

STUDENT AND STAFF WELLNESS REGULATIONS

I. PREAMBLE

The Northampton County Public School Division* (furthermore referred to as the Division) is committed to the optimal physical, mental and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure optimal success of all students.

Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the U.S Department of Agriculture's ([USDA](#)) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products is associated with lower grades. Participation in active transportation to and from school, recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This local school wellness policy (LWP) outlines the Division's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day*, while minimizing commercial distractions.

Specifically, this policy establishes goals and procedures to ensure that:

- Students in the Division have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors
- Students have opportunities to be physically active before, during and after school
- Students engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged in supporting the work of the Division in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- The Division establishes and maintains an infrastructure for management, oversight, implementation, communication and monitoring of the policy and its established goals and objectives

Terms marked with a * can be found in the glossary
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The Division understands that all resources are not equally available or distributed to all students and staff. Therefore, the Division will maintain a focus on health equity and will work to ensure that all students and staff across the Division have equitable access to health and wellness efforts.

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

II. DIVISION WELLNESS COMMITTEE

Purpose of the Committee

The Division will convene a representative Division Wellness Committee (DWC) that meets at least four times per year to establish goals and oversee school health and safety policies and programs – including the development, implementation, periodic review and update of this LWP.

Committee Membership

Each school in the Division will have their own school wellness committee (SWC) who will then send one representative to be on the DWC. Each school committee will include representatives from the school staff and student body. The DWC will include representatives from the school and Division level that will reflect the diversity of the community.

The SWC membership will include one building level administrator, school nurse, school guidance counselor, physical education teacher, cafeteria manager, one lower grade level teacher, one higher grade level teacher, and the Student Government Association (SGA) president.

The DWC membership will include one representative from each of the SWCs, the superintendent or associate superintendent of the Division, the school board chairperson or their selected designee, Division Wide Nurse Coordinator and Food Service Coordinator.

In addition, the DWC will allow to the extent possible membership input from caregivers, parents, students, community health professionals, community stakeholders and the general public.

Committee Leadership

The school nurse (or another designee) will convene the SWC to meet, discuss and implement the LWP.

The Division Wide Nurse Coordinator (or another designee) will convene the DWC to meet, facilitate development of and updates to the LWP and ensure each school's compliance with the policy.

III. ACCOUNTABILITY

Triennial* Assessments

At least once every three years, the Division will assess the LWP by measuring:

- The extent to which the LWP meets the requirements of the USDA final rule
- The extent to which schools under the jurisdiction of the Division are complying with the LWP
- The progress made in attaining the goals of the LWP

Documentation

The Division will retain records to document the presence of and compliance with the LWP, including but not be limited to:

- The current and previous board-approved LWP
- Documentation demonstrating that the LWP has been made available to the public
- Documentation of the most recent Division and school-level assessments of implementation
- Documentation of efforts to review and update the LWP, including who was involved and how the Division made community stakeholders aware of their ability to participate
- Documentation to demonstrate compliance with the annual public notification requirements

Policy Updates and Revisions

The DWC will update or modify the LWP based upon the results of the triennial assessment; Division priorities and/or community needs change, school-level implementation progress, wellness goals are met, new or emerging scientific and technology information, results of school health assessments and new federal or state regulations, guidance or standards are issued. The LWP will be assessed and updated as indicated at least every three years, following the triennial assessment.

Annual Notification to the Public

The Division will actively inform families and the public each year of basic information regarding the LWP. This information will include the policy contents and any updates, both school and Division implementation status, and effective dates of policy changes. The public will be given information on how they can get involved with the DWC, the DWC meetings including dates, times and locations, ways they can provide feedback and comments to the DWC, as well as the names of the Division and school members on the SWC and DWC. An explanation of why updates were made, who was involved in the updates and how stakeholders were made aware of their ability to participate will also be made known to the public.

The Division will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all families have access to the information.

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The Division will distribute this information to the community by displaying notices on the Division and school websites as well as posting the most recent approved policy to BoardDocs.

Family and Community Involvement

The Division is committed to ensuring that the public is aware of and involved in the development and implementation of the LWP. The Division wants to remain responsive to the input from the community and will actively communicate ways in which they can participate with the DWC.

IV. NUTRITION SERVICES

School Meals

Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance. Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. As children consume as many as half of their daily calories at school it is imperative that the Division participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) to ensure the serving of healthy meals to children.

The USDA Child Nutrition Programs aim to improve the health and diet of students, help mitigate hunger and childhood obesity and model healthy eating by providing meals that are low in fat and sodium, include a variety of fruits and vegetables, whole grains, meats and meat alternatives, fat-free and low-fat milk and access to free drinking water. These meal programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

The Division will accommodate special dietary needs and food allergies as required by federal regulations while making school meals accessible to all students. The Division will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals.

School meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to the [USDA Professional Standards for School Nutrition Professionals](#) to [search for training](#) that meets their learning needs. All cafeteria managers are required to possess and maintain a Food Manager's Certification by completing standards set by the National Restaurant Association Education Foundation for the ServSafe Food Protection Manager Certification or an approved equivalent as recognized by the Virginia Department of Health.

Community Eligibility Program

All schools in the division will be participating in the Community Eligibility Provision (CEP) as implemented under the Healthy, Hunger-Free Kids Act of 2010. Enrolled students will be provided a nutritious meal for breakfast and lunch each day at no charge to the household. Households will not be required to submit a meal application form to receive meals at no charge.

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All schools within the Division are committed to offering school meals that:

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings
- Meet or exceed current nutrition requirements established by local, state and Federal statutes and regulations ([USDA nutrition standards](#))
- Include at least two non-fried vegetable and two fruit options each day
- Provide free drinking water
- Promote health messages, such as signs and banners displaying the USDA MyPlate
- Promote participation in Federal child nutrition programs to help ensure that families know what programs are available in their children's school

- Promote recommended meal times and scheduling that include the following, where appropriate:
 - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
 - Students are served lunch at a reasonable and appropriate time of day
 - (scheduled between 11am and 1pm)
 - Students will have access to hand washing or hand sanitizing before they eat meals or snacks
 - Schools will provide reasonable accommodations regarding tooth-brushing regimens for students with special oral health needs (orthodontia or high risk for tooth decay)

- Promote food knowledge and participation:
 - Establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low income
 - Prohibit the use of food as a reward or the withholding of food as a punishment
 - Post menus on the Division website and/or individual school websites
 - Encourage staff to model healthy eating behaviors

- Promote healthy food and beverage choices using the following marketing and merchandising techniques:
 - Using daily announcements to promote and market menu items
 - Visibly displaying the monthly cafeteria menu in classrooms
 - Promoting grab and go choices of fruits and vegetables

- Implement the following farm-to-school activities:
 - Reinforcing messages about agriculture and nutrition throughout the learning environment
 - Incorporating local and regional foods into school meal programs
 - Supporting schools in hosting school gardens and field trips to local farms

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Standards for Nutritive Food Components

1. Snacks, foods, and beverages meet dietary fat criteria per portion as packaged: no more than 35% of total calories from fat, less than 10% of total calories from saturated fat and zero trans-fat.
2. Snacks, foods and beverages provide no more than 35% of calories from total sugars per portion as package. Exceptions to the standard are:
 - a. Fruits and 100% fruit juices in all forms without added sugars
 - b. 100% vegetables and vegetable juices without added sugars
 - c. Unflavored nonfat and low-fat milk and yogurt. Flavored nonfat and low-fat milk can contain no more than 22 grams of total sugars per 8-ounce portion, and flavored nonfat and low-fat yogurt can contain no more than 30 grams of total sugars per 8-ounce serving.
3. Snack items are 200 calories or less per portion as packaged, and a la carte entrée items do not exceed calorie limits on comparable National School Lunch Program (NSLP) items
4. Snack items meet a sodium content limit of 200mg or less per portion as packaged or 480mg or less per entrée portion as served a la carte
5. Beverages containing nonnutritive sweeteners are only allowed in high schools after the end of the school day
6. Foods and beverages are caffeine-free, with the exception of trace amounts of naturally occurring caffeine-related substances.

Standards for the School Day

1. Foods and beverages offered during the school day are limited to those in Tier 1*
2. Plain, potable water is available throughout the school day at no cost to students or staff
3. Sport drinks are not available in the school setting except when provided by the school for student athletes participating in sports programs involving vigorous activity of more than 1 hour's duration
4. Foods and beverages are not used as rewards or discipline for academic performance or behavior
5. Minimize marketing of Tier 2* snacks, foods, and beverages in the high school setting by locating Tier 2 food and beverage distribution in low student traffic areas and ensuring that the exteriors of vending machines do not depict commercial products or logos or suggest that consumption of vended items convey health or social benefit.

Standards for the After-School Setting

1. Tier 1 snack items are allowed after school for student activities for elementary and middle schools. Tier 1 and 2 snacks are allowed after school for high school
2. For on-campus fundraising activities during the school day, Tier 1 foods and beverages are allowed for elementary, middle and high schools. Tier 2 foods and beverages are allowed for high schools after school. For evening and community activities that include adults, Tier 1 and 2 foods and beverages are encouraged.

Water

Access to safe, free drinking water helps to increase students overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.

Free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

Students can bring and carry approved water bottles filled with only water before, during and after the school day across school campus*. All water sources and containers will be maintained regularly to ensure adherence to health and safety standards. Such water sources and containers may include drinking water fountains, refillable water bottle fountains, or water jugs.

Competitive Foods and Beverages

Competitive foods and beverages include those items sold as a la carte and in vending machines, school stores, snack or food carts, concession stands, as well as any food-based fundraising meant for consumption during the school day. These items are called competitive foods and beverages because students may choose to eat or drink them instead of healthier foods offered through the school meal programs.

The Division will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet [Smart Snacks](#). These standards will apply in all locations and through all services where competitive foods and beverages are sold.

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

To qualify as a Smart Snack, a snack or entrée must:

- Be a grain product that contains 50% or more whole grains by weight
 - Have a whole grain listed as the first ingredient
- Have as the first ingredient a fruit, vegetable, dairy product or protein food
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable
- Meet the following minimum standards for calories, sodium, sugar and fats:

Nutrient	Snack	Entree
Calories	200 calories or less	350 calories or less
Sodium	200mg or less	480mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

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Celebrations and Rewards

Supporting student's academic performance and good behavior with positive reinforcement is key to future success however using food as a reward or punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.

Therefore, foods and beverages, regardless of whether they are healthy or not, will not be used as a reward, or withheld as punishment for any reason, such as performance or behavior. Furthermore, physical activity, including but not limited to recess and PE, will not be withheld as punishment for any reason, however extra time to engage in physical activity is permissible as a reward when given to the entire class as a whole.

The Division will ensure that celebrations and rewards are consistent with our nutrition policies. Celebrations such as class parties involving food will be scheduled as not to interfere or interrupt the class's regularly scheduled SBP or NSLP. Due to food safety and allergy concerns, homemade foods will not be permitted; families are only allowed to provide store-bought food for class celebrations. It is highly recommended that the foods brought into school for class celebrations be nut-free. All outside food brought into school for class celebrations must get pre-approved.

The Division recommends utilizing rewards that promote physical activity and/or promote educational messages in addition to or instead of classroom celebrations focused on food. The Division will provide information on Smart Snacks for when food is included as well as a list of healthy and non-food party ideas and rewards.

- [Smart Snack Ideas](#)
- [Healthy and non-food party ideas](#)
- [Healthy and non-food rewards](#)

Fundraising

Fundraising provides opportunities for collaboration among students, staff, families and community to promote the school. If the use of food and beverages are being sold in a fundraiser the Division will ensure that the products meet or exceed Smart Snacks.

In accordance to the Code of Virginia, Section 22.1-207.4, each public school is permitted to conduct, on the school campus during regular school hours, no more than 30 school-sponsored fundraisers per school year during which food or beverages that do not meet the nutrition guidelines for competitive foods may be sold to students. One fundraiser is defined as one or more fundraising activities that last one school day. If multiple school-sponsored organizations conduct fundraisers on the same day, the combined activities shall be counted as one fundraiser. If a fundraising activity lasts more than one school day, each subsequent day's activity shall be considered as one fundraiser and shall count toward the 30 exempt fundraisers total per year. Any fundraiser that sells food or beverages, whether items meet the nutrition standards or are exempt from the nutrition standards, may not be conducted during school meal service times, as defined as 6am until the close of the last breakfast period and from the beginning of the first lunch period to the end of the last lunch period (8VAC20-580-10 et seq.) and (8VAC20-290-10).

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These exempt fundraisers are tracked and monitored by the school principal and records are kept on file in the main office.

Schools will encourage fundraising activities that do not include the sale of food or beverages. The Division will promote fundraisers to instead include physical activity, school spirit support, and/or academic achievement. Healthy fundraising ideas can be found in this [list](#).

Nutrition Education

The Division will teach, model, encourage, and support healthy eating among students. Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.

Schools will provide nutrition education integrated into other subjects, as part of health education that:

- Is offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets VA health Standards of Learning (SOL)
- Is designed to provide students with knowledge and skills necessary to promote and protect their health
- Is not only part of health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social studies, and elective subjects
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services
- Teaches media literacy with an emphasis on food and beverage marketing
- Includes nutrition education training for teachers and other staff

Essential Healthy Eating Topics in Health Education

The Division will include in the health education curriculum a minimum of 12 of the following topics:

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

Nutrition Promotion

Nutrition promotion positively influences lifelong healthy eating behaviors through the use of evidence-based techniques and nutrition messages that help create healthy food environments. Promoting nutrition also helps to encourage and increase participation in school meal programs.

Students and staff will receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. The Division and all schools will promote healthy food and beverage choices for all students across the school campus while encouraging participation in the school meals program.

The Division will promote nutrition and the school meals program through school announcements, website postings and monthly cafeteria menus.

Food and Beverage Marketing

Health and wellness efforts are weakened when students are subjected to advertising or commercial distractions on Division property that promotes unhealthy foods and beverages.

Therefore, the Division is committed to teaching students to make informed choices about nutrition, health and physical activity. The school environment ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

All foods and beverages marketed to students on the school campus during the school day will meet or exceed Smart Snacks. This includes the marketing of products on the exterior of vending machines, posters, flyers, menu boards, coolers, trashcans, food service equipment, and cups used for beverage dispensing.

As entities, including the Division, school nutrition services, athletics department and the parent-teacher association review existing contracts and consider new contracts, equipment, product purchasing and product replacement decisions should reflect the marketing guidelines established by this LWP.

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

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards
- Corporate brand, logo, name or trademark on cups for beverage dispensing, menu boards, coolers, trash cans and other foodservice equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the Division
- Advertisements in school publications or school mailings
- Free product samples, taste test or coupons of a product
- Educational Incentive Programs that give food and beverages as a reward

V. PHYSICAL ACTIVITY OPPORTUNITIES

A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP ensures strong coordination and synergy throughout the school environment to encourage students to be active for at least 60 minutes per day. A CSPAP includes physical education (PE), physical activity before, during and after the school day, family and community engagement and staff involvement.

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All students will receive an education on the benefits of physical activity in conjunction with health and nutrition education. The Division requires that a combination of physical activity opportunities including but not limited to Physical Education, Classroom Physical Activity, Active Academics, Daily Recess, Before and After School Activities including sports, and active transportation be offered to the students. The Division requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

Physical Education

PE, as the basis of a CSPAP, provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment. PE can increase grades and standardized test scores and help students to stay on task in the classroom.

Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for PE.

All students, including those with disabilities, should be provided with access to PE. It is essential that PE teachers are trained in adaptive PE and have appropriate adaptive equipment to meet the needs of all children.

The Division will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

The Division will ensure that the physical education curriculum shall:

- Emphasize knowledge and skills for a lifetime of regular physical activity
- Be consistent with the VA standards of learning (SOL) and the VA Governor's Nutrition and Physical Activity scorecard and awards program
- Devote at least 50% of class time to moderate to vigorous physical activity during most or all physical education class sessions
- Provide many different physical activity choices
- Feature cooperative as well as competitive games
- Meet the needs of all students
- Take into account gender and cultural differences in student's interest
- Actively teach cooperation, fair play, and responsible participation in physical activity
- Have student to teacher ratios comparable to those in other curricular area
- Promote participation in physical activity outside of school
- Focus, at the high school level, on helping adolescents make the transition to an active adult lifestyle
- Be an enjoyable experience for students

All students in grades PreK-12, including students with disabilities, special health-care needs, and in alternative educational settings, will be provided with equal opportunity to participate in physical education classes for the entire school year.

Waivers, exemption or substitutions for PE classes will not be granted except if a physician states in writing that specific physical activities will jeopardize the student's health and well-being or a parent/guardian request exemption from specific physical activities on religious grounds.

All students shall be regularly assessed for attainment of the physical education learning objectives. Course grades shall be awarded in the same way grades are awarded in other subject areas and shall be included in the calculations of grade point average, class rank and academic recognition programs such as honor roll.

Health-related physical fitness testing shall be integrated into the curriculum as an instructional tool, except in the early elementary grades. Tests shall be appropriate to student's developmental levels and physical abilities. Such testing shall be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. Staff will maintain the confidentiality of fitness test results, which will be made available only to students and their families.

As health-related physical fitness is influenced by factors beyond the control of students and teachers such as genetics, physical maturation, disabling conditions, and body composition, test results shall not be used to determine course grades or to assess the performance of individual teachers.

Physical education shall be taught by well-prepared specialists who are certified by the state to teach physical education. All physical education teachers shall be adequately prepared and regularly participate in professional development activities to effectively deliver the physical education program. Preparation and professional development activities shall provide basic knowledge of the physical development of children and adolescents combined with skill practice in program-specific activities and other appropriate instructional techniques and strategies designed to promote lifelong habits of physical activity.

All Division elementary students in each grade will receive physical education for at least 60-90 minutes per week throughout the school year

All Division middle and high school students are required to take the equivalent of one academic year of physical education.

Schools should discourage extended periods of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand, stretch their legs and be moderately active.

Schools should discourage the use of the gymnasium for other instructional purposes, such as school assemblies, when physical education classes are scheduled to take place.

Health Education

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity. The Division will ensure that all students, K-12, take comprehensive, skills-based health education that is taught by qualified and trained professionals. The health education learning standards and curriculum are regularly evaluated and revised. All schools will utilize a planned, sequential and comprehensive health education curriculum that is culturally and developmentally appropriate; addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors and provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy.

Essential Physical Activity Topics in Health Education

Health education is required in all elementary school grades and the Division requires middle and high school students to take and pass at least one health education course.

The Division will include in the health education curriculum a minimum of 12 of the following topics:

- The physical, psychological, or social benefits of physical activity
- Health-Related Fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Decreasing Sedentary Activities, such as watching TV
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, including, warm up, workout and cool down
- Overcoming Barriers to physical activity
- Decreasing sedentary activities, such as TV watching, long term video gaming
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough by determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support and advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

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Classroom Physical Activity

Physical activity incorporated into planned academic instruction or used as a classroom break can benefit students by improving their concentration and ability to stay on-task in the classroom, reduce disruptive behavior, improve their motivation and engagement in the learning process, help to improve their academic performance and increase their amount of daily physical activity.

[Classroom physical activity](#) is defined as any physical activity done in the classroom that can take place at any time during the school day and occur in one or several brief periods.

The Division recognizes that students are more attentive and ready to learn if provided with periodic breaks to stretch, move and be physically active. Teachers are encouraged to incorporate physical activity into their daily lesson plans and/or provide periodic opportunities for students to be physically active throughout the day in class as a break from the lesson. These classroom physical activities will complement but never substitute physical education class or recess.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into core subject instruction of math, science, language arts, and social studies when possible. Physical education topics shall be integrated within other curricular areas.

Daily Recess

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Recess will complement but never substitute physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible. All schools will provide adequate space and equipment to allow for moderate to vigorous physical activity.

Outdoor recess will be offered when weather permits for outdoor play. In the event that the school or Division must conduct indoor recess, teachers and staff will provide indoor activities that promote physical activity to the extent possible for students.

If recess is offered before lunch, all schools will have appropriate hand-washing stations and/or hand sanitizing mechanisms located near the cafeteria to ensure proper hand hygiene is required and completed by all students prior to eating. Time to put away coats, gloves, hats and clean hands will be built into the transition period timeframe from recess to lunch.

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered in PreK through 12th grade. Although these physical activity periods are not usually called recess in middle and high school, they serve the same purpose to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day.

Before and After School Activities

Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term. The Division will strive to offer extracurricular physical activity programs, such as physical activity clubs or intramural sports at all elementary, middle and high schools. The high school and middle school where appropriate will also offer interscholastic sports.

All schools will offer a range of activities that meet the needs, interest, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Each extracurricular physical activity program sponsored by in-school and non-school organizations shall be pre-approved by the Division and be supervised by the building level administrator or program designee.

The integrity and purpose of the physical education program shall not be compromised by such extracurricular activities nor shall they interfere with the regular school day.

Active Transportation Support and Promotion

Active transportation is one way to enable students to accumulate their physical activity daily. The Division will provide strong support for active transportation ways of getting to and from all schools including but not limited to walking and biking. Where feasible, the Division will make improvements to make active transport to school safer and easier for students. By exploring the following suggested activities, the Division will work to promote active transportation for all students.

These suggested activities include:

- Designate safe or preferred routes to school
- Secure storage facilities for bicycles and helmets
- Instruction on walking and biking safety provided to students
- Promote safe routes program to students, staff and families via the Division and school websites

VI. OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

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

All schools in the Division are encouraged to coordinate content across curricular areas that promote student health.

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

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

Community Involvement

Community organizations (cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff.

The Division is committed to encouraging community involvement in school-level decision making and activities by:

- Developing relationships with community organizations to identify community-based opportunities for student-service learning
- Developing joint or shared-use agreements for physical activity participation at all schools
- Developing a take home meal program with the food bank

Community Partnerships

The Division will develop and enhance relationships with community partners in support of this LWP implementation. Community partners can include but are not limited to hospitals, health clinics, Eastern Shore Community College, local businesses, Virginia Cooperative Extension. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the LWP and its goals.

Professional Learning and Professional Development

Annual professional learning and/or professional development opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school will be made available when feasible to do so in the Division. Professional learning and/or professional development will help Division staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing Division reform or academic improvement plans and efforts.

VII. WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) COMPONENTS

The five principals of healthy, safe, engaged, supported, and challenged in the center of the WSCC model are critical for improving students' health and academic achievement.

School Climate (Social-Emotional Climate)

A positive social-emotional school climate is conducive to effective teaching and learning. Student and staff resilience is an important component. Programs that support resilience allow teachers and students to better manage emotions, recognize strengths and weaknesses as well as rise above adversity.

Terms marked with a * can be found in the glossary
Language in blue is a clickable hyperlink for more information

A safe and supportive school can increase students' academic performance as well as job satisfaction and performance in adults. The social-emotional school climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance.

The Division is committed to creating a positive social-emotional school climate across all school campuses by:

- Establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- Establishing school safety and violence prevention policies and strategies
 - Using 2nd Step Program with daily lessons for PreK-8
- Connecting social-emotional learning standards with academic standards
- Promoting the engagement of all students in school activities through diversity and inclusion practices
- Using Positive Behavioral Interventions and Supports (PBIS) and minimizing exclusionary discipline practices such as suspensions and expulsions
- Incorporating trauma-sensitive and trauma-informed approaches into school policies

Counseling, Psychological and Social Services

These services include individual assessments, direct interventions, and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts. Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process.

The Division is committed to ensuring that the SEB needs of students are met by:

- Implementing evidenced-based programs and practices which support a positive social-emotional school climate
- Ensuring that an evidenced-based process for identifying students with SEB needs is in place
 - Using a Tier System and SABER Test
- Ensuring access by students to highly qualified, mental health professionals in the school setting
 - Appropriate student to professional ratios is maintained
- Ensure a referral pathway for connecting students to community-based providers as needed
- Implementing evidence-based interventions for students in need of additional SEB support
- Coordinating with school and community-based mental health providers to address students' SEB needs
- Ensuring that suicide prevention policies and programs are in place in all school buildings
- Ensure staff training in identifying students at risk and refer them to appropriate services

Health Services

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions. In addition, wellness promotion, preventative services and staff, family and student education help to ensure the optimal health of all students. The Division will employ medically certified and/or licensed personal to work in the school health services clinic to meet student, staff and family needs during the school day.

The Division is committed to ensuring that the physical health needs of all students are met by:

- Providing student physical health screenings for vision and hearing
 - (K, 3rd, 7th & 10th grades)
- Disseminating health information resources to students and staff
- Addressing management of acute health incidents in the school setting
- Coordinating with families to address students' health needs
- Coordinating with families and community medical providers to address students' health needs in receiving medical treatments and/or medications during the school day
- Conducting assessments and planning for meeting the individual chronic disease management needs of students
 - Participate in school-based team meetings to create and/or renew 504 and/or IEPs
- Ensuring students have access to highly qualified nurses or other medical professionals in the school setting with appropriate student to professional ratios
- As needed collaboration with community services
- Make referrals for health need support as needed
- Ensuring that school-based health staff consult and collaborate with teachers regarding pertinent student health information
- Ensuring all food allergies are reported to the school cafeteria manager and the Division Food Service Coordinator
- Providing education regarding high-risk behaviors such as sexual activity and substance use
 - Family Life Education will be offered to all students grades K-12th
 - Our school policy teaches abstinence from sexual activity
 - A critical issue facing schools is the increase in the use of e-cigarettes. A new and convenient alternative to suspension or citation that helps schools and communities address the teen vaping problem in a more supportive way is Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health ([INDEPTH](#)). Schools are being called upon to teach students about the health risks of e-cigarettes and offer tobacco prevention and cessation programming.

- Implementing Illness prevention procedures
 - COVID19 mitigation measures including daily temperature checks, wearing masks, social distancing 3-6ft apart - when possible, hand hygiene
 - Hand washing/hand sanitizing often
 - Student must be 24hours fever free without the use of fever reducing medication
 - Vomiting and Diarrhea symptoms must have stopped for 24hours
 - Unknown rashes must be evaluated by a doctor and can return with doctor's note
 - Sore Throat requiring a culture swab can return to school with a doctor's note
- Promoting better sleep and study habits
 - [Sleep Smarter, Perform Better](#)

Physical Environment

The school physical environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water, and soil including those brought into the school.

The Division is committed to ensuring that the school physical environment protects the health and safety of students and staff by:

- Identifying regular cleaning and maintenance practices
- Ensuring compliance with safety standards
- Addressing prevention and safe removal of mold and moisture
- Addressing reduction/minimization of student and staff exposure to toxins
- Specifying a system for monitoring and addressing water quality
- Specifying an integrated pest management plan
- Addressing the physical condition of buildings and grounds
- Establishing tobacco and e-cigarette free building and grounds
 - Placing signage on school grounds
- Educating students and school staff on maintaining the safety of the school physical environment
- Specifying physical safety measures and procedures
 - Placing a safety fence behind elementary school playgrounds
- Specifying a crisis preparedness and response plan for the Division and assisting each school in developing a plan
- Requiring the establishment of an ongoing school safety team for the Division and each school
- Addressing the presence of and training for School Resource Officer

Family Engagement

A strong relationship between families and school staff reinforces student health and academic development. School staff should make families feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Families should be actively involved in their child's learning and development.

The Division is committed to encouraging family engagement in school-level decision making and activities by:

- Ensuring that families are actively recruited to participate in providing input to the DWC
- Ensuring that families participate in the development, implementation, and periodic review and update of the LWP by providing feedback to the SWC and DWC
- Making the LWP available to the general public
- Ensuring that schools are providing opportunities for ongoing, sustained family engagement throughout the school year
- Ensuring that schools are providing opportunities for two-way communication with families and students
- Supporting schools in aligning family engagement activities with the needs of the community and Division wellness objectives
- Ensuring that schools are using culturally responsive practices to engage families
- Disseminating health information resources to families
- Providing programs on physical activity, nutrition and other physical and mental health topics for families and community members that are fully inclusive, culturally informed and address the needs of the community
- Providing opportunities for families with the Parent Teacher Association (PTA)

Employee Wellness

Schools are worksites as well as a place of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students before academic success. Schools should create work environments that support healthy eating, physical activity and healthy lifestyle behaviors. Schools should address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums, reduce employee absenteeism and turnover rates.

The Division is committed to supporting the physical and mental health and well-being of all employees by:

- Engaging employees as stakeholders in all school improvement and planning processes
- Designating employee physical and mental wellness as a priority in the Division organizational structure
- Disseminating physical and mental health information resources to school staff
- Encouraging employees to get their physical and mental health screenings annually
- Considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
- Promoting a positive workplace climate with a focus on diversity and inclusion practices
- Designating a consistent and systemic approach for employee conflict resolution
- Addressing space and breaktime for lactation and breastfeeding needs to be met
- Providing access to and encouraging participation in and use of physical and mental health programs/resources for
 - Healthy eating – weight management
 - Physical Activity
 - Stress Management
 - Tobacco prevention, avoidance and cessation
 - Excessive Alcohol Use and Addictions
 - Social and Emotional Health
- Conducting employee health/wellness promotion challenges/activities once a quarter
 - Examples include:
 - Self- Care Challenge
 - Walking Challenge
 - Weight Loss Challenge
 - Exercising the Eight Dimensions of Health Challenge
 - Water Intake Challenge
- Promoting Healthy Habits
 - Weekly Wednesday Newsletter includes
 - Inspirational Quotes
 - Important Dates and Upcoming Events
 - Current Wellness Challenge
 - Focus Message related to one of the 8 dimensions of health
 - Youtube videos

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Glossary:

Northampton County Public School Division – Include Occohannock Elementary School, Kiptopeke Elementary School, Northampton Middle School and Northampton High School

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

School Campus – areas that are owned or leased by the school and are used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, courts and stadiums or parking lots.

Triennial – every 3 years

Tier 1 – Foods and beverages for all students are fruits, vegetables, whole grains, and related combination products, and nonfat and low-fat dairy products that are limited to ≤ 200 calories per portion as packaged and $\leq 35\%$ of total calories from fat, $< 10\%$ of total calories from saturated fats, zero trans-fat ($\leq 0.5\text{g}$ per serving), $\leq 35\%$ of calories from total sugars, and $\leq 200\text{mg}$ sodium. A la carte entrée items meet fat and sugar limits listed above. Tier 1 beverages are water without flavoring, additives, or carbonation; low-fat and nonfat milk in 8-oz portions, including lactose-free and soy beverages and flavored milk with no more than 22g of total sugars per 8-oz portion; 100% fruit juice in 4-oz portions as packaged for elementary/middle school and 8-oz portions for high school; and caffeine free, with the exception of trace amounts of naturally occurring caffeine substances.

Tier 2 – Foods and beverages are any foods and beverages for high school students after school. These snack foods are those that do not exceed 200 calories per portion as packaged and $\leq 35\%$ of total calories from fat, $< 10\%$ of total calories from saturated fats, zero trans-fat ($\leq 0.5\text{g}$ per serving), $\leq 35\%$ calories from total sugars, and a sodium content of $\leq 200\text{mg}$ per portion as packaged. These beverages are non-caffeinated, non-fortified beverages with < 5 calories per portion as packaged, with or without nonnutritive sweeteners, carbonation, or flavoring.

Websites available with the document hyperlinks:

U.S Department of Agriculture - <https://www.usda.gov>

USDA Professional Standards for School Nutrition Professionals –
<https://www.fns.usda.gov/cn/professional-standards>

search for training – <https://professionalstandards.fns.usda.gov/trainings>

USDA nutrition standards – <https://www.fns.usda.gov/cn/nutrition-standards-school-meals>

Smart Snacks: <https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks>

Smart Snack Ideas:

https://fns-prod.azureedge.net/sites/default/files/resource-files/USDA_SmartSnacks_508_62019.pdf

Healthy and non-food party ideas –

<https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/celebrations>

Healthy and non-food rewards –

<https://healthiergeneration.org/take-action/schools/wellness-topics/nutrition-services/non-food-rewards>

List – <https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/fundraising>

Classroom physical activity:

<https://www.healthiergeneration.org/take-action/schools/wellness-topics/physical-activity/classroom-physical-activity>

INDEPTH:

<https://www.lung.org/quit-smoking/helping-teens-quit/indepth#:~:text=Intervention%20for%20Nicotine%20Dependence%3A%20Education%2C%20Prevention%2C%20Tobacco%20and,teen%20vaping%20problem%20in%20a%20more%20supportive%20way>

Sleep Smarter, Perform Better –

<https://www.healthiergeneration.org/campaigns/sleep-smarter-perform-better>

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