VERMONT

Vermont School Wellness Policy

Guidelines and Implementation

School Wellness Policy Guidelines Revised September 2016

June 2015

Dear Fellow Vermonter:

The enclosed document, Vermont's School Wellness Policy Guidelines, is the result of the collaboration between the Agencies of Agriculture, Food and Markets and Education, and the Department of Health; originally developed in 2005. This 2015 edition provides schools with the most recent information on best practices for physical activity and healthy eating culture that may influence the rates of child and adolescent obesity and enhance academic performance.

Since the standards for child nutrition and physical activity in schools have changed recently, we have revised the guidelines to reflect updated science-based standards. The revised guidelines are based on the Healthy, Hunger Free Kids Act of 2010 and reflect current science and recommendations from national organizations including the American Academy of Pediatrics, American Heart Association, American Dietetic Association, Farm to School and Institute of Medicine. Implementation of these guidelines assures that schools will provide strong nutrition and physical activity policies, programs and practices.

All schools participating in the National School Lunch Program or the School Breakfast Program are required to adopt a local wellness policy. We recommend that school districts use Vermont's School Wellness Policy Guidelines as they work with their local wellness teams – and consider integration with the farm to school team – to evaluate their present policies, update and implement them accordingly. Many schools are developing farm to school programs and are seeking resources and policy recommendations for engagement of classroom, cafeteria and communities activities. Today, nearly 90% of Vermont schools have components of a Farm to School program. The document provides links to many resources and suggestions that will strengthen local wellness policy work.

State liaisons that can be helpful in your evaluation and implementation of this wellness policy include:

- Agency of Education: Lindsay Simpson, Physical Education and Physical Activity Coordinator; lindsay.simpson@state.vt.us or (802) 479-1476
- Department of Health: Sue Kamp, Manager, Physical Activity and Nutrition Program; susan.kamp@state.vt.us or (802) 951-4006
- Agency of Agriculture, Food, and Markets: Ali Zipparo, Senior Agriculture Development Specialist; alexandra.zipparo@state.vt.us or (802) 505-1822

We hope that you find these resources valuable tools as you work to implement the nutrition guidelines and assure that healthful food choices are available in all Vermont schools.

Sincerely,

Rebecca Holcombe, Secretary
Agency of Education

Chuck Ross, Secretary
Agency of Agriculture
Food & Markets

Harry Chen, Commissioner
Department of Health

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Introduction

The Vermont's School Wellness Policy Guidelines and Implementation resource was developed using Local School Wellness Policy Final Rule and USDA's Smart Snacks Nutrition Standards for all Foods Sold in Schools, as required by the Healthy, Hunger-Free Kids Act of 2010. These federal standards are subject to change. As changes are made, Vermont's School Wellness Policy will be updated to comply with the federal minimum requirements.

Each local education agency (LEA) participating in the National School Lunch Program or the School Breakfast Program is required to develop and implement a local wellness policy (LWP). A LWP is a written document that guides the LEA to create supportive school nutrition and physical activity environments. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA's jurisdiction can be addressed.

This guide was created for use by Vermont schools to meet federal and state laws and related regulations. Included are policy requirements, recommended evidence-based implementation strategies*and resources, and suggested policy language. Some strategies may exceed federal or state legal or regulatory compliance. School districts should choose policy language that meets their current needs and also supports growth over time. Several tools and resources to assist with this process have also been included.

The following sections highlight areas where implementation opportunities exist, as well as areas where practices are well-established relative to the related wellness policy component.

All strategies that go above beyond legal or regulatory compliance are signified by ✪ symbol.

(*) Criteria for inclusion as an evidence-based implementation strategy[1]

1. Included in the CDC's The Community Guide, Team Nutrition Tools and Resources, Whole School, Whole Community, Whole Child, or a similar resource, or
2. Reported with positive effects on the primary targeted outcome in a peer-reviewed journal, or
3. Documented effectiveness supported by other sources of information and the consensus judgment of informed experts.

[1] Criteria for "evidence-based" based on http://www.preventionnetwork.org/Data/Sites/1/resourcesmaterials/evidencebasedinterventions2013.pdf

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Basic Requirements for the Local Wellness Policy (LWP)		
Policy Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**
At a minimum, a LWP must include goals for: 1. Nutrition education 2. Nutrition promotion 3. Guidelines for ALL foods available on school campus, i.e. competitive foods and beverages 4. Physical education 5. Physical activity 6. Other school-based activities to promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals.	• Ensure that LWP health-related goals and objectives are included in the required School Effectiveness Plan (Vermont Education Quality Standards EQS rule 2125). • Establish goals and objectives that benchmark progress for 3-5 years out. o A goal is an overarching principle that guides decision making. Objectives are specific, measurable steps that can be taken to meet the goal.	

Basic Requirements for the Local Wellness Policy (LWP)		
Policy Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**
The LEA is required to include stakeholder involvement and participation from the following groups: ● Parents ● Students ● School food service program ● School board ● School administration ● Public The LEA must also permit the participation of physical education teachers and school health professionals.	● Establish an LEA level Wellness Team* to implement, monitor, and evaluate the district wellness policy (see toolkit pg. 4 from Alliance for a Healthier Generation). o Include community members such as health professional (e.g. doctor or nurse), business partners, youth service organization, parks and recreation representatives, local coalitions, local agriculture community, and local health departments. o From the beginning, be clear about how much time the wellness team meetings and activities will take to limit attrition o Write clear roles and expectations for participants. *This work may fit into the scope of work of an already existing team, such as a Whole School, Whole Community, Whole Child (WSCC) Team or a School Wellness Committee.	● The Local Wellness Team will have 6-12 active members, including representation from the community, parents and caregivers; students; representatives of the school nutrition program, physical education teachers, health education teachers; school health professionals, and school administrators ● The school wellness team shall include representatives from the local agricultural community, food and nutrition professionals, such as local farmers, chefs, nutritionists, health educators, or representatives from farm organizations, agricultural industry or community organizations that work to promote local foods. ● The Local Wellness Team will meet 4 times during the school year

Implementation and Monitoring		
Legal Requirement	**Recommended Evidence-based Implementation Strategy* And Resources**	**Suggested Policy Language**
LEA is required to: Establish a plan for measuring implementation of the LWP, including a description of the extent to which schools are in compliance and of the progress made in attaining goals. Designate one or more LEA officials who have the authority and responsibility to ensure that the school complies with the LWP.	• Prior to development or revision of a LWP, conduct a thorough school wellness needs assessment (see ASCD's Whole Child School Improvement Tool). • The School Health Index (SHI): Self-Assessment & Planning Guide 2014 is an online self-assessment and planning tool that enables each school to assess the extent to which their health policies and practices are being implemented. It's easy to use and completely confidential. • Develop a policy implementation plan (see Policy in Action for step-by-step strategies).The Vermont Department of Health district level school liaisons serve as resources to schools for implementing the LWP.	• The Local Wellness Team oversees an annual assessment of school wellness policy implementation/progress towards wellness goals • A report of progress towards compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents) • Students will be asked for input and feedback through the use of student surveys and attention will be given to their comments.
The LEA is required to inform and update the public about the content and implementation of the LWP. LEAs must make available to the Public: • The wellness policy, including any updates to and about the wellness policy, on an annual basis • The Triennial Assessment, including progress toward meeting the goals of policy.	• Make the district wellness policy available to stakeholders (e.g. district website). • Identify the specific audiences that need to hear a progress report (e.g. Board of Education, administration, Parent Teacher Association, the public) • The report on progress should include: o A description of the LEA compliance with the LWP o A summary of school events and activities related to policy implementation o The name, position title, and contact information of the designated school official coordinating the School Wellness Team.	• The Local Wellness Team shall prepare a report annually for the Superintendent evaluating the implementation of the policy and regulations and include any recommended changes or revisions • The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. • Information will be provided to students and parents in the form of handouts, the school website, articles and information provided in district or school newsletters.

Evaluation		
Legal Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**
LEAs must conduct an assessment of the wellness policy every 3 years, at a minimum. This assessment will determine: a. Compliance with the wellness policy, b. How the wellness policy compares to model wellness policies, and c. Progress made in attaining the goals of the wellness policy	• When revising an existing LWP use a tool for assessing the comprehensiveness and strength of the policy (see the Rudd Center for Food Policy and Research's online School Wellness Policy Evaluation Tool (WellSAT).This tool will provide a description of the extent to which your policy compares to what is considered a model policy. • See School Health Index (SHI). • Model Wellness Policy: Thoroughly reviewed by USDA FNS, the Alliance for a Healthier Generation's model policy template is in compliance with the requirements set forth in the proposed rule and will be updated per the final rule.	• The superintendent, principal or wellness team designee shall ensure that the school is in compliance with the policy requirements by the end of the first quarter of each school year. • The Local Wellness Team shall, at least triennially, review and/or update the wellness policy, audit school-wide compliance, and review evidence of student health and learning impact. • A report describing the policy compliance and effectiveness shall be written, published and shared with the school and community.
LEAs must periodically update the LWP. The frequency is not specified, but should reflect information gathered through the annual progress reports or triennial assessments.	• Develop a structure for how the Local Wellness Team will implement, monitor, and evaluate the district wellness policy. • Develop a structure that can be sustained beyond the year the policy is being written; see Whole School, Whole Community, Whole Child tools. • Establish guidelines for periodic measurement of school's compliance with the LWP.	• The School District will update or modify the wellness policy based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

Topic-Specific Content Requirements

Nutrition Services		
Policy Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**
• The National School Lunch and School Breakfast Programs must meet the NSLP and SBP guidelines 7 CFR 210 and 7 CFR 220. • 16 V.S.A. § 1264 Vermont public schools must participate in the National School Lunch and School Breakfast Program. • 16 V.S.A. § 1264. Vermont public schools in which 50 percent or more of the enrolled students are eligible for free or reduced-price meals that offer summer programs for 15 hours per week or more must offer a meal and/or snack as part of the summer program.	• Utilize resources from of the Smarter Lunchrooms Movement to equip school lunchrooms with evidence-based tools that improve child eating behaviors and thus improve the health of children. • Offer summer meals through the Summer Food Service Program or through the National School Lunch Program regardless of the percent of students eligible for free and reduced-priced meals. • Specify strategies to increase participation in school meal programs. See School Health Guidelines to Promote Healthy Eating and Physical Activity • Vermont Agency of Education Child Nutrition Programs and Hunger Free Vermont provide assistance to schools in establishing school breakfast and lunch programs, and also implementing Universal Meals Program. • Use of Agency of Education and Team Nutrition's Resource Library, technical assistance tools and materials, recipes, and guidance to improve the quality of school meals	• All schools will provide lunch in compliance with the USDA School Lunch and Breakfast Program requirements. • All school menus are based on the USDA Dietary Guidelines for Americans. • Schools provide food service flexibilities, such as breakfast in the classroom, grab and go meals, to increase meals access. • Schools shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu. • The district shall use the USDA's Smarter Lunchroom tools and other resources available on the USDA website to increase participation • Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated.
Schools in Federal Child Nutrition Programs may apply a geographic preference when purchasing unprocessed locally grown or	• Strategies and resources for purchasing local food and beverage products directly from farmers, manufacturers, distributors, etc., are available:	• Schools use USDA geographical preference rules to access local food and beverages whenever possible.

locally raised agricultural products 7 CFR §210.21 paragraph *(g) geographic preference*). See also USDA Buy American memo	USDA local procurement resources VT AOE procurement resources VT FEED local procurement guide	• Nutrition Services will coordinate its menus with seasonal production of local farms and with production in school gardens so that school meals will reflect seasonality and local agriculture.
School food service managers must meet minimum professional standards as stated in Section 306 HHFKA, per the July 1, 2015 final rule for NSLP Professional Standards.	• The state agency provides annual training in food service and administrative practices for school food service staff. • Vermont School Nutrition Association provides ongoing training opportunities • VT FEED offers a range of professional development opportunities around the state, as well as customized courses upon request • School nutrition program directors, managers and staff will meet annual continuing education/training requirements in the USDA Professional Standards for child nutrition professionals.	• Schools shall ensure that professional development in the areas of food service, administrative practices, and nutrition is provided for food service managers and staff.
Schools participating in the school meals programs shall make free potable water available to children in the meal service areas Section 203 of the Healthy Hunger-Free Kids Act.	• Improving Access to Drinking Water in Schools is a Bridging the Gap and CDC resource to help schools address water accessibility in their wellness policy. See also Increasing Access to Drinking Water in Schools, another CDC resource.	• Schools make free, potable water available during the school meals service periods. • Plain drinking water is available throughout the school day at no cost to students.

Evaluation of Nutrition Services (School Food Service administrative review process from AOE)		
Policy Requirement	**Recommended Evidence-based Implementation Strategy and Resources**	**Suggested Policy Language**

The USDA requires an administrative review process according to 7CFR 210.18. It is to ensure that the School Food Authority and participating schools under its jurisdiction shall comply with all provisions of 7 CFR 210, 220, and 245.
 	
The State agency will examine records during the Administrative Review, including:
• Copy of the current wellness policy,
• Documentation on how the policy and assessments are made available to the public,
• The most recent assessment of implementation of the policy, and
• Documentation- update, stakeholders, public notification
	• The Vermont Agency of Education (AOE) handles the administrative review process. The objectives of the Administrative Reviews are to (1) determine whether the School Food Authority meets program requirements (2) provide technical assistance (3) secure any needed corrective action and (4) assess fiscal action, if applicable. The VT AOE and the USDA provide numerous training resources to help a school food authority prepare for a review.
	  • USDA Administrative Review Guidance
	  • Vermont AOE's Child Nutrition homepage
	  • Vermont AOE's policy/administration page
	  • Vermont AOE's guide to School Food Service for New Program Managers (see Chapter 18: Administrative Review)
		• The school food service program is in good standing with all USDA meal program regulations, such as nutrition specifications, civil rights and food safety.

Information on the School Nutrition Environment shall be available to the public Section 209 of the Healthy Hunger-Free Kids Act.	• Schools shall report on the school nutrition environment to the public, including information on food safety inspections, local wellness policies, school meal program participation, nutritional quality of program meals, etc. • Posting examples include the school website, newsletters, school bulletin boards, etc.	• The school food service publicizes its program administration materials. Examples include meeting minutes, participation rates, health inspection results, and its nutritional compliance results.

Guidelines for Competitive Foods and Beverages		
Legal Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**
All foods sold during the school day (12:00am to 30 minutes after the official end of school day) outside the federally supported meal programs, must comply with the Smart Snack nutrition standards of the Healthy Hunger-Free Kids Act, 2010 (HHFKA See: 7CFR210.11	• USDA Smart Snacks concise document outlines the nutrition standards for all foods sold in schools. • USDA Smart Snacks in Schools website • School Food Service for New Program Managers (see Chapter 14: Smart Snacks (Competitive Foods) • Identify if your snacks meet the standards with the Alliance for a Healthier Generation product calculator.	• During the school day, 12:00 am - 30 minutes after official end of school day, schools sell foods that meet the USDA Smart Snacks nutrition standards for all additional non-meal foods, such as those from vending machines, a la carte, school concessions, fundraisers, etc. • Items meeting Smart Snack standards, but traditionally served as dessert, such as cookies and ice cream, shall not be sold to students during the lunch period.
There is no exemption in Vermont for fundraisers that do not meet the Smart Snack standards during the school day. *The standards do not apply to off-campus events or to concessions for sporting events, plays and concerts, provided they are outside of the school day.	• Apply standards to ALL foods even those sold during non-school hours, at sporting events, on week-ends and at off-campus fundraising events. • Encourage fundraising activities that promote physical activity. See Tips for Healthy Fundraisers Guide. • Active Schools Fundraising offers a healthy, easy fundraising option for your school group that is centered-around physical activity AND helps your school and community create a healthy environment	• Schools will consider options of selling non-food items or participating in other events to support the school and community such as gift wrap, light bulbs, plant sales, books, etc. • Fundraising activities will not promote branded products (for example, Domino's Dough Raising Program, McTeacher's Night, Amazon Smile, branded candy sales, etc.) • School will develop creative campus fundraisers based on healthy food items, integrating farm grown produce where appropriate

Standards for all foods 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).	• Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA. • Parents will be made aware in advance of when a celebration with food is taking place and what is to be served. • Non-food celebrations will be promoted and a list of ideas will be available to parents and teachers.	• The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas • Classroom celebrations will focus on activities, rather than food. • The District will provide teachers and other relevant school staff a list of alternative ways to reward children. • Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Nutrition Promotion		
Legal Requirement	**Recommended Evidence-based Implementation Strategy and Resources**	**Suggested Policy Language**
• School meals are promoted by the food service program and the school to encourage program participation and improve the diets of children and reduce childhood obesity. Section 204 of the Healthy Hunger-Free Kids Act added 42 U.S.C. 1758b • Schools must identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals 7 CFR 210.10(a)(2).	• Nutrition promotion should focus on increasing National School Lunch and Breakfast Program participation. Tested strategies for nutrition promotion include (1): ○ Optimizing cafeteria layouts is a proven method to increase school meal participation, see: Smarter Lunchrooms and other research from Cornell Center for Behavioral Economics in Child Nutrition Programs ○ Healthy cooking workshops in the school kitchen for parents, students and other community members Hunger Free VT Learning Kitchen ○ Numerous nutrition promotion materials are available from USDA Team Nutrition ○ Local food promotion materials are available from VT FTS Network	• Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast. • Students are prohibited from leaving campus for lunch. • Signage in the food service area indicates the daily menu offerings and required minimum selections needed to make a complete meal. • The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria. • Encourage increased consumption of fruits and vegetables and culture of trying new foods in the school cafeteria.
Marketing/Promotion • Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the smart snacks and school nutrition standards.	• School-based marketing should be consistent with nutrition education and health promotion. • Schools exclude all forms of advertising and promotion from candy, fast food restaurants, or soft drinks. ✪ • Schools price nutritious foods and beverages at a lower cost while increasing the price of less nutritious foods and beverages. ✪	• School shall label/mark healthy food items available so students know which the healthy items are. • The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices. • Local food selections shall be marked so students connect the foods they eat with the farms that produce them.

	Farm to School Programs ✪ 6 V.S.A. § 4721 . There is created in the Agency of Agriculture, Food and Markets (VAAFM) the Rozo McLaughlin Farm to School program to award local grants for the purpose of helping Vermont schools develop food, farm, nutrition, and garden curriculum, changes in cafeteria infrastructure and preparation of local foods, and to build relationships with their communities, particularly local farmers and producers. Farm to School Grant Program • Instruction and assessment for students to adopt and maintain healthy behaviors, including opportunities for agricultural education, to become agriculturally literate and engaged, should focus on skill development and opportunities to eat local, fresh, and nutritious food. • Organizations that provides technical assistance to schools developing or implementing a Farm to School program, or other agriculturally-related school activities - VT FEED Resources and Curricula & Vermont Community Garden Network • Refer to VT FTS page for list of regional Vermont farm to school technical assistance service • Using Food Hubs to Create Sustainable Farm to School Programs is a guide produced by the Vermont Agency of Agriculture, Food and Markets, and was funded by a USDA Farm to School grant. • The Vermont Harvest of the Month, Shelburne Farms, Vermont Community Garden, VT FEED etc., provides ready to go materials for the promote the use of local, seasonal Vermont	• Whenever possible, schools shall collaborate with the greater community, to establish a farm to school program. • When planning a farm to school program, schools shall incorporate the three C's - community, classroom and cafeteria- into all plans. • When designing a farm to school activity, there shall be a large diversity of activities associated with the program including, but not limited to taste-tests, farm visits when possible, cooking classes, school gardening, agricultural curriculum and school food program development. • Schools shall work with USDA Farm to School on learning how to incorporate local food into school meals, while also following procurement policies. • In the interest of incorporating seasonally appropriate, Vermont grown foods, school food service shall use Harvest of the Month programming. • Schools shall work with FEED and other regional farm to school nonprofits to complete farm to school evaluation rubric and growth chart.

Physical Education		
Legal Requirement	**Recommended Evidence-based Implementation Strategy and Resources**	**Suggested Policy Language**
EQS Rule 2120.5 Curriculum: Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in e) Physical education.	• Skill- and fitness-enhancing instruction and assessment for lifetime physical literacy based on Vermont and national standards. • Physical education curriculum is coordinated with other curricular areas. • Adequate supply of safe physical education equipment and accessible facilities are provided to enable each student to be engaged and practice skills. • Interruptions to scheduled physical education classes are minimized (SHAPE America, Opportunity to Learn Guidelines for Physical Education).	Physical education curriculum shall be proficiency-based for development and assessment of knowledge and skills for student physical literacy. The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.
Act 77 §941 Curriculum: Physical education curriculum shall include flexible pathways and personalized learning plans	Flexible, high quality academic and experiential learning pathways in physical education shall be equally available to all students (see Physical Education Alternative Credit guidance document)	Flexible, alternative pathways for proficiency-based learning in physical education shall be made equally accessible for all students.
EQS Rule 2120.5 Curriculum: Each school shall provide students in grades K-8 with at least two physical education classes per week. Each school shall provide students in grades 9-12 with one and one half years of physical education or the equivalent thereof	• 150 minutes per week for elementary. 225 minutes per week for middle and high school (SHAPE America, Opportunity to Learn Guidelines for Physical Education).	Students in grades K-5 shall participate in a minimum of 150 minutes of physical education per week. Students in grades 6-12 shall participate in a minimum of 225 minutes of PE per week.

16 VSA §2902. Adapted Physical Education: Physical education shall be considered in design of an educational support that enables each student to access the general curriculum.	See also Adapted Physical Education Frequently Asked Questions.	Adapted physical education shall be designed, delivered and assessed by a licensed physical education teacher in consultation with other colleagues (e.g. special educator, occupational therapist), student and parents.
16 V.S.A. §1692 Teacher Licensure: Physical education is taught and assessed by a licensed physical educator.	Vermont endorsement criteria for license in physical education, click here.	Physical education will be taught, assessed and credit awarded by a properly licensed educator.
EQS rule 2121.3 Teacher Professional Development: Each supervisory union shall develop and implement a system of appropriate needs based professional learning for all professional staff	For physical education professional development, please contact the Vermont Agency of Education's Physical Education Coordinator, click here.	Physical education teacher professional development shall be based on identified needs and aligned with other school or SU/district-wide continuous improvement priorities.
EQS rule 2121.4 Staff and Program Evaluation: Staff [and program] evaluation programs & policies shall be designed and implemented with the goal of improved student outcomes	• Physical Education Teacher Evaluation Tool (SHAPE America, physical education guidelines). • Physical Education Curriculum Analysis Tool (Centers for Disease Control and Prevention, PECAT).	Physical education shall benefit from thoughtful, periodic, content-specific program and professional performance review that drives continuous improvement.

Physical Activity		
Legal Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	Suggested Policy Language
EQS Rule 2120.5 Each school shall offer options for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum, but does not replace physical education classes	See the guidance following document for implementation strategies and related policy ideas, Vermont Agency of Education: Physical Activity Guidelines for Vermont Schools: Active Students are Better Learners A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities Incorporating Safe Routes to School into Local School Wellness Policies: A model policy to encourage active transportation and Vermont Safe Routes to School Consider joint- or shared-use agreements with community resources, see ChangeLab Solutions	All students in grades K-12 will be engaged in at least 30 minutes of physical activity during each school day. Physical activity shall not replace physical education. All elementary schools will offer at least 20 minutes of recess on all days during the school year The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects Physical activity during the school day will not be withheld as punishment for any reason The district recognizes that school gardens and farm visits can offer physical activity opportunities, as well as agricultural education, by engaging students in activities such as planting, harvest, and weeding

Nutrition and Health Education		
Legal Requirement	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**

16 V.S.A. §131 (EQS rule 2120.5)
Curriculum: Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in:
(e) physical education and health education
 	
16 V.S.A. 131 16 V.S.A. 906
Curriculum: Comprehensive health education means a systemic and extensive elementary and secondary educational program designed to provide a variety of learning experiences based upon knowledge of the human organism as it functions within its environment, including nutrition education
 	
EQS 2120.2
Curriculum and Assessment: Provide students the opportunity to experience learning through flexible and multiple pathways… Learning must occur under the supervision of an appropriately licensed educator and aligned with state expectations and standards
	• Schools can provide skill-based nutrition education and engage in nutrition promotion as part of the k-12 health education curriculum.
	• Characteristics of Effective Health Education Curriculum
	• Health Education Curriculum Analysis Tool – tool that can be used to analyze curriculum or develop units of study HECAT
	• Manual to support teachers in the development of curriculum, instruction and assessment. Vermont Health Education Guidelines for Curriculum and Assessment
	• Instruction and assessment resources for health education. Heap Healthy Literacy
		• Nutrition knowledge/skill development shall be integrated within the comprehensive health education curriculum, taught and assessed throughout grades K-12).
		
		• Schools will provide nutrition education and engage in nutrition promotion that:
		  ○ Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
		  ○ Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
		  ○ Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
		  ○ In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards

EQS rule 2121.2 Teacher Licensure: For grades 7 – 12, health is taught by a licensed health educator. For grades k – 6, the classroom teacher's endorsement allows them to teach health within their class EQS rule 2121.3 Professional Development: Each supervisory union shall develop and implement a system of appropriate needs based professional learning for all professional staff	Ongoing, needs-based professional development and program evaluation for continuous improvement of health education, see Vermont Community of Health Educators VCHE.	

Other School-based Activities to Promote Wellness		
Recommended Work Areas	**Recommended Evidence-based Implementation Strategy* and Resources**	**Suggested Policy Language**
Community health promotion and engagement✪	See The Community Guide for specific strategies that are proven to be effective. See Whole School, Whole Community, Whole Child (WSCC)	• The school or SU/District will partner with _____ (e.g. CBO, healthcare provider, university, local business) to provide resources, environmental approaches, and/or social and behavioral programs for parents/caregivers, families, and the general community to engage in healthy eating and physical activity.
Staff wellness✪	The Vermont VEHI PATH team works hand-in-hand with schools and school districts/supervisory unions to create and sustain safe and healthy work environments. Vermont Worksite Wellness Toolkit Vermont Breastfeeding Friendly Employer Resources and Sample Policies	• The Local Wellness Team will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. • The District will use the Vermont Department of Health healthy food guidelines for all events with available food options • The District will create a workplace environment that provides a space and supports and respects a woman's decision to breastfeed and/or pump during the school day

Dental Care✪	See Bright Futures – Promoting Oral Health Recommendations for Preventive Oral Health Care AAPD – Guideline on Periodicity of Examination, Preventive Dental Services, Anticipatory Guidance/Counseling, and Oral Treatment for Infants, Children, and Adolescents	• The Local Wellness Team will encourage students and their families to establish and access their dental home to received age-specific comprehensive oral health care annually, as recommended by the American Academy of Pediatrics', Bright Futures – Guidelines for Health Supervision of Infants, Children, and Adolescents, and the American Academy of Pediatric Dentistry.
Well Care Visits✪	• See Bright Futures Guidelines & Bright Futures Themes • Recommendations for Preventive Pediatric Health Care	• The Local Wellness Team will encourage students and their families to establish and access their medical home to receive age-specific health supervision visits (Well care visits) annually, as recommended by the American Academy of Pediatrics', Bright Futures – Guidelines for Health Supervision of Infants, Children, and Adolescents.

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