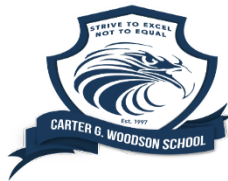


Adapted from the Alliance for A Healthier Generation Model Wellness Policy



Carter G. Woodson School
Local Wellness Policy on Nutrition and Physical Education
Amended for 2025-2026 School Year

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Local Wellness Policy

Preamble

Carter G. Woodson School 34D, a K-12 public charter school (hereto referred to as CGWS), is committed to the optimal development of every student. The CGWS believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that good nutrition and physical activity before, during, and after the school day strongly correlate with positive student 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.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the CGWS's approach to ensuring environments and 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 CGWS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– per 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,
 - Schools engage in nutrition and physical activity promotion and other activities that promote student wellness,
 - School staff are encouraged to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the CGWS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits and
- CGWS establishes and maintains an infrastructure for managing, overseeing, implementing, communicating, and monitoring the policy and its established goals and objectives.

This policy applies to all CGWS students, staff, and schools. Specific, measurable goals and outcomes are identified within each section below:

I. School Wellness Committee

Committee Role and Membership

CGWS will convene a representative school wellness committee (hereto referred to as the SWC or work within an existing school health committee) that meets at least four times per year [or specify the frequency of meetings, with a minimum of four meetings per year] to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this CGWS-level wellness policy (heretofore referred as “wellness policy”).

The SWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. Membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAPEd) when possible. To the extent possible, the SWC will include representatives from each school building and reflect the community's diversity.]

Leadership

The CGWS Administrator and/or Principal or designee(s) will convene the SWC, facilitate the development of and updates to the wellness policy, and ensure the school's compliance.

The designated official for oversight is (CGWS School Nutrition Program Coordinator: O'Tika Hoggard otikahoggard@cartergwoodsonschool.org.

The name(s), title(s), and contact information (email address is sufficient) of individuals serving on the SWC are:

Name	Title/ Relationship to the School	Email Address	Role on Committee
Darlene Steele	CGWS Senior Exec. Dir.	darlenesteele@cartergwoodsonschool.org	Assist in planning, implementing & evaluating wellness policy.
Debra Gaines	CGWS Principal	dgaines@cartergwoodsonschool.org	Assist in planning, implementing & evaluating wellness policy.
O'Tika Hoggard	CGWS Child Nutrition Program Manager	otikahoggard@cartergwoodsonschool.org	Assist in planning, implementing & evaluating wellness policy.
Amanda Hester-Oglesby	Consulting Dietitian	ahoglesby@gmail.com	Assist in planning, implementing & evaluating wellness policy.
Rosemarie Chance, RN	Consulting Nurse	<u>rrchance7@gmail.com</u>	Assist in planning, implementing & evaluating wellness policy.
Consuelo Dominguez	CGWS ML/LEP Coordinator/Teacher	ddominguez@cartergwoodson.org	Assist in planning, implementing & evaluating wellness policy.
Karen Maddix	CGWS EC Coordinator/Teacher	kmaddix@cartergwoodsonschool.org	Assist in planning, implementing & evaluating wellness policy.
Bryant M. McCorkle	CGWS Athletic Director	bmccorkle@cgws.org	Assist in planning, implementing & evaluating wellness policy.

Thomas Coaxum	CGWS Board Member	Tccoaxum1885@gmail.com	Assist in planning, implementing & evaluating wellness policy.
Aynn Daniels	Consulting Compliance Officer	liandacounsultinggroup@gmail.com	Assist in planning, implementing & evaluating wellness policy.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement Implementation Plan

CGWS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to CGWS. It includes information about who will be responsible for making what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

Recordkeeping

The CGWS will retain records to document compliance with the requirements of the wellness policy at [CGWS's Administrative Office, and the Office of the Child Nutrition Program Coordinator. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy,
- Documentation demonstrating that the policy has been made available to the public,
- Documentation of efforts to review and update the Local Schools Wellness Policy, including an indication of who is involved in the update and methods the CGWS uses to make stakeholders aware of their ability to participate on the SWC,

- Documentation to demonstrate compliance with the annual public notification requirements,
- The most recent assessment of the implementation of the local school wellness policy,
- Documentation demonstrating the most recent assessment on implementing the Local School Wellness Policy has been made available to the public. [WELLSAT Triennial Report]

Annual Notification of Policy

CGWS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and the status of its implementation. CGWS will make this information available via the CGWS website and/or CGWS-wide communications. The CGWS will provide as much information as possible about the school nutrition environment. This will include a summary of the CGWS's (or schools') events or activities related to wellness policy implementation. Annually, CGWS will also publicize the name and contact information of the CGWS/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, CGWS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the CGWS comply with the wellness policy.
- The extent to which the CGWS's wellness policy is compared to the Alliance for a Healthier Generation's model wellness policy and
- A description of the progress made in attaining the CGWS's wellness policy goals. The position/person responsible for managing the triennial assessment and contact information is (O'Tika Hoggard, Nutrition Coordinator, 336-723-6838).

The SWC will monitor schools' compliance with this wellness policy.

CGWS will actively notify households/families when the triennial progress report is available.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as CGWS priorities change, community needs change, wellness goals are met, new health science, information, and

technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The CGWS is committed to being responsive to community input, which begins with awareness of the wellness policy. The CGWS will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through various means appropriate for that CGWS. The CGWS will also inform parents of the improvements made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

CGWS will use electronic mechanisms, such as email or displaying notices on its website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or information sent home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy.

CGWS will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to how the CGWS communicates essential school information with parents.

CGWS will actively notify the public about the content of or any updates to the wellness policy at least annually. The CGWS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition School Meals

Our school CGWS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, and model healthy eating to support the development of lifelong healthy eating patterns and healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the CGWS participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and [include here any additional Federal child nutrition programs in which the CGWS participates, possibly including the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others]. The CGWS also operates additional nutrition-related programs and activities, including [if applicable, insert here a list of other programs such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile

Breakfast carts, Grab ‘n’ Go Breakfast, or others]. All schools within the CGWS are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, 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. (The CGWS offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in students' line of sight and reach.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meals.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities inform menu development, dining space decor, and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Additional policy includes:

- Menus will be posted on the CGWS website, including nutrient content and ingredients, where possible.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- The CGWS child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 20 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from when they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).

- Students are served lunch at a reasonable and appropriate time of day. ▪ Lunch will follow the recess period to support learning and healthy eating better.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure families know what available programs.
- The CGWS will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria; mark/circle the four activities the CGWS plans to do):
 - Local and/or regional products may be incorporated into the school meal program.
 - Messages about agriculture and nutrition are reinforced throughout the learning environment.
 - School hosts a school garden.
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, highlighting local/regional products.]

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed the hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to the USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school building* (“school campus” and “school day” are defined in the glossary). The CGWS will make drinking water available where school meals are served during mealtimes.

[Optional additional policy language may include:

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained regularly to ensure good hygiene and health safety standards. Such sources and containers may include

drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.]

- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The CGWS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aims to improve student health and well-being, increase the consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information and a Guide to Smart Snacks in Schools are available at:

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>.

The Alliance for a Healthier Generation provides a set of tools to assist with implementing Smart Snacks, available at www.foodplanner.healthiergeneration.org.

[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, CGWSs and schools must also comply with their state standards.] To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* [and ideally, the extended school day*] will meet or exceed the USDA Smart Snacks nutrition standards [or, if the state policy is stronger, “will meet or exceed state nutrition standards”]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards [or, if the state policy is more substantial, “will meet or exceed state nutrition standards”], including through:

1. Celebrations and parties. The CGWS may provide parents and teachers a list of healthy party ideas, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and USDA.

2. Classroom snacks brought by parents. The CGWS will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The CGWS will provide teachers and other relevant school staff with a list of alternative ways to reward children. Foods and beverages will not be used as rewards or withheld as punishment for any reason, such as performance or behavior. [Meets Healthy Schools Program Silver-level criteria].

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The CGWS will make a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA] available to parents and teachers.

[Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, additional policy language is encouraged:

- Schools will use only non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)]

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students. It is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students, and the community.

CGWS will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the CGWS and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The CGWS will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Is part of not only health education classes but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects.
- Includes enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens.
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods.
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, School programs, other school foods, and nutrition-related community services.
- Teaches media literacy emphasizing food and beverage marketing, and ▪ Includes nutrition education training for teachers and other staff.

[Optional additional policy language includes:

- In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).
 - All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).]
- Essential Healthy Eating Topics in Health Education

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

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods

Preparing healthy meals and snacks

- Risks of unhealthy weight control practices
- Accepting body size differences ▪

Food safety

- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior

- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

CGWS is committed to providing a school environment that ensures all students can practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. The CGWS strives to teach students to make informed nutrition, health, and physical activity choices. These efforts will be weakened if students are subjected to advertising on CGWS property that contains messages inconsistent with the health information the CGWS imparts through nutrition education and health promotion efforts. CGWS intends to protect and promote student health by permitting advertising and marketing only foods and beverages that are permitted to be sold on the school campus, which is consistent with CGWS's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards [or, if more vigorous, "state nutrition standards"], such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements to promote 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.¹⁵

This term includes, but is not limited to, the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as vending machine exteriors
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items is not required; however, CGWSs will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items comply with the marketing policy.)

Corporate brands, logos, names, or trademarks on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters,

book covers, pupil assignment books, or school supplies displayed, distributed, offered or sold by the CGWS.

- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying product advertising. As the CGWS/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the CGWS wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity daily. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all components: quality physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement. CGWS is committed to providing these opportunities. CGWS will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in the "Physical Education" subsection). CGWS will be encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.org) to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks, or physical education) will not be withheld as punishment for any reason [insert if appropriate: "This does not include participation on sports teams that have specific academic requirements]. The CGWS will provide teachers and other school staff alternative ways to discipline students.

CGWS will ensure that its grounds and facilities are safe and that students have access to active equipment to the extent practicable. The CGWS will also conduct necessary inspections and repairs.

Additional policy language:

- Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria).
- The CGWS will work to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.]

Physical Education

The CGWS 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. It will help students develop skills to engage in lifelong healthy habits and incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection). The curriculum will support the essential components of physical education.

All students will have equal opportunity to participate in physical education classes. The CGWS will make appropriate accommodations for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Goal: All CGWS elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. [NOTE: Additional optional policy language substitutions include: All [CGWS] elementary students in each grade will receive physical education for at least 90-149 minutes per week throughout the school year (Meets Healthy Schools Program Silver-level criteria). OR All [CGWS] elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).]

All [CGWS] secondary students (middle and high school) must take the equivalent of one academic year of physical education. [NOTE: For additional rigor, optional language substitutions include: All [CGWS] secondary students (middle and high school) are required to take more than one academic year of physical education (meets Healthy Schools Silver-level criteria). OR All [CGWS] secondary students (middle and high school) are required to take physical education throughout all secondary school years (meets Healthy Schools Gold-level criteria).] The CGWS physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

As of the 2025-2026 school year: **CGWS:**

K-6- 45 mins week for P.E (2 semesters)

7-8- 45 mins week for P.E (2 semesters) *In previous years was 45-60mins daily for a semester)*

HS Credit - 85mins daily (semester)

Additional language policy may include:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).

- All physical education teachers in [CGWS] must participate in at least a once-a-year professional development in education (meets Healthy Schools Program Silver-level criteria).
- All physical education classes in [CGWS] are taught by licensed teachers certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).
- Waivers, exemptions, or substitutions for physical education classes are not granted.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the CGWS will require middle and high school students to take and pass at least one health education course.

The CGWS will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity

- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

The elementary school will offer **at least 20 minutes** of recess on all days during the school year (Insert as appropriate any language such as This policy may be waived on early dismissal or late arrival days). If recess is offered before lunch, the school will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene before eating, and students will be required to use these mechanisms before eating. Hand-washing time and time to put away coats/hats/gloves will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when the weather is feasible for outdoor play. [Depending on regions or weather conditions, CGWSs may insert weather guidelines or guidelines for outside play here. OR CGWS could create new ones such as: “Students will be allowed outside for recess except when the outdoor temperature is above/below CGWS-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.”]

If CGWS must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students to the extent practicable. CGWS can insert indoor recess guidelines here, which might delineate a minimum amount of time for activity opportunities during indoor recess. If these guidelines do not yet exist, the CGWS wellness council will create them or facilitate their development on a school-by-school basis and include them here. If CGWS opts for school-by-school indoor

recess guidelines, insert: Each school will maintain and enforce its indoor recess guidelines.]

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

CGWS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. CGWS recommends that teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, a physical education class, recess, and class transition periods.

CGWS will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The CGWS will support classroom teachers in incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities and activity options and making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever it is feasible.

Before and After School Activities

CGWS offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through various methods. The CGWS will encourage students to be physically active before and after school by: [CGWS should choose appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, and insert approaches here.]

Active Transport

CGWS will support active transport to and from school, such as walking or biking. CGWS will encourage this behavior by engaging in six or more activities below, including but not limited to: [CGWS will select from the list below and insert them here as policy].

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk, and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
Promote Safe Routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and biking to and from school
- Create and distribute maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

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

CGWS encourages coordinating content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or CGWS's curriculum experts.

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 to the wellness policy, including but not limited to ensuring the involvement of the SWC.

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

Community Partnerships

CGWS will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators) to support this wellness policy's implementation. Existing new community partnerships and sponsorships will be evaluated to ensure they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

CGWS will promote to parents/caregivers, families, and the general community the benefits and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, CGWS will use electronic mechanisms (e.g., email or displaying notices on the CGWS's website), as well as non-electronic mechanisms (e.g., newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader serves on a rotating basis, as confirmed by the SWC.

CGWS will implement strategies to support staff in promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include staff wellness days, Spa gift cards, etc. CGWS promotes staff participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible, free, or low-cost.

- CGWS will use a healthy meeting policy for all events with available food options, created by the SWC/SWC or one that currently exists that optimizes healthy food options with various choices and selections of healthy foods for various dietary needs.]

Professional Learning

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

Glossary:

Extended School Day is the time during, before, and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals, and more.

School Campus - areas that are owned or leased by the school and 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, and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

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

Triennial – recurring every three years.

NOTE: A Copy of the CGWS Triennial WELLSAT Assessment and the Procurement Policy will accompany this School Wellness Policy.

APPENDIX

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Final Audit Report

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