# Attachment B

# Superintendent’s Memo #050-21

# February 26, 2021



## Local School Wellness Policy

## Model Policy

Document last modified on 12/09/2020

OBJECTIVE: To provide Virginia school divisions with a model policy for creating or updating their existing Local School Wellness Policy (Wellness Policy).

INSTRUCTIONS: The content formatted in bold and italics throughout this document is instructional and should not be included in the local education agency’s (LEA’s) final Wellness Policy. All content within [brackets] must be modified according to each LEA’s unique needs. Please delete all instructions (in bold italics) before finalizing your document and update all modifiable fields (red brackets).

This document is a sample. The LEA is ultimately responsible for ensuring the division’s Wellness Policy complies with all federal and state regulations.

This model policy scores 100 for total strength and 100 for total comprehensiveness from the [Wellness School Assessment Tool (WellSAT3.0) scorecard](http://wellsat.org/upload/docs/WellSAT%203.0%20Scoresheet.pdf). If information is removed, the policy should be checked against the Virginia Department of Education, Office of School Nutrition Programs (VDOE-SNP) Wellness Policy Checklist and the WellSAT3.0 to ensure compliance, comprehensiveness, and strength of policy language.

Additional resources, including a Guidance Document for Updating the Wellness Policy, can be found in [SNPWeb](https://p1pe.doe.virginia.gov/ssws/login.do) under Download Forms.

***[Insert Division/School Logo]***

# Local School Wellness Policy

***[Division/School name]***

***[Implementation year, i.e., 2020]***

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### Leadership[[1]](#endnote-1)

The [wellness policy leader, i.e., wellness coordinator], with support from the [health and wellness committee, i.e., school health advisory board (SHAB)], shall implement and ensure compliance with the Local School Wellness Policy (Wellness Policy) by leading the review, update, and evaluation of the policy.

### Public Involvement1

The division will invite a diverse group of stakeholders from the list below and the public to participate in the development, implementation, and periodic review of the Wellness Policy. The public will be notified through [social media posts, the division website, or other mode of public notification] for opportunities to participate.

* Administrators
* Classroom teachers
* Physical education teachers
* School food authority (SFA) representatives
* School nurse
* Community members
* Students
* Parents
* School Board members
* Medical/Healthcare professionals
* Virginia Cooperative Extension agents
* Local farmers, chefs, or nutritionists

### School Health Advisory Board[[2]](#endnote-2)

[Division/school name] will convene a representative school health advisory board (SHAB) [or work within an existing school health committee] that meets at least [enter number of times] per year to establish goals for and oversee school health policies and programs. This board assists with the development, implementation, and periodic review of the [division/school name] Wellness Policy. The SHAB will include representatives from each school and reflect the diversity of the community to the greatest extent possible. Refer to Appendix A for a list of participants of the SHAB.

Each school building will designate a wellness policy coordinator who will ensure compliance with the policy and establish an ongoing school wellness committee that convenes the review of school-level issues in accordance with the divisionwide SHAB on an annual basis. Refer to Appendix B for a list of school-level wellness policy coordinators.

### School Meals1

All schools within [division/school name] participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) [and Summer Food Service Program (SFSP) and/or any additional federal meal program(s) the division or school participates in]. All meals served to students meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010, as specified in the Code of Federal Regulations at [7CFR210.10](https://www.ecfr.gov/cgi-bin/text-idx?SID=18755f1455f25d099bf194884560766d&mc=true&node=se7.4.210_110&rgn=div8) and [7CFR220.8](https://www.ecfr.gov/cgi-bin/text-idx?SID=18755f1455f25d099bf194884560766d&mc=true&node=se7.4.220_18&rgn=div8).

[Division/school name] is committed to serving healthy meals to children with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk. Meals feature minimally processed and scratch cooked foods from local sources to the greatest extent possible. The meals served meet the nutrition needs of students within their calorie requirements and are moderate in sodium, low in saturated fat, and contain zero grams of trans fat per serving. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

Meal patterns and nutrition standards align with the nutrition recommendations of the Dietary Guidelines for Americans. For more information on the United States Department of Agriculture Food and Nutrition Service (USDA-FNS) child nutrition programs, visit the [USDA-FNS Child Nutrition Programs website](https://www.fns.usda.gov/cn).

[Every school within division name/school name] will provide breakfast through at least one alternative breakfast service model in addition to the traditional breakfast service in the cafeteria to encourage breakfast consumption and ensure access for every student. Alternative breakfast models include:

* Breakfast in the Classroom – Students eat breakfast in the classroom with their classmates and teacher. Breakfast can be served after the first bell or when students arrive but before the beginning of the official instructional day. Breakfast meals can be delivered to each classroom or picked up from a central location (e.g., cafeteria or kiosk) on the way to class.
* Grab-and-Go Breakfast – Students pick up breakfast meals as they arrive at school and eat in their classroom. Meals are available in a variety of locations, such as mobile service carts equipped with a computerized point of sale or roster, and located at the school entrance, other high-traffic areas, or in the cafeteria. Food items are packaged as a unit to assure a reimbursable meal is received and to make this model convenient and appealing to students.
* Second Chance Breakfast - Students eat breakfast during a nutrition break in the morning, usually after first period, either in the cafeteria, from a mobile service cart, or in the classroom. Breakfast meals are usually packaged together to allow students to receive their breakfast in just a few minutes and get to their next class.2

Applications for free and reduced-price meals are sent home to all families at the beginning of the school year. The application is also made available on the [division website or other designated space]. [Division/school name] takes steps to protect the privacy of students who qualify for free or reduced-price meals. Students may not be overtly identified as receiving these benefits and the division has implemented plans to provide meals in a non-stigmatizing manner. [Include information on the division’s plan for eliminating overt identification or reference the appropriate division policy if available, e.g., meal charge policy].

Available funding and resource allocation for student health and wellness are equitable across [division/school name]. [Reference division/school equity policy if available].

Students will be allowed adequate meal times counting from the time they have received their meal and are seated. Adequate meal times include at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch.

[Division/school name] will accommodate students with special dietary needs and follow the USDA regulations outlined in [SP 59-2016](https://fns-prod.azureedge.net/sites/default/files/cn/SP59-2016os.pdf) to make reasonable modifications to accommodate children with disabilities. This includes providing special meals, at no extra charge, to children with a disability that restricts their diet.

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education and training requirements as outlined in the [USDA Professional Standards for Child Nutrition Professionals website](https://www.fns.usda.gov/school-meals/professional-standards).

[Division/school name] recognizes water as an essential nutrient and encourages students, staff, teachers, and administrators to model positive hydration behaviors. [Division/school name] will comply with the [USDA regulation eCFR210.10](https://www.ecfr.gov/cgi-bin/text-idx?node=pt7.4.210&rgn=div5#se7.4.210_110) that requires free, potable water be provided in the cafeteria during breakfast and lunch. Water is not a replacement for milk at meals but rather an additional beverage available to students. Easy access to clean, safe, and good-tasting water is accessible to students and staff during and after the school day. Water sources, such as water fountains, water refill stations, or dispensers, will be regularly maintained. Students are allowed to carry clear water bottles throughout the school day filled with only water.

### Foods Sold Outside of the School Meal Programs (Smart Snacks)1

[Division/school name] is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. All foods and beverages sold outside of the school meal programs shall meet the standards established in the [USDA-FNS Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule](https://fns-prod.azureedge.net/sites/default/files/resource-files/USDASmartSnacks_508_62019.pdf).These standards will apply in all locations and to all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

All snacks sold and served to students outside of school hours on the school campus, including before and after school care, clubs, and after school programming, will meet the same nutrition standards as food sold during the school day.

Beverages containing caffeine will not be sold on high school campuses.

The USDA’s [Tools for Schools: Focusing on Smart Snacks website](https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks) provides resources to assist schools, parents, and teachers with identifying food items that meet the USDA-FNS Smart Snacks criteria and ways to encourage children to make healthier snack choices.

### Foods Provided, Not Sold1

***Divisions are required to outline standards for foods provided, but not sold to students. The information in this section is recommended, but the division is at liberty to decide the standards they wish to put into practice with the resources available.***

Celebrating success or events with poor nutritional quality foods can undermine healthy eating messages and lead to unhealthy eating habits that can continue into adulthood. The division requires foods offered on the school campus meet or exceed the USDA-FNS Smart Snacks rule including those provided at celebrations or classroom snacks by staff or family members. Compliant products are available through [division/school name] School Nutrition Department. Contact the school nutrition director for more information.

Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Refer to Appendix C for a list of healthy celebration and snack ideas that meet the USDA-FNS Smart Snacks rule. The division will provide this list to parents, teachers, and students annually in the student handbook or school newsletter.

### Food and Beverage Marketing1

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by the USDA-FNS Smart Snacks rule. Marketing will promote healthy food and beverage choices.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product. Marketing on the school campus includes, but is not limited to:

* brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
* displays, such as on vending machine exteriors;
* brands, logos, or trademarks on school equipment, such as marquees, message boards, scoreboards, or backboards;
* brands, logos, or trademarks on cups, menu boards, coolers, recycle and trash cans, and other food service equipment;
* brands, logos, or trademarks on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the division;
* advertisements in school publications or school mailings;
* free product samples, taste tests, or coupons of a product; and
* fundraisers and corporate-incentives programs.

Immediate replacement of large items is not required; however, [division/school name] will update equipment to be in compliance with food and beverage marketing standards outlined in this policy as items are replaced.

### School-Sponsored Fundraisers[[3]](#endnote-3)

***If the LEA does not allow exempt school-sponsored fundraisers (recommended):***

Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the USDA-FNS Smart Snacks rule. Schools are encouraged to promote physical activity fundraisers such as walk-a-thons, jump rope for heart, and fun runs. [Division/school name] will make available to parents and teachers a list of healthy fundraising ideas, such as these alternative [fundraising ideas from the Alliance for a Healthier Generation](https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/fundraising).

Any fundraiser that sells food or beverages may not be conducted during meal service times. This includes from 6:00 a.m. to the end of the breakfast period and from the beginning of the first lunch period to the end of the last lunch period. The income from any food or beverage sold to students during these times shall accrue to the non-profit nutrition program account.

The fundraiser designee approves, tracks, and monitors fundraisers to ensure compliance with the nutrition standards for school-sponsored fundraisers. The fundraiser designee for [division/school name] is [the school principal, wellness policy designee, or other fundraiser designee; not a school nutrition personnel] and a fundraiser-tracking document is kept on file in the [main office or on the school website].

***If the LEA allows exempt school-sponsored fundraisers (not recommended):***

Schools are permitted to allow [number of exempt fundraisers allowed; not to exceed 30] school-sponsored fundraisers per school during the school day to be exempt from the USDA-FNS Smart Snacks rule in accordance with [Virginia Code 8VAC20-740](https://law.lis.virginia.gov/admincode/title8/agency20/chapter740/).

Any fundraiser that sells food or beverages, whether the items meet the USDA-FNS Smart Snacks rule or are exempt, may not be conducted during meal service times. This includes from 6:00 a.m. to the end of the breakfast period and from the beginning of the first lunch period to the end of the last lunch period. The income from any food or beverage sold to students during these times shall accrue to the non-profit nutrition program account.

The fundraiser designee approves, tracks, and monitors fundraisers to ensure compliance with the limit on exempt school-sponsored fundraisers. The fundraiser designee for [division/school name] is [the school principal, wellness policy designee, or other fundraiser designee; NOT a school nutrition personnel] and a fundraiser-tracking document is kept on file in the [main office or on the school website].

### Nutrition Education1

***Insert at least one goal for nutrition education. Choose from the options below or insert an alternate evidence-based goal(s).***

[Division/school name] will provide at least 140 minutes of nutrition education and exceed the expectations of the Virginia Department of Education [Health Standards of Learning (SOLs)](https://www.doe.virginia.gov/testing/sol/standards_docs/health/index.shtml) by integrating nutrition concepts and skills into mathematics, language arts, social science, and elective courses throughout the school year. The cafeteria environment will reinforce nutrition education provided in the classroom.

Schools will provide nutrition education and engage in nutrition promotion that includes enjoyable, developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens. Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level. Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning.

Academic coordinators and teachers shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab.

The school district supports the integration of a farm to school program into the school food program and the curricular and co-curricular activities as appropriate to facilitate the nutritional and educational goals of the school district.

### Nutrition Promotion1

***Insert at least one goal for nutrition promotion. Choose from the options below or insert one or more alternate evidence-based goal(s).***

Every elementary school hosts a school garden and plans to produce fruits and/or vegetables for consumption and educational purposes. For more information on school gardens, contact the school wellness coordinator in Appendix B.

Staff shall integrate farm to school experiential activities, such as gardening, cooking demonstrations, farm and farmers’ market tours, into existing curricula at all grade levels.

Nutrition education is provided to families on a quarterly basis via the school newsletter to promote healthy eating practices outside of school.

[Division/school name] will promote positive nutrition habits in the cafeteria, classrooms, and throughout the school environment. Schools may participate in nutrition promotion through farm to school activities, such as:

* Local foods served are promoted with signage and/or social media posts;
* Special events revolve around agriculture or farming;
* An active school garden is operated and garden produce is offered in the cafeteria;
* A local agricultural farmer visits our school each school year;
* Students take field trips to local agricultural farms.2

### Physical Education/Physical Activity1

***Insert at least one goal for physical activity. Choose from the options below or insert one or more alternate evidence-based goal(s).***

[Division/school name] will provide every student with physical education that exceeds the expectations of the VDOE [Physical Education SOLs](https://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml) and teaches the skills needed to achieve and maintain a health-enhancing level of personal fitness and develop the knowledge, attitudes, behaviors, and confidence needed to be physically active for life. A program of physical activity is provided for all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the school year. A program of physical activity is available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the school year.

Students will be moderately to vigorously active for at least 50 percent of class time during all physical education class sessions.

Waivers, exemptions, or substitutions for physical education classes are not granted.

All students will be provided an equal opportunity to participate in physical education classes. [Division/school name] will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All physical education classes in [division/school name] are taught by licensed teachers endorsed to teach physical education. All physical education teachers will be required to participate in professional development at least once per year.

All elementary schools will offer at least 30 minutes of recess on all days during the school year. Outdoor recess will be offered when weather allows for outdoor play. In the event that [division/school name] must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students. Each school will maintain and enforce its own indoor recess guidelines. Recess will not be withheld for disciplinary or instructional reasons such as testing or unfinished homework. Physical activity may not be withheld as punishment.

[Division/school name] will support active transport to and from school, such as walking or biking, by engaging in each of the following activities:

* designation of safe or preferred routes to school and distribution of maps of the school environments (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.);
* secure storage facilities for bicycles and helmets (e.g., rack, shed, cage, fenced area);
* crossing guards and crosswalks available on routes leading to schools; and
* promotion of the safe routes program to students, staff, and parents via newsletters, websites, and/or the local newspapers.

[Division/school name] recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Teachers will provide short (3-5 minute) physical activity breaks to students during and between classroom times or transitions. Schools are encouraged to provide one physical activity break for every 60 minutes of instruction. When activities, such as mandatory schoolwide testing, make it necessary for students to remain sedentary for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active. Extended periods of inactivity (periods of two hours or more) are discouraged.

Teachers will incorporate active academics into core subject instruction, such as science, mathematics, language arts, and social studies and do their part to limit sedentary behavior during the school day. Professional development opportunities for movement and kinesthetic learning approaches will be provided annually by [division/school name]. Teachers will serve as role models by being physically active alongside students during active academics.

Middle and high schools within [division/school name] will offer opportunities for students to participate in physical activity before and/or after the school day through a variety of methods. Physical activity clubs and intramural or varsity sports will be offered at each school throughout the school year. Information on how to get involved will be distributed on the school website and through the [school monthly newsletter or other mode of communication].

All schools will develop a [Coordinated School Physical Activity Program](https://www.shapeamerica.org/cspap/what.aspx) (CSPAP) that addresses all five areas of CSPAP, which include physical education, physical activity before/after school, physical activity during school, staff involvement, and family and community engagement. The division will develop shared use agreements with community partners in order to provide expanded physical activity opportunities for all students, families, and community members.

### Other Activities that Promote Student Wellness1

***Insert at least one goal for other activities that promote student wellness. Choose from the options below or insert one or more alternate evidence-based goal(s).***

[Division/school name] will seek to provide school climates that support social and emotional wellbeing and promote positive relationships among students, staff, parents, and community members. Using the [Collaborative for Academic, Social, and Emotional Learning (CASEL)](https://casel.org/), schools will provide students with instruction to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Schools will seek to identify students who may have mental health concerns, challenges, and/or traumatic experiences to provide parents and students with referrals to appropriate mental health providers in the school and community. Schools will develop curricula and implement trainings for staff, students, and parents on recognizing the signs of mental illness and emotional distress and strategies for addressing their needs.

To promote increased appetite and decrease food waste, [division/school name] will provide the recess period before lunch for upper elementary grade levels in 75 percent of the elementary schools across the division.

[Division/school name] will provide health promotion communication to parents and caregivers, families, and the general community on the benefits of and approaches to healthy eating and physical activity throughout the school year. Families will be informed, invited to participate in school-sponsored activities, and will receive information about health promotion efforts. These health promotion efforts include at least one of the following:

* fall health fair;
* school-sponsored fun run for students and families;
* quarterly health and wellness newsletter sent to families and the community; and/or
* [Additional ways the division supports health promotion communication].

Schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just [inside/outside] the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating.

Students will practice sustainable living by recycling; conserving materials, water, and energy; using biodegradable materials when possible; and disposing of wastes through compost or other environmentally sound ways at school, in the cafeteria, in the school garden and kitchen classroom, and in all classroom-based activities. Sustainability practices may include:

* Meatless Mondays (i.e., only vegetarian menu items are offered) offered weekly on the lunch menu(s);
* food waste from school meals is composted at least once per school year;
* share tables for students to share unwanted food items;
* recycling bins in the cafeteria for students to discard recyclable materials; and/or
* plate waste studies conducted at least once per school year.

Schools will provide the health screenings of students by the school nurses for vision, hearing, scoliosis, speech, voice, language, and gross and fine motor skills based on state guidelines and requirements and according to [division/school name] protocol. [Include information on the division’s policy for health screenings if available].

Staff members are encouraged to model healthy eating behaviors for students. Every school in the division implements staff wellness activities, such as:

* a policy is in place that discourages staff from bringing food items such as sodas and other sugary beverages, fast food, desserts, etc. into the cafeteria and classrooms;
* sugary beverages, such as sodas or sweet tea, are not offered to staff members in the cafeteria, in vending machines, or elsewhere at the school;
* staff members receive information regarding the importance of modeling healthy eating behaviors for students;
* a healthy meeting policy is in place that prohibits offering unhealthy foods at staff meetings; and/or
* staff members are offered opportunities to participate in free or low-cost wellness programs.

Community partnerships are developed to find strategies to address childhood nutrition issues within the division. [Division/school name] will cultivate and support relationships with community partners, such as the local health department, SNAP-Ed providers and coordinators, local hospitals, universities/colleges, and local businesses to find ways to support the implementation of the [division/school name] Wellness Policy. Existing and new community partnerships and sponsorships will be evaluated yearly to ensure that they are consistent with the division’s goals.

### Triennial Assessment1

[Division/school name] will evaluate compliance with the Wellness Policy at least once every three years. The assessment will include the extent to which each school is in compliance with the policy, the extent to which the policy compares to a model policy, and a description of the progress made in attaining the goals of the policy.

The position/person responsible for managing the triennial assessment and contact information is [name or title of the wellness policy designee and email address and/or phone number].

The school wellness coordinator at each school will complete the [VDOE School Level Report Card or other assessment tool]. The results of the report card/tool will be submitted to the wellness policy designee in order to analyze the findings and develop the triennial assessment. The wellness policy designee will actively notify the community of the results of the triennial assessment by posting on the [division website as well as in the school newsletter or other mode of informing the public]. The results of the triennial assessment, as well as the latest national and state recommendations pertaining to school health, will be used to update the goals and language in the [division/school name] Wellness Policy.

### Public Update and Information1

Each school year the division will actively inform families and the public about the content of and any updates to the Wellness Policy through the [school website and Board of Education meetings or other mode of informing the public].

The Wellness Policy and any updates can be found on [website with Wellness Policy and updates]. Please contact the wellness policy designee at [email address and/or phone number for the wellness policy designee] for more information or ways to get involved.

### Recordkeeping

The division will retain records to document compliance with the requirements of the Wellness Policy at the [division’s central offices or other designated location]. Documentation maintained at this location will include, but is not limited to:

* the written Wellness Policy;
* documentation demonstrating compliance with community involvement requirements:
	+ requirements to make the Wellness Policy available to the public;
	+ requirements to make the triennial assessment available to the public;
* documentation of the triennial assessment at each school under the LEAs jurisdiction; and
* documentation of methods the division uses to make stakeholders aware of their ability to participate in the development, implementation, and periodic review and update of the Wellness Policy.

### Definitions

Competitive Foods **–** All food and beverages other than meals reimbursed under the federal meal programs available for sale to students on the school campus during the school day.

School Campus – For the purpose of competitive food standards implementation, school campus means all areas of the property under the jurisdiction of the school that are accessible to students during the school day. This includes the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – For the purpose of competitive food standards implementation, school day means the period from midnight the night before to 30 minutes after the end of the instructional day.

Triennial – Recurring every three years.

***[Insert school/division logo]***

### Appendix A: School Health Advisory Board Contacts

| **Name** | **Title/Organization** | **Email** |
| --- | --- | --- |
| [Insert name of contact A] | [Insert title/organization of contact A] | [Insert email of contact A] |
| [Insert name of contact B] | [Insert title/organization of contact B] | [Insert email of contact B] |
| [Insert name of contact C] | [Insert title/organization of contact C] | [Insert email of contact C] |
| [Insert name of contact D] | [Insert title/organization of contact D] | [Insert email of contact D] |
| [Insert name of contact E] | [Insert title/organization of contact E] | [Insert email of contact E] |
| [Insert name of contact F] | [Insert title/organization of contact F] | [Insert email of contact F] |
| [Insert name of contact G] | [Insert title/organization of contact G] | [Insert email of contact G] |
| [Insert name of contact H] | [Insert title/organization of contact H] | [Insert email of contact H] |
| [Insert name of contact I] | [Insert title/organization of contact I] | [Insert email of contact I] |
| [Insert name of contact J] | [Insert title/organization of contact J] | [Insert email of contact J] |
| [Insert name of contact K] | [Insert title/organization of contact K] | [Insert email of contact K] |
| [Insert name of contact L] | [Insert title/organization of contact L] | [Insert email of contact L] |
| [Insert name of contact M] | [Insert title/organization of contact M] | [Insert email of contact M] |
| [Insert name of contact N] | [Insert title/organization of contact N] | [Insert email of contact N] |
| [Insert name of contact O] | [Insert title/organization of contact O] | [Insert email of contact O] |

***[Insert school/division logo]***

### Appendix B: School Wellness Coordinator Contacts

| **Name** | **Title** | **School** | **Email** |
| --- | --- | --- | --- |
| [Insert name of contact A] | [Insert title of contact A] | [Insert school represented by contact A] | [Insert email of contact A] |
| [Insert name of contact B] | [Insert title of contact B] | [Insert school represented by contact B] | [Insert email of contact B] |
| [Insert name of contact C] | [Insert title of contact C] | [Insert school represented by contact C] | [Insert email of contact C] |
| [Insert name of contact D] | [Insert title of contact D] | [Insert school represented by contact D] | [Insert email of contact D] |
| [Insert name of contact E] | [Insert title of contact E] | [Insert school represented by contact E] | [Insert email of contact E] |
| [Insert name of contact F] | [Insert title of contact F] | [Insert school represented by contact F] | [Insert email of contact F] |
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| [Insert name of contact J] | [Insert title of contact J] | [Insert school represented by contact J] | [Insert email of contact J] |
| [Insert name of contact K] | [Insert title of contact K] | [Insert school represented by contact K] | [Insert email of contact K] |
| [Insert name of contact L] | [Insert title of contact L] | [Insert school represented by contact L] | [Insert email of contact L] |

***[Insert school/division logo]***

### Appendix C: Healthy Celebrations and Rewards

**Non-Food Celebration and Reward Ideas**

| **Prizes** | **Physical Activity** | **Special Events** | **Recognition** |
| --- | --- | --- | --- |
| Pencils, erasers, or rulers | Lead a special physical activity break | Go on a scavenger hunt | Give a certificate or ribbon |
| Stickers, slap bracelets, or playdough  | Host an outdoor obstacle course for students to bike or run through | Host a story walk: laminate book pages and walk along an outdoor path to read | Post a sign in the classroom or on a bulletin board |
| Tickets or tokens towards a large prize | Provide extra recess or physical education time | Let students choose a special activity or be a teacher’s helper | Give a shout-out in the morning announcements |
| Books or coloring books | Turn on music and let students dance | Host a special dress day where students can wear hats or pajamas | Allow the student to wear a crown or special sash |
| Frisbees | Have a themed parade around your school | Invite a special guest to participate in an activity | Recognize the student during an assembly |

**Healthy Snack and Beverage Ideas\***

| **Beverages** | **Fruits and Vegetables** | **Whole Grains** | **Proteins** |
| --- | --- | --- | --- |
| Water  | Fruit trays, salads, or fruit kabobs | Whole grain crackers, pretzels, or cereal bars | Trail mix with nuts, seeds, and dried fruit |
| Fruit-infused water | Vegetable trays, salads, or vegetable kabobs | Low-fat or air-popped popcorn with no added butter or salt | Seed butter served with fruit or whole grain crackers |
| 100% fruit juice with no added sugar | Canned fruit or fruit cups in water or 100% fruit juice | Small whole grain bagels, waffles, or pancakes topped with fruit or seed butter | Fat-free or low-fat yogurt served alone or as a fruit or vegetable dip |
| Fruit smoothies made with frozen fruit with no added sugar and low fat yogurt | Frozen fruit, such as grapes, strawberries, or blueberries | Graham crackers  | Low-fat cheese served with fruit or whole grain crackers |
| 100% fruit juice slushes with no added sugar | Dried fruit with no added sugar | Baked whole grain tortilla chips with salsa or bean dip | Hummus served with vegetables or whole grain crackers |

\*Work with your division’s nutrition service staff to purchase [Smart Snacks compliant foods and beverages](https://fns-prod.azureedge.net/sites/default/files/resource-files/USDASmartSnacks_508_62019.pdf) for celebrations. Review students’ food allergies before serving any food or beverage item. Non-food celebrations and healthy food and beverage ideas come from the [Alliance for a Healthier Generation's Celebrations that Support Child Health](file:///C%3A%5CUsers%5Cske85393%5CDownloads%5CHealthy%20Celebrations.pdf).

1. Requirement by Code of Federal Regulations: *Local School Wellness Policy* ([7CFR210.31](https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=7:4.1.1.1.1#se7.4.210_131)) [↑](#endnote-ref-1)
2. Recommended best practice by the Virginia Department of Education, Office of School Nutrition Programs [↑](#endnote-ref-2)
3. Requirement by Virginia Code: *Regulations Governing Nutritional Standards for Competitive Foods Available for Sale in Public Schools* ([8VAC20-740](https://law.lis.virginia.gov/admincode/title8/agency20/chapter740/)) [↑](#endnote-ref-3)