Office of the State
Superintendent of Education
Division of Health and Wellness

LOCAL WELLNESS POLICY TEMPLATE

September 2021

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INTRODUCTION

The Office of the State Superintendent of Education (OSSE) developed this Local Wellness Policy (LWP) template to support local education agencies (LEAs) in developing high-quality LWPs. This template is structured to support LEAs in addressing all necessary LWP elements stipulated in local and federal law. This template also includes additional school health requirements and recommendations that LEAs may choose to incorporate into their policies (see *Local Wellness Policy Guide* for more detail). LEAs may choose to utilize this template when developing an LWP.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

This LWP template is intended to offer an outline for an LEA's approach to ensuring environments and opportunities exist for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing distractions. This LWP template is structured to align with the 10 components of the Whole School, Whole Community, Whole Child (WSCC) model. The WSCC model promotes a holistic approach to school health and integrates health services and programs into the day-to-day school and student life as a tool for improving academic achievement and learning. The WSCC model is the Centers for Disease Control and Prevention's (CDC) framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices (see *Local Wellness Policy Guide* for more detail).

The 10 WSCC components are:

1. Health Education
2. Physical Education and Physical Activity
3. Nutrition Environment and Services
4. Physical Environment
5. Social and Emotional Climate
6. Counseling, Psychological & Social Services
7. Health Services
8. Employee Wellness
9. Family Engagement
10. Community Involvement

HOW TO USE THIS TEMPLATE

This template is an optional tool to support LEAs in developing a high-quality LWP. LEAs may choose to incorporate some or all components of this template when developing their policy. LEAs must ensure all mandatory local and federal LWP components are included in their final policy (see *Local Wellness Policy Guide* for more detail).

This template is divided into 10 components in alignment with the WSCC model. Each component includes content that is color coded based whether it is a mandatory LWP element that must be implemented **and** included in the document (color: ● **yellow**), a local school health requirement, which must be implemented, that is highly recommended to be included though inclusion is not required (color: ● **green**), or additional recommended content that is not required, but encouraged to be included (color: ● **blue**). All ● **yellow** elements must be included in an LEA's LWP and all ● **green** and ● **blue** elements are recommended for inclusion. All elements, when combined together, support a high-quality, well-rounded LWP aligned to the CDC WSCC model.

In order to meet the mandatory ● **yellow** requirements of an LWP, LEAs should ensure the policy covers the following while completing this template:

- students in the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus/day – 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 LEA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- the LEA establishes and maintains an infrastructure for management, oversight, implementation, evaluation, and communication about the policy and its established goals and objectives.

This template is intended to offer a WSCC-aligned outline for an LEA's policy that would apply to all its students, staff, and schools. At a minimum, LEAs should identify specific measurable goals and outcomes within each ● **yellow** section of the template. LEAs should include additional language or modify this template, where appropriate, so that it accurately reflects specific needs (e.g., removing references to grades not served by the LEA). LEAs may choose to amend the introductory language to each WSCC component and should enter the LEA's name wherever the text reads **[LEA NAME]**. For support in completing the template or understanding LWP requirements, please contact OSSE at OSSE.schoolhealth@dc.gov.

Capital Village Public Charter School Local Wellness Policy

2023-2024

This Local Wellness Policy (LWP) outlines Capital Village Public Charter School '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. This policy applies to all students, staff and schools in Capital Village Public Charter School. Specific measurable goals and outcomes are identified within each section below.

LOCAL WELLNESS POLICY OFFICIAL(S)

Capital Village Public Charter School has identified the following LEA or school official(s) responsible for the implementation and oversight of the LWP to ensure each school's compliance with the policy (7 CFR 210.31(c)(4)).

NAME	POSITION TITLE	EMAIL ADDRESS	LWP ROLE
Keina Hodge, Bridget O'Carroll	Director of Operations, Community Engagement & Operations Associate	khodge@capitalvillageschools.org, bocarroll@capitalvillagesc	Assists in the evaluation of the Wellness Policy implementation

TRIENNIAL PROGRESS ASSESSMENTS

At least once every three years, Capital Village Public Charter School will conduct a Triennial Progress Assessment and develop a report that reviews each Capital Village Public Charter School schools' compliance with this LWP. This assessment and report will include a full description of the progress made in attaining the goals of Capital Village Public Charter School 's LWP.

The positions/persons responsible for managing the triennial assessment and report is Keina Hodge, Director of Operations, khodge@capitalvillageschools.org. The above referenced individual(s) will monitor Capital Village Public Charter School schools' compliance with this LWP and develop the triennial progress reports. Capital Village Public Charter School schools will actively notify households/ families of the availability of the triennial progress report.

ESTABLISH A PLAN TO MEASURE THE IMPACT AND IMPLEMENTATION OF THE LOCAL WELLNESS POLICY

Federal LWP Requirement (7 CFR 210.31(c)(6)) Provide a description of the plan for measuring the implementation of the local school wellness policy, and for reporting local school wellness policy content and implementation issues to the public.

Capital Village Public Charter School will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

- Annually evaluating this written LWP for its relevance and effectiveness
-Assessing documentation and data from our triennial assessment that indicates how this LWP is being implemented
-Reviewing minutes from committee meetings
- Assessing who is involved in the LWP implementation process and how potential stakeholders are made aware of their ability to participate on the Local Wellness Committee

HEALTH EDUCATION

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health and safety.[1] High-quality health education and promotion of school-based health activities can help improve students' quality of life, increase healthy behaviors, and reduce risky behaviors throughout students' lives.[2] Capital Village Public Charter School recognizes the connection between good health, quality of life, and readiness to learn. Capital Village Public Charter School is committed to providing high-quality health education and promoting health policies and activities that result in students that exhibit healthier behaviors.

Healthy Schools Act Requirement (DC Official Code § 38–821.01(1F)); (DC Official Code § 38–824.02(b))
Students in kindergarten through Grade 8 receive health education instruction aligned with OSSE Health Education Standards.

The school will provide health education instruction that is aligned with OSSE Health Education Standards. This will include:
-offering at least 75 minutes of health education per week at each grade level
-incorporating health education into classroom instruction such as math, science, language arts, social sciences, and elective subjects
-incorporating an age-appropriate sequential health education curriculum that is consistent with District and national standards for health education
-incorporating active learning strategies and activities that students find enjoyable and personally relevant
-incorporating opportunities for students to practice or rehearse the skills needed to maintain and improve their health
-incorporating a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity
-incorporating assignments or projects that encourage students to have interactions with family members and community organizations
-requiring the health instructors to participate at least once a year in professional development in health education; and
-requiring professional development for all teachers in classroom management techniques in the past two years

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b)(2))
Schools serving students in kindergarten through Grade 8 provide an average of 75 minutes of health education per week.

The school will provide an average of 75 minutes of health education per week at each grade level, as part of a sequential, comprehensive, and standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health

School Safety Omnibus Amendment Act Requirement (DC Official Code § 38–824.02(b-2)(1)(A))
Students in kindergarten through Grade 12 receive age- and developmentally appropriate, evidence-based, and culturally responsive instruction on recognizing and reporting sexual misconduct and child abuse, setting and respecting appropriate personal and body boundaries and privacy rules, communicating with adults about concerns regarding body boundaries or privacy violations, the meaning of consent, developing and maintaining healthy relationships, and other appropriate topics to support healthy development of students.

Students at our school receive age- and developmentally appropriate, evidence-based, and culturally responsive instruction on recognizing and reporting sexual misconduct and child abuse, setting and respecting appropriate personal and body boundaries and privacy rules, communicating with adults about concerns regarding body boundaries or privacy violations, the meaning of consent, developing and maintaining healthy relationships, and other appropriate topics to ultimately support the healthy development of our students.

1 Centers for Disease Control and Prevention. (2019). Healthy Schools: Components of the Whole School, Whole Community, Whole Child (WCSS). Retrieved from www.cdc.gov/healthyschools/wscc/components.htm

2 Centers for Disease Control and Prevention. (2021). Healthy Schools: Improving School Health. Retrieved from: www.cdc.gov/healthyschools/schoolhealth.htm

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b-1)(1))
High school health instruction provides cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation for students in grades 9-12.

N/A We are a 5-8th grade school.

Graduation Requirement (5-A DCMR § 2203.3(b))
Provide the necessary 1.5 Carnegie units in health/physical education to meet graduation requirement.

N/A We are a 5-8th grade school.

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

School-based physical education and physical activity programs offer the best opportunity for students to learn the key skills and gain knowledge needed to establish and sustain a healthy and active lifestyle.[3] High-quality physical education improves a student's readiness to learn by contributing to motor skill development, boosting self-esteem, reducing stress and anxiety, and improving breathing and blood circulation which result in better concentration, improved behavior, and stronger academic success.[4]
_____Capital Village Public Charter School_____] recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. _____Capital Village Public Charter School_____ understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture. _____Capital Village Public Charter School_____ is committed to providing students with high-quality instruction to reinforce physically active behavior during school and throughout life.

Federal and Local LWP Requirement (7 CFR 210.31(c)(1)); (DC Official Code § 38–826.01(b)(C))
LEAs must identify specific goals for increasing physical activity and other school-based activities that promote student wellness through physical activity. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

The school will work to increase physical activity and other school-based activities that promote student wellness through physical activity and movement. The school will ensure that:
- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health
-50% of physical education class time is devoted to actual physical activity
-suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities
-a variety of classes offering physical activity will be offered to students including but not limited to yoga, dance, basketball, and advanced athletics
-physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions, and;
-physical activity is neither required nor withheld as punishment

3 Shape America. (2019). Is it Physical Education or Physical Activity? Understanding the Difference. Retrieved from www.shapeamerica.org/publications/resources/teachingtools/qualitype/pa_vs_pe.aspx

4 US Department of Health and Human Services. *Physical Activity Guidelines for Americans,* 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Retrieved from health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf

Healthy Schools Act Requirement (DC Official Code § 38–821.01(6C); (DC Official Code § 38–824.02(a))
Students in kindergarten through Grade 8 receive physical education instruction aligned with OSSE Physical Education Standards.

The school's students will receive physical education instruction aligned with OSSE Physical Education Standards.

Healthy Schools Act Requirement (DC Official Code § 38–824.02(a)(1)(A)); (DC Official Code § 38–824.02(a)(2)(A))Schools serving students in kindergarten through Grade 5 shall set a goal to provide an average of 150 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in kindergarten through Grade 5 provides less than an average of 90 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

The school will aim to provide an average of 150 minutes of physical education per week as well as one recess of at least 20 minutes per day for our 5th-grade students.

Healthy Schools Act Requirement (DC Official Code § 38–824.02(a)(1)(A)); (DC Official Code § 38–824.02(a)(2)(A))
Schools serving students in grades 6-8 shall set a goal to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in grades 6-8 provides less than an average of 135 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

The school will aim to provide an average of 225 minutes of physical education per week and at least one recess of at least 20 minutes per day for our 6-8 grade students.

Healthy Schools Act Requirement (DC Official Code § 38–821.01(6C))
At least 50 percent of physical education instruction time is devoted to moderate-to-vigorous physical activity.

The school will aim to devote at least 50% (fifty percent) of physical education instruction time to moderate-to-vigorous physical activity

Healthy Schools Act Requirement (DC Official Code § 38-824.03(a))
Provide suitably adapted physical education or supplementary aids for any other student with special needs that preclude the student from participating in regular physical education instruction.

The school aims to provide suitably adapted physical education or supplementary aids for any other student with special or specific needs that preclude the students from participating in regular physical education instruction.

Healthy Schools Act Requirement (DC Official Code § 38-824.03(b))
Prohibit requiring or withholding physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

The school will not require or withhold physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

Healthy Schools Act Requirement (DC Official Code § 38–824.02(a-1)(1))
Provide students in grades pre-K 3 and pre-K 4 with an average of 60 minutes of daily physical activity, including two 20-minute outdoor recess periods each day weather and space permitting.

NA We are a 5-8 grade school.

Healthy Schools Act Requirement (DC Official Code § 38–824.01(a-c))
It shall be the goal to engage students in physical activity for at least 60 minutes each day. Schools shall promote this goal. Schools shall seek to maximize physical activity by means including: extending the school day, encouraging students to walk or bike to school; promoting active recess; supporting athletic programs; integrating movement into classroom instruction and classroom instruction breaks; entering into shared-use agreements with organizations that provide physical activity programming for children outside of the normal day; and using physical activity as a reward for student achievement and good behavior.

The school will aim to promote the goal of engaging students in physical activity for at least 60 minutes each day. The school will seek to promote and support this goal in a variety of ways including but not limited to: walking or biking to school and making it as accessible as possible; encouraging active recess; supporting athletic programs, integrate movement into classroom instruction and break times, including by providing stretch breaks and giving students the opportunity to take a lap in the building when needed.

NUTRITION ENVIRONMENT AND SERVICES

Offering nutrition education and serving healthy school meals help mitigate childhood obesity, model healthy habits, and promote life-long healthy eating patterns and food selection. Capital Village Public Charter School recognizes that serving healthy meals to students through the National School Lunch Program, School Breakfast Program, After School Snack Program, Fresh Fruit and Vegetable Program, Special Milk Program, The Child and Adult Care Food Program, Summer Food Service Program, and other supplemental nutrition programs contribute to the improved nutritional diet and health of students, reduces hunger among students, and improves students' readiness to learn.

NUTRITION PROMOTION AND EDUCATION

Capital Village Public Charter School is committed to promoting positive nutrition behaviors and habits. Posters promoting healthy portions, age appropriate nutrition information for healthier living, and food service menus will be posted in public areas throughout our school(s).

Federal LWP Requirement (7 CFR 210.31(c))
LEAs must identify specific goals for nutrition promotion and education and other school-based activities that promote student wellness through nutrition. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

The school will promote nutrition education and other school-based activities that promote student wellness through nutrition by covering relevant topics in P.E. and health classes as well as in other content areas; providing balanced meals for breakfast and lunch for all students; utilizing MyPlate to teach about nutrition; promoting seasonal and local items when they are on the menu; and encouraging discussions with students around nutrition and food choices.

Healthy Schools Act Requirement (DC Official Code § 38-822.05(b)(1))
Distribute the menu for each breakfast and lunch served, nutritional content of each menu item, ingredients of each menu item, and the location where fruits and vegetables served in schools are grown and processed. Make information available on school website, in school's office, and to parents and legal guardians upon request.

The school will aim to distribute the menu for each breakfast and lunch served on a monthly basis, the nutritional content of each menu item, the ingredients of each menu item, and the location where fruits and vegetables served in schools are grown and processed. This information will be available on the school website, in the food prep and distribution area, in the school's front office, and will be available to parents and legal guardians upon request.

Healthy Schools Act Requirement (DC Official Code § 38-822.01(a)(1)(B)(i-ii))
Make a vegetarian food option available as a daily option for the main course for breakfast and lunch at all grade levels. Vegetarian food options shall be rotated to avoid repetition.

The school will have a vegetarian food option available as a daily option for the main course for breakfast and lunch at all grade levels each day. Vegetarian food options will be rotated to avoid repetition.

Healthy Schools Act Requirement (DC Official Code § 38-822.01(a)(1)(B)(iii))
Vegetarian food options shall be clearly labeled or identified.

Vegetarian options will be clearly labeled with a sticker marked "Vegetarian".

Healthy Schools Act Requirement (DC Official Code § 38-822.03(b)(3))
Solicit input from students, faculty, and parents, through taste tests, comment boxes, surveys, a student nutrition advisory council, or other means, regarding nutritious meals that appeal to students.

The school will seek input from students, faculty, and parents in a variety of ways including verbal check-ins during meal times about the meal items being served, verbal and written surveys, and encouraging student feedback to ensure our meals are serving their interests, their bodies, and their tastes.

Recommendation (7 CFR 210.10(a)(2))
Hang *Offer vs. Serve* posters as a guide for students choosing a reimbursable meal.[5]

Offer vs. Serve posters will be hung in a visible location for students choosing a reimbursable meal.

FOODS AND BEVERAGES MARKETED TO STUDENTS

All food and beverage products marketed on school grounds must, at a minimum, meet the USDA's school meal nutrition and Smart Snacks standards. Product marketing refers to any written, oral posted graphics intended to promote the sale of a food or beverage product.

_____Capital Village Public Charter School_____is committed to marketing food and beverages in nutrition-promoting ways including ensuring that filtered water is available for student and staff consumption throughout the day and that water is marketed in health promoting ways that do not detract from milk promotion. This commitment will be demonstrated by taking the specific actions outlined below.

Federal and Local LWP Requirement (7 CFR 210.31(c)(3)(iii)); (DC Official Code § 38-822.06(f)(2))
Establish policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet or exceed the federal nutritional and Healthy Schools Act standards.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the federal nutritional and Healthy Schools Act standards.

5 See Offer Versus Serve Posters for Lunch at www.fns.usda.gov/tn/offer-versus-serve-national-school-lunch-program-posters

FOODS AND BEVERAGES PROVIDED TO STUDENTS

Federal LWP Requirement (7 CFR 210.31(c)(2))
Establish standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).

Any foods or beverages provided, but not sold, to students during the school day will meet or exceed the federal nutritional and Healthy Schools Act standards. Foods or beverages provided will be thoughtfully selected so as to ensure alignment with the school's established nutritional guidelines.

Federal and Local LWP Requirement DC Official Code § 38-822.03(c); (7 CFR 210.18(h)(2)(v))
Make cold, filtered water available free to students, through water fountains or other means, when meals are served to students.

To promote hydration, free, potable drinking water will be available to all students throughout the school day. Capital Village Public Charter School will make drinking water available where school meals are served during mealtimes. The school will encourage students to bring their own reusable water bottles but will also provide paper cups to be used at the water fountains placed throughout the building.

FOODS AND BEVERAGES SOLD TO STUDENTS

Federal LWP Requirement (7 CFR 210.31(c)(3)(i-ii))
Establish standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations for school meal nutrition standards and the Smart Snack in School nutrition standards.

No foods or beverages shall be sold to students on the school campus during the school day.

Healthy Schools Act Requirement (DC Official Code § 38-822.06(e))
Schools shall prohibit all third-parties, other than school-related organizations and school meal service providers, from selling food or beverages of any type to students on school property from 90 minutes before the school day begins to 90 minutes after the school day ends.

The school will not permit third-party vendors to sell foods or beverages of any kind to students on school property from midnight on the day school begins to 90 minutes after the school day ends, in accordance with Healthy Schools Act and USDA Smart Snacks standards.

SCHOOL MEALS

Capital Village Public Charter School is committed to serving healthy meals through the National School Lunch Program, School Breakfast Program and other supplemental programs to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams of trans-fat per serving (nutrition label or manufacturer's specification), and to meet the local and federal nutrition requirements and the needs of school children within their calorie requirements.

Local LWP Requirement (DC Official Code § 38-826-01(b)(2)(B))
Establish plans for increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices.

Capital Village will work with the local food vendor Luncheras Di Si, to ensure that we are striving to increase the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices.

Capital Village will work on increasing local food consumption in ways that include but are not limited to utilizing our onsite herb garden and collaborating with Capital Area Food Bank, whom we have a partnership with.

Healthy Schools Act Requirement (DC Official Code § 38-823.01)
Track procurement using the Locally Grown Food Item Tracking Log.[6]

[INSERT GOALS HERE]

Healthy Schools Act Requirement (DC Official Code § 38-822.02(a))
Serve school meals that meet or exceed the federal nutritional and HSA standards.

Capital Village will serve school meals that meet or exceed the federal nutritional and HSA standards.

6 Office of the State Superintendent of Education. (2019). Locally Grown and Unprocessed Food Item Tracking Log. Retrieved from https://osse.dc.gov/publication/locally-grown-and-unprocessed-food-item-tracking-log

PHYSICAL ENVIRONMENT

According to the CDC, physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it.[7] The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. Capital Village Public Charter School recognizes the connection between physical environment and student outcomes and believes safe, positive, respectful learning environments will result in more engaged students. Additionally, Capital Village Public Charter School understands that environmental sustainability means meeting present needs without compromising the ability of future generations to meet their own needs.[8]

Capital Village Public Charter School is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students and recognizes its importance for both today and for years to come.

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(A))
Establish goals for improving the environmental sustainability of schools.

The school seeks to improve its environmental sustainability by methods including but not limited to:
-encouraging students and staff to bring reusable water bottles
-making recycling easy and accessible for all classes and staff
-ensuring all classrooms and offices are equipped with an air purification device to ensure the air is being properly circulated and sanitized
-maintaining a small edible food garden at the front of the school that includes a variety of herbs
-when classrooms and offices are not in use lights are turned off to conserve energy
-acting as a host site for a food pantry open to members of our school and greater community in partnership with Capital Area Food Bank
-recycling all printer toner and ink cartridges responsibly

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(D))
Establish goals for developing and implementing an Environmental Literacy Program.

As a part of our Environmental Literacy Program, Capital Village has set the following goals:
* Over the current academic school year, Capital Village will act as a host site for a food pantry open to members of our school and greater community in partnership with Capital Area Food Bank. Students and staff will have an opportunity to volunteer their time for this market and will learn about the importance of reliable access to safe and healthy food for our community and ourselves
* Encouraging students and staff to carpool, take public transportation, take the school bus, walk or bike when safe and appropriate and share information about how this is a more environmentally-friendly way to commute
*Incorporating environmental and sustainability topics into the curriculum in a variety of classes when applicable
*Encouraging the use of reusable water bottles and discussing the environmental impact of this practice with students

7 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Physical Environment. Retrieved from https://osse.dc.gov/node/1113332 www.cdc.gov/healthyschools/wscc/components.htm

8 Office of the State Superintendent of Education. (2019). 2017 DC Environmental Literacy Plan. Retrieved from osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf

SOCIAL AND EMOTIONAL CLIMATE

According to the CDC, social and emotional climate refers to aspects of students' educational experience that influence their social and emotional development.[9] The quality and character of school life is often referred to as school climate.[10] The school's climate and students' social and emotional needs play major roles in the development of students.[11] Capital Village Public Charter School recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. Capital Village Public Charter School understands that a positive school climate is one in which the quality and character of school life is formed through: a student-centered environment rooted in community values and input, systems of culture, gender, and LGBTQ responsive engagement, and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families.

Capital Village Public Charter School is committed to developing socially and emotionally healthy students by creating and maintaining a school climate that results in a safe, engaging, healthy, challenging, and supportive learning environment. Capital Village Public Charter School understands the design, education and implementation of social and emotional learning priorities is essential to demonstrating this commitment.

Healthy Schools Act Requirement (DC Official Code § 38-826.06)
Schools covered by the Youth Risk Behavior Surveillance System (YRBSS), serving grades 6-12, shall participate in the biennial DC data collection.

Capital Village PCS will participate in the biennial DC data collection.

Recommendation
Survey students to measure broad perceptions of student access to quality mental health supports. [12]

Recommendation
Provide a designated physical safe space for LGBTQ students.[13]

[INSERT GOALS HERE]

9 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Social and Emotional Climate. Retrieved from https://www.cdc.gov/healthyschools/wscc/components.htm

10 National School Climate Center. (2012). The School Climate Improvement Process: Essential Elements(No:4). Retrieved from https://files.eric.ed.gov/fulltext/ED573705.pdf

11 Durlak. JA., Wiessberg. RP. (2011). Promoting Social and Emotional Development is an Essential Part of Students' Development. *Human Development.* (54)1-3. Retrieved from www.researchgate.net/profile/Roger_Weissberg/publication/239784381_Promoting_Social_and_Emotional_Development_Is_an_Essential_Part_of_Students%27_Education/links/57f97a1d08ae91deaa616b5a/Promoting-Social-and-Emotional-Development-Is-an-Essential-Part-of-Students-Education.pdf

12 Refer to Appendix A in OSSE's Local Wellness Policy Guide for related supports and resources.

13 This recommendation is intended to serve as a complement to work done by the bullying prevention task force (DC Code § 2–1535.02), with the specific goal of

COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

The DC school behavioral health model is a coordinated system designed to promote positive school culture, mental wellness and access to high-quality services for children, youth, and their families.[14] Capital Village Public Charter School recognizes the connection between reducing barriers to access and helping students and schools thrive through integrating school- and community-based providers and services using a school-wide, multi-tiered system of supports (MTSS).[15]

Capital Village Public Charter School understands that partnerships with licensed school behavioral health professionals with education and training in social work, professional counseling, or school, clinical, or counseling psychology, whether employed by Capital Village Public Charter School or by a community-based organization that partners with the LEA, both collaborate with teachers, administrators, parents, and community-based organizations to provide a coordinated system of support that addresses prevention, intervention, and direct service needs of the school.

Capital Village Public Charter School is committed to supporting students and families through the provision of Counseling, Psychological and Social Services to ensure a well-rounded environment of comprehensive health and safety are made available for all within the school environment.

Youth Suicide Prevention and School Climate Survey Amendment Act (DC Official Code § 7-1131.17(a)-(b)(1))
Ensure principals and teachers are trained to identify, approach, and refer students in psychological distress through requiring the completion of the Department of Behavioral Health's online training once every two years.

Capital Village ensures principals and teachers are trained to identify, approach, and refer students in psychological distress by requiring the completion of the Department of Behavioral Health's online training once every two years.

School Safety Omnibus Amendment Act (DC Official Code § 38–952.02(b)(1))
Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law.

Capital Village ensures school staff are trained at the time of hiring and at minimum every two years thereafter on identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law

School Safety Omnibus Amendment Act (DC Official Code § 38–951.02(c)(1-2))
Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse and training on an annual basis for parents regarding sexual misconduct and student sexual abuse.

Capital Village ensures school staff are trained at the time of hiring and at minimum every two years thereafter on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse and training on an annual basis for parents regarding sexual misconduct and student sexual abuse

14 Deputy Mayor of Health and Human Services. (2019). School Mental Health Program and School Health Services Program. Retrieved from dmhhs.dc.gov/publication/school-mental-health-program-and-school-health-services-program

15 Multi-tier System and Supports Integrated Services Framework for Student Wellness. (2015). CSHA Conference. Retrieved from www.schoolhealthcenters.org/wp-content/uploads/2015/05/Building-Framework-MH-Supports-Presentation.pdf

Recommendation
Identify specific goals for any school-based activities that promote student wellness through counseling, psychological and social services.

[INSERT GOALS HERE]

Recommendation
Provide a designated space for the delivery of behavioral and mental health services.

We have a variety of private office spaces designated for our mental health professionals. These private, discrete spaces can be used for the delivery of behavioral and mental health services when needed.

Recommendation
Establish a policy and procedures for suicide prevention and intervention, including a defined school crisis team and safe space for behavioral and mental health service delivery.[16]

[INSERT GOALS HERE]

Recommendation:
Encourage and support behavioral health staff to participate in the School Behavioral Health Community of Practice and to engage in ongoing support and learning with peers.

[INSERT GOALS HERE]

16 This acknowledgement coincides with a requirement mentioned in the Social and Emotional Climate section of this template.

HEALTH SERVICES

Health services provide preventive and actual care for a host of medical conditions and concerns within the scope of practice of school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel.[17] These services include but are not limited to first aid, cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) use, anaphylaxis treatment and management, and planning and management of chronic diseases such as asthma and diabetes. These services ideally combine school and community resources to meet the needs of the students, staff and community through proper care coordination. Capital Village Public Charter School recognizes the connection between coordinated care models and improved student outcomes. Capital Village Public Charter School understands that registered nurses, doctors, physician assistants, allied health professionals and other qualified personnel may be among those contributing to the coordinated care students receive. apital Village Public Charter Scho is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. Capital Village Public Charter School has established the following goals for implementing the Health Services component to demonstrate this commitment.

Student Health Care Act Requirement (DC Official Code § 38-602(a)-(b)) Collect annual Universal Health Certificates and Oral Health Assessments from each student.
Capital Village collects annual Universal Health Certificates and Oral Health Assessments from each student.

Access to Emergency Epinephrine in Schools Amendment Act (DC Official Code § 38-651.04a(b)(3)); (DC Official Code § 38-651.04a (c)(2)(B)) Schools shall stock and maintain two undesignated epinephrine auto-injector twin-packs in a secure but easily accessible location and ensure at least two OSSE-certified staff members are trained annually and present during all hours of the school day.
The school stocks two undesignated epinephrine auto-injector twin packs in the front office. They are kept in a secure but easily accessible location for immediate access. There are at least two OSSE-certified staff members that are trained annually on proper epinephrine auto-injector pen usage and are present during all hours of the school day.

Immunization of School Students Act (DC Official Code § 38-501); (DCMR § 5-E5300) Ensure all schools implement the Immunization Attendance Policy and verify student compliance with District immunization requirements for enrollment and attendance.
Capital Village implements the Immunization Attendance Policy and verifies student compliance with District immunization requirements for enrollment and attendance.

Recommendation Provide a designated space that is recognized as the health or nurse's suite.
The school provides a designated, private space that is clearly labeled as the nurse's suite. This area is accessible throughout the day.

17 Centers for Disease Control and Prevention. (2021). Components of the Whole School, Whole Community, Whole Child (WSCC): Health Services. Retrieved from www.cdc.gov/healthyschools/wscc/components.htm

Recommendation
Ensure qualified staff, inclusive of a Registered Nurse, provide care and management of health services rendered for the school environment.

[INSERT GOALS HERE]

Recommendation
Share, and make publicly available, nurse hours and availability, emergency care protocol, and undesignated epinephrine use plans.

[INSERT GOALS HERE]

Recommendation
Establish care coordination plans to increase access and referrals to primary care services and improve school-physician links following incidents.

[INSERT GOALS HERE]

Recommendation
Develop and implement a school preparedness system for medication storage and administration, tracking staff certifications, and students with chronic health conditions who lack clearly identifiable action plans.

[INSERT GOALS HERE]

EMPLOYEE WELLNESS

Employee health has a direct impact on how school staff perform in their roles in the school community. Employee wellness efforts at schools have the potential to increase feelings of work satisfaction and productivity, as well as lower rates of absenteeism and medical costs related to staff stress.[18] Capital Village Public Charter School recognizes the connection between healthy school employees and improved job performance and satisfaction. Capital Village Public Charter School understands that while there is no legislative requirement for employee wellness, implementing policies that promote employee wellness and improve job satisfaction may have a positive impact on student development. While there are no Employee Wellness LWP requirements, Capital Village Public Charter School establishes the following employee wellness goals:

Federal LWP Requirement (7 CFR 210.31(c)(5)) Describe the manner in which representatives of the LEA, teachers of physical education, school health professionals, the school board (if applicable), and school administrators are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.
Representatives of the LEA, teachers of physical education, school health professionals, and school administrators are provided the opportunity to participate in the development, implementation, and periodic review and update of the LWP by being informed of the opportunity to participate on the Wellness committee in all staff emails, newsletters and within the employee handbook. The opportunity to join the committee and contribute to the editing and implementation of our LWP is available throughout the year.

Recommendation Address and improve educator wellness through initiatives, for example offering yoga classes, immunizations, screenings and wellness campaigns, and mindfulness trainings.
[INSERT GOALS HERE]

Recommendation Provide professional development trainings to address and improve staff development and preparedness, for example by facilitating implicit bias training and assessments, and cross-cultural communication training.
[INSERT GOALS HERE]

Recommendation Take action to address and improve staff mental health, for example by informing and actively promoting Employee Assistance Programs and other community behavioral health resources available to staff throughout the school year.
[INSERT GOALS HERE]

18 Centers for Disease Control and Prevention. (2016). Preventing Chronic Disease. Absenteeism and Employer Costs Associated with Chronic Diseases and Health Risk Factors in the US Workforce. Retrieved from www.cdc.gov/pcd/issues/2016/15_0503.htm

FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. Capital Village Public Charter School understands that welcoming participation from families when developing and implementing LWP goals supports the creation of an effective, comprehensive and robust local wellness policy that will meet the needs of the school community and the students it serves. By allowing families to participate in the development, implementation and evaluation of this wellness policy, Capital Village Public Charter School acknowledges the connection between family involvement, in connection with teachers, and other school staff, and ensuring students receive a well-rounded, comprehensive education that can serve them within and outside of the classroom setting. Capital Village Public Charter School is committed to engaging family members in our LWP development, wellness committee participation, policy implementation and other health and wellness requirements and initiatives.

Federal LWP Requirement (7 CFR 210.31(c)(5))
Describe the manner in which parents and legal guardians are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

Parents and legal guardians are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy throughout the year and are made aware of this opportunity during parent/teacher nights, parent orientation, within the parent handbook, on community facing newsletters and on the school website.

Recommendation
Educate families on behaviors for contagious disease prevention and response and include guidelines for when to keep sick children at home and when they can return to school.

[INSERT GOALS HERE]

Recommendation
Have communication protocols in place to notify families of positive contagious disease cases that protect the privacy of affected individuals and their families consistent with DC Health guidelines.

[INSERT GOALS HERE]

Recommendation Inform parents of all hygiene and cleaning practices introduced, including reinforcing proper hand hygiene, mask wearing, and other health practices while students are at home.
[INSERT GOALS HERE]

COMMUNITY INVOLVEMENT

Engaging community stakeholders in the LWP process may provide strong support for the school community both during operating hours and when the school itself is closed. Advisory neighborhood commission members, local business owners, area law enforcement and public works professionals are just a few community stakeholders that may provide valuable support and insight to creating the safe, healthy learning environment our students need to thrive in an academic setting. Capital Village Public Charter School recognizes and values the role the community plays in the safe and healthy development of our students. Capital Village Public Charter School is committed to accepting and implementing feedback and support from the community and works to engage members of the community-at-large in our students' development.

Federal LWP Requirement (7 CFR 210.31(c)(5)) Describe the manner in which community members are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.
Community members, including additional family members, our before/after care vendor, and our food service vendor are provided the opportunity to participate in the development, implementation, and periodic review and update of the LWP. They will be made aware of this opportunity by word of mouth and email, will be able to participate in the committee throughout the year, and can review our LWP via email and the school website.

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