



For SY2022-2023

Local Wellness Policy

Table of Contents

- I. Introduction4**
 - A. Purpose4
 - B. Scope4
 - C. Authority and Applicable Law5
- II. Ensuring Quality Health Education, Physical Education, and Physical Activity6**
 - A. Health Education6
 - 1. Early Childhood Education (Pre-K 3 and Pre-K 4)6
 - 2. Elementary School (Grades K-5)7
 - 3. Middle School (Grades 6-8)7
 - 4. High School (Grades 9-12)7
 - B. Physical Education7
 - 1. Elementary School (Grades K-5)8
 - 2. Middle School (Grades 6-8)8
 - 3. High School (Grades 9-12)8
 - C. Physical Activity8
 - 1. Early Childhood Education (ECE)9
 - 2. Elementary and Middle School (Grades K-8)9
- III. Nutrition Environment and Services10**
 - A. Nutrition Promotion and Education10
 - B. School Breakfast Program11
 - C. National School Lunch Program11
 - D. Family Style Meals11
 - E. Fresh Fruit & Vegetable Program12
 - F. After School Snacks and Suppers12
 - G. DC Youth Meals Program12
 - H. Meal Times and Scheduling12
 - I. Competitive Foods Standards12
 - J. Food-Based Fundraisers13
 - K. Nutritional Standards14
 - L. Vending Machines15
 - M. Creating a Safe Cafeteria Environment15
 - N. Allergies/Dietary Restrictions15
 - O. Adult Meals16

Local Wellness Policy

- P. Local Foods.....16
- IV. Physical Environment17**
 - A. Environmentally Sustainable Schools17
 - 1. Building Sustainability Standards17
 - 2. Energy Efficiency.....18
 - 3. Indoor Air Quality18
 - B. Sustainable Learning18
- V. Ensuring a Safe & Supportive School Climate.....20**
 - A. Bullying Prevention20
 - B. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Student Supports.....20
 - C. School Mental Health.....21
- VI. Health Services.....22**
 - A. Health Requirements22
 - B. Access to Medication23
 - C. Section 504.....23
 - D. School Health Services Program.....24
 - E. School-Based Health Centers24
 - F. Sexual Health Services.....24
 - G. Employee Wellness24
- VII. Family Engagement and Community Involvement26**
 - A. Family and Community Participation.....26
 - B. Keeping the Community Informed.....26
- VIII. Measuring Policy Impact and Implementation.....27**
 - A. Triennial Progress Assessments.....27
 - B. Measuring the Implementation of the LWP27
- IX. Policy Implementation Requirements29**
- Appendix I: CDC Whole School, Whole Community, Whole Child Model30**
- Appendix II: Local Wellness Policy Checklist.....31**
- Appendix III: Contact Information.....33**

I. Introduction

A. Purpose

District of Columbia Public Schools (DCPS) is committed to ensuring every student feels loved, challenged, and prepared to positively influence society and thrive in life. At DCPS, we are committed to educating the whole child by providing rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. As a part of this commitment to the well-being of our students, DCPS plays a critical role in promoting student health. Studies have shown that school health programs can positively affect educational and health outcomes.¹ 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 model² to provide 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. DCPS has embraced and adapted this model to frame efforts to support DCPS students.

B. Scope

This policy outlines DCPS' school health and wellness policies with the goal of positively impacting student health and educational outcomes and supporting the needs of the whole child. It conveys our approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day and sets goals for physical and health education, physical activity, and other school-based programs designed to promote student wellness. It fulfills federal and DC requirements on local wellness and applies to all students, staff, and schools in DCPS.

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.

This policy rescinds and supersedes all previous policy, memoranda, and guidance promulgated by DCPS on this subject matter.

¹ Centers for Disease Control and Prevention, *Health and Academics*, available at https://www.cdc.gov/healthyschools/health_and_academics/index.htm.

² Centers for Disease Control and Prevention, *Whole School, Whole Community, Whole Child (WSCC)*, available at <https://www.cdc.gov/healthyschools/wscs/index.htm>.

Local Wellness Policy

C. Authority and Applicable Law³

Source	Citation
Federal Law	<ul style="list-style-type: none">- 42 U.S.C. § 1758b – Local school wellness policy- 42 U.S.C. § 1751 – National School Lunch Act
Federal Regulations	<ul style="list-style-type: none">- 7 C.F.R. Part 210 – National School Lunch Program
District of Columbia Law	<ul style="list-style-type: none">- D.C. Official Code § 38–821.01 <i>et seq.</i> (Healthy Schools Act of 2010) (HSA)- D.C. Official Code § 38-621 – Public School Nurses



³ Nothing in this policy will supersede federal, state, or local law.

II. 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, based on the needs of students, and designed to provide students with the knowledge and skills necessary to promote and protect their health.

All health and physical education 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 Team to ensure the community partner’s curriculum aligns with the Office of the State Superintendent of Education’s (OSSE) Health Education Standards.

Students in grades K-12 will receive age- and developmentally appropriate, evidence-based, and culturally responsive instruction on recognizing and reporting sexual misconduct and child abuse, setting and respecting appropriate personal and body boundaries and privacy rules, communicating with adults about concerns regarding body boundaries or privacy violations, the meaning of consent, developing and maintaining healthy relationships, and other appropriate topics to support healthy development of students.⁴ To accomplish this goal, DCPS initiated a system-wide rollout of the [Rights, Respect, Responsibilities \(3Rs\) sexual health curriculum](#).

The DCPS Comprehensive Alternative Resolution and Equity (CARE) Team will also support and protect students’ civil rights by:

- Building a core group of school-based points-of-contact responsible for facilitating and monitoring staff and student Title IX training and school level program implementation;
- Developing student-facing Title IX, Title VI, and Title II civil rights trainings (for roll-out in school year 2022-2023);
- Updating *Notice of Non-Discrimination* placement on all school websites; and
- Developing a universal dress code that complies with all requirements established in 5-B DCMR § 2408.

Schools will provide the following general Health Education instruction:

1. Early Childhood Education (Pre-K 3 and Pre-K 4)

Health Education is an essential component of the Early Childhood Education (ECE) curriculum for students in Pre-Kindergarten 3 and 4 (Pre-K 3 and Pre-K 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 and express and identify their feelings.

⁴ D.C. Official Code § 38-824.02(b-2)(1)(A).

Local Wellness Policy

2. Elementary School (Grades K-5)

Health Education⁵ must occur for an average of at least 75 minutes per week and may take place during Physical Education.

3. Middle School (Grades 6-8)

Health Education must occur for an average of at least 75 minutes per week and may take place during Physical Education.

4. High School (Grades 9-12)

Physical Education/Health is required for 1.5 credits. Students in grades 9-12 will receive instruction on cardiopulmonary resuscitation (CPR), including the appropriate use of an automated external defibrillator (AED) and hands-on practice.⁶

B. 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; and 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.

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.⁷ 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.

⁵ For additional information on the DCPS Health Education program and curriculum, please see <https://dcps.dc.gov/page/health-and-physical-education>.

⁶ D.C. Official Code § 38-821.02(b-1).

⁷ D.C. Official Code § 38-821.01(c)(6).

Local Wellness Policy

Schools will provide the following for Physical Education:

1. Elementary School (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 (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 Physical Education being offered at least 225 minutes per week.

3. High School (Grades 9-12)

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

C. 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.⁸ 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.

Schools will ensure that:

- 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 (e.g., 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," are incorporated throughout the school day; and
- Provide opportunities for "active transport" (walking, skating, and biking to school) through participation in Safe Routes to School, the Safe Passage Safe Blocks Initiative, National Bike to School Day, etc. and through provision of appropriate places to store bicycles during the school day.

⁸ Centers for Disease Control and Prevention, *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*, available at https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf.

Local Wellness Policy

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.⁹ This programming assists student-athletes in developing per their individual interests and abilities.

1. Early Childhood Education (ECE)

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 (e.g., songs, games, books) that involve and direct physical movement. Recess, which typically allows Pre-K 3 and Pre-K 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 Pre-K 3 and Pre-K 4 students in the classroom and during recess.

Schools will provide Pre-K 3 and Pre-K 4 students with:

- A minimum of 60 minutes of daily active play;¹⁰ however, schools will move towards a goal of 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 towards a goal of at least 60 minutes daily. Recess shall be scheduled in more than one block of time (e.g., 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.

2. Elementary and Middle School (Grades K-8)

Students in 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.

⁹ DCPS athletic offerings are available at <https://dcps.dc.gov/sports>.

¹⁰ D.C. Official Code § 38-824.02(a-1)(1).

III. Nutrition Environment and Services

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 Division of Food & Nutrition Services (FNS) ensures that all foods served through the School Breakfast Program, National School Lunch Program, Fresh Fruit & Vegetable Program, Afterschool Snack Program, Child and Adult Care Food Programs, Summer Food Service Program, and vending machines meet and often exceed U.S. Department of Agriculture (USDA) and Healthy Schools Act of 2010 (HSA) nutritional standards.¹¹

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, social media, 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 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 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.¹² 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 Schools¹³ and Healthy Schools Act of 2010 nutritional standards. For additional information on nutritional standards, see Section III.K below.

A. Nutrition Promotion and Education

Food and nutrition literacy promotes good food choices and lifestyles that lead to improving health outcomes. Schools shall provide nutrition education that:

- Is accessible to all students;
- Is integrated into other content areas such as health, 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, lean proteins, healthy fats, healthy food preparation methods, and health enhancing nutrition practices; and
- Links with DCPS' curriculum, school meal programs, other school foods, and nutrition-related community services and education programs.

¹¹ D.C. Official Code § 38-822.02(a).

¹² D.C. Official Code § 38-822.03(c); 7 C.F.R. § 210.18(h)(2)(v).

¹³ U.S. Department of Agriculture Food and Nutrition Service, *Smart Snacks in School*, available at <https://www.fns.usda.gov/cn/smart-snacks-school>.

Local Wellness Policy

Students are exposed to nutrition concepts through:

- Use of materials (e.g., books, toys) that promote knowledge and exploration of healthy foods;
- Intentional incorporation of nutrition materials 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; and
- Reinforcement of concepts taught in the classroom supported by materials provided to families to incorporate at home.

B. 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 may operate a breakfast model other than BIC if their breakfast participation rate without BIC 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.

C. National School Lunch Program

Schools that collect Free and Reduced Meal applications¹⁴ will strive for 100% household submission of applications to ensure every student who may qualify for free or reduced-price meals receives this benefit.

Students that qualify for free or reduced-price meals will receive meals at no charge. 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, such as pin pads and card scanners at the point of sale.

D. Family Style Meals

Family Style Meals is a requirement for all Title I Pre-K 3 and Pre-K 4 classrooms and is founded on developmentally appropriate best practices for early childhood students.¹⁵ 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 these are required to occur in the classroom unless other arrangements have been approved by the Early Childhood Education Division.

¹⁴ Available at <https://dcps.dc.gov/farm>.

¹⁵ During the COVID-19 pandemic, students in DCPS ECE classrooms continued to eat Family Style, though accommodations were made to ensure that fewer children were seated per table with a minimum of three (3) feet between children, and school-provided meals were individually packaged. In DCPS Head Start classrooms, teachers also typically support children with toothbrushing to assist student development of proper oral hygiene. This practice has been temporarily suspended due to the COVID-19 pandemic and will resume in the future as health conditions allow.

E. Fresh Fruit & Vegetable Program

The Fresh Fruit and Vegetable Program 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 Fresh Fruit and Vegetable Program will serve free fresh fruits and vegetables outside of the School Breakfast Program 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 new fruits and vegetables and incorporate the program into educational content when possible.

F. 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.

G. DC Youth Meals Program

DCPS sponsors the DC Youth Meals Program, serving free breakfast and lunch to all DC youth under the age of 18 during the summer. Meals are available to all students at operating sites, regardless of whether they are participating in school activities.

H. Meal Times and Scheduling

School meals will conform to the following requirements on time and scheduling:

- Students will have sufficient time to eat breakfast, and all DCPS students will have access to breakfast until at least 9:15 a.m. every day, but not after 10:00 a.m.;
- School lunch shall be served between 10:00 a.m. and 2:00 p.m., and schools will ensure that sufficient 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.
- Elementary schools shall schedule lunch after recess periods whenever possible; and
- After-school snack or supper programs shall not be provided before the last bell.

I. Competitive Foods Standards

All beverages and snack foods provided by or sold in DCPS schools must meet the USDA Smart Snacks in Schools and HSA nutritional standards.¹⁶ This includes those beverages and snack foods 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. The following requirements also apply:

- 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.¹⁷
- Schools will not use food and beverages that do not meet the nutritional standards for any

¹⁶ 7 C.F.R. § 210.31(c)(3)(iii); D.C. Official Code § 38-822.06(a).

¹⁷ D.C. Official Code § 38-822.06(e).

Local Wellness Policy

school-sponsored classroom celebrations.

- Schools will not use or withhold any food or beverage as reward or punishment or as incentives, prizes, or awards.
- Schools will only market and promote foods and beverages that meet the nutritional standards.
- Schools will limit celebrations that involve food or beverages that meet the nutritional standards during the school day to no more than one (1) party per class per month.
- Schools will encourage teachers and families to only bring food and beverages that meet the nutritional standards of Section III.K on school grounds, including in student lunches from home.¹⁸

The requirements of this section do not apply to:

- food and drinks that are available only to faculty and staff members,
- food provided at no cost by parents,
- food sold or provided at official after-school events (such as athletic events, arts performances, or student showcases),
- adult education programs, and
- food not consumed by or marketed to students.

J. Food-Based Fundraisers

Schools shall be limited in the number of on-campus, school-sponsored food-based fundraisers they can hold per year during the regular school day. The regular school day is defined as the period from 90 minutes before the first bell to 90 minutes after the last bell. Elementary schools (i.e., grades Pre-K through 5) may hold no more than 15 fundraisers per year; secondary schools (i.e., grades 6-12) may hold no more than 30 fundraisers per year.

A fundraiser is defined as one or more fundraising activities that last one (1) school day. If multiple school-sponsored organizations conduct fundraisers on the same day, the combined activities shall be counted as one (1) fundraiser. If a fundraising activity lasts more than one school day, each subsequent day's activity shall be considered as one (1) separate fundraiser and shall count toward the exempt fundraisers per year. For instance, if a school holds a three-day fundraiser, that would be counted as three (3) fundraisers for the purpose of this requirement.

All foods and beverages sold at fundraisers shall meet the USDA Smart Snack¹⁹ and HSA standards. Schools and school-sponsored organizations found to be in non-compliance with these nutrition standards shall forfeit their profits to the non-profit School Nutrition Program account and risk additional monetary fines from the Office of the State Superintendent until they comply.

Any fundraiser that sells food or beverages may not be conducted during school meal service times (i.e., 6:00 a.m. until close of the last breakfast period and from the beginning of the first lunch period to the end of the last lunch period). Food and beverage sold to students during these times shall accrue to the nonprofit School Nutrition Program account.²⁰ Schools and school-sponsored organizations found to be

¹⁸ 7 C.F.R. § 210.31(c)(2).

¹⁹ 7 C.F.R. §§ 210, 220.

²⁰ U.S. Department of Agriculture, *School Food Service Account Revenue from the Sale of Non-Program Foods*, available at <https://www.fns.usda.gov/cn/school-food-service-account-revenue-sale-non-program-foods>.

Local Wellness Policy

in non-compliance shall forfeit profits in excess of the maximum allowed fundraisers to the non-profit School Nutrition Program account.

Schools must retain records to document compliance of their fundraisers for each school year.

Schools and school-sponsored organizations and activities are encouraged to consider non-food fundraisers first. Non-food fundraisers, such as a 5K walk/run, dance marathon, or read-a-thon, can support healthy lifestyles and academics while generating higher profits for the organization.

K. Nutritional Standards

The below table outlines the nutritional standards for all foods provided by or sold in DCPS outside of the Child Nutrition meal programs.²¹

Nutrition Standards for Non-Child Nutrition Sponsored Foods		
Portion Size		<ul style="list-style-type: none"> • Snacks ≤200 calories • Entrees ≤350 calories (excludes entrees served by FNS the previous or current day)
Grains		<ul style="list-style-type: none"> • Must be whole grain rich (i.e., 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	Milk	<ul style="list-style-type: none"> • Limited to low fat or skim, non-flavored • Non-flavored milk alternatives • ≤8 oz. serving size
	Juice	<ul style="list-style-type: none"> • Must be 100% fruit and/or vegetable juice • Full-strength juice diluted with water • Contain no added sweeteners • Carbonated permitted in Middle and High Schools • Serving Size: <ul style="list-style-type: none"> ○ Elementary Schools: ≤8 oz. ○ Middle and High Schools: ≤12 oz.
	Water	<ul style="list-style-type: none"> • Plain water (carbonated or uncarbonated) • Flavored, carbonated water permitted in High Schools <ul style="list-style-type: none"> ○ Contain no artificial sweeteners
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		<ul style="list-style-type: none"> • ≤35% sugar by weight

²¹ These standards are based on the *Food Service Guidelines for Federal Facilities*, available at https://www.cdc.gov/obesity/downloads/guidelines_for_federal_concessions_and_vending_operations.pdf.

Local Wellness Policy

Sodium	<ul style="list-style-type: none"> • ≤200 mg per side dish or snack items • ≤480 mg per entree items (excludes entrees served by FNS the previous or current day)
Misc.	<ul style="list-style-type: none"> • No tree nuts or peanuts • Vegetarian meals available daily

L. 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 DCPS.

M. 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. Time spent in the cafeteria is an important part of the day for students to enjoy their meal, spend time with friends, and take a break from the classroom. Students are more likely to do better academically, eat more of their meal, have fewer behavioral problems, and feel more connected to their school when the cafeteria environment is pleasant. Mealtime is an important time for staff to engage with students in a positive way, encouraging healthful eating and social interaction.

N. Allergies/Dietary Restrictions

DCPS recognizes that students may have important and varied dietary needs and aims to be aware of and properly accommodate the dietary needs of every student. Parents/guardians who desire meal accommodations for their students must fill out either the *Medical Dietary Accommodations Form* (requiring an authorized medical provider’s signature) or the *Milk Substitution and Philosophical Dietary Accommodation Form* and submit it to dietary.forms@k12.dc.gov or their school cafeteria, fax to 202-727-2512, or mail it to:

DCPS Food & Nutrition Services
c/o Dietary Accommodation Form
1200 First St NE
9th Floor
Washington, DC 20002.²²

An FNS representative will confirm receipt and contact the parent/guardian as needed for planning purposes.

To broadly support students with allergies and philosophical dietary practices, DCPS will apply the following standards to all food served in its child nutrition programs and vending machines operated by FNS:

- Pork, tree nuts, and peanuts shall not be served.
- Vegetarian meals (which may include dairy and eggs) are offered daily.

²² Available at <https://dcps.dc.gov/page/dietary-accommodations>.

Local Wellness Policy

O. Adult Meals

School staff are encouraged to model healthy eating habits for students and 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.

P. Local Foods

Locally grown and/or locally produced foods are grown and/or processed in Delaware, the District of Columbia, Maryland, New Jersey, North Carolina, Pennsylvania, Virginia, or West Virginia. DCPS will aim to increase the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices in its food service programs given the importance of these practices for the environment and its sustainability.

DRAFT

IV. Physical Environment

According to the CDC, physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it.²³ The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. DCPS recognizes the connection between physical environment and student outcomes and believes safe, positive, and respectful learning environments will result in more engaged students. DCPS is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students.

A. Environmentally Sustainable Schools

DCPS will work in partnership with the DC Department of General Services (DGS) to manage several operational elements of school buildings, including waste management and recycling; integrated pest management; indoor air quality; and heating, ventilation, and air conditioning (HVAC). Schools will participate in the waste management program²⁴ designed to achieve the recycling goals outlined in the HSA and Sustainable DC plan.²⁵

1. Building Sustainability Standards

All modernized and newly built schools will achieve Leadership in Energy and Environmental Design (LEED) certification of Gold or higher. The LEED certification system, maintained by the U.S. Green Building Council, ensures that buildings are resource efficient and incorporate sustainability best practices. DCPS began hosting LEED Health Promotion Workshops for all modernizations as part of a pilot in 2019. The pilot continued into 2021, and workshops will continue being held for modernizations moving forward. Workshops help each project earn a LEED credit and support project outcomes through an early analysis of the inter-relationships among building systems.

New DCPS modernizations are also pursuing the WELL Building Standard, which is the leading global tool for advancing health and well-being in buildings. It includes strategies that aim to advance health by setting performance standards for design intervention, operational protocols and policies, and a commitment to foster a culture of health and well-being. Buildings pursuing this standard will enjoy the operational characteristics of a WELL certified building; however, official certifications for buildings will take place in future years.

DCPS also enrolled all 117 of its buildings into the WELL Health & Safety Rating for Facility Operation and Management. The rating is a third party verified rating for new and existing building and facility types focusing on operational policies, maintenance protocols, occupancy engagement, and emergency plans.

More generally, all schools will prioritize the sustainability of their buildings by, to the maximum extent practicable, integrating the use of green cleaning products and following green cleaning practices as defined by the Office of Contracting and Procurement's Sustainable Purchasing Guidelines for Cleaning

²³ Centers for Disease Control and Prevention, *Components of the Whole School, Whole Community, Whole Child (WSCC)*, available at <https://www.cdc.gov/healthyschools/wcc/components.htm>.

²⁴ A description of this program is available at <https://dgs.dc.gov/page/dgs-healthy-schools-0>.

²⁵ Available at <https://sustainable.dc.gov/sdc2>.

Local Wellness Policy

Supplies and Janitorial Services.²⁶ DCPS will continue to support green cleaning implementation by working with process partners to identify guidance and training for custodial staff.

2. Energy Efficiency

The DCPS Facilities Division and DGS-Sustainability and Energy Management Division (DGS-SE) collaborate on how to bring DCPS buildings into compliance with the recent Clean Energy DC Omnibus Amendment Act of 2018. The Building Energy Performance Standard (BEPS) requires buildings 10,000 square feet or greater that fall below the city's local median ENERGY STAR score (or equivalent EUI metric) to reduce energy consumption 20% by 2026. DCPS will support the DGS-SE Strategic Energy Management Plan, which will serve as a roadmap for the BEPS and aims to reduce greenhouse gas emissions across the full DGS portfolio.

3. 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 indoor air quality. Acceptable indoor air quality 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).

In response to the COVID-19 pandemic, DCPS embarked on a massive effort to improve the indoor air quality of its school buildings. These efforts included the distribution of nearly 1,000 portable HEPA filters for classrooms and shared public spaces, upgrades to HEPA 13 filters when possible, increased ventilation rates, and the installation of indoor air quality sensors throughout all schools. These programs furthered measures previously put in place by DGS through its indoor air quality policy,²⁷ which supports schools in reducing indoor air pollutants.

B. Sustainable Learning

The DC Office of the State Superintendent of Education (OSSE) developed the 2020 DC Environmental Literacy Plan (ELP)²⁸ to integrate environmental education into the K-12 curriculum. DCPS actively engaged in the development of this ELP, incorporates its goals and objectives, and implements its teaching and learning standards into our curricula.²⁹

The ELP includes the following goals and objectives:

- All students engage in project-based experiences at every grade level, both in the classroom and outdoors, designed to increase understanding of environmental and sustainability concepts.
- All educators are prepared and equipped with sustained professional development, tools, and

²⁶ Available at

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

²⁷ Available at

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

²⁸ Available at

https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2020_Environmental_Literacy_Plan.pdf.

²⁹ D.C. Official Code § 38-826.01(b)(2)(D).

Local Wellness Policy

resources to provide rigorous instruction that continually increases students' age-appropriate understanding of the environment.

- All schools integrate sustainability practices and reduce the impact of their buildings and grounds on the environment and human health, including through integrated learning opportunities for students.
- Community stakeholders collaborate across sectors to provide opportunities to teachers, students, staff, and school-based initiatives that support the environmental literacy goal.

DCPS implements the ELP in a number of ways. In science coursework, for example, environmental literacy for students in grades K-5 is built into experiences in Life, Earth, and Space Sciences coursework as students learn about the natural world around them and the impact that humans have on the planet. This continues in middle school as students study Earth Science in grade 6 and Life Science in grade 7. In high school, students have the opportunity to explore biodiversity and the human impact on biodiversity within the Biology course or the human impact on the environment in the high school Environmental Science course as well as AP Environmental Science.

DCPS also supports sustainable learning initiatives and the incorporation of sustainability lessons into school curriculum and programming that align with Next Generation Science Standards.³⁰ 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.

³⁰ Available at <https://www.nextgenscience.org>.

V. Ensuring a Safe & Supportive School Climate

Students' health and well-being and their academic achievement can be greatly influenced by their 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 understands that a positive school climate is one in which the quality and character of school life is formed through a student-centered environment rooted in community values and input; systems of culture, gender, and LGBTQ responsive engagement; and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families.

DCPS is committed to developing socially and emotionally healthy students by creating a school climate that results in a safe, engaging, healthy, challenging, and supportive learning environment. 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 Policy³¹ 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, shares prevention strategies, and lays out 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' Office of School Improvements and Supports engages with 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,³² the LGBTQ and Sexual Health Program 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, the LGBTQ and Sexual Health Program 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 Guidance³³ that support

³¹ Available at <https://dcps.dc.gov/node/910682>.

³² DCPS, *Plan to Create an Inclusive School Community*, <https://dcps.dc.gov/publication/plan-create-inclusive-school-community>.

³³ Available at <https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS%20Transgender%20Gender%20Non%20Conforming%20Policy%20Guidance.pdf>.

Local Wellness Policy

transgender and gender-nonconforming DCPS students. It also provides guidance to ensure that all students are treated equitably and with dignity at school. Additional 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.

C. School Mental Health

Nearly one in five young people are impacted by a mental health disorder.³⁴ To help support such students in our schools, DCPS has over 450 school-based clinicians and counselors who work with community-based partners to increase access to mental health services for all students. School mental health teams assess critical areas of concern impacting education and support students and staff in addressing areas of social and/or emotional concern.

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.³⁵ Principals and staff are required to complete an online training once every two (2) years.³⁶

Finally, schools are required to adopt written policy, procedures, and training on suicide prevention in accordance with the Youth Suicide Prevention and School Climate Survey Act of 2015.³⁷ DCPS collaborates with the Emergency Services Alliance 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 appropriately:

- 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 guidebook to familiarize themselves with the protocols; and
- School-based mental health providers and school counselors will participate in a crisis response protocol training.

³⁴ Centers for Disease Control and Prevention, *What is Children's Mental Health?*, available at <https://www.cdc.gov/childrensmentalhealth/basics.html>.

³⁵ D.C. Law 19-141.

³⁶ Available at <https://supportdcyouth.kognito.com/>.

³⁷ D.C. Law 21-120.

VI. Health Services

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

A. Health Requirements

In order to have the basic information necessary 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 the school year.

DC law requires all students to present valid written immunization certification documenting that they have been successfully immunized in accordance with current DC Health immunization requirements³⁸ prior to the first day of classes. Unless families obtain a medical or religious exemption,³⁹ DC law requires students to receive a number of immunizations, including diphtheria, tetanus, pertussis, mumps, measles, rubella, polio, Haemophilus influenza type (Hib), hepatitis B, and varicella, in order to attend school. Students in grades 6-12 are also required to receive a Human Papillomavirus (HPV) vaccine or submit an opt-out form, which is available from the school nurse. Immunization compliance is documented by submitting a completed Universal Health Certificate or immunization records to the school at the time of enrollment.

DC law also requires some groups of students to be immunized against COVID-19. As of May 2, 2022, these groups include student-athletes ages 12 and older⁴⁰ and all students above the age for which the U.S. Food and Drug Administration has granted a COVID-19 vaccination its full approval (as opposed to emergency use authorization).⁴¹ For current information on COVID-19 vaccination requirements in DC, please see <https://osse.dc.gov/page/district-columbia-immunization-attendance-policy>. DCPS strongly encourages all students and staff to receive a COVID-19 vaccination in accordance with DC Health recommendations in order to protect themselves, their families, and the community.⁴²

The DCPS Early Childhood Education Division collaborates with the Student Health Services Team, Early Stages, school registrars, and school nurses to meet additional key health requirements that are required by 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

³⁸ The current list of required immunizations is available at <https://dchealth.dc.gov/service/immunization-forms>.

³⁹ Families should reach out to their school's principal if they seek to obtain a medical or religious exemption from immunization requirements.

⁴⁰ Mayor's Order 2021-109, *COVID-19 Vaccination Requirements for Adults Regularly in Schools or Child Care Facilities and for Student-Athletes*, available at <https://coronavirus.dc.gov/page/mayors-order-2021-109-covid-19-vaccination-requirement-adults-regularly-schools-or-child-care>.

⁴¹ D.C. Official Code § 38-502.01.

⁴² Information on obtaining a COVID-19 vaccination in DC is available at <https://coronavirus.dc.gov/page/get-vaccinated>.

Local Wellness Policy

- 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 or on their UHC or OHA.

B. Access to Medication

To meet student medication access needs, DCPS partners with DC Health to train staff to safely administer medication to students. Every school shall have at least three (3) staff members other than the nurse who are trained to administer medication to students.

Before administering medications to a student who 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 *Action Plan for Anaphylaxis* (where appropriate).⁴³ DCPS also partners with OSSE for training specifically on the administration of epinephrine auto-injectors (EpiPens) and to provide each school with two twin-packs of EpiPens (i.e., four EpiPens total). These two twin-packs are referred to as “undesignated EpiPens” because they are not prescribed to any individual; they are for use on anyone experiencing an anaphylactic reaction. Through partnership with OSSE, undesignated EpiPens are replaced annually for all schools, prior to their expiration date. Undesignated EpiPens are stored in the main office for easy accessibility. The school nurse and trained staff may administer these EpiPens in the event of an emergency.

Individuals with known life-threatening allergies should continue to bring their own prescribed EpiPen to school, along with a completed *Action Plan for Anaphylaxis*.

C. Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination against individuals with disabilities in all programs and activities receiving federal funding, including public schools. A student is eligible under Section 504 if they have a physical or mental impairment that substantially limits one or more major life activities. School districts, including DCPS, are obligated to provide eligible students with the accommodations and services they need in order to have equal access to the general education curriculum, opportunities for learning, and other school activities. The supports are documented on a 504 plan. Students with chronic health conditions should be referred for a 504 evaluation if they require accommodations or services during the school day.

All DCPS schools have at least one (1) staff member designated to serve as 504 coordinator to oversee the 504 process at their school. More information about the DCPS Section 504 process is available at <https://dcps.dc.gov/page/section-504>.

⁴³ These forms are available on the DCPS website at <https://dcps.dc.gov/node/1003562>.

Local Wellness Policy

D. School Health Services Program

DCPS participates in DC Health's School Health Services Program and partners with Children's School Services to assign nurses to each school. Through this program, each DCPS school receives nursing coverage and assistance with health services coordination to support the needs of students. In accordance with DC law,⁴⁴ 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 their students.

E. School-Based Health Centers

School-based health centers (SBHC) are available to enrolled students and their children at select DCPS 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, 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 the student to gain access to the comprehensive health services offered. In accordance with DC Minor Consent Regulations,⁴⁵ students may directly access their school's SBHC and consent to sexual health, substance abuse, and mental health information without parental notification.

In response to the COVID-19 pandemic, access to SBHCs was expanded to students enrolled in other schools to provide pediatric immunizations and COVID-19 vaccinations to eligible students. Use of SBHCs has also been expanded to all student athletes regardless of enrollment to provide health care access for required physicals.

F. Sexual Health Services

As a part of the comprehensive sexual health services offered in DCPS, condoms will be made available 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 testing for sexually transmitted infections (STI) and HIV, promote healthy relationships, and provide access to support services, DCPS will partner with DC Health to offer access to free screenings for STIs with community based organizations and local health clinics. Participation in these programs is entirely voluntary, and, per DC minor consent regulations, students may seek these services without parental consent.⁴⁶

G. Employee Wellness

DCPS values the well-being of staff members and offers a host of health benefits⁴⁷ to support staff in achieving optimal health. DCPS partners with the DC Department of Human Resources (DCHR) to

⁴⁴ D.C. Official Code § 38-621.

⁴⁵ 22-B DCMR § 600 *et seq.*

⁴⁶ 22-B DCMR § 600.7.

⁴⁷ A detailed description of DCPS' health benefits is available at <https://dcps.dc.gov/page/dcps-health-benefits>.

Local Wellness Policy

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 DCPS 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 and efforts.

VII. Family Engagement and Community Involvement

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. DCPS understands that welcoming participation from families when developing and implementing this Local Wellness Policy (LWP) supports the creation of an effective, comprehensive, and robust LWP that will meet the needs of the school community and the students it serves. In seeking feedback from families on this wellness policy, DCPS acknowledges the connection between family involvement and ensuring students receive a well-rounded, comprehensive education that can serve them within and outside of the classroom setting.

A. Family and Community Participation

Parents, students, DCPS’ FNS, teachers of physical education, school health professionals, the DC State Board of Education, school administrators, and the general public will be provided an opportunity to participate in the development, implementation, and periodic review and update of this LWP through the public posting of an updated draft of the policy for community review and comment.⁴⁸ DCPS will work to share and publicize this opportunity broadly so that all members of the community have the opportunity to engage with the development of the LWP. DCPS will then review the feedback and make any appropriate updates to the LWP before its finalization.

B. Keeping the Community Informed

DCPS will post the LWP and promotional materials on the DCPS website and promote the LWP with families, schools, and community members.⁴⁹ Schools will keep their school community informed about the LWP by having it available in their front office, displaying it on their school’s website, and sharing it with their food service staff and parent-teacher organization.⁵⁰ 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.

DCPS will also post the LWP triennial assessment on the DCPS website.⁵¹

⁴⁸ 7 C.F.R. § 210.31(c)(5), (d)(1).

⁴⁹ 7 C.F.R. § 210.31(d)(2).

⁵⁰ D.C. Official Code § 38-826.01(c).

⁵¹ 7 C.F.R. § 210.31(d)(3).

VIII. Measuring Policy Impact and Implementation

A. Triennial Progress Assessments

At least once every three years, DCPS will assess its LWP, make the appropriate updates to ensure conformity with federal and local law and regulations as well as best practices, and publicly share the assessment of the LWP.⁵² The triennial assessment and report will be managed by the Executive Director of FNS and DCPS' Policy Team.⁵³ In each school, the principal or designee will ensure compliance with the LWP and monitor implementation annually.

B. Measuring the Implementation of the LWP

DCPS will evaluate its compliance with and the effectiveness of this LWP through a multi-faceted review that integrates input from schools; students, staff, and the community; and the Central Services teams that oversee and support aspects of the LWP.⁵⁴ DCPS' FNS, Early Childhood Education Division, Health and Physical Education Team, Comprehensive Alternative Resolution & Equity (CARE) Team, Facilities Management Team, Student Health Services Team, School Mental Health Team, LGBTQ and Sexual Health Program, Section 504 Team, Student Behavior and School Culture Team, and Policy Team will collaborate to review and update the LWP to ensure that it conforms to current DCPS policies and procedures and reflects best practices for student, school, and community wellness.

This process will also include engagement of students, families, school staff, and community members to measure success of the LWP. These groups will be provided an opportunity to participate in the development, implementation, and review of this LWP through the public posting of an updated draft of the policy for community review and comment. DCPS will then review the feedback and make any appropriate updates to the LWP.

Lastly, DCPS will monitor implementation and evaluation of the LWP using a number of existing data collection tools, such as:

- OSSE Health and Physical Education student assessments;
- Nutritional and Operational Guidelines for Food, including
 - Student taste tests,
 - School administrator surveys,
 - Child Nutrition Program reviews,
 - Student Satisfaction surveys,
 - Parent Satisfaction surveys, and
 - Community engagement; and
- The Healthy Schools Act's School Health Profiles, which require schools to review and describe their health practices across a wide range of subject areas that overlap with the LWP, including:
 - health and physical education programs,
 - nutrition and food service programs,
 - environmental sustainability and literacy,
 - HIV/STI prevention education,

⁵² 7 C.F.R. § 210.31(e)(2).

⁵³ 7 C.F.R. § 210.31(c)(4).

⁵⁴ 7 C.F.R. § 210.31(c)(6).

Local Wellness Policy

- mental health services,
- student health services,
- staff wellness initiatives, and
- distribution of the LWP to school staff, students, and the community.

DRAFT

IX. Policy Implementation Requirements

DCPS is committed to serving every student with equity, excellence, transparency, and accountability and ensuring that our schools promote student health and wellness. In implementing this policy and utilizing the framework of the CDC's Whole School, Whole Community, Whole Child model, schools can encourage positive educational and health outcomes and push students to develop patterns of healthy behaviors that continue through their lives.

All DCPS employees are required to comply with the requirements set forth in this policy. In order to support its implementation, this policy and the related requirements on making it available within school buildings will be shared with all principals and school leaders. A checklist for implementing the LWP is also available in Appendix II to assist schools in fulfilling all of the policy's requirements.

Contact information for specific topic areas discussed in this policy can be found in Appendix III. For any concerns about or violations of this directive, contact the Chief Integrity Officer by completing the Online Referral Form⁵⁵ or sending an email to dcps.cio@k12.dc.gov.

⁵⁵ Available at <https://dcps.dc.gov/page/office-integrity>.

Appendix I: CDC Whole School, Whole Community, Whole Child Model⁵⁶



⁵⁶ Centers for Disease Control and Prevention, *The Whole School, Whole Community, Whole Child (WSCC) Model*, available at <https://www.cdc.gov/healthyyouth/wscs/model.htm>. <https://www.cdc.gov/healthyyouth/wscs/>

Local Wellness Policy

Appendix II: Local Wellness Policy Checklist

Please ensure the following items are addressed in your school for the start of the year to implement the Local Wellness Policy (LWP) in its entirety:

Sharing the LWP

- Post the LWP on your school’s **website** (if you have one).
- Post the LWP in your school’s **front office**.
- Post the LWP in your school’s **cafeteria**
- Distribute the LWP to staff.
- Distribute the LWP to your school’s **parent/teacher organization** (if you have one).

Physical Education and Activity

- Pre-K 3 and Pre-K 4: 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**.
- 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 for at least 75 minutes per week and may take place during Physical Education.
- 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 at least 75 minutes per week and may take place during Physical Education.
- 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. Additional recess time may be used as a reward.
- All Grades: Ensure that **students with disabilities** are provided alternate physical activities where necessary to ensure their participation.

School Meals

- Schools will encourage participation in all meal programs offered through **outreach and promotion to students, families, and the community**.
- Ensure that the **food available or sold on school grounds to students** meets USDA Smart Snacks in Schools, DCPS Nutritional Standards, and DC Healthy Schools Act standards.
- Elementary schools with **more than 40% of students** qualifying for free or reduced-price meals

Local Wellness Policy

are required to operate Breakfast in the Classroom (BIC) unless they have received a waiver to operate a different alternative breakfast model.

- 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).
- For Title I schools with Pre-K 3 and Pre-K 4 classrooms, ensure you are implementing **Family Style Meals**.
- Ensure breakfast is available to all DCPS students **until 9:15 a.m. every day**, but not after 10:00 a.m.
- 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.
- Ensure that each student that desires special dietary accommodations has submitted the correct form and receives the necessary accommodations where applicable.
- Ensure that all food served in child nutrition programs and vending machines operated by FNS do not serve pork, tree nuts, or peanuts and that vegetarian meals (which may include dairy and eggs) are offered daily.
- Ensure that your school participates in the **recycling program provided by DGS**.

Health Services

- Ensure that each student has submitted a completed **Universal Health Certificate (UHC) and Oral Health Assessment (OHA)** annually.
- Ensure that your school has at least 3 staff members besides the nurse who are trained to **administer medication to students**.
- Ensure that each student that needs to take medication or requires medical treatment, has submitted a **Medication and Treatment Authorization Form, Asthma Action Plan**, and/or **Action Plan for Anaphylaxis** (where appropriate).
- 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.
- Ensure that all school administrators and health staff **complete the required crisis webinars**.

Appendix III: Contact Information

Questions about Head Start Health Requirements

DCPS Office of Teaching and Learning, Early Childhood Education Division,
dcps.earlychildhood@k12.dc.gov

Questions about Health Education and Physical Education

DCPS Office of Teaching and Learning, Health and Physical Education Team, 202-442-5369

Questions about Health Services and School Health Requirements

DCPS Office of School Improvement and Supports, Student Health Services Team,
healthservices.dcps@k12.dc.gov

Questions about Mental Health and Behavioral Support Services

DCPS Office of School Improvement and Supports, School Mental Health Team,
school.mentalhealth@k12.dc.gov

Questions about School Meals and Vending Services

DCPS Food and Nutrition Services, 202-299-2159, or food.dcps@k12.dc.gov

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

DCPS Facilities Management Team, sustainable.schools@k12.dc.gov
DC Department of General Services, 202-727-2800, or dgs@dc.gov