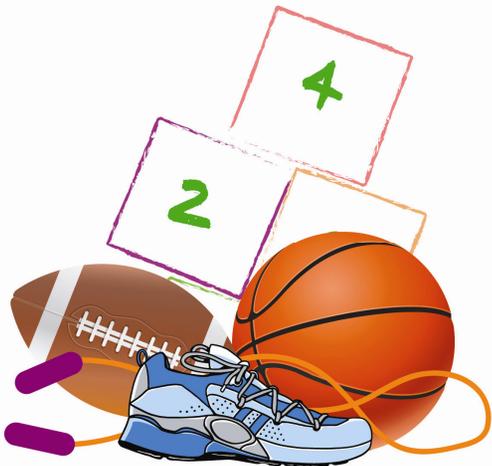


D.C. Public Schools Local Wellness Policy

Progress To Date and Moving Forward

April 2009



Executive Summary

As part of the 2004 Child Nutrition and WIC Reauthorization Act, all schools participating in the National School Lunch Program were required to adopt a Local Wellness Policy (LWP) by 2006.¹ This requirement came about due to increasing awareness at the Congressional level that schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. An LWP is developed at the local level to address individual needs, but must set goals for school-based nutrition education and physical activity, as well as nutrition guidelines for foods available on campus during the school day.

In 2006, D.C. Public Schools (DCPS) Office of Teaching and Learning, Department of Health and Physical Education led a collaborative partnership with D.C. Action for Healthy Kids and D.C. Hunger Solutions to draft DCPS' LWP. Experts consider the policy one of the strongest in the country, and the District has taken many important steps to move forward with implementation. A Director of Health and Wellness has been appointed to the Chancellor's Office, providing centralized coordination of school-based health programs, and a health and physical education teacher or physical activity program has been placed in nearly every school.

To document these important steps and monitor further Local Wellness Policy implementation, Office of the State Superintendent of Education (OSSE), Wellness and Nutrition Services, and DCPS have created a Wellness Policy workgroup of state agency representatives, school officials, and community partners. In late fall of 2008, the monitoring subcommittee, composed of D.C. Hunger Solutions, OSSE, DCPS, Chartwells/Thompson, D.C. Action for Healthy Kids, Center for Science in the Public Interest, and the National School Board Association, convened to develop a strategy to monitor implementation of the LWP.

This "Local Wellness Policy Progress Update" provides a point-by-point analysis of LWP progress to-date and key steps to move forward on implementation. The text of the LWP is included in the report, with a progress chart to accompany each provision. The subcommittee hopes that this report can help highlight for school administrators, principals, teachers, families, students, and community members what steps have been taken to promote student wellness and how each group can contribute to further implementation of the policy.

While every effort was made to capture DCPS LWP implementation progress to-date, the subcommittee recognizes that gaps may exist and as such, this update is a work in progress. Please contact Srinidhi Vijaykumar at 202-986-2200, ext. 3023 if you have additional progress to report.

¹ The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265, Title II, Section 204. Available at:

http://www.fns.usda.gov/cnd/governance/Legislation/Historical/PL_108-265.pdf

Highlights

Health and Physical Education

Progress To Date:

- D.C. Public Schools (DCPS) has placed a Health and Physical Education (HPE) teacher and/or physical activity program in more than 99 percent of schools
- DCPS is implementing the OSSE-adopted Health Education and Physical Education Standards that specify the concepts and skills that students are to know and be able to do in each grade level up to high school
- DCPS, Office of Teaching and Learning, Department of Health and Physical Education, has created Pacing Guidelines for Elementary, Middle, and Secondary Schools. The guidelines provide teachers with a timeline to teach content standards, as well as teaching strategies and resources.

Key Steps Forward:

- Partnering with the Chancellor's Office to ensure structural elements are in-place to comply with the Wellness Policy -- for example, ensuring scheduling slots and sufficient staff time are available for HPE courses to be offered at least 45 minutes, 2 days per week (and working towards the national standard of 3 days per week)
- Creating a comprehensive HPE curriculum to provide lesson plans and materials for teachers

How To Get Involved:

- ✓ **Principals:** Support your HPE teacher to bring more health and physical activity to your school through integration in other subject areas and through special events and projects
- ✓ **Parents:** Check out OSSE's "A Parent's Guide to the Health and Physical Education Standards" for tips on what you can do to help your students maintain optimal health
- ✓ **Students:** Talk with peers, teachers, and school administrators on why you think health and physical education is important for students; write articles for your school newspaper / newsletter; help organize a before or afterschool physical activity group (basketball, jump roping, etc)
- ✓ **Community Members, Parents, and Students:** Advocate for greater funding to support HPE staff time and for more time slots for HPE curriculum. For more information, contact Victoria Wells at the American Cancer Society (202-483-2600, ext.164)

Highlights

Food at School

Progress To Date:

- All DCPS schools continue to operate a Universal "Free for All" School Breakfast Program
- Almost 80 percent of schools are participating in the afterschool snack program
- More students are qualifying for free lunch through improved data matching between the food stamp office and DCPS (all students whose families receive food stamps, or who are homeless or runaway, should be automatically certified for free meals)
- DCPS' new food service management company, Chartwells/Thompson, has taken key steps to improve nutrition in school meals, including reducing the fat content in milk and re-opening kitchens in secondary schools to offer freshly-cooked options
- Vending machines available to students largely comply with the Healthy Vending Policy (about 95 percent of items). Products such as sodas and sports drinks have been eliminated. Items offered include baked chips, pretzels, low-fat ginger snaps, and 100 Calorie Packs of thin crisp cookies and crackers

Key Steps Forward:

- Encouraging schools to boost breakfast participation by implementing alternative service models such as breakfast-in-the-classroom

- Partnering with the Chancellor's Office to ensure monthly checking with the food stamp office to certify students eligible for free meals
- Integrating information about school meal offerings into classroom nutrition education so students understand how to make healthy choices in the school cafeteria; promoting items of higher nutritional value particularly in secondary schools, where students have more options

How To Get Involved

- ✓ **Principals:** Consider serving breakfast in the classroom, or using another alternative model, to ensure that more students start the day with a morning meal. Contact D.C. Hunger Solutions to learn more at 202-986-2200, ext. 3023
- ✓ **Parents:** Complete your school meal application to find out if your student qualifies for free lunch and to help your school draw down more federal funding
- ✓ **Students:** Start the day off right with a FREE healthy school breakfast
- ✓ **Community Members, Parents, and Students:** Report progress and/or concerns with school meals, vending machines, or a la carte sales to Chartwells/Thompson (whitney.bateson@compass-usa.com) or D.C. Hunger Solutions (202-986-2200, ext. 3023)

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Local Wellness Policy²

District of Columbia Board of Education³ for District of Columbia Public Schools May 2006

Section 1: Ensuring Quality Nutrition Education, Health Education and Physical Education

The District of Columbia Board of Education aims to provide age-appropriate and culturally sensitive instruction in nutrition, health and physical education that help students develop the knowledge, attitudes, and skills to enjoy healthy eating habits and a physically active lifestyle.

Health and Nutrition Education Provisions

All schools (and providers of nutrition education in schools, such as Team Nutrition hosted by Houston and Associates, Children’s National Medical Center, and the Department of Health Food Stamp Nutrition Education Program) will provide nutrition education that:

- is offered at each grade level, K-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

Progress Made	Steps Forward
<p>Ninety-nine percent of schools are staffed with a DCPS Health and Physical Education (HPE) teacher and/or physical activity program. DCPS HPE teachers are responsible for teaching nutrition as one component of a broader health curriculum</p>	<p>Creating school scheduling standards at the Chancellor’s Office level to ensure that DCPS HPE teachers are allocated sufficient slots to teach curriculum</p> <p>Ensuring adequate DCPS HPE teacher per student ratio</p>
<p>DCPS, Office of Teaching and Learning, Department of Health and Physical Education:</p> <ul style="list-style-type: none"> • is implementing OSSE’s newly-adopted Health Education and Physical Education Standards that specify the concepts and skills that students are to know and be able to do in each grade level up to high school • has created Pacing Guidelines for Elementary, Middle, and Secondary Schools. The guidelines provide teachers with a timeline to teach content standards, teaching strategies, and resources • has adopted Totally Awesome Health as a resource for health and physical education (includes a nutrition education component) 	<p>Creating a comprehensive curriculum that will provide lesson plans and materials to enhance the HPE pacing guidelines</p>

² The Local Wellness Policy is available online at <http://www.k12.dc.us/offices/oss/Documents/Wellness%20Policyfor%20DCPS%20062507.pdf>

³ Governing authority over DCPS now rests in the Chancellor’s Office

In fall of 2008, DCPS, Office of Teaching and Learning, Department of Health and Physical Education received a series of trainings, conducted by Alliance for a Healthier Generation's Healthy Schools Program, on the CDC's Physical Education Curriculum Analysis and Health Education Curriculum Analysis Tool (PECAT and HECAT). These tools help assess DCPS' physical and health education curriculum pacing guidelines	Exploring system-wide HPE assessment such as the Health Education Assessment Project, which is done by the Chief State School Officers and the National School Board Association
Several independent programs provide nutrition education in DCPS schools and afterschool programs, including the Department of Health and UDC Cooperative Extension Food Stamp Nutrition Education Program, D.C. Central Kitchen Healthy Returns, Operation Frontline, Unity Health Care CHARM School, Children's Hospital Children's Healthy Schools Program, Houston Associates DC Healthy Families Team Nutrition Program, Field of Dreams, and YMCA's Physical, Healthy, and Driven. For more information on these programs, please view D.C. Action for Healthy Kids' Directory of Nutrition Education and Physical Activity Programs, available at www.afhk.org on the D.C. team page	Continuing and expanding partnerships between independent programs, DCPS, Office of Teaching and Learning, Department of Health and Physical Education, and HPE teachers to bring nutrition education to students

- is required as part of health education for the Carnegie Unit (one half of a semester) for senior high school students.

Progress Made	Steps Forward
Students currently must earn 1.5 Carnegie Units (3 semesters) in Physical Education and Health combined to meet current District of Columbia Graduation Requirements	Moving towards a stronger health education graduation requirement (1 Carnegie Unit for health education alone)

- integrated into other content areas such as math, science, language arts, social sciences, and elective subjects. Resources will be disseminated to teachers and other staff

Progress Made	Steps Forward
Professional development is offered on an ongoing basis to classroom teachers through the DCPS, Office of Teaching and Learning, Department of Health and Physical Education; school-wide staff development trainings are also offered	Continuing interdisciplinary training for all DCPS teachers on physical activity and nutrition
Schools participating in Alliance for a Healthier Generation's Healthy Schools Program (20 DCPS schools as of March 2009) receive regular updates, and access to the Alliance's Resource Database on the website www.HealthierGeneration.org/Schools . The database assists School Wellness Councils in identifying resources that promote physical activity and healthy eating for students and staff; all resources and trainings provided directly through the Alliance Healthy Schools Program are free of charge for enrolled schools	Encouraging greater participation in the Alliance Healthy Schools Program so schools can access resources to promote health and wellness throughout all subject areas Developing a resource library for non-participating schools to enable teachers to access curricula ideas or teaching strategies to integrate HPE into math, science, language arts, etc.

- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens

Progress Made	Steps Forward
<p>Some efforts include: a UDC extension agency partnership to do "agriculture in the classroom" with elementary science teachers, the "Junior Master Gardener programs," taste testing conducted by the Food Stamp Nutrition Education Program, and healthy snacking education sessions led by Action for Healthy Kids</p> <p>Other initiatives are under way around the city</p>	<p>Compiling a clearinghouse of all non-HPE Department health, nutrition, and physical education activities conducted in schools to develop a resource database (a survey has been developed by OSSE and will be distributed in spring of 2009, in conjunction with a grant application for schools to promote nutrition education and physical activity)</p>

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices

Progress Made	Steps Forward
<p>DCPS HPE teachers emphasize fruits, vegetables, and whole grains in their health and nutrition education lessons</p> <p>DCPS, Office of Teaching and Learning, Department of Health and Physical Education is developing curriculum to meet OSSE's newly-adopted Health Education Standards on this issue</p>	<p>Continuing this and linking education, where appropriate, to items available at school meals and through the Fresh Fruit and Vegetable Program</p>
<p>DCPS has received federal funds to implement the Fresh Fruit and Vegetable Program, which reimburses elementary schools to provide fresh produce to elementary school students. In SY 08-09, approximately six DCPS schools will participate in this program</p>	<p>Implementing the Fresh Fruit and Vegetable Program in six DCPS elementary schools in SY 08-09, and enrolling more schools in SY 09-10 and 10-11 as funding for the program increases</p>

- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

Progress Made	Steps Forward
<p>DCPS HPE teachers cover caloric balance in their health and nutrition education lessons</p> <p>DCPS, Office of Teaching and Learning, Department of Health and Physical Education is developing curriculum to meet OSSE's newly-adopted Health Education Standards on this issue</p>	<p>Incorporating the concept of caloric balance as part of a comprehensive HPE curriculum</p>

- links with school meal programs, other school foods, and nutrition-related community services;

Progress Made	Steps Forward
DCPS HPE teachers received a professional development session from Chartwells/Thompson and D.C. Action for Healthy Kids that included lessons on linking school meals with nutrition education	Identifying and enhancing nutrition-related components of the HPE curriculum Educating students about the importance of eating breakfast for better academic performance and weight maintenance
All DCPS teachers have access to free Chartwells/Thompson 10-minute nutrition education lessons which include information on school meals	Integrating information about Chartwells/Thompson Balanced Choices into nutrition education so students understand how to make healthy choices in the school cafeteria; promoting items of higher nutritional value particularly in secondary schools, where students have more options

- teaches media literacy with an emphasis on food marketing;

Progress Made	Steps Forward
Media literacy and food marketing components are both in OSSE's standards and the pacing guidelines of DCPS, Office of Teaching and Learning, Department of Health and Physical Education	Compiling information on food marketing occurring in each school

- includes training for teachers, parents and community partners.

Progress Made	Steps Forward
DCPS, Office of Teaching and Learning, Department of Health and Physical Education, and OSSE have created a Wellness Policy workgroup to engage community partners in promoting LWP implementation	Developing and disseminating promotional materials
Training is conducted for DCPS HPE teachers on an ongoing basis by DCPS, Office of Teaching and Learning, Department of Health and Physical Education	Implementing mandatory, regularly-scheduled professional development sessions for DCPS HPE teachers
Action for Healthy Kids is developing teacher and parent engagement sessions to promote the wellness policy	Implementing parent education sessions

Physical Activity Provisions

The District of Columbia Board of Education acknowledges the positive benefits of physical activity for student health and academic achievement. Recognizing that physical education is a crucial and integral part of a child’s education, the district will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student’s physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The components of the district’s physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga or the martial arts.

Students shall be given opportunities for physical activity through a range of before-and/or afterschool programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs. The Board of Education will ensure that:

- Recess time will be required daily, at least 20 minutes;

Progress Made	Steps Forward
Data has not been collected on the length of recess in DCPS schools	Gathering information on how much recess schools offer presently Encouraging schools to offer recess before lunch as a best practice to promote better eating and less rowdiness in the cafeteria

- Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment;

Progress Made	Steps Forward
Data has not been collected on the use of physical activity as punishment	Promoting awareness of this provision along with other Wellness Policy promotion

- Health and physical education is required for K-8 students, 45 minutes, 2 days per week; and the District will work toward the national standard of 3 days per week.

Progress Made	Steps Forward
HPE is offered one day per week for elementary school students for an average of 45 minutes OSSE’s Physical Education Standards , which exceed LWP guidelines but align with national standards, encourage schools to provide at least 150 minutes per week (30 minutes per day) of physical education at the elementary school level	Setting scheduling standards at the Chancellor’s Office that create one to two additional 45 minute slots for HPE so that schools can meet OSSE/national standards

HPE is offered twice a week for 45 minutes at some middle schools; at other schools, it is offered every day OSSE's Physical Education Standards encourage schools to provide at least 225 minutes per week (45 minutes per day) at the middle and high school levels	Moving all middle and secondary schools towards offering HPE everyday so that schools can meet OSSE/national standards
The DCPS Office of Out-of-School Time encourages physical activity in its afterschool programming	Requiring a physical activity component as part of providing afterschool programming for DCPS

- Physical Education is required for high school students for a semester and a half as required as part of the Carnegie Unit for graduation

Progress Made	Steps Forward
Students must earn 1.5 Carnegie Units (3 semesters) in Physical Education and Health combined to meet current District of Columbia Graduation Requirements	Moving towards a stronger physical education graduation requirement. OSSE's newly-adopted Physical Education Standards encourage schools to provide at least 225 minutes per week (45 minutes per day) at the middle and high school levels

- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;

Progress Made	Steps Forward
DCPS, Office of Teaching and Learning, Department of Health and Physical Education is implementing OSSE's newly-adopted Physical Education Standards to encourage the linkage at all grade levels between physical activity, good nutrition, and health	Creating a comprehensive curriculum to enhance pacing guidelines by providing accompanying lesson plans and materials

- The Board of Education shall enhance the quality of physical education curricula and increase training of physical education teachers through site-based and district-wide staff development;

Progress Made	Steps Forward
Professional development is offered on an ongoing to DCPS HPE teachers through the DCPS, Office of Teaching and Learning, Department of Health and Physical Education	Providing mandatory, regularly-scheduled sessions for DCPS HPE teachers

- An appropriate alternative activity to physical education shall be provided for students with a physical disability that may restrict excessive physical exertion;

Progress Made	Steps Forward
Adaptive physical education programs are offered for students with physical disabilities, including swimming, weight lifting, and basketball. Lessons are adapted through the student’s Individualized Education Program (IEP) or one-on-one with the school DCPS HPE teacher	Continuing to offer adapted physical education activities and promote physical education for students with disabilities

- Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, including inclement weather conditions.

Progress Made	Steps Forward
Data has not been collected on this issue	Creating a mechanism to provide DCPS HPE teachers with notice on days when physical exercise should be limited or changed due to pollution or inclement weather

- Integrated into other content areas such as math, science, language arts, social sciences, and elective subjects. Resources will be disseminated to teachers and other staff; (same as above for health education)

Progress Made	Steps Forward
Professional development is offered on an ongoing basis to classroom teachers through the DCPS, Office of Teaching and Learning, Department of Health and Physical Education; school-wide staff development trainings are also offered	Continued interdisciplinary training for all DCPS teachers on physical activity and nutrition. Developing a resource library for teachers to get curriculum ideas or teaching strategies to integrate HPE into math, science, language arts, etc

Additional programs that the Board of Education may utilize to supplement resources may be: Physical Energizers, HOPSPORTS, Inc., Action for Healthy Kids – National Football League (AFHK-NFL) Recharge Program; Passport to Play; Balance First; USTA/WTA Tennis Association; USFSA Ice Skating/Ft. Dupont; Bicycle Association; and Kaleidoscope.

Section 2: Establishing Nutritional Guidelines for All Foods Served and Sold on Campus During the School Day

A component of the educational mission of the D.C. Board of Education is teaching students to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the schools. The Board of Education will ensure that:

Free and Reduced-Price Meals

- All qualified students will become eligible for free lunch, through frequent checking and coordination with the Department of Human Service Income Maintenance Administration and agencies serving homeless and run-a-way youth;

Progress Made	Steps Forward
Data transfer occurred between Income Maintenance Administration (IMA), OSSE, and DCPS in early 2008 and again in January of 2009	Sharing data on a monthly basis and creating a sustainable procedure to ensure that students whose families newly enroll in IMA programs become eligible for free lunch
In fall of 2008, homeless youth were made eligible for free lunch through data transfer between OSSE and DCPS Food and Nutrition Services	Sharing data on a monthly basis and creating a sustainable procedure to ensure that students whose families are or become homeless become eligible for free lunch

- Maximum participation in the school meal program will be achieved by developing a coordinated, comprehensive outreach and promotion plan, and by putting systems in place that ensure the elimination of the stigma of accepting "free" lunch (such as an electronic usage system);

Progress Made	Steps Forward
An electronic usage system is in place, where students punch in their PIN number and the cafeteria manager is alerted if a student owes money; no child is refused a meal A mechanism is being put into place to reach out to families if the child owes money and the school does not have a meal application on file (system is being developed by DCPS Food and Nutrition Services to ensure follow-up with families, particularly at the senior high school level)	Putting a cash less system in place by enabling students to put meal money onto their account, either at a kiosk within the cafeteria or at the cash register. Cash less systems prevent children from being identified as accessing free or reduced-price meals; cash less also makes lines go faster

- Schools will provide students with at least 20 minutes to eat after sitting down for breakfast and 30-45 minutes after sitting down for lunch;

Progress Made	Steps Forward
No comprehensive data has been collected on breakfast eating times	Gathering information on how much time schools are offering for breakfast
No comprehensive data has been collected on lunch eating times. Anecdotal reports indicate that scheduling and long lines create barriers for serving students at some high schools	Gathering information on how much time schools are offering for the lunch period; encouraging schools to address long lines and over-crowdedness with staggered lunch periods

Breakfast

- Schools will continue to operate a Universal "Free for All" School Breakfast Program in the cafeteria;

Progress Made	Steps Forward
All DCPS schools continue to operate a Universal "Free for All" School Breakfast Program	Continuing implementation of universal free breakfast policy

- The Division of Food and Nutrition Services will encourage Breakfast in the Classroom programs for principals interested;

Progress Made	Steps Forward
Chartwells/Thompson is ready to pilot breakfast in the classroom in 45 elementary schools in SY 2008-2009; three DCPS elementary schools have started already	Planning for district-wide implementation at the elementary school level and implementing the program in 45 DCPS elementary schools in SY 09-10

- Schools will market the Universal "Free for All" School Breakfast program through flyers, school and district newsletters, home mailings, etc.

Progress Made	Steps Forward
Chartwells/Thompson has created posters promoting the availability of free breakfast for all; promotional materials have also been distributed by D.C. Hunger Solutions in partnership with DCPS, including banners promoting "Free Breakfast, That's What's Up"	Implementing a coordinated marketing campaign with DCPS, Chartwells/Thompson, D.C. Hunger Solutions, and OSSE as key agents to raise awareness about the availability of free breakfast and its education and health benefits

Nutritional Quality of School Meals

- The nutritional value of the food served will improve upon USDA standards through provision of nutritious, fresh, tasty food that reflects community and cultural diversity;

Progress Made	Steps Forward
A fresh fruit or vegetable is offered daily in all secondary schools	Continuing to menu items that are fresh and nutritious
A fresh fruit or vegetable is offered at least four times per week in all elementary schools	Continuing to menu items that are fresh and nutritious
In SY 07-08 and 08-09, several elementary schools: C.W. Harris, Garfield, Powell, McKinley, and J.C. Nalle have become self-prep, enabling them to offer fresh items rather than pre-plated options	Continuing to re-open kitchens to enable children to receive the freshest foods possible
The Alliance for a Healthier Generation - Healthy Schools Program hosted a conference call between the Alliance National School Meals Manager, Chartwells/Thompson and OSSE to compare national compliance standards with Local Wellness Policy standards	Continuing to facilitate open communication among District stakeholders on national best practices regarding meal quality

- All milk sold and served through school meals will be either low-fat (1 percent) or fat-free milk⁴ or nutritionally-equivalent non-dairy alternatives (to be defined by USDA);

Progress Made	Steps Forward
All milk sold complies with LWP and is either one percent or fat-free	Continuing provision of 1 percent and fat-free milk

- The District will move toward more whole grains

Progress Made	Steps Forward
Self-prep kitchens at Garfield, Powell, McKinley, J.C. Nalle, and C.W. Harris use whole grains in some products. Whenever possible, all DCPS schools use whole wheat or whole grain products for their sandwiches, pizzas, and sides	Continuing efforts to use whole grains

In-School and Afterschool Snacks

- Snacks served during the school day or in afterschool care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, afterschool program personnel, and parents.
- The Board of Education will provide snacks through afterschool programs and will apply for reimbursements through the National School Lunch Program operated by the State Education Office.

Progress Made	Steps Forward
Nearly 80 percent of schools are participating in the afterschool snack program. Snacks comply with USDA guidelines While not a reimbursable meal component, water is typically offered along with 100 percent juice	Improving the quality of water and water fountains
Healthy snacking information has been disseminated to schools where Action for Healthy Kids completed interactive demonstrations; D.C. Hunger Solutions will also be distributing a Healthy Snacking Curriculum to afterschool programs through its Healthy Cornerstore Initiative. This initiative encourages students to select healthy options from their neighborhood stores while simultaneously encouraging stores to stock healthier items	Identifying further opportunities to provide nutrition education in afterschool programs

⁴ As recommended by the Dietary Guidelines for Americans 2005.

D.C. Free Summer Meals Program

- The Board of Education will sponsor the D.C. Free Summer Meals Program operated by the State Education Office for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation for D.C. Public Schools and any interested community-based organization.

Progress Made	Steps Forward
Participation in the D.C. Free Summer Meals Program has more than doubled from 13,213 in 2002 to more than 29,000 in 2007. This has resulted in D.C. having the number one ranking among states for summer nutrition participation for four consecutive summers.	<p>Gathering information about whether there are meal service gaps between the end of the summer meals program and the start of school</p> <p>Despite the record of success from 2002-2007, identifying the reasons for the drop in summer meal program participation in summer of 2008 and addressing these barriers</p>

School Stores

- There will be no food sold or served in school stores.

Progress Made	Steps Forward
No data collected on whether schools maintain school stores	Gathering information on the existence of school stores at middle and high schools, during athletic events, etc

Foods and Beverages Sold Individually in Vending Machines, Snacks, and Fundraisers

- Elementary schools shall not have vending machines or school stores accessible by students;

Progress Made	Steps Forward
There are no vending machines in elementary schools that are accessible to students	Ensuring healthy vending policy stays in place and is enforced

- Vending machines, a la carte, fundraisers, and school stores shall only offer approved items, as cited by the DCPS/D.C. Action for Healthy Kids Healthy Vending Policy outlined in the appendix;

Progress Made	Steps Forward
In 2005, DCPS adopted a Healthy Vending Policy to improve the nutritional quality of snack foods available to students. As a result of this policy, vending machines available to students largely comply with the Healthy Vending Policy outlined below (about 95 percent of items). Products such as sodas and sports drinks have been eliminated. Items offered include baked chips, pretzels, low-fat ginger snaps, and 100 Calorie Packs of thin crisp cookies and crackers	<p>Achieving 100 percent compliance with the healthy vending policy</p> <p>Gathering information about the extent to which vending machines in teacher lounges comply, and assessing adoption of a Healthy Vending Policy for vending machines in teacher lounges as well</p>

Chartwells/Thompson rolled out its new a la carte program in January 2009. Most items comply with LWP size guidelines and nutrition standards	Continuing to monitor a la carte offerings and working towards 100 percent compliance with LWP nutrition provisions
No data collected on whether schools maintain school stores	Gathering data on the existence of school stores at middle and high schools, during athletic events, etc

- Draft food and beverage vending contracts shall be made available to the public for inspection and comments before being signed by the Board of Education and neither the Board of Education nor individual schools may sign exclusive contracts, or contracts with confidential clauses, with soft drink, fast food, or snack food companies.

Progress Made	Steps Forward
No information is available on whether food and beverage vending contracts have been available for public inspection in the past, nor whether individual school contracts exist	Gathering information on whether any individual school vending contracts exist in DCPS Encouraging prominent posting of new food and beverage vending contracts when renewal periods come up

Food Marketing in Schools

- School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).⁵ School-based marketing of brands promoting predominantly low-nutrition foods and beverages⁶ is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.
- Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities.
- Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

⁵ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

⁶ Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

Rewards

- Schools, community-based organizations and other partners will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,⁷ and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

- Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

Progress Made	Steps Forward
No comprehensive data has been collected on food served at school celebrations and the extent to which schools have encouraged healthy celebrations	Gathering information on what food marketing is occurring in schools/athletic competitions; highlighting schools with good practices Gathering information on the extent to which schools and other organizations use food and beverages as rewards for student behavior; highlighting schools with good practices Gathering information on the extent to which celebrations involving low nutrition foods occur; highlighting schools with good practices

⁷ Unless this practice is allowed by a student's individual education plan (IEP).

Section 3: Assure that guidelines for school meals are not less restrictive than those set at the federal level by the Secretary of Agriculture.

The Director of Food and Nutrition Services will review this policy and ensure that the policies are not less restrictive than those set by the Secretary of Agriculture or state law.

Progress Made	Steps Forward
The DCPS Director of Food and Nutrition Services position is currently vacant, but OSSE has co-convened an LWP monitoring group and can ensure that policies within the LWP are not less restrictive than federal or state law	Ensuring continual review of the LWP by OSSE and other key partners

Section 4: Establish a plan for measuring the impact and implementation of the local wellness policy.

The D.C. Board of Education shall develop a steering committee for the development and monitoring of the wellness policy; and this committee shall also be responsible for evaluation of the policy annually.

The State Education Office will also monitor the status of Local Wellness Policies while conducting reviews and site visits for LEAs.

Progress Made	Steps Forward
DCPS, Office of Teaching and Learning, Department of Health and Physical Education, and OSSE have created a Wellness Policy workgroup of state agency personnel and community partners to promote and monitor policy implementation	<p>Promoting the Local Wellness Policy through a city-wide press conference and providing outreach toolkits to each school. Highlighting the successes of the District and of individual schools, including those participating in the Alliance Healthy Schools Program</p> <p>Developing a monitoring mechanism, including a school survey and distribution of grant funding, to document further LWP implementation and compliance</p>

Section 5: Community Involvement

The D.C. Board of Education may develop a plan for community involvement or use the input and feedback from the D.C. Action for Healthy Kids Parent and Community Forums conducted during the winter and early spring of 2006.

Progress Made	Steps Forward
D.C. Action for Healthy Kids conducted Parent and Community Forums during the winter and early spring of 2006	Continuing to raise awareness of and seek public input to implement the LWP

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Complimentary technical assistance for this policy was provided by District of Columbia Action for Healthy Kids. For additional information on this report, please call Alex Ashbrook at 202-986-2200 ext. 3019 or Srinidhi Vijaykumar at 202-986-2200 ext. 3023.

Appendix A - DCPS Local Wellness Policy: Background, Vision, and Preamble

Background

The U.S. Congress established a requirement in the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004, that all school districts with a federally funded school meal program draft a local school wellness policy by the start of the 2006-2007 school year.

The law requires that these policies must, at a minimum, (1) include goals for nutrition education, physical activity, and other school-based activities that promote student wellness, (2) establish nutrition guidelines for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity, (3) provide assurance that those guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance applicable to school meals issued by the Secretary of Agriculture, (4) establish a plan for measuring the implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the schools meet the wellness policy; and (5) involve parents, students, and representatives of the school food authority, school board, school administrators, and the public, in the development of the school wellness policy.

The District of Columbia Board of Education will use the above requirements as a baseline and expand the policy to cover additional student wellness areas. The wellness policy will cover the following:

1. Include goals for nutrition education, physical activity, and other school-based activities that promote student wellness.
2. Establish nutrition guidelines for all foods available on campus during the school day with the objectives of promoting student health and reducing childhood obesity.
3. Include safeguards to ensure access for all children to healthy foods and to fight hunger and nutrient deficiencies.

4. Provide assurance that those guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture.
5. Promote student wellness by implementing Coordinated School Health Program components.
6. Establish a plan for measuring the impact and implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the schools meet the wellness policy.
7. Involve parents, students, and representatives of the school food authority, school board, school administrators, and the public, in development of the local Wellness Policy.

Vision/Statement of Responsibility

The District of Columbia Board of Education recognizes that nutrition education, food served in schools, and physical activity each affect student wellness. The Board also recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school.

The Board of Education recognizes that it is the District's role, as part of the larger community, to model and actively practice, through policies and procedures, the promotion of family health, physical activity, and good nutrition.

The Board of Education further recognizes that the sharing and enjoyment of food and participation in physical activities are fundamental experiences for all District residents and are primary ways to nurture and celebrate our cultural diversity. These fundamental human experiences are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

The Board of Education recognizes the research and studies that show the direct link between nutritional intake and academic performance, as well as between physical activity and academic achievement.

Preamble

Whereas, a healthy diet increases a student's ability to learn effectively and achieve high standards in school;

Whereas, each day, students and their parents trust that the foods offered at school are nutritious and safe, and that the Board of Education is responsible for ensuring the safety of foods provided at school;

Whereas, nationally, obesity rates have tripled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, in the District of Columbia 14 percent of high school students are overweight and 17 percent are at risk for becoming overweight;

Whereas, in the District of Columbia 79 percent of high school students eat fewer than five servings of fruits and vegetables per day;

Whereas, in the District of Columbia 56 percent of high school students do not participate in sufficient vigorous physical activity and 81 percent of high school students do not attend daily physical education classes;

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Board of Education is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity.

Therefore, it is the policy of the Board of Education that:

1. All students in grades Pre K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
2. Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
3. The Board of Education will ensure that no student in District of Columbia Schools goes hungry during the school day.
4. The Board of Education will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
5. Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
6. To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fresh Fruit and Vegetable Program, and Child and Adult Care Food Program [including suppers, if applicable]).
7. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Appendix B – DCPS Healthy Vending Policy

Foods and Beverages Sold Individually in Vending Machines, Snacks, and Fundraisers

All beverages and snacks authorized for sale in vending machines and fundraisers available to students shall meet the nutritional standards listed below.

- (1) The following beverages may be sold at schools:
 - (A) Fruit-based drinks that contain 100 percent fruit juice and that do not contain additional caloric sweeteners;
 - (B) Water or seltzer water; and
 - (C) Low-fat or fat-free milk, including, but not limited to, chocolate milk, soy milk, rice milk, and other similar dairy or nondairy calcium-fortified milks.
- (2) The following beverages shall not be provided or sold:
 - (A) Soft drinks, sports drinks, punches, and iced teas;
 - (B) Fruit-based drinks that contain less than 100 percent real fruit juice or that contain additional caloric sweeteners; and
 - (C) Drinks containing caffeine, excluding low-fat or fat-free chocolate milk.
- (3) All snacks, sweets, or side dishes sold or served on the school site outside of the federal school meal program shall meet all of the following standards:
 - (A) Have 35 percent or less of its total calories from fat;
 - (B) Have 10 percent or less of its total calories from saturated plus trans fat;
 - (C) Have 35 percent or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy ingredients; and
 - (D) Have no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
 - (E) Limit portion sizes of foods and beverages sold individually to those listed below:

- o One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- o One ounce for cookies;
- o Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- o Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- o Eight ounces for non-frozen yogurt;
- o Twelve fluid ounces for beverages, excluding water; and Fruits and non-fried vegetables are exempt from portion-size limits.

(4) Fruits and vegetables shall be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100 percent fruit or vegetable juice; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).⁸

⁸ Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

Foods and Beverages Sold in A La Carte Lines

• All beverages and snacks authorized for sale in a la carte lines available to students shall meet the nutritional standards listed below.

- (1) The following beverages may be sold a la carte:
 - (A) Fruit-based drinks that contain 100 percent fruit juice and that do not contain additional caloric sweeteners;
 - (B) Water or seltzer water; and
 - (C) Low-fat or fat-free milk, including, but not limited to, chocolate milk, soy milk, rice milk, and other similar dairy or nondairy calcium-fortified milks.
- (2) The following beverages shall not be provided or sold:
 - (A) Soft drinks, sports drinks, punches, and iced teas; and
 - (B) Fruit-based drinks that contain less than 100 percent real fruit juice or that contain additional caloric sweeteners; and
 - (C) Whole or reduced-fat milk, including as milk served with hot beverages.
- (3) All snacks, sweets, or side dishes sold or served a la carte shall meet all of the following standards:
 - (A) Have 35 percent or less of its total calories from fat;
 - (B) Have 10 percent or less of its total calories from saturated plus trans fat;
 - (C) Have 35 percent or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy ingredients; and

(D) Shall work toward having no more 600 mg of sodium for a la carte items.

(E) Limit portion sizes of foods and beverages sold through a la carte to those listed below:

- o One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- o One ounce for cookies;
- o Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- o Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
- o Eight ounces for non-frozen yogurt;
- o Twelve fluid ounces for beverages, excluding water; and Fruits and non-fried vegetables are exempt from portion-size limits.

The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.