support students and staff in addressing areas of social and/or emotional concern. In addition to the work of the school-based mental health teams, all schools must comply with the South Capitol Street Memorial Act¹⁹ and the Youth Suicide Prevention and School Climate Survey Act of 2015.²⁰

DCPS will ensure that principals and teachers are trained to identify, approach, and refer students in psychological distress as required by the South Capitol Street Memorial Act. New principals and staff, as well as returning staff that have not yet done so, are required to complete online training.²¹

Schools are required to adopt written policy, procedures and training on suicide prevention. DCPS will collaborate with the Emergency Services Alliance (ESA) to ensure that all Emergency Response flip charts are updated with the most current suicide protocols. DCPS staff will complete the following steps, needed to prepare them to ask the appropriate questions and respond to incidents:

- Schools will review the Emergency Flip Charts to ensure that everyone is aware of what to do (and what to avoid) in the event of a student's suicidal intent;
- School administrators will review the DCPS Crisis Protocol-Recovery Phase Webinar for School Leaders; and
- School-based health providers (social workers, psychologists and counselors) will review the DCPS Crisis Response Protocol Webinar for Providers.

¹⁷ 22-B DCMR § 600.7.

¹⁸ Centers for Disease Control and Prevention. (2017), Children's Mental Health. Retrieved from <https://www.cdc.gov/childrensmentalhealth/basics.html>.

¹⁹ D.C. Law 19-141.

²⁰ D.C. Law 21-0120.

²¹ <http://www.supportdcyouth.com>.

VI. Ensuring a Safe & Supportive School Climate

Students' health and well-being and their academic achievement can be greatly influenced by their physical and social-emotional environment. DCPS believes that learning environments and school communities are most effective when they are positive, respectful, productive and foster positive student behaviors and interactions. DCPS has adopted several policies and initiatives that address our commitment to ensuring that school climates are safe, inclusive and conducive to effective teaching and learning.

A. Bullying Prevention

DCPS created the [Bullying Prevention Policy](#)²² to proactively address the issue of bullying in schools and provide support with the promotion and practice of strategies to ensure that all students can learn in safe, healthy and supportive environments. The policy outlines the definition of bullying, prevention strategies, and the steps required by schools to address it. Schools shall proactively approach bullying prevention by:

- Promoting positive behavior and positive school culture;
- Implementing whole-school prevention and intervention;
- Investigating every bullying incident; and
- Providing supports to individuals involved in bullying incidents.

DCPS' Youth Engagement Division (YED) supports schools in effectively implementing bullying prevention as a part of a whole-school approach through prevention and intervention strategies, consequences and progressive discipline, and focused professional development and training.

B. Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Student Supports

All schools shall create environments that are safe and inclusive for all students, regardless of sexual orientation, gender identity, or gender expression. As part of a [plan to create an inclusive community](#)²³, the Student Wellness Division (SWD) will train school liaisons on how to build an inclusive and welcoming school community by implementing programming to support LGBTQ students, staff and families. In addition, SWD will work with partner agencies and stakeholders to support schools, parents and students in navigating the existing laws, regulations and policies, outlined in the [DCPS Transgender and Gender-Nonconforming Policy Guidance](#)²⁴, that support transgender and gender-nonconforming DCPS students. It also provides guidance to ensure that all students are treated equitably and with dignity at school. Resources include:

- Direction to schools to ensure equitable treatment of transgender/gender-nonconforming students;
- Facilities guidance to ensure schools establish inclusive bathrooms and facilities;
- Insight for families, students, and school staff who may have questions; and
- Templates, tools, and resources for administrators, school staff, families, and students.

²² DCPS Bullying Prevention Policy, <https://dcps.dc.gov/node/910682>.

²³ DCPS Plan to Create an Inclusive School Community, <https://dcps.dc.gov/publication/plan-create-inclusive-school-community>.

²⁴ DCPS Transgender and Non-Conforming Policy Guidance, <https://dcps.dc.gov/publication/dcps-transgender-and-gender-non-conforming-policy-guidance>.

Wellness in Action Supporting LGBTQ Students at McKinley Technology MS



Desiree Sansing illustrates how “one powerful voice can transform an entire school culture.” As the LGBTQ liaison, Ms. Sansing sponsors McKinley’s Gay-Straight Alliance (GSA) that meets regularly to discuss issues like bullying, name-calling, teen suicide, and character development. The GSA has transformed the school culture with GLSEN events like *Ally Week*, *No Name-Calling Week*, *Day of Silence*, and *Transgender Day of Remembrance* that ensures a visibly safe, supportive and inclusive school community. According to Ms. Sansing, “visibility is the most important way to support, empower, and cultivate pride in students’ identities.” When visitors come into McKinley, they will notice bulletin boards highlighting the GSA’s initiatives, “safe space” stickers and banners in classrooms, and anti-bullying posters in the hallways. Through support from the administration, Ms. Sansing was able to work with the school’s librarian to create a LGBTQ section in the library. Using the DCPS created [Transgender and Gender-Nonconforming Policy Guidance](#) as a framework, she also hosts professional development opportunities for teachers to support implementation of safe space practices in their classrooms, and facilitates student-focused and led anti-bullying presentations. The ultimate goal is that “all children, regardless of race, gender identity, class, geographical location, or sexual orientation, have the opportunity to attain an excellent education.”

C. School Climate Initiative

The YED supports a cohort of schools with developing and implementing the School Climate Initiative (SCI). The YED supports schools with creating an individualized school climate plan and increasing implementation fidelity through weekly site visits focused on building capacity among the staff. SCI schools are monitored using quarterly walkthroughs, student and staff surveys, and student and staff focus groups. Through the SCI, schools will develop a school climate that promotes high student achievement, a proactive and positive approach to discipline, and an emphasis on supporting the social and emotional needs of students through six components:

- Leadership;
- Educational environment;
- Routines and procedures;
- Student recognition;
- Teaching and learning; and
- Interpersonal relationships.

VII. Increasing Environmental Sustainability of Schools

DCPS will perpetuate successful models of school-based sustainability initiatives and share best practices, while using sustainable changes as a learning tool for students.

A. Sustainable Food Service

Per the food services contract put in place for the 2016-2017 school year:

- 30% of all food ingredients and products served or used at DCPS locations are purchased locally;
- Packaging shall be either recyclable or compostable;
- All trays shall be compostable;
- The use of expanded polystyrene is not permitted;
- Utensils shall be displayed separately, not in kits;
- Straws shall not be provided to students; and
- Fresh cold filtered water shall be provided to all students in every cafeteria; many schools have bottle fillers in the hallways.

FNS prioritizes customer satisfaction and food quality. DCPS has a School Food Advisory Board comprised of parents, students, administrators, and community members to garner feedback on menu items and cafeteria environments. Additionally, vendors are required to administer a Student Satisfaction Survey quarterly, and DCPS administers a satisfaction survey to school administrators. On an annual basis, vendors are required to submit an annual Satisfaction Plan to DCPS that includes innovative methods to increase participation in food services and various options for improving palatability.

B. Sustainable Buildings

DCPS will work in partnership with the DC Department of General Services (DGS) to manage several operational elements including waste management and recycling, integrated pest management (IPM), Indoor Air Quality (IAQ), and heating, ventilation, and air conditioning (HVAC). Schools will participate in the waste management program²⁵ designed to achieve the recycling targets outlined in the HSA and [Sustainable DC plan](#).²⁶

All modernized and newly built schools achieve Leadership in Energy and Environmental Design (LEED) certification of Gold or higher. The LEED certification system, maintained by the US Green Building Council, ensures that buildings are resource efficient and incorporate sustainability best practices. All schools shall prioritize the sustainability of their buildings by purchasing green cleaning products and following green cleaning practices as defined by the [Office of Contracting and Procurement's \(OCP\) Sustainable Purchasing Guidelines for Cleaning Supplies and Janitorial Services](#).²⁷ DCPS will support green cleaning implementation by developing guidance and training for custodial staff. Additionally, DCPS will encourage schools to monitor their building's energy and water consumption and to work toward decreasing it by utilizing their school's data as provided on the [Build Smart DC website](#).²⁸

²⁵ The description of this program can be found on the DGS website [at https://dgs.dc.gov/page/dgs-healthy-schools/](https://dgs.dc.gov/page/dgs-healthy-schools/)

²⁶ <http://www.sustainabledc.org/wp-content/uploads/2017/02/Web-Ready-File-2.6.17.pdf>.

²⁷ https://ocp.dc.gov/sites/default/files/dc/sites/ocp/page_content/attachments/janitorial_guidance_2.pdf.

²⁸ <http://www.buildsmartdc.com/>.

1. Integrated Pest Management

DCPS will work collaboratively with DGS and schools to manage pests in and around schools by implementing the [IPM Program](#)²⁹ in order to:

- Reduce potential health hazards or threats to safety;
- Enhance the quality of life for students, faculty, and staff;
- Prevent damage to school structures or property; and
- Prevent pests from spreading into the community.

The IPM Program shall be integrated with management activities such as preventive maintenance, janitorial practices, landscaping, staff training, and in some cases, teaching. Additionally, schools will minimize the risk of exposure to pesticides in the school environment. Pesticides shall be used only if necessary to suppress verified pest problems, and only after consideration of nonchemical control options. When use of a pesticide is deemed necessary, an effective pesticide product and application method posing the least hazard will be chosen.

2. Indoor Air Quality

DGS and DCPS are committed to providing learning and working environments that are free of potential air hazards, and to promptly investigate complaints that may be related to poor IAQ. IAQ is air in which there are no known contaminants at harmful concentrations as determined by the District of Columbia Department of Energy and Environment (DOEE), and the Environmental Protection Agency (EPA).

The [IAQ policy](#) outlines measures that have been put in place by DGS to support schools in reducing indoor air pollutants.³⁰

C. Sustainable Learning

Schools are encouraged to adopt an environmental literacy plan in accordance with the HSA. The DOEE has developed the DC Environmental Literacy Plan³¹ to integrate environmental education into the K-12 curriculum. The plan seeks to:

- Engage students in all grades in at least one Meaningful Outdoor Education Experience;
- Increase enrollment of high school students in environmental science courses;
- Provide workshops and training to teachers in environmental education; and
- Increase participation in environmental service learning as part of the community service requirement for graduation.

DCPS supports sustainable learning initiatives and the incorporation of sustainability lessons into school curriculum and programming that align with Next Generation Science Standards³². DCPS will incorporate farm to school education into its standard curriculum, and will support OSSE garden programming in school gardens and other school-based agricultural activities.

²⁹ https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/Revised%20Prevention%20Protocol%20-%20Integrated%20Pest%20Management_0.pdf.

³⁰ https://esa.dc.gov/sites/default/files/dc/sites/esa/publication/attachments/Revised%20Prevention%20Protocol%20-%20Indoor%20Air%20Quality_0.pdf.

³¹ <https://doee.dc.gov/service/dc-environmental-literacy-plan>.

³² <https://www.nextgenscience.org>.

Wellness in Action Recycling and Composting at Burroughs ES



Alison Ewing, Early Childhood Educator at Burroughs Elementary School, started a Recycling Committee that works to implement recycling and composting best practices in the school. The committee, which is largely comprised of interested school staff, distributes work and allows for participants to get credit under IMPACT (DCPS' system for assessing and rewarding staff performance). Students are also engaged through the "Green Team" which allows them to be liaisons, take ownership of recycling and composting in their school environment, and educate their peers on the connection between the planet and community. Teamwork is the key that led to Burroughs being selected as the "2017 DCPS Recycles! Honor Roll Success Story." Custodian, Calep Epps, and Ms. Ewing, work closely together to ensure successful school-wide recycling. Using the ["DCPS Recycles Waste Management Procedures SY 16-17"](#) they determined which [standardized supplies they would need to order from DGS](#). As Ms. Ewing noted, "having the buy-in of the custodial staff is extremely important." Mr. Epps agrees and appreciates that the recycling program reduces the workload for the operations and maintenance team. Thanks to support from the school leadership team and engagement of the school community, environmental sustainability practices have become a normal part of the school culture!

VIII. Community Engagement and Staff Wellness

A. Keeping the Community Informed

DCPS will include and collaborate with other DC agencies and community organizations to develop, distribute and promote the LWP. DCPS will post the LWP and promotional materials on the DCPS website and promote the LWP with families, schools and community members.

Schools will keep their school community informed about the LWP by posting it in their front office, displaying it on their school's website, and sharing it with their school staff and parent-teacher organization. Schools will also use parent resource centers to disseminate information about the LWP whenever possible. In addition, principals will actively engage parents in discussions about the LWP whenever possible to further promote the LWP, receive feedback, and encourage conversations about healthy behavior.

B. Staff Wellness

DCPS values the well-being of staff members and offers a host of health benefits³³ to support staff in achieving optimal health. DCPS partners with the DC Department of Human Resources (DCHR) to implement and promote workplace wellness programs that promote and support employees' health and wellness. This includes annual wellness opportunities and events, fitness and wellness discounts, and the Employee Assistance Program (EAP), a voluntary program that offers free and confidential assessments, short term counseling, referrals and follow-up services to employees who have personal and/or work-related problems.

DCPS understands the influence that staff actions have on student health behaviors. Schools are encouraged to support staff wellness initiatives. All staff will be encouraged to promote a healthy school environment by modeling healthy behaviors throughout the school day and at school-sponsored meetings and events. This includes engaging in physical activity before, during, and after the school day, only consuming foods in front of students that meet the competitive food nutritional standards, and properly sorting waste according to the DCPS Recycles! program. Adults are encouraged to eat breakfast and lunch at DCPS, and can sign up for an adult meal account by going to the Food Services section of the DCPS website.

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

³³ Detailed description of DCPS' health benefits are available on the [DCPS website](https://dcps.dc.gov/page/dcps-health-benefits) at <https://dcps.dc.gov/page/dcps-health-benefits>.

Wellness in Action
Staff Wellness at Brightwood EC



Ms. Kaplana Sharma, early childhood educator and Wellness Champion at Brightwood Education Campus, created the “Teachers as Health Ambassadors” program. The program, developed on the premise that “healthy teachers make happy students,” provides teachers with training and stress management strategies to prioritize their health and wellness. This includes a healthy eating and lifestyle component, short physical exercises, socioemotional health tips, and various five minute activities that can be completed daily. Due to the buy-in and excitement from the school community, the program has expanded to also include parents and students as health ambassadors who promote the importance of self-care, mindfulness and healthy lifestyle habits. Ms. Sharma continues to champion staff wellness strategies and encourages others to adopt her motto, “healthy body, happy heart, power brain, YES WE CAN!”

IX. Measuring Policy Impact and Implementation

A. School-Based Wellness Councils

In each school, the principal or designee will ensure compliance with the LWP and will monitor implementation annually. To do this, every school will identify wellness champions to spearhead the development and maintenance of a School-Based Wellness Council (SBWC). The SBWC can be a free-standing group, a working group, or a sub-committee of a pre-existing school-based council/committee and shall consist of a diverse group of individuals who are concerned with school health, including school staff, students, families, and community members. On an annual basis, SBWCs will:

- Convene at least 4 times per school year;
- Complete a needs assessment to evaluate the school health environment and identify what is working and what needs to be improved (please see the LWP Implementation Guide for a list of needs assessment tools);
- Create and implement a wellness action plan including goals and school-based activities promoting student and school staff wellness and designed to ensure implementation; and
- Provide feedback to DCPS regarding progress, including recommendations for new activities or policies to support school-level implementation.

Additional guidance to support schools with developing and maintaining their SBWC can be found in the [DCPS School-Based Wellness Council Implementation Guide](#). DCPS will work with existing partners, and other district agencies to provide professional development, toolkits, resources, and technical assistance to support the implementation of the LWP. DCPS will monitor implementation and evaluation of the LWP using existing data collection tools, such as, but not limited to:

- Annual feedback from SBWCs
- FITNESSGRAM data collection and analysis
- OSSE Health and Physical Education student assessments
- Nutritional and Operational Guidelines for Food:
 - Weekly school site visits
 - Student taste tests
 - Bi-annual schools administrator surveys
 - Annual National School Lunch Program Reviews
 - Annual After School Snack and Supper Reviews
 - Annual OSSE Administrative Review
 - OSSE DC Healthy Schools Act Site Visits
- Evaluation forms from staff professional development opportunities
 - DCPS will work to standardize these evaluations to capture what teachers and staff are taking away from the professional development sessions.

DCPS' Student Wellness Division, Health and Wellness Team, Office of Teaching and Learning, Health and Physical Education Team and Food and Nutrition Services will annually review the LWP, and will update the LWP every three years. This process will include engagement of students, families, school staff, and community members to measure success.

B. Conclusion

Students spend most of their waking hours at school; the role of schools in promoting student health is critical. In implementing the tenets of this policy, utilizing the framework of the CDC's Whole School, Whole Community, Whole Child (WSCC) model, schools can positively affect educational and health outcomes and encourage students to develop patterns of healthy behaviors that continue through their lives. Questions about this policy shall be directed to dcps.policy@dc.gov. Contact information for specific topic areas discussed in this policy can be found in Appendix III.

Wellness in Action

Developing and Maintaining a Wellness Council at Seaton ES



Seaton's Wellness Council, made up of several school representatives, parents, and students, has helped to ensure that wellness is embraced by the entire school community. **The collaborative work of the Wellness Council has led to Seaton being recognized nationally as a one of America's Healthiest Schools and has created a culture of wellness in the school that supports effective teaching and learning.**

The wellness champions at Seaton enlisted the support of principal, Kim Jackson, to begin the development of their wellness council, and have been able to sustain the work through her continued support. They began by identifying the policies that they needed to address, using the DCPS Local Wellness Policy (LWP). Then, using the Alliance for Healthier Generation's, Healthy Schools Program Inventory, they evaluated the strengths of their school health environment, identified areas for improvement, and developed an action plan. One of the Wellness Council's first initiatives was to make sure their school snacks, consumed by students and staff (in front of students and during in school celebrations), met the national Smart Snack standards. They also worked with Principal Jackson to restructure the school day to meet the LWP's PE minutes requirement. Engaging their parents and community members has also been essential to sustaining their wellness efforts. The Wellness Council meets monthly to plan for wellness events that engage the entire school community, brainstorm practices to support staff wellness, identify funding opportunities and ways to engage community partners in the implementation of wellness strategies to make sure the school is on track to meeting its goals.

Appendices

Appendix I: CDC Whole School, Whole Community, Whole Child (WSCC) Model³⁴



³⁴ <https://www.cdc.gov/healthyyouth/wsc/>.

Appendix II: Local Wellness Policy Checklist

Please ensure the following items are addressed in your school for the start of school, and work with your school's wellness council to implement the LWP in its entirety:

- Post the LWP on your school's **website** (if you have one)
- Post the LWP in your school's **front office**
- Distribute the LWP to staff
- Distribute the LWP to your school's **parent/teacher organization** (if you have one)
- PK3 and PK4: Ensure that health education and physical activity is incorporated into the curriculum and daily schedule throughout the school year. Physical activity must occur at least 60 minutes daily through a combination of structured and unstructured play and include two opportunities for outdoor play; however, **schools will move toward physical activity being offered at least 90 minutes daily** (p.11)
- Grades K-5: Physical Education must be scheduled for at least 90 minutes per week throughout the full school year; however, **schools will move toward the HSA requirement** of Physical Education being offered at least 150 minutes per week. Health Education must occur at least 15 minutes per week and may take place during Physical Education; schools will move toward the HSA requirement of Health Education being offered at least 75 minutes per week (p.8)
- Middle School (grades 6-8): Physical Education must be scheduled for at least 150 minutes per week throughout the full school year; however, **schools will move toward the HSA requirement** of Physical Education being offered at least 225 minutes per week. Health Education must occur for 45 minutes per day for one quarter each school year (for a total of three quarters); schools will move toward the HSA requirement of Health Education being offered at least 75 minutes per week (p.8)
- Grades K-8: Ensure your students are provided with at least one daily period of recess of at least **20 minutes in length**, and that recess is not withheld from your students as punishment but additional recess time may be used as a reward (p.10)
- Schools will encourage participation in all meal programs offered through **outreach and promotion to students, families, and the community** (p.12)

- Ensure **all food available and sold on school grounds** meet USDA Smart Snacks in Schools and DC Healthy Schools Act (to include Healthier US Schools Challenge Gold Standard) nutritional standards (p.12)
- Elementary schools with **more than 40% of students** qualifying for free or reduced-price meals are required to operate Breakfast in the Classroom (BIC) (p.12)
- Secondary schools with **more than 40% of students** qualifying for free or reduced-price meals are required to offer alternative breakfast models (such as grab and go carts in high traffic areas) (p.12)
- For Title I schools with PK3 and PK4 classrooms, ensure you are **implementing Family Style Meals** (p.13)
- Ensure breakfast is available to all DCPS students until **9:15am everyday** (p.14)
- Ensure your students have a **minimum of 30 minutes** to eat lunch, sufficient time during the lunch period for every student to pass through the food service line, and that meals are not withheld as punishment or used as a reward (p.14)
- Ensure that each student that requires special dietary accommodations has submitted a ***Students with Dietary Needs Form or Students with Philosophical or Religious Dietary Needs Form*** (p.16)
- Ensure that each student has submitted a completed Universal Health Certificate (UHC) and Oral Health Assessment (OHA) **annually** (p.17)
- Ensure that your school has at least **3 staff members, besides the nurse**, who are trained to administer medication to students (p.18)
- Ensure that each student that needs to take medication or requires medical treatment, has submitted a ***Medication and Treatment Authorization Form and the Asthma Action Plan, and/ or Anaphylaxis Action Plan*** (where appropriate) (p.18)
- Ensure that all school leaders and teachers **complete the At-Risk training and the Referral Process course of the online training required by the South Capitol Street Amendment Act** (p.19)
- Ensure that all school administrators and health staff **complete the respective crisis webinars** (p.19)
- Ensure that your school participates in the **recycling program provided by DGS** (p.23)
- Ensure that your school **establishes and maintains a wellness council** (p.28)

Appendix III: Contact Information

Questions about Health Education and Physical Education

DCPS Office of Teaching and Learning, Department of Health and Physical Education, 202-442-9439

Questions about School Meals and Vending Services

DCPS Food and Nutrition Services, 202-442-5112 or food.dcps@dc.gov

Questions about Head Start Health Requirements

DCPS Office of Teaching and Learning, Division of Early Childhood Education, 202-698-1033 or dcps.earlychildhood@dc.gov

Questions about Sustainability, Recycling and LEED-Certified Schools Facilities and Construction

DCPS Sustainability Team, sustainable.schools@dc.gov
DC Department of General Services, 202-727-2800

Questions about Health Services, School Health Requirements and General LWP Questions

DCPS Office of Equity, Student Wellness Division, Health and Wellness Team, 202-576-8654 or wellness.dcps@dc.gov

Questions about Mental Health and Behavioral Support Services

DCPS Office of Equity, Student Wellness Division, School Mental Health Team, 202-442-5471 or schoolmentalhealth@dc.gov

Appendix IV: Glossary of Acronyms

| | | | |
|--------------|--------------------------------------------------------|----------------|-------------------------------------------------|
| ASCD | Association for Supervision and Curriculum Development | NSLP | National School Lunch Program |
| BIC | Breakfast in the Classroom | OCP | Office of Contracting and Procurement |
| DCHR | DC Department of Human Resources | OHA | Oral Health Assessment |
| DCPS | DC Public Schools | FNS | Office of Food & Nutrition Services |
| DOEE | Department of Energy & Environment | OSSE | Office of the State Superintendent of Education |
| DGS | Department of General Services | PEEL | Physical Education Emerging Leaders Fellowship |
| DOH | Department of Health | PEP | Physical Education Program |
| ECED | Early Childhood Education Division | PK3/PK4 | Pre-Kindergarten 3 and 4 |
| EAP | Employee Assistance Program | SBHC | School-Based Health Center |
| EPA | Environmental Protection Agency | SCI | School Climate Initiative |
| ESA | Emergency Services Alliance | STI | Sexually Transmitted Infection |
| FARM | Free And Reduced Price Meals | SWD | Student Wellness Division |
| FFVP | Fresh Fruit and Vegetable Program | UHC | Universal Health Certificate |
| FSMP | Free Summer Meals Program | USDA | U.S. Department of Agriculture |
| HSA | Healthy Schools Act | WSCC | Whole School, Whole Child, Whole Community |
| HSSWM | Head Start School Wide Model | YED | Youth Engagement Division |
| HVAC | Heating, Ventilation, and Air Conditioning | | |
| IAQ | Indoor Air Quality | | |
| IPM | Integrated Pest Management | | |
| LEED | Leadership in Energy and Environmental Design | | |
| LGBTQ | Lesbian, Gay, Bisexual, Transgender and Questioning | | |
| NSBP | National School Breakfast Program | | |