

Capital City Public Charter School Local Wellness Plan

2023 - 2026

INTRODUCTION

This Local Wellness Policy (LWP) outlines **Capital City 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 City Public Charter School**. Specific measurable goals and outcomes are identified within each section below.

Local Wellness Policy Official(s)

Capital City 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
Alba Cabrera Aisha Hassan Emily Rodegast	Food Service Director of Operations Chief Operating Officer	albacabrera@ccpcs.org ahassan@ccpcs.org ERodegast@ccpcs.org	Development and review members

TRIENNIAL PROGRESS ASSESSMENTS

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

The above referenced individual(s) will monitor **Capital City Public Charter School's** compliance with this LWP and develop the triennial progress reports. **Capital City Public Charter School** 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 City Public Charter School will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

- ❖ FitnessGram baseline data
- ❖ OSSE health assessment data
- ❖ After school sports participation
- ❖ Staff, student and community surveys

Health Education

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health and safety. ¹High-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 City Public Charter School** recognizes the connection between good health, quality of life, and readiness to learn. **Capital City 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](#).

Capital City Public Charter School provides age-appropriate and culturally sensitive instruction in health education that help students develop the knowledge, attitudes, and skills to enjoy healthy eating habits, a physically active lifestyle and make informed health decisions.

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.

Capital City provides health education a minimum of at least 75 minutes per week at each grade level, K-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.

SchoolSafety 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.

Capital City Public Charter School will offer health instruction that:

- is offered at least 75 minutes per week at each grade level, K-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health; Health and Physical Education is required for high school students for a semester and a half as required for graduation.

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

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

- is incorporated into classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- incorporates nutrition education and promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise); and
- links with school meal programs, other school foods, and nutrition-related community services;

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.

Capital City provides CPR instruction in a mixed 11th and 12th grade fitness class yearly to meet graduation requirements.

Graduation Requirement ([5-A DCMR § 2203.3\(b\)](#))

Provide the necessary 1.5 Carnegie units in health/physical education to meet graduation requirements.

Capital City will ensure that high school students, in grades 9-12 receive the 1.5 Carnegie units of Health and Physical Education required for graduation.

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 City Public Charter School** recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. **Capital City 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 City 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.

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

Capital City Public Charter School will ensure that:

- Students in grades K-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education; Health and Physical Education is required for high school students for a semester and a half (or 1.5 credits) as required for graduation.
- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- Fifty percent 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;
- 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.

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 components of the Capital City Public Charter School's physical education program are aligned with OSSE DC Health and physical education standards and include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as martial arts, cheerleading, modern dance, yoga, creative movement, zumba, ballet & tap dancing, break dancing, kickball, stage combat clubs, dance team, Hip Hop club, and capture the flag. Each year Capital City strives to increase the total amount of physical activity the students participate in daily. Students shall be given opportunities for physical activity through a range of before-and/or after-school programs including, but not limited to, cross country running, flag football, soccer, volleyball, swimming, basketball, wrestling, tennis, track & field, softball, and lacrosse. Capital City school fitness programs include exhaustive curricula that entail components ranging from participation in the President's Council to quarterly physical fitness assessments and goal setting plans. Lesson plans generally meet or exceed State Education requirements.

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.

Capital City Public Charter School will ensure that students in grades K-5 receive at least 150 minutes per week of physical education. **Capital City Public Charter School** acknowledges the positive benefits of physical activity for student health and academic achievement. Additionally, recognizing that physical education is a crucial and integral part of a child's education, we will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being.

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.

Capital City Public Charter School will ensure that students in grades 6-8 receive at least 225 minutes per week of physical education. **Capital City Public Charter School** acknowledges the positive benefits of physical activity for student health and academic achievement. Additionally, recognizing that physical education is a crucial and integral part of a child's education, we will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being.

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.

Capital City Public Charter School will ensure that a minimum of 50 percent of in class health and physical education class is dedicated to 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.

Capital City Public Charter School's physical education program include a variety of kinesthetic activities, including team, individual, cooperative sports and physical activities that will be suitably adapted as part of the Individualized Education Plan (IEP) developed for students with disabilities; Students are prepared and directed to set goals, and are given pathways for achieving them. As an expression of the expeditionary model of learning here, students are encouraged to think outside of the box, and to explore different avenues of health and wellness learning. Students might take a power walk, do an expedition to study a different sports culture, take a pacer test, work out in the school weight-lifting and fitness studio, or join a class that exposes them to the art of planning and teaching P.E. They may also move to the choreographed dance steps of a video/music recording. Long-range plans are conceived to prepare students for a lifetime of health and wellness.

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.

Capital City Public Charter School will ensure that:

- Physical activity is neither required nor withheld as punishment.
- 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

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.

Students in grades PK3 & PK4 meet or exceed an average of 60 minutes of daily physical activity. On weather permitting days students enjoy outdoor physical space which includes access to a sandbox, balance bikes, building materials, a water table, gardens, play equipment and sunshine.

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.

Capital City Public Charter School students engage in the recommended 60 minutes per day of physical activity. Additionally, recognizing that physical education is a crucial and integral part of a child's education, we will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being. Students shall be given opportunities for physical activity through a range of before-and/or after-school programs.

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 City 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 City 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.

A component of the educational mission of the Capital City Public Charter School is teaching students to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the schools. Capital City Public Charter School will ensure that:

- Maximum participation in the school meal program will be achieved by developing a coordinated, comprehensive outreach and promotion plan, and by putting systems in place that ensure the elimination of the stigma of accepting “free” lunch (such as a card swipe system);
- Schools will provide students with at least 20 minutes to eat after sitting down for breakfast, at least 30 minutes after sitting down for lunch, and sufficient time for each student to pass through the food service line;
- Schools will operate a Universal “Free for All” School Breakfast Program in the cafeteria; and
- All foods served meet, at minimum, the following nutritional requirements of the USDA and District of Columbia Healthy Schools Act (HSA).

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 the school website, in the school's office, and to parents and legal guardians upon request.

Menus are posted monthly to the school website and through weekly family newsletters. The menus include ingredients, nutritional breakdown and local sources of fruits and vegetables served.

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.

A component of the educational mission of the Capital City Public Charter School is teaching students to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the schools. Vegetarian, vegan and gluten free options are available, posted to the school website and made available daily upon request where meals are served.

Healthy Schools Act Requirement ([DC Official Code § 38-822.01\(a\)\(1\)\(B\)\(iii\)](#))

Vegetarian food options shall be clearly labeled or identified.

A component of the educational mission of the Capital City Public Charter School is teaching students to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the schools. Vegetarian, vegan and gluten free options are available, posted to the school website and made available daily upon request where meals are served. Alternative meals are clearly labeled, held separately from other meals and available upon request daily.

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.

Capital City regularly surveys student to gather data on school life including questions around participation in the school meal program and inviting student suggestions for improvement.

Federal Requirement ([7 CFR 210.10\(a\)\(2\)](#))

Hang reimbursable meal signage as a guide for students choosing a reimbursable meal.⁵

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 City 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.

A component of the educational mission of the Capital City Public Charter School is teaching students to establish and maintain life-long healthy eating habits. School-based marketing will be consistent with nutrition and health education and promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for school meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Foods and Beverages Provided to Students

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

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).

School-based marketing will be consistent with nutrition and health education and promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for school meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.

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.

Free, filtered potable water is made available via water fountains found on every level of the school, in close proximity of where meals are served and within grades PreK-4 classrooms.

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.

A component of the educational mission of the Capital City Public Charter School is teaching students to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the schools. Capital City Public Charter School will ensure that:

- Maximum participation in the school meal program will be achieved by developing a coordinated, comprehensive outreach and promotion plan, and by putting systems in place that ensure the elimination of the stigma of accepting "free" lunch (such as a card swipe system);
- Schools will provide students with at least 20 minutes to eat after sitting down for breakfast, at least 30 minutes after sitting down for lunch, and sufficient time for each student to pass through the food service line;
- Schools will operate a Universal "Free for All" School Breakfast Program in the cafeteria; and
- All foods served meet, at minimum, the following nutritional requirements of the USDA and District of Columbia Healthy Schools Act (HSA).

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.

Capital City Public Charter 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 the Healthy Schools Act and USDA Smart Snacks Standard. Vending machines, a la carte lines, fundraisers, and school stores shall only offer foods and beverages that meet the competitive foods and beverages criteria of the USDA's Healthier US School Challenge at the Gold Award level and Smart Snacks Standards.

School Meals

Capital City 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 City Public Charter School will seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, and locally processed and unprocessed foods from growers engaged in sustainable agriculture practices; and
- school-wide recycling programs.
- the utilization of a large onsite edible garden and several smaller gardens located on the school campus.

Healthy Schools Act Requirement ([DC Official Code § 38-823.01](#))

Track procurement using the [Locally Grown Food Item Tracking Log](#).⁶

In partnership with our local food vendor Capital City Public Charter School will track procurement using the [Locally Grown Food Item Tracking Log](#).

Healthy Schools Act Requirement ([DC Official Code § 38-822.02\(a\)](#))

Serve school meals that meet or exceed the federal nutritional and HSA standards.

In partnership with our local food vendor Capital City Public Charter School will serve meals that meet or exceed HSA and federal guidelines.

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, the 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 City 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 City 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 City 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.

Capital City Public Charter School will establish a 5-10 year improvement plan to target facility upgrades and improvements that are environmentally sustainable including landscaping, green building upgrades, HVAC and mechanical upgrades, traffic and congestion relief efforts.

Local LWP Requirement [\(DC Official Code § 38–826.01\(b\)\(2\)\(D\)\)](#)

Establish goals for developing and implementing an Environmental Literacy Program.

Capital City Public Charter School will establish a 5-10 year improvement plan to target facility upgrades and improvements that are environmentally sustainable including landscaping, green building upgrades, HVAC and mechanical upgrades, traffic and congestion relief efforts.

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 City 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 City 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

⁷ Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Physical Environment. Retrieved from osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf
<https://www.cdc.gov/healthyschools/wscs/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

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/wscs/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., Weissberg, 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

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 City 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 City 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 City Public Charter School administers the Youth Risk Behavior Surveillance System and shall participate in the biennial DC data collection.

Recommendation

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

Students are anonymously surveyed and responses are used to identify areas for improvement.

Recommendation

Provide a designated physical safe space for LGBTQ students.¹³

Capital City Public Charter School has gender neutral and single occupancy restrooms. All staff participate in professional development, race and equity training that encourage discussion and ongoing strategies to support LGBTQ students.

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 City 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 City 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 City Public Charter School** or by a community-based organization that partners with the LEA, both

¹² Refer to Appendix A in OSSE's Local Wellness Policy Guide for related support 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 reducing suicidal ideation and suicide rates in LGBTQ students.

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

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 City 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.

[INSERT GOALS HER

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.

[INSERT GOALS HERE

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.

[INSERT GOALS HERE]

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.

[INSERT GOALS HERE]

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]

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 City Public Charter School** recognizes the connection between coordinated care models and improved student outcomes. **Capital City 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. **Capital City Public Charter School** is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. **Capital City 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.

[INSERT GOALS HERE]

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

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/wscs/components.htm

--

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.

[INSERT GOALS HERE]

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.

[INSERT GOALS HERE]

Recommendation

Provide a designated space that is recognized as the health or nurse’s suite.

[INSERT GOALS HERE]

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 City Public Charter School** recognizes the connection between healthy school employees and improved job performance and satisfaction. **Capital City 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 City 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.

Capital City Public Charter School will seek involvement from the school and surrounding community in the development and implementation of the local wellness policy. Representatives will include parents, students, teachers of physical education and school health professionals, and representatives of the school administration, school food authority, and community. Additionally, Capital City Public Charter School will

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

disseminate the wellness policy to parents through posting it in the school office, on the school website, and through our parent-teacher organization. Capital City Public Charter School shall develop a steering committee to monitor the wellness policy. This committee shall be responsible for evaluating the policy annually and making available to the public an assessment on the implementation of the wellness policy, including the extent to which the school is in compliance with its wellness policy, the extent to which its wellness policy compares to model wellness policies, and progress made in attaining wellness policy goals. The steering committee will also ensure that the wellness policy is revised at least once every 3 years in accordance with the Healthy Schools Act.

Recommendation

Address and improve educator wellness through initiatives, for example offering yoga classes, immunizations, screenings and wellness campaigns, and mindfulness training.

[INSERT GOALS HERE]

Recommendation

Provide professional development training 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]

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 City 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 City 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 City 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.

Capital City Public Charter School shall develop a steering committee to monitor the wellness policy. This committee shall be responsible for evaluating the policy annually and making available to the public an assessment on the implementation of the wellness policy, including the extent to which the school is in compliance with its wellness policy, the extent to which its wellness policy compares to model wellness policies, and progress made in attaining wellness policy goals. The steering committee will also ensure that the wellness policy is revised at least once every 3 years in accordance with the Healthy Schools Act.

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 City Public Charter School** recognizes and values the role the community plays in the safe and healthy development of our students. **Capital City 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.

Capital City Public Charter School shall develop a steering committee to monitor the wellness policy. This committee shall be responsible for evaluating the policy annually and making available to the public an assessment on the implementation of the wellness policy, including the extent to which the school is in compliance with its wellness policy, the extent to which its wellness policy compares to model wellness policies, and progress made in attaining wellness policy goals. The steering committee will also ensure that the wellness policy is revised at least once every 3 years in accordance with the Healthy Schools Act.