



PETERSBURG CITY PUBLIC SCHOOLS WELLNESS POLICY

Petersburg City Public Schools Wellness Policy

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Petersburg City Public Schools Wellness Policy

Preamble

Petersburg City Public Schools (hereto referred to as PCPS or the Division) is committed to the optimal development of every student. The Division 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 two components, good nutrition, and physical activity before, during and after the school day, are strongly correlated 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. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. 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. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the Division'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:

- PCPS Students 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;
- Schools 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; and
- The Division establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

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

- *The Division will coordinate the wellness policy with other aspects of school management, including the Division's School Improvement Plan, when appropriate.*

I. School Wellness Committee

Committee Role and Membership

The Division will convene a representative division wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least four times 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 division-level wellness policy (heretofore referred as “wellness policy”).

The DWC 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, health educators, and other allied health personnel who provide school health services], and mental health and social services; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy and will ensure each school's compliance with the policy.

The Supervisor of School Nutrition

The School Nurse Coordinator

The Lead Health and Physical Education Teacher(s)

The name(s), title(s), and contact information of this/these individuals are:

Name	Title / Relationship to the School or Division	Email address	Role on Committee
Sandra Stokes	School Nutrition Supervisor	sastokes@petersburg.k12.va.us	Assists in oversight, evaluation, and implementation of the LWP
Robin Hamlin-Cox	School Nurse Coordinator	rocox@petersburg.k12.va.us	Assists in oversight, evaluation, and implementation of the LWP

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TBD	Physical Education Teacher-for secondary Schools	TBD	Assists in oversight, evaluation, and implementation of the LWP
TBD	Physical Education Teacher-for elementary schools	TBD	Assists in oversight, evaluation, and implementation of the LWP

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

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

Implementation Plan

The Division will develop and maintain a plan for implementation to manage and coordinate this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make 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.

This wellness policy and the progress reports can be found at: **Petersburg City Public Schools Website- <http://www.petersburg.k12.va.us/>**

Recordkeeping

The Division will retain records to document compliance with the requirements of the wellness policy at the School Board Administrative Office, on the division's Website, and The Department of School Nutrition. 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 division uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;

Annual Notification of Policy

The Division will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The Division will make this information available via the division website and/or division-wide communications. The Division will provide as much information as possible about the school nutrition environment. This will include a summary of the Division's events or activities related to wellness policy implementation.

Triennial Progress Assessments

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

- The extent to which schools under the authority of the Division are following the wellness policy;
- The extent to which the Division's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the Division's wellness policy.

The position/person responsible for managing the triennial assessment and their contact information is: **The Supervisor of Nutrition Services; The Physical Education teachers; and The School Nurse Coordinator**

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The division will make the triennial progress report available to families and the public.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the triennial assessments and/or as Division 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 as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The Division is committed to being responsive to community input, which begins with awareness of the wellness policy. The Division will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that division. The Division will also inform parents of the improvements made to school meals, compliance with school meal standards, and availability of child nutrition programs. The Division will use the division's website to notify stakeholders of implementation of, and updates to the wellness policy, and how to get involved and support it.

The Division will actively notify the public through the division website on content of the wellness policy and inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school division 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, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the Division participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), qualifying schools also participate in the FFV Program, and the Summer Food Service Program (SFSP). The Division also operates additional nutrition-related programs and activities including The Community Eligibility Provision program (CEP), and the Breakfast Program—Breakfast in the classroom, mobile breakfast carts, and Grab 'n' Go Breakfast. All schools within the Division 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 Division 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](#):
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a place in the student's line of sight and reach.
 - 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 meal.
 - A reimbursable meal can be created in any service area available to students
 - Reward surveys
- *The Division child nutrition program will accommodate students with special dietary needs.*
- *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 (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 better support learning and healthy eating.*
- *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [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 campus* ("school campus" and "school day" are defined in the glossary). The Division will make drinking water available where school meals are served during mealtimes.

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

Competitive Foods and Beverages

Note: Current federal regulations for competitive foods prohibit the sale of foods of minimal nutritional value (FMNV) (e.g., chewing gum, carbonated soft drinks, certain candies) during meal periods in the food service area where reimbursable school meals are sold or eaten.

The Division 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 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. A summary of the standards and information, as well as 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 implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org. A Guide to Smart Snacks in Schools can be found <https://www.fns.usda.gov/sites/default/files/tn/USDASmartSnacks.pdf>

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 the extended school day will meet or exceed the USDA Smart Snacks 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, including through:

1. Celebrations and parties. The division highly encourages parents and teachers to include non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The Division will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.

3. Rewards and incentives. The Division highly encourages non-food rewards. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

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 Division will make available to parents and teachers a list of healthy fundraising ideas [examples from the [*Alliance for a Healthier Generation*](#) and the [*USDA*](#)].

- *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 donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc.*

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 encourage 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 and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The Division will promote healthy food and beverage choices for all students throughout the school campus and encourage participation in school meal programs.

Nutrition Education

The Division Health and Education 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, Farm to School programs, other school foods and nutrition-related community services;

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- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- *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

The Division 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

The Division is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The Division strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on Division property that contains messages inconsistent with the health information the Division is imparting through nutrition education and health promotion efforts. It is the intent of the Division to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the Division'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, 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 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.¹ 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 on 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 are not required; however, divisions 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 are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark 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 Division.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the Division/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 Division wellness policy in conjunction with the division.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. 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 the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the division is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the division will be encouraged to participate in

¹15 Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children.* PLoS ONE, 2014; 9(9): e107031.

Let's Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including recess, classroom physical activity breaks or physical education) will not be withheld as punishment. This does not include participation in sports teams that have specific academic requirements. The division will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the Division will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. The Division will conduct necessary inspections and repairs.

Physical Education Activity

The Division will provide students with physical activity, 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 (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes.

All [Division] **elementary school students** in each grade will receive physical activity for at least 100 minutes per week during the school year. This may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) classroom physical activity breaks. All students will participate in Health and PE Class at least once a week for a minimum of 45' minutes.

All [Division] **middle school students** in each grade are required to take health and physical education.

All [Division] **high school students** are required to take the equivalent of two academic years of health and physical education.

The Division health and 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. (Part of Standards of Learning Guidelines)

- *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 health and physical education teachers in **PCPS** will be required to participate in at least a once every 2 year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All health and physical education classes in **PCPS** are taught by licensed teachers who are certified, endorsed or eligible to be endorsed to teach health & 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

The Division will include in the health education curriculum a minimum of 12 of 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 (Outdoor, Indoor)

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except where conditions are deemed unsafe, or at the discretion of the building administrator based on his/her best judgement of safety conditions.

If the school or division must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Each school will maintain and enforce its own 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)

The Division 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. The Division recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Active Academics

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

Teachers should serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The Division will encourage students to be physically active before and after school by: joining the local YMCA, local “Parks and Recreational” services, or other fitness clubs, participating in local aftercare physical activity programs, and interscholastic sports.

Active Transport

The Division will support active transport to and from school, such as walking or biking.

V. 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 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.

Schools in the Division are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the Division’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 of the wellness policy, including but not limited to ensuring the involvement of the DWC.

Community Partnerships

The Division will continue relationships with community partners (e.g., local health department, hospitals, universities/colleges, local businesses, local physicians, and coordinators, etc.) in support of this wellness policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The Division will promote to parents/caregivers, families, and the general community the benefits of 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 will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the Division will use electronic mechanisms (e.g., email or displaying notices on the division’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.

Glossary:

Competitive Foods -- those foods sold or available in schools outside of federally reimbursable school meals programs.

Extended School Day – 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 to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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Appendix A

School Level and Division Wellness Committee Contacts

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Secretary	TBD	
Assistant Secretary	TBD	

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