

CED R TREE

-ACADEMY-

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Local Wellness Policy 2023-2026



Learn today. Lead tomorrow.

701 Howard Road S.E, Washington, DC 20020

Local Wellness Policy 2023-2026



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INTRODUCTION

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

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

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

The 10 WSCC components are:

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



HOW TO USE THIS TEMPLATE

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

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

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

- students in the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus/day – in accordance with federal and state nutrition standards;
- students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- students have opportunities to be physically active before, during and after school;
- schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- school staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- the community is engaged in supporting the work of the LEA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- the LEA establishes and maintains an infrastructure for management, oversight, implementation, evaluation, and communication about the policy and its established goals and objectives.

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

Local Wellness Policy Template

Cedar Tree Academy PCS Local Wellness Policy
SY 2023-2026

This Local Wellness Policy (LWP) outlines Cedar Tree Academy PCS'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 Cedar Tree Academy PCS. Specific measurable goals and outcomes are identified within each section below.

LOCAL WELLNESS POLICY OFFICIAL(S)

Cedar Tree Academy PCS 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
Robinette Lewis	HR Director	Rlewis@Cedartree-dc.org	Coordinator assists in the evaluation of the LWP implementation

TRIENNIAL PROGRESS ASSESSMENTS

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

The positions/persons responsible for managing the triennial assessment and report is Rasheeka Cooper Assistant HR Director RCooper@Cedartree-dc.org. The above referenced individual(s) will monitor Cedar Tree Academy PCS schools' compliance with this LWP and develop the triennial progress reports. Cedar Tree Academy PCS schools will actively notify households/families of the availability of the triennial progress report.

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

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

Cedar Tree Academy PCS will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

Cedar Tree Academy's Local Wellness Committee will meet twice a year to review and evaluate the compliance and effectiveness of the school's LWP. The Local Wellness Committee represents all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g., superintendent, principal, vice principal); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed).

The LLWP committee will review each component of our LWP to ensure that the school is following and implementing the LWP with fidelity. Cedar Tree Academy will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan; based on the results; Cedar Tree Academy will create an action plan, implement the plan, and generate an annual report. Cedar Tree Academy will retain records to document compliance with the requirements of this LWP at the Cedar Tree Academy's main office and with the Office of the State Superintendent of Education.

Documentation maintained in these locations will include but is not be limited to:

- this written LWP;
- documentation demonstrating that the policy has been made available to the public;
- documentation of efforts to review and update the LWP; including an indication of who is involved in the update and methods the LEA uses to make stakeholders aware of their ability to participate on the Local Wellness Committee;
- documentation to demonstrate compliance with the annual public notification requirements;
- the most recent assessment on the implementation of the LWP; and
- assessment documents will be made available to the public.

Each school in the Cedar Tree Academy PCS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website

The Local Wellness policy coordinator will report their findings to the public during an open board members.

In addition the twice a year review Cedar Tree Academy will use the Triennial Assessment Template to evaluate compliance and effectiveness of our LWP. This information will also be report to the public during an open public board meeting.

Cedar Tree Academy holds open board meetings quarterly. These meeting dates and times are posted on the schools website and reminder flyers are sent home with the students.

HEALTH EDUCATION

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health and safety.¹ High-quality health education and promotion of school-based health activities can help improve students' quality of life, increase healthy behaviors, and reduce risky behaviors throughout students' lives.² Cedar Tree Academy PCS recognizes the connection between good health, quality of life, and readiness to learn. Cedar Tree Academy PCS 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.

Cedar Tree Academy is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Cedar Tree Academy strives to teach students how to make informed choices about nutrition, health and physical activity. It is Cedar Tree Academy's goal to:

1. Protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with this LWP.
>Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. > >Food and beverage marketing are defined as advertising and other promotions in schools. Food and beverage marketing often include an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product
2. Promote healthy food and beverage choices for all students throughout the school, as well as encourage participation in school meal programs. This promotion will occur through at least:
 - implementing 10 or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
 - ensuring 100 percent of foods and beverages promoted to students meet the USDA Smart Snacks nutrition standards.
3. Cedar Tree Academy will teach, model, encourage and support healthy eating by all students. 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
 - >• promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods
 - >• emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
 - >• links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
 - >• teaches media literacy with an emphasis on food and beverage marketing
 - >• includes nutrition education training for teachers and other staff; and
 - >• All health education teachers will provide opportunities for students to practice the skills taught through the health education curricula.

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.

Cedar Tree Academy is dedicated to providing formal, structured health education, consisting of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. As such, Cedar Tree Academy will provide students a comprehensive school health education that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention. Health education curricula and instruction should address the DC Health Education Standards and incorporate the characteristics of an effective health education curriculum. Cedar Tree Academy will provide health education 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;
 - is incorporated into classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
 - incorporates an age-appropriate sequential health education curriculum that is consistent with District and national standards for health education;
 - incorporates active learning strategies and activities that students find enjoyable and personally relevant;
 - incorporates opportunities for students to practice or rehearse the skills needed to maintain and improve their health;
 - incorporates a variety of culturally appropriate activities and examples that reflect the community's cultural diversity;
 - incorporates assignments or projects that encourage students to have interactions with family members and community organizations;
 - requires the health instructors to participate at least once a year in professional development in health education; and
 - requires professional development for all teachers in classroom management techniques in the past two years.
- Additionally, in an effort to ensure reinforcement of health messages that are relevant for students and meet community needs, Cedar Tree Academy will base its health education program, at least in part, on the results of the Health and Physical Education Assessment and in collaboration with the community. Cedar Tree Academy will also seek to embed health education as part of student visits with the school nurse, through posters or public service announcements, and through conversations with family and peers.

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

Cedar Tree Academy students in Kindergarten through 2nd grade participate in the following programs as a part of our 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.

Good Touch/Bad Touch

An evidence-based primary prevention/education curriculum developed for pre-school -6th grade students as a tool to teach children the skills needed to prevent or interrupt abuse. Good Touch/Bad Touch is endorsed by The National Mental Health Association Clearinghouse. Healthy Boundaries is available for students in 7th-8th grade and focuses on teaching students about abuse, sexual harassment, and bullying.

Kimochis

The Kimochis Educator's Tool Kit is a universal, school based, social emotional learning curriculum designed to give children the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

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

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b-1)(1))

High school health instruction provides cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation for students in grades 9-12.

N/A

Graduation Requirement (5-A DCMR § 2203.3(b))

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

N/A

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

_____ Cedar Tree Academy PCS _____] recognizes the connection between a physically active life and a child’s positive physical, mental, and emotional development. _____ Cedar Tree Academy PCS _____ understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture.

_____ Cedar Tree Academy PCS _____ 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.

Physical Education and Physical Activity

Cedar Tree Academy acknowledges the positive benefits of physical activity for student health and academic achievement. It is the goal of Cedar Tree Academy that students engage in the recommended 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 students’ physical, mental, emotional, and social well-being.

The components of Cedar Tree Academy’s physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as state activities the Cedar Tree Academy provides, such as after school yoga as well as, goals to increase physical activity for students to satisfy the Healthy Schools Act requirement.

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

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](#).

Cedar Tree Academy is dedicated to providing formal, structured health education, consisting of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions

Our Goals:

- >Demonstrates competency in a variety of motor skills and movement patterns
- >Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
- >Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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.

N/A

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.

N/A

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.

Cedar Tree Academy's goal is to ensure that 50 percent of our physical education instruction is devoted to moderate-to-vigorous physical activities that include but are not limited to running, and jumping.

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.

Cedar Tree Academy provides physical education to all students. This includes students with special needs. No student is precluded from participating in regular physical education instruction.

Healthy Schools Act Requirement (DC Official Code § 38-824.03(b))

Prohibit requiring or withholding physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

All students are permitted to participate in physical education. Physical Education is not withhold from students as a means of punishment. Cedar Tree Academy does not require students to change clothes for physical education.

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.

Pre-Kindergarten (Pre-K) Physical Activity:

Cedar Tree Academy Pre-K shall ensure that students receive 90 to 120 minutes of active play daily. These minutes shall consist of a combination of adult-led/structured active play and child- initiated/unstructured active play. Cedar Tree Academy will seek to offer active play outdoors, weather permitting.

Cedar Tree Academy will ensure that:

- these active play minutes shall be achieved through recess, active transitions (marching, hopping, etc.), and classroom games that involve physical movement;
- recess shall be at least 60 minutes daily and scheduled in more than one block of time (e.g., three 20-minute sessions, two 30-minute sessions);
- as with physical education minutes, OSSE shall report to the mayor, DC Council, and Healthy Youth and School Commission (HYSC) annually regarding compliance with physical activity minutes for pre-K children in public and charter schools;
- these school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Healthy Schools Act Requirement (DC Official Code § 38-824.01(a-c))

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

The components of Cedar Tree Academy's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities,

as well as aesthetic movement forms, such as state activities the Cedar Tree Academy provides, such as after school yoga as well as, goals to increase physical activity for students to satisfy the Healthy Schools Act requirement. Students shall be given opportunities for physical activity through a range of before-and/or after- school programs including, but not limited to, intramural softball. Cedar Tree Academy 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;
- physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- 50 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.

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. Cedar Tree Academy PCS 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

Cedar Tree Academy PCS 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).v

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.

As part o our goals to promote nutrition education Cedar Tree Academy will encourage students to:

- >Eat more fruits and veggies by making half your plate fruits and vegetables every day.
- >Try whole grains like oatmeal, whole wheat breads, or brown rice at meals.
- >Think about your drink. Choose water and low-fat or fat-free dairy milk (or lactose free or fortified soy versions) when thirsty.

Healthy Schools Act Requirement (DC Official Code § 38-822.05(b)(1))

Distribute the menu for each breakfast and lunch served, nutritional content of each menu item, ingredients of each menu item, and the location where fruits and vegetables served in schools are grown and processed. Make information available on school website, in school's office, and to parents and legal guardians upon request.

Cedar Tree Academy is committed to keeping students and parents informed about the meals we serve. Nutritional content of each menu item, ingredients of each menu item, and the location where fruits and vegetables are grown and processed are available upon request to parents and legal guardians.

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.

Cedar Tree Academy is committed to meeting the needs of all students. The school will 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.

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

Vegetarian food options shall be clearly labeled or identified.

The goal of Cedar Tree Academy is to ensure that vegetarian food options are clearly identified as a part of the school menu.

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.

Cedar Tree Academy works closely with our food vendor in the solicitation and input from students, faculty, and parents, through annual taste tests, to ensure that we are serving meals that appeal to our students.

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

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

Cedar Tree Academy participates in Community Serve lunch program. All students eat free.

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.

_____ Cedar Tree Academy PCS _____ 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.

Competitive Foods and Beverages

Cedar Tree Academy is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, are available at the school.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards and the DC Healthy Schools Act 2010.

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

FOODS AND BEVERAGES PROVIDED TO STUDENTS

Federal LWP Requirement ([7 CFR 210.31\(c\)\(2\)](#))

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

All beverages and snack foods provided to students at Cedar Tree Academy must meet the USDA Smart Snacks in Schools nutrition standards. Cedar Tree Academy is committed to ensuring that all foods and beverages available to students on the school campus during the school day supports healthy eating.

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. This includes all classroom celebrations, parties, and incentives. Cedar Tree teachers and/or School leaders will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas to ensure that all snacks and treats brought in by parents and teachers meets the USDA Smart in school nutrition standards. Cedar Tree teachers and staff members will not use foods and beverages as a reward or withhold foods and beverages as punishment for any reason, such as for performance or behavior.

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.

Water

To promote hydration, free, potable drinking water will be available to all students throughout the school day and throughout every school campus. Cedar Tree Academy will make drinking water available where school meals are served during mealtimes.

Additionally, Cedar Tree Academy will also:

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.

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.

Cedar Tree Academy does not and will not sell food or beverages to students.

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.

Third-Party Vendors

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

SCHOOL MEALS

Cedar Tree Academy PCS _____ 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.

Improving Environmental Sustainability

Cedar Tree Academy will seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;
- school wide recycling programs; and
- Cedar Tree Academy participates in other activities, such as a school gardens

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

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

Cedar Tree Academy will work with our food vendor to 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.

Cedar Tree Academy will work with our food vendor to ensure the school serve school meals that meet or exceed the federal nutritional and HSA standards.

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

PHYSICAL ENVIRONMENT

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

Improving Environmental Sustainability

Cedar Tree Academy will seek to improve its environmental sustainability and engage in sustainable agriculture practices through:

- contracting with food service vendors that utilize locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;
- school wide recycling programs; and
- Cedar Tree Academy participates in other activities, such as a school gardens

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(D))

Establish goals for developing and implementing an Environmental Literacy Program.

Cedar Tree Academy will

- (1) establish and convene an Environmental Literacy Advisory Committee, composed of community organizations, and other interested persons;
- (2) The school will work to ensure everyone understands the benefits of recycling
- (3) The school will work to ensure everyone understands best practices for an environmentally safe environment

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

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 Cedar Tree Academy PCS recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. Cedar Tree Academy PCS understands that a positive school climate is one in which the quality and character of school life is formed through: a student-centered environment rooted in community values and input, systems of culture, gender, and LGBTQ responsive engagement, and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families.

Cedar Tree Academy PCS 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.

Cedar Tree Academy PCS 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.

N/A

Recommendation

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

N/A Cedar Tree Academy serve students ages 3years to 7 years accessing quality mental health support is not an skill for this age group.

Recommendation

Provide a designated physical safe space for LGBTQ students.¹³

N/A Cedar Tree Academy serve students ages 3years to 7 years all space is a safe space for all students.

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

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

13 This recommendation is intended to serve as a complement to work done by the bullying prevention task force (DC Code § 2-1535.02), with the specific goal of reducing suicidal ideation and suicide rates in 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 Cedar Tree Academy PCS 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

Cedar Tree Academy PCS 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 Cedar Tree Academy PCS or by a community-based organization that partners with the LEA, both collaborate with teachers, administrators, parents, and community-based organizations to provide a coordinated system of support that addresses prevention, intervention, and direct service needs of the school.

Cedar Tree Academy PCS 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.

Cedar Tree Academy 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. (Kognito)

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.

Cedar Tree Academy 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.

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.

Cedar Tree Academy 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.

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

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

Recommendation

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

N/A

Recommendation

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

N/A

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

N/A

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.

N/A

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

HEALTH SERVICES

Health services provide preventive and actual care for a host of medical conditions and concerns within the scope of practice of school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel.¹⁷ These services include but are not limited to first aid, cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) use, anaphylaxis treatment and management, and planning and management of chronic diseases such as asthma and diabetes. These services ideally combine school and community resources to meet the needs of the students, staff and community through proper care coordination.

Cedar Tree Academy PCS recognizes the connection between coordinated care models and improved student outcomes. Cedar Tree Academy PCS 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. Cedar Tree Academy PCS is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. Cedar Tree Academy PCS 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.

Cedar Tree Academy collects annual Universal Health Certificates and Oral Health Assessments from each student that attends the school.

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.

Cedar Tree Academy stocks and maintains 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.

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.

Cedar Tree Academy fully supports the Districts "No Shots No School" Policy. As a part of comment to our students well being Cedar Tree Academy ensures and implement the Immunization Attendance Policy and verify student compliance with District immunization requirements for enrollment and attendance.

Recommendation

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

Cedar Tree Academy provides a designated space that is recognized as a health suite for all students.

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

Recommendation

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

Cedar Tree Academy ensures qualified staff, inclusive of a Registered Nurse, provide care and management of health services rendered for the school environment.

Recommendation

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

N/A

Recommendation

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

N/A

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.

N/A

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 Cedar Tree Academy PCS

recognizes the connection between healthy school employees and improved job performance and satisfaction.

Cedar Tree Academy PCS 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, Cedar Tree Academy PCS 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.

All Cedar Tree Academy PCS schools will develop and maintain an implementation plan for implementing this LWP. This plan will delineate the roles, responsibilities, actions and timelines specific to each school; and include information about who will be responsible for making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

Cedar Tree Academy will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan; based on the results; Cedar Tree Academy will create an action plan, implement the plan, and generate an annual report. Cedar Tree Academy will retain records to document compliance with the requirements of this LWP at the Cedar Tree Academy's main office and with the Office of the State Superintendent of Education. Documentation maintained in these locations will include but is not be limited to:

- this written LWP;
- documentation demonstrating that the policy has been made available to the public;
- documentation of efforts to review and update the LWP; including an indication of who is involved in the update and methods the LEA uses to make stakeholders aware of their ability to participate on the Local Wellness Committee;
- documentation to demonstrate compliance with the annual public notification requirements;
- the most recent assessment on the implementation of the LWP; and
- assessment documents will be made available to the public.

Each school in the Cedar Tree Academy PCS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website

<http://www.Cedartree-dc.org> and through Cedartree-dc.org-wide communications. This will include a summary of the Cedartree-dc.org's events or activities related to wellness policy implementation. Annually, the Cedartree-dc.org also will publicize the name and contact information of the school

Recommendation

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

N/A

Recommendation

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

N/A

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.

N/A

¹⁸ Centers for Disease Control and Prevention. (2016). Preventing Chronic Disease. Absenteeism and Employer Costs Associated with Chronic Diseases and Health

FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. Cedar Tree Academy PCS 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, Cedar Tree Academy PCS 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. Cedar Tree Academy PCS 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.

All Cedar Tree Academy PCS schools will develop and maintain an implementation plan for implementing this LWP. This plan will delineate the roles, responsibilities, actions and timelines specific to each school, and include information about who will be responsible to making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

Cedar Tree Academy will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan; based on the results, Cedar Tree Academy will create an action plan, implement the plan, and generate an annual report. Cedar Tree Academy will retain records to document compliance with the requirements of this LWP at the Cedar Tree Academy's main office and with the Office of the State Superintendent of Education. Documentation maintained in these locations will include but is not be limited to:

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Each school in the Cedar Tree Academy PCS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website

[<http://www.Cedartree-dc.org> and through CedarTree-dc.org-wide communications. This will include a summary of the Cedartree-dc.org's events or activities related to wellness policy implementation. Annually, the Cedartree-dc.org also will publicize the name and contact information of the school officials leading and coordinating the Local Wellness Committee, as well as information on how the public can get involved with the Committee.

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.

N/A

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.

N/A

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.

N/A

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. _____ Cedar Tree Academy PCS _____ recognizes and values the role the community plays in the safe and healthy development of our students. _____ Cedar Tree Academy PCS _____ 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.

All Cedar Tree Academy PCS schools will develop and maintain an implementation plan for implementing this LWP. This plan will delineate the roles, responsibilities, actions and timelines specific to each school; and include information about who will be responsible to making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. Cedar Tree Academy will use a variety of tools (see list below) to complete school-level assessments of implementation of this plan; based on the results; Cedar Tree Academy will create an action plan, implement the plan, and generate an annual report. Cedar Tree Academy will retain records to document compliance with the requirements of this LWP at the Cedar Tree Academy's main office and with the Office of the State Superintendent of Education.

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- documentation to demonstrate compliance with the annual public notification requirements;
- the most recent assessment on the implementation of the LWP; and
- assessment documents will be made available to the public.

Each school in the Cedar Tree Academy PCS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The school will make this information available via the school website

[<http://www.Cedartree-dc.org> and through Cedartree-dc.org-wide communications. This will include a summary of the Cedartree-dc.org's events or activities related to wellness policy implementation. Annually, the Cedartree-dc.org also will publicize the name and contact information of the school officials leading and coordinating the Local Wellness Committee, as well as information on how the public can get involved with the Committee.



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