

STUDENT WELLNESS

The Alexandria City School Board is committed to providing a school environment that enhances learning through the development of lifelong wellness practices.

Definitions

Comprehensive Health Education Curriculum - A series of structured learning objectives that are taught across grade levels and subjects.

Goals

Based on review and consideration of evidence-based strategies and techniques put forth by the Centers for Disease Control (CDC), the Association for Supervision and Curriculum Development (ASCD) and other stakeholders, the School Board has established the following goals to promote student wellness:

A. Nutrition Education

- Schools will provide nutrition education and engage in nutrition promotion that includes enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens. Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level. Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning.
- Students receive consistent messages about high-quality nutrition from the school program.
- Students are taught the skills they need to adopt and maintain healthy eating behaviors.

B. Nutrition Promotion

- ACPS will promote positive nutrition habits in the cafeteria, classrooms, and throughout the school environment. Schools may participate in nutrition promotion through farm to school activities, such as:
 - Local foods served are promoted with signage and/or social media posts;
 - Special events revolve around agriculture or farming;
 - An active school garden is operated and garden produce is offered in the cafeteria;
 - A local agricultural farmer visits our school each school year;
 - Students take field trips to local agricultural farms.
- Students receive consistent nutrition messages about high-quality nutrition from all aspects of the school program.
- Students are taught the skills they need to adopt and maintain healthy eating behaviors.

C. Physical Activity

- Students participate in daily physical activity through a variety of means that include but are not limited to physical education (PE) classes, daily recess periods for

elementary school students, and the integration of active learning strategies into the instructional program;

- ACPS provides students with opportunities for physical activity through a range of before and/or after-school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs; and
- ACPS encourages schools to work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.

ACPS will provide every student with physical education that exceeds the expectations of the Virginia Department of Education (VDOE) Physical Education SOLs and teaches the skills needed to achieve and maintain a health-enhancing level of personal fitness and develop the knowledge, attitudes, behaviors, and confidence needed to be physically active for life. Details are available in Policy IGAE/IGAF - Health/Physical Education.

As it is the School Board's intention to continue to hold outdoor recess during cold spells, parents should have their children prepared with jackets, gloves, and hats. Schools will work with families to ensure that children have adequate clothing. In addition, ACPS welcomes and supports partnership and grant opportunities that help provide such items for students who may not have appropriate apparel. The weather-related guidelines for outdoor student activities are found in Regulation JHCF-R.

D. Other School-Based Activities

- ACPS will seek to provide school climates that support social and emotional wellbeing and promote positive relationships among students, staff, parents, and community members. Using the Collaborative for Academic, Social, and Emotional Learning (CASEL), schools will provide students with instruction to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Schools will seek to identify students who may have mental health concerns, challenges, and/or traumatic experiences to provide parents and students with referrals to appropriate mental health providers in the school and community. Schools will develop curricula and implement trainings for staff, students, and parents on recognizing the signs of mental illness and emotional distress and strategies for addressing their needs.
- The school division strives to develop a robust program of physical activity, including physical education, extracurricular activities, and partnering with City agencies and community organizations to promote all aspects of youth wellness.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Students are provided an adequate amount of time to eat meals in appropriate lunchroom facilities.
- All children who participate in subsidized food programs are able to obtain food free of bias and/or reference to their socioeconomic status..
- The availability of subsidized food programs is adequately publicized in ways designed to reach families eligible to participate in the programs.
- ACPS forbids the use of food as a reward/incentive or consequence for misbehavior.

- ACPS implements environmentally-friendly practices in food preparation and service where possible and appropriate.
- The school division promotes activities that encourage physical, mental, emotional, and social well-being among school staff.

School Health Advisory Board

In accordance with Policy BCF - Advisory Committees to the School Board, ACPS has formed a School Health Advisory Board (SHAB).

Nutrition Standards and Guidelines

The School Board incorporates and adopts the nutrition standards in 8 VAC 20-740-10 through 8 VAC 20-740-40.

- School Meals are provided according to Policy JHCH - ACPS School Nutrition Services, Regulation JHCH-R - Regulations for School Meals and Snacks, and Regulation JHCF-R - Wellness Guidelines for ACPS
- Foods Sold Outside of the School Meal Programs (Smart Snacks) are sold according to Policy JHCH - ACPS School Nutrition Services, Regulation JHCH-R - Regulations for School Meals and Snacks, and Regulation JHCF-R - Wellness Guidelines for ACPS.
- Foods Provided but Not Sold are governed according to Policy JHCH - ACPS School Nutrition Services, Regulation JHCH-R - Regulations for School Meals and Snacks, and Regulation JHCF-R - Wellness Guidelines for ACPS.
- Food and Beverage Marketing is conducted in accordance with Policy JHCH - ACPS School Nutrition Services and Regulation JHCH-R - Regulations for School Meals and Snacks
- School-Sponsored Fundraisers are conducted in accordance with Policy JHCH - ACPS School Nutrition Services, Regulation JHCH-R - Regulations for School Meals and Snacks, and Regulation JHCF-R - Wellness Guidelines for ACPS.

Implementation

The School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.

Leadership

The development, implementation, periodic review and evaluation, and update of this policy is led, with support from SHAB, by the ACPS Wellness Team consisting of the Director of School Nutrition Services, the Director of School Health Services, and the Health and Physical Education Specialist.

The ACPS Wellness Team follows a four-step process to complete its work.

1. Reviews, updates, and conducts the ACPS Student Wellness Policy Triennial Assessment (Assessment).
2. Solicits feedback on the results of the Assessment from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public.
3. Presents the results of the findings to the Alexandria City School Board
4. Updates the policy and associated processes, with support from SHAB, as needed. The updates are informed by:
 - a. information gathered from the Assessment; and
 - b. the latest national and state recommendations pertaining to school health.

Triennial Assessment

The ACPS Wellness Team assesses the Wellness Policy at least every three years through the ACPS Student Wellness Policy Triennial Assessment (Assessment). The Assessment includes:

- the extent to which the policy is being successfully implemented at the division level;
- the extent to which each school is in compliance with the policy through the completion of the VDOE School-Level Report Cards, facilitated by the school wellness coordinator;
- the extent to which the policy compares to a model policy by using the Virginia VDOE Wellness Policy Checklist; and
- and a description of the progress made in attaining Wellness Policy goals.

The results of the Assessment are used to inform revisions to the goals and language of the ACPS Wellness Policy and school-level action plans.

The contact information for the ACPS Wellness Team members is available on the ACPS website.

Public Involvement

ACPS invites a diverse group of stakeholders and the public to participate in the development, implementation, and periodic review of the ACPS Wellness Policy. Public involvement includes:

- notifying the public of ACPS Wellness Policy and policy including content changes/updates using ACPS's established public communications methods such as posting information on the division website, social media posts, and other methods established in ACPS communications policies and regulations;
- providing an annual update to the Board on the Wellness Policy activities;
- involving SHAB with the review of the Assessment results; and
- providing the Board and the community with the results of the Assessment, and changes to the Wellness Policy based on the findings in the Assessment using established Board and public communications methods.

Recordkeeping

ACPS retains records to document compliance with the requirements of the Wellness Policy in accordance with the division's records retention policies and regulations. The ACPS retains the following records to document compliance with 7 C.F.R. § 210.31 including:

- the written Wellness Policy;
- documents demonstrating compliance with community involvement requirements, including requirements to make the policy and triennial assessments available to the public;
- documentation of the triennial assessment of the policy; and
- documentation of methods the division uses to make stakeholders aware of their ability to participate in the development, implementation, and periodic review and update of the ACPS Wellness Policy.

Adopted: June 1, 2006
Amended: June 12, 2008
Affirmed: June 11, 2015
Amended: August 7, 2017
Amended: June 21, 2018
Amended: September 10, 2020
Amended: September 9, 2021
Amended: July 28, 2022

Legal Refs: 42 U.S.C. § 1758b.

7 C.F.R. 210.31.E3.

Code of Virginia, 1950, as amended, § 22.1-253.13:1.

Recover, Redesign, Restart 2020, Virginia Department of Education (VDOE), (Revised July 2020).

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Phase Guidance for Virginia Schools, Virginia Department of Health (VDH), (July 1, 2020), <https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Final-Phase-Guidance-for-Virginia-Schools-6.9.20.pdf>.

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	EBCD-R	Emergency School Closures, Delayed Opening and Early Dismissal Regulations
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	JHCF-R	Student Wellness Guidelines
	JHCH	School Meals and Snacks
	JL	Fund Raising and Solicitation
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

STUDENT WELLNESS

Commented [M51]: This policy has been restructured to align with the VDOE Wellness Policy Checklist and the Model Wellness Policy.

~~I. STUDENT WELLNESS GUIDELINES RELATED TO COVID-19~~

~~Changes to student wellness protocols, including specific public health precautions related to COVID-19, are outlined in Regulations JHCF R. Unless specifically amended in the regulations, all other provisions of this policy remain in effect.~~

~~II. POLICY STATEMENT~~

~~The Alexandria City School Board is committed to providing a school environment that enhances learning through the development of lifelong wellness practices.~~

~~III. GENERAL ILLNESS GUIDELINES (WHEN NO DECLARED PUBLIC HEALTH EMERGENCY IS IN EFFECT)~~

~~To protect the health of students and staff, students should stay home if they have had any of the following symptoms:-~~

- ~~• Fever of 100.0 F or higher in the last 24 hours;~~
- ~~• Undiagnosed rash that is accompanied by fever or itching;~~
- ~~• Bad cough or difficulty breathing;~~
- ~~• Vomiting or diarrhea within the past 24 hours;~~
- ~~• Sore throat, with fever or swollen glands in the neck;~~
- ~~• COVID-19 symptoms in accordance with CDC guidelines;~~
- ~~• New onset of symptoms typical of generalized illness, including being unusually tired, fussy, pale or difficulty waking.~~

~~If a student has strep throat or another bacterial infection, he/she should stay home until the antibiotic has been given for at least 24 hours and a health care provider has given permission for the student to return to school~~

Definitions

Comprehensive Health Education Curriculum - A series of structured learning objectives that are taught across grade levels and subjects.

Goals

Based on review and consideration of evidence-based strategies and techniques put forth by the Centers for Disease Control (CDC), the Association for Supervision and Curriculum Development (ASCD) and other stakeholders, the School Board has established the following goals to promote student wellness:

A. Nutrition ~~Promotion and~~ Education

- Schools will provide nutrition education and engage in nutrition promotion that includes enjoyable, developmentally appropriate, culturally relevant, and participatory

activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens. Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level. Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning.

- Students receive consistent nutrition messages about high-quality nutrition from all aspects of the school program.
- Nutrition education is offered in the school cafeteria, with coordination between the foodservice staff and other school personnel. Nutrition education is integrated into the health or core curricula (e.g., math, science, language arts, and social studies). Students are taught the skills they need to adopt and maintain healthy eating behaviors. Staff that provides nutrition education has access to appropriate training and resources.

B. Nutrition Promotion

- ACPS will promote positive nutrition habits in the cafeteria, classrooms, and throughout the school environment. Schools may participate in nutrition promotion through farm to school activities, such as:
 - Local foods served are promoted with signage and/or social media posts;
 - Special events revolve around agriculture or farming;
 - An active school garden is operated and garden produce is offered in the cafeteria;
 - A local agricultural farmer visits our school each school year;
 - Students take field trips to local agricultural farms.
- Students receive consistent nutrition messages about high-quality nutrition from all aspects of the school program.
- Students are taught the skills they need to adopt and maintain healthy eating behaviors.

B.C. Physical Activity

The Alexandria City Public Schools has a goal of making a program of physical activity available to all grade K-10 students or at least 220 minutes per week on average during the regular school year. (Physical education is not required for 11th and 12th grade students.) For example:

● At the elementary level, students receive an average of 60-90 minutes of physical education instruction per week, plus at least 30 minutes of recess per day for students in Pre-K through grade 5, which may be divided into two periods. In addition to the physical education and recess 160-190 minutes of physical activity, teachers are also encouraged to incorporate two 3-5 minute classroom reboots or “energizers” per day.

● At the middle school level, students receive a minimum of 150-210 minutes per week of physical activity that is a combination of physical education and classroom movement opportunities, of health/physical education instruction. These numbers are averages as students spend approximately 3-6 weeks each quarter in the classroom setting with Health and Family Life Education Instruction.

Commented [2]: Elementary is only 60-90 minutes weekly and secondary rotates to the classroom for Health/FLE/Driver's Ed. I think we should take out the minutes listed to not muddy compliance.

Commented [3]: Remove the content listed below and add breadcrumbs to the Health and PE policy (which has most of this content and has been updated)

~~● Students enrolled in high school health/physical education classes receive an average of 150-180 minutes of instruction per week. At the secondary level, teachers are encouraged to incorporate classroom-reboots or “energizers” as well. These numbers are averages as students spend time in the classroom setting for Health, Family Life Education, and Driver’s Education (Driver’s Education is in 10th grade only)~~

~~As it is the School Board’s intention to continue to hold outdoor recess during cold spells, parents should have their children prepared with jackets, gloves, and hats. Schools will work with families to ensure that children have adequate clothing. In addition, ACPS welcomes and supports partnership and grant opportunities that help provide such items for students who may not have appropriate apparel. The weather-related guidelines for outdoor student activities are found in Regulation JHCF-R.~~

~~The Division’s goal for the implementation of its physical activity program is:~~

- ~~● To have S~~students participate in daily physical activity through a variety of means that include but are not limited to physical education (PE) - classes, daily recess periods for elementary school students, and the integration of active learning strategies into the instructional program;
- ~~● To ACPS~~ provides students with opportunities for physical activity through a range of before and/or after-school programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs; and
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~~C.D.~~ Other School-Based Activities

- ~~● ACPS will seek to provide school climates that support social and emotional wellbeing and promote positive relationships among students, staff, parents, and community members. Using the Collaborative for Academic, Social, and Emotional Learning (CASEL), schools will provide students with instruction to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Schools will seek to identify students who may have mental health concerns, challenges, and/or traumatic experiences to provide parents and students with referrals~~

to appropriate mental health providers in the school and community. Schools will develop curricula and implement trainings for staff, students, and parents on recognizing the signs of mental illness and emotional distress and strategies for addressing their needs.

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Regulation JHCF-R outlines:

- The standards for all foods and beverages provided, but not sold, to students on the school campus during the school day; and
- The standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that promote student health and reduce childhood obesity and are consistent with the applicable standards and requirements in 7 C.F.R. §§ 210.10, 210.11 and 220.8.

Marketing on the school campus during the school day is permitted only for those foods and beverages that meet the nutrition standards under 7 C.F.R. § 210.11, or meet the standards for fundraisers discussed in Policy JH**Implementation**

The School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.

Leadership

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~~The School Board encourages parents, students, representatives of the school food authority, teachers of physical education, school health professionals, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy with the School Health Advisory Board.~~

~~The Student Wellness Team, including the Instructional Specialist for Health & Physical Education, the Director of Nutrition Services and the Health Services Coordinator is responsible for overseeing the implementation of this policy and developing procedures for evaluating the policy, including indicators that will be used to measure its success.~~

~~Implementation procedures include measuring and making available to the public, at least once every three years, an assessment of the implementation of the policy, including the extent to which schools are in compliance with the policy, the extent to which this policy compares to~~

~~model school wellness policies and a description of the progress made in attaining the goals of the policy. The results of the triennial assessment are considered in updating the policy.~~

Recordkeeping

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- the written Wellness Policy;
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File: JHCF

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