

COMPREHENSIVE WELLNESS POLICY

The Cleveland Metropolitan School District (hereto referred to as the District) is committed to the optimal development of every student. The district believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the academic school year.

I. INTRODUCTION

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Engaging the whole child approach ensures that students are healthy, safe, engaged, supported and challenged and sets the standard for comprehensive, sustainable school improvements and long-term student success.

Overweight children and the growing risk of obesity are serious concerns. Time allocated nationwide for physical and health education has been reduced. This has contributed to a significant decrease in the physical fitness and an increase in youth who are overweight and obese. It also has contributed to an increase in Type 2 Diabetes in school age youth, a disease that previously was found primarily in older adults. The USDA believes that schools should take a leadership role in helping students learn to make healthy lifestyle choices.

To help combat childhood obesity, Congress passed a law requiring each Local Education Agency (LEA) participating in USDA's School Meals Programs to establish a local wellness policy. In response, the Board of Education of the Cleveland Metropolitan School District approved Resolution No. 2006-440(B), Adopting A Student Wellness Policy. The Board of Education directs the Chief Executive Officer and appointed designees to ensure that students receive consistent information and education regarding proper nutrition, increased physical activity, and the benefits of healthy lifestyle choices throughout the school, classroom, and cafeteria. The Board of Education will ensure the Board Policy and Administrative Procedure are widely distributed and that an annual mechanism for evaluation is in place.

II. POLICY

In accordance with Ohio Revised Codes 3313.60 and 3313.6011, the Cleveland Metropolitan School District (CMSD) is committed to instructing students and their families about the importance of healthy schools and lifestyles, providing a total learning environment that enhances the development of lifelong healthy habits in wellness, nutrition, and regular physical activity.

Review and approval of proposals for wellness programs, events, or activities from community partners will be presented to, approved by, and/or implemented by the Chief Academic Office.

Review and approval by the Board of Education for CMSD of the CMSD Comprehensive Wellness Policy will replace Resolution No. 2017-8269 (B).

III. PURPOSE

Specifically, this policy establishes goals and procedures to ensure that:

- A. Students in the District have access to healthy foods throughout the school day-both through reimbursable school meals and other foods available throughout the school campus-in accordance with Federal and State nutrition standards;
- B. Students have access to quality nutrition education that helps them develop lifelong healthy eating behaviors;
- C. Students have opportunities to be physically active before, during and after school;

- D. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- E. School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- F. The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong health habits; and
- G. The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.
- H. This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

IV. DEFINITIONS

- A. **Comprehensive Health and Nutrition Education Instruction (“Health Education”)** – A planned sequential curriculum that addresses and contributes to the enhancement of physical, nutritional, emotional, and social dimensions of health; develops health knowledge, attitudes, and skills as it relates to the development of the student.
- B. **Whole School, Whole Community, Whole Child (WSCC) model Coordinated School Health Program and Instruction** – The WSCC model consists of ten interactive components. The components are Health Education, Curriculum and Instruction, Nutrition Environment and Services, Employee Wellness, Social and Emotional School Climate and culture, Physical Environment, Health Services, Counseling, Psychological and Social Services, Community Involvement, Family Engagement and Physical Education and Physical Activity.
- C. **Curriculum** – (See “Standard Based Curriculum”)
- D. **District Wellness Council** – The District Wellness Council (DWC) will represent 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., CEO/Superintendent, principal, assistant 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). To the extent possible, the DWC will include representatives from each school building and engaged community partners which represent the ten components of the Whole School, Whole Community Whole Child model.

These individuals are dedicated to the health and well-being of all stakeholders, while influencing student academic achievement. The DWC will meet a minimum of four times per academic year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy.

- E. **Food & Child Nutrition Services (“FCNS”)** – The CMSD Department responsible for administering the National Breakfast Program, National School Lunch Program, Fresh Fruit and Vegetable Program, After School Care Snack Program, After School Supper Program, Summer Feeding Program and an a la carte program according to all applicable Federal and State guidelines and regulations. FCNS also provides catering services for school/district-related functions and responsible for providing opportunities for families and community stakeholders to provide feedback regarding CMSD nutrition programs.
- F. **Foods of Minimal Nutritional Value (“FMNV”)** – Specified foods identified by the Secretary of the

USDA: soda water (carbonated beverage); fruit drinks and water ices (with less than 10 percent fruit or fruit juices); chewing gum; jellies and gums; marshmallow; fondant; licorice; spun candy; hard candies and candy-coated popcorn.

- G. Healthy and Safe Environment** – A physically and psychologically safe school climate with a positive culture that is designed to promote the maximum health and safety of all students.
- H. Interscholastic Athletics and Student Activities Office** – This Department provides opportunities for the physical, social and emotional development of students through athletic and extra-curricular activities. The department governs the district-wide administration of a diverse selection of activities that promote an appreciation for an active academic career in the following areas: high school-baseball, basketball, bowling, cross-country, football, golf, soccer, softball, swimming, track and volleyball; seventh and eighth grade - basketball, soccer, track and volleyball; and for grades six through twelve- chess, cheerleader, hi-stepper, military drill, powerlifting, and intramural and extramural programing.
- I. Social Emotional Learning (“SEL”)** – An important component of CMSD’s broader strategic plan. It is designed to address the conditions for learning, so all students are academically and socially equipped to succeed. The department supports the use of evidence-based programs and best practices to ensure that all human resources in a child’s school community function together to provide safe, supportive and orderly schools.
- J. Nursing** – Nurses ensure access to healthcare and try to identify and manage barriers to student education by providing emergency care, education, prevention, referrals, and management of acute and chronic health problems. Serving as an educational resource to students, staff and the community.
- K. Nutrition Education Instruction** – A component of the comprehensive school health education program which teaches knowledge and skills related to nutrition and physical activity. (See “Comprehensive Health Education Instruction.”)
- L. Obesity** – Body Mass Index (BMI) in excess of 30 percent acceptable body weight.
- M. Physical Activity** – Any bodily movement produced by skeletal muscles that result in an expenditure of energy. Brain Breaks are opportunities to provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.
- N. Physical Education Instruction** – A planned sequential curriculum that teaches skills, knowledge, and attitudes that are needed to establish and lead a physically active life.
- O. Recess** – periods within the school day for physical activity and play. Recess will compliment, NOT substitute physical education class. All elementary schools will offer at least 20 minutes of recess on all or most days during the school year. Indoor recess will promote physical activity for students to the extent practicable. Outdoor recess will be offered when weather is feasible for outdoor play. Lunch will follow the recess period to better support learning and healthy eating.
- P. Responsible Sexual Behavior (RSB)** – The CMSD Responsible Sexual Behavior Department ensures that students in Kindergarten through 12th grade reach their highest potential for physical, emotional, mental and social health. Through curriculum implemented consistently and to fidelity, CMSD strives to teach age-appropriate, medically accurate reproductive health and sexuality education, emphasizing the promotion of abstinence, delaying sexual initiation, preventing teenage pregnancy and the transmission of sexually transmitted infections and HIV/AIDS among adolescent students. Strategies will be implemented to support all students, regardless of gender, race, disability, sexual orientation, gender identity and gender expression. The District elected to have this component taught within the physical education curriculum in 2007.
- Q. Safe Routes to School** – CMSD's Safe Routes to School program enables and encourages students in grades K-8 to safely walk or bicycle to and from school. To enhance this opportunity for physical activity, the District will support efforts to increase walking and bicycling to and from school, including implementing education, encouragement, engineering, enforcement, and evaluation strategies to make walking and biking safe and fun.
- R. School Wellness Council** – an action-oriented school-based advisory group that focuses on the health

and well-being of students, staff, and families in a school community. The school wellness council implements the District wellness policy and leads other health-related initiatives.

- S. School Wellness Plan** – A school-based plan that mirrors the District’s Wellness Plan, allowing implementation and maintenance at the school level.
- T. School Health Advisory Council (SHAC)** – A School Health Advisory Council is an on-going advisory group composed primarily of individuals selected from segments of the community. The group acts collectively in providing advice to the school district about coordinated school health programming and its impact on student health and learning. The SHAC is a subgroup of the DWC that advises the RSB program.
- U. School Health Services** – Services provided for students to appraise, protect, and promote health and health education. These services include but are not limited to prevention and control of communicable disease; provision of emergency care for illness and injury; administration of medication; and the evaluation of the school facility/environment for safe and sanitary conditions. Health services are provided by professional school nurses.
- V. Standard-Based Curriculum** – The prescribed programs and courses that state what students should know and be able to do, how they will meet learning objectives, and how they will be assessed. All programs and courses introduced or implemented for instruction will align with District, State and National requirements.
- W. Tobacco** – For the purpose of this policy “tobacco” is defined to include spit and spit-less tobacco, chewing tobacco, snuff and all lighted or unlighted cigarette, cigar, pipe, clove cigarette or other smoking products.
- X. USDA** – United States Department of Agriculture.
- Y. Wellness** – an active process of becoming aware of and practicing healthy habits to attain better physical, mental, and social well-being.

V. PROCEDURES:

- A. Physical Activity** – Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement, and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).
 - 1. Classroom Physical Activity Breaks (Elementary and Secondary)
 - a. The District recognizes that students are more attentive and readier to learn if provided with periodic breaks when they can be physically active or stretch. Thus, the District will encourage and support building principals to provide students with opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District supports and encourages teachers to provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, r physical education class, recess, and class transition periods. The District will provide physical activity resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Elementary and secondary physical activity resources and ideas are available through the Alliance for a Healthier Generation. All schools in the District are encouraged to participate in the Alliance for a Healthier Generation’s Healthy Schools Program and follow the best practices, in order to successfully address all CSPAP components.
 - b. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be used as punishment or

withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The District will provide teachers and other school staff with a list of alternatives for using or withholding physical activity as punishment.

- c. To the extent practicable, the District will ensure that its grounds and facilities are a safe physical activity environment for students, staff and families. The District will conduct necessary inspections and repairs.
2. The Chief Academic Officer and designee(s) in conjunction with each elementary principal will support efforts and opportunities for daily physical activity lasting at least 20 minutes for all elementary children.
3. The Director of Academic Electives and Wellness shall collaborate with the Family and Community Engagement department to provide a bank of physical activity resources for sharing information with families and community to positively impact health.
4. Safe Routes to School: CMSD's Safe Routes to School program enables and encourages students in grades K-8 to safely walk or bicycle to and from school. To enhance this opportunity for physical activity, the District will support efforts to increase walking and bicycling to and from school, e.g., designating safe or preferred routes to school; promoting the safe routes program and activities; providing students with instruction on walking/bicycling safety; using crossing guards; and using crosswalks on streets leading to schools.

B. Physical Education Instruction

1. The Chief Academic Officer and designee(s) will ensure that a comprehensive, sequential physical education and responsible sexual behavior program will be taught at each school by a licensed physical and health education teacher and that the time allotted for physical education is consistent with state standards.
 - a. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.
 - b. All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment, as necessary.
 - c. The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or the Ohio Department of Education's Physical Education Assessments) and will use criterion-based reporting for each student.
 - d. The Director of Academic Electives and Wellness will provide a minimum of two District- wide professional development opportunities per the union contract for all Physical Education Teachers.
2. The Chief Academic Officer and designee(s) shall ensure that physical education and RSB instruction is reflected within the District's Scope and Sequence.
3. The Chief Academic Office will expect physical and health education teachers to implement all CMSD collaborated and approved programs, events, or experiences from external partners.
4. The Chief Academic Office will promote and support the Ohio Department of Education's

Formal Physical Education required Assessment for School Districts. A variety of physical education/activity professional development opportunities will be available for all District staff to enhance personal and professional growth while striving to achieve greater student success. All physical education teachers in District have access to attend a minimum of one content specific professional development per year.

5. At his or her discretion, the Chief Academic Officer and designee(s) may provide professional development for integration of subject content.
6. The Deputy Chief of Talent Department will ensure that health and physical education teachers are qualified through certification or licensure and professional development.
7. Principals shall ensure that physical education instruction is listed on their master schedule and taught to their students. Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
8. Principals shall ensure that the Responsible Sexual Behavior curriculum is incorporated into health and physical education class sessions annually. The curriculum content shall be delivered in kindergarten through grade 12 in a developmentally and age-appropriate manner. The curriculum is comprised of lessons from the following topic areas: Anatomy and Physiology, Puberty and Adolescent Development, Identity, Pregnancy and Reproduction, Sexually Transmitted Diseases and HIV, Healthy Relationships and Personal Safety. According to the National Sexuality Education Standards, these seven topic areas contain essential content and skills for effective K-12 sexuality education. All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, and sexually transmitted infections, including HIV/AIDS.
 - a. A minimum of three RSB lessons will be taught in grades K-4, and five to six lessons will be taught in grades 5-12.
 - b. Appropriate training shall be provided for all staff members who are involved in program implementation.
 - c. Sexual health education instructors and/or principals shall submit attendance reports for all students, who received sexual health instruction within the school year, by the first Friday in May.
9. Principals shall ensure that physical education facilities (gymnasiums, playgrounds, fields, courts, etc.) on school grounds are safe and that the school provides a physical and social environment that encourages safe and enjoyable activity for all students, including offering opportunities for non- competitive physical activity.

C. Recess

1. All elementary schools will offer at least 20 minutes of recess on all days during the school year (this policy may be waived on early dismissal or late arrival days). If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to out away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.
2. Outdoor recess will be offered when weather is feasible for outdoor play as determined by District guidelines. In the event that a school/District must conduct indoor recess, promotion of

physical activity for students to the extent practicable will be enforced by staff responsible/supervising recess.

3. Recess will complement, not substitute physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

D. Comprehensive Health and Nutrition Education Instruction (“Health Education”)

1. The Chief Academic Officer and designee(s) will ensure that a comprehensive, sequential health education curriculum will be taught at each school, and that the time allotted is consistent with state standards.
2. Health education, including nutrition education, will be aligned and implemented within the Science curriculum taught by classroom teachers in the District’s Pre-Kindergarten-8 (“PreK-8”) and Kindergarten-8 (“K-8”) schools.
3. Health education, including nutrition education, will be taught in grades assigned by certified health education teachers in the District’s high schools.
4. The Deputy Chief of Talent Department will ensure that District high school health education teachers are qualified through certification or licensure.
5. The Chief Academic Officer and designee(s) shall ensure that health education is reflected within the District’s Scope and Sequence as follows:
 - a. PreK-8 and K-8 schools within the Science curriculum, and
 - b. High schools within the health education curriculum.
6. The Chief Academic Office will expect health and science education teachers to implement all CMSD collaborated and approved programs, events, or experiences from external partners, e.g., Cleveland Clinic, Children’s Hunger Alliance, St. Luke’s Foundation.
7. The Chief Academic Officer and designee(s) will ensure that the Science education teachers in grades PreK-8 and K-8 teach health education as designated by the District’s Scope and Sequence.
8. The Chief Academic Officer and designee(s) shall ensure that health education is included on District high school master schedules and taught to students as designated by the District’s Scope and Sequence.
9. At his or her discretion, the Chief Academic Officer and designee(s) may provide professional development for the District’s high school health education curriculum and/or subject content integration for teachers identified in 5(a) above.
10. The Executive Director of Food and Child Nutrition Services shall be used as a resource for nutrition education.
11. ORC3313.6021 [Effective 9/14/2016] Instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator in high schools.
 - (A) As used in this section, "psychomotor skills" means the use of hands-on practice to support cognitive learning.
 - (B) Beginning with the 2017-2018 school year, except as provided in division (E) of this section, each school operated by a school district which offers grades nine to twelve shall provide

instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator.

Instruction shall include the psychomotor skills necessary to perform cardiopulmonary resuscitation and use an automated external defibrillator and shall be either of the following:

- An instructional program developed by the American heart association or the American red cross that includes instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator;
 - An instructional program that is nationally recognized and based on the most current national, evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator.
- (C) No student shall receive certification in cardiopulmonary resuscitation and the use of an automated external defibrillator unless the student is trained by an authorized or certified instructor.
- (D) Nothing in this section requires a licensed educator to be certified to provide training in the manner prescribed by this section to facilitate, provide, or oversee instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator that does not result in certification of students.
- (E) If a student is excused from taking instruction in cardiopulmonary resuscitation under division (A)(8) of section 3313.60 of the Revised Code or if the student is a child with a disability and is incapable of performing the psychomotor skills required to perform cardiopulmonary resuscitation and to use an automated external defibrillator, as indicated in the student's IEP. the student shall not be required to receive instruction as prescribed by this section. As used in this section, "child with a disability" and "IEP" have the same meanings as in section 3323.01 of the Revised Code.

E. Nutrition

1. School Nutrition Services – All schools within the District participate in USDA child nutrition programs, e.g., the National School Lunch Program (NSLP), the School Breakfast Program (SBP).
2. The District also operates additional nutrition-related programs and activities including Breakfast in the Classroom, Grab ‘n’ Go Breakfast and school gardens.
3. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:
 - Are accessible to all students;
 - Are appealing and attractive to children;
 - Are served in clean and pleasant settings;
 - Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations in accordance with the USDA nutrition standards.
 - The quality of purchased, prepared, and delivered foods served in the Cleveland Municipal School District meets all local Health Code standards;
 - All a la carte offerings will meet USDA Smart Snacks in School nutrition standards for snacks and beverages;
 - Nutrition standards will be met for specific age/grade groupings when averaged over a school week. A school week is defined as a minimum of three consecutive days and a maximum of seven consecutive days.
 - Promote healthy food and beverage choices using at least ten of the following marketing and merchandising techniques:

- A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless-steel pans)
 - Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale
 - Vegetables are offered on all serving lines
 - At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection
 - Place pre-packed salads or salad bar if available in a high traffic area
 - Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice
 - Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items
 - White milk should be 1% or non-fat displayed in front of other beverages in all coolers and identified as a featured milk
 - Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit, vegetable, milk, protein, or grain.
 - Signs show students how to make a reimbursable meal on any service line
 - Alternative entrée options (salad bar, low fat and/or fat free yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
 - Students, teachers, or administrators announce today's menu in daily announcements
 - A monthly menu is posted in the main office
 - Information about the benefits of school meals is provided to teachers and administration at least annually
 - Brand, name, and decorate the lunchroom in a way that reflects the student body
 - Conduct a taste test of a new entrée for acceptability with students at least once a year
- The District school nutrition program will accommodate students with special dietary needs.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
 - Principals will ensure that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Students are served lunch at a reasonable and appropriate time of day.
 - Lunch will follow the recess period to better support learning and healthy eating.
 - Principals will ensure that the eating environment will be pleasant and conducive to appropriate food consumption and socialization.
 - The Director of Academic Electives and Wellness will assist as needed the School Nutrition Department in professional development resources, connecting with external partners and links to resources and tools that will assist schools' personnel.
 - Students will receive positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout school setting.
 - Schools will consider student need in planning for a healthy school nutrition environment.
 - Students will be asked for input and feedback through the use of student surveys and attention will be given to their comments.
4. Guidelines for Food and Beverages Offered, Sold and Served to Students During the School Day (Vending Machines, Snack Bars, School Stores, and Concession Stands on School Campuses) – The District 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 (i.e., “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 are available at

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of the USDA Smart Snacks in School nutrition standards available at www.healthiergeneration.org/smartsnacks.

- School vending machines must be on a timer and turned off from the beginning of the breakfast program to one (1) hour after the end of the lunch program.
 - The Principal will address concerns such as kinds of foods available on campus, sufficient mealtime, nutrition education and physical activity.
 - Events that require use of the District’s kitchen facilities will be staffed by a School Nutrition employee who has taken and passed level 2 certification defined by the Ohio Department of Health.
 - Principals will be responsible for monitoring, controlling, and educating school groups on the merits of offering food and beverages that are healthy nutritional choices.
5. Guidelines for Food and Beverages Sold as Part of School-Sponsored Fundraising Activities
- Fundraisers of foods and beverages will meet the USDA Smart Snacks in School nutrition standards
 - All foods served in the Cleveland Metropolitan School District by entities other than School Nutrition are of high quality and meet all applicable safety, sanitation, and health laws and regulations.
 - Only food from licensed commercial vendors and sources is sold.
 - Food will not be sold until after one hour after the end of the last lunch period.
 - Emphasis and promotion of non-food fundraisers that have a physical activity component is strongly encouraged.
 - Principals and their site-based school wellness councils/teams will monitor fundraisers to ensure compliance with the CMSD Comprehensive Wellness Policy and USDA Smart Snacks in School nutrition standards.
6. Guidelines for Food and Beverages Served at Classroom Parties, School Celebrations, and School Meetings before, during, or after school hours.
- All foods must meet USDA Smart Snacks in School nutrition standards for healthy beverages and snacks.
 - The District will provide a list of healthy celebration ideas to families and teachers, including non-food celebration ideas. Healthy celebration ideas from the Alliance for a Healthier Generation and from the USDA will be used.
 - Efforts should be made to contact School Nutrition to arrange for catering service support for these types of events. School Nutrition ensure that all catered items meet the same standards as the standards for school meals, beverages, and snacks.
 - In the event that School Nutrition cannot meet the needs of the particular type of event, food served in schools must be from licensed commercial vendors to reduce the risk of food borne illness and allergic reactions.
 - To reduce the risk of food borne illness and allergic reactions, family and community members should be encouraged to only purchase prepackaged food items.
 - The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward or withheld as punishment

- for any reason, such as for performance or behavior.
 - Building principals will ensure that school-based activities are consistent with the CMSD Comprehensive Wellness Policy including school events, field trips, dances and assemblies.
 - Students will be given the opportunity to provide input on local, cultural and ethnic favorites.
 - Students will receive nutrition education that is interactive and teaches the skills needed to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies and language arts as applicable. Nutrition education will be offered in collaboration with school foodservice staff and teachers.
 - Use of food as a punishment or a reward is prohibited before, during and after the school day. The U. S. Department Agriculture prohibits the use of food as a form of reward or punishment.
7. Water – To promote hydration, free, safe, unflavored drinking water will be available to all students where school meals are served during mealtimes. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present. Water sources and containers, in the cafeteria, will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains and water jugs for delivering drinking water.
8. Food and Beverage Marketing in Schools –the District 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. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District’s wellness policy. To that end, 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.

F. Social Emotional Learning (“SEL”) – The Chief Academic Officer or designees promote, guide and support the work of the department through the following strategies:

1. The Quality Standards document is comprised of eight basic standards that are expected to be met for all supports that CMSD personnel and community organizations provide to students. These standards reflect the values and priorities of CMSD initiatives and its academic transformation plan by creating a direction of practice and a framework for evaluation of these practices.
2. The Promoting Alternative Thinking Strategies (“PATHS”) curriculum is an evidence-based classroom curriculum model designed to facilitate the social emotional development of children from Pre-K through Grade 5. The program provides skill-building for students as well as teachers and has a strong parent component to encourage family involvement.
3. The Peer Mediation Program has been implemented in 72 of our PreK-8 schools and is primarily ideal in Grades 6-8. De-escalation techniques are used to deter and/or calm students down from situations that might otherwise escalate into violent behaviors.
4. The Student Support Team (“SST”) is a problem-solving group of school staff located at each site. The SST goal is to address students’ problems, including academic, behavior and/or

attendance, in a timely manner through evidence-based interventions to help them achieve in school.

5. The Target 11 Attendance initiative supports parents in monitoring their children's attendance with data and incentives.
6. K-12 Planning Centers are located at each school and is managed by highly trained paraprofessionals. The goal of the Planning Center is to keep students in school by providing support and interventions to students, teachers, and families. The Planning Center promotes social/emotional learning in an individual or small group setting through evidence-based interventions. Ripple Effects, a program used in Planning Centers, is a computerized program that addresses non-academic factors and its impact on academic success.
7. The District Rapid Response Team addresses all student concerns relative to their emotional and health needs. The CMSD Crisis Desk is staffed by Crisis Coordinators who consult, manage, and deploy resources to all schools and District sites as needed. Responders (school psychologists, counselors, nurses, county/city agencies, etc.) travel to the identified sites and provide stabilization, intervention, and resources to de-escalate the reported crisis situation.
8. The goal of the Bullying Prevention program is to decrease the prevalence of bullying and promote a safe, warm environment. This can be accomplished at the elementary, middle, and high school levels through the use of a prevention model. We are integrating current SEL tools that promote social skill- building, self-control, critical thinking, decision making, and the acceptance of differences.
9. Class Meetings are used as a vehicle for classroom-level problem-solving and decision making. These meetings are an inclusive, proactive, and community-building approach to promoting the well- being of all students and for preventing and reducing negative outcomes for students. Class meetings are facilitated by adults and students daily, and the last 20 minutes. Class Meetings may include planning and problem-solving activities, social/emotional skill development, development of study habits, college/career planning, and individual support.
10. The Second Step initiative is an evidence-based, classroom program designed to facilitate the social and emotional development of youth in grades 6, 7, and 8. The program provides skill building for students as well as teachers in the positive use of social and emotional learning abilities for everyday situations. The middle school program highlights Bully-Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention, Empathy and Communication in a way that is stimulating and thought provoking. Strong problem-solving skills are continually emphasized throughout the lessons by means of practical applications.
11. The Student Advisory Committee is a high school initiative that is part of The Cleveland Plan Law. The composition of the team is representative of the entire student body. During the quarterly sessions, the scholars analyze the Conditions for Learning data for their schools and develop actionable items to be implemented in their schools. They also have an opportunity to share school pride and to brainstorm ideas with scholars from other schools that are also focused on District improvement. Our Chief Executive Officer attends each of these sessions. He is an active part of the planning and facilitates interactive sessions with the scholars. He is also focused on making sure that the scholars' suggestions become actionable items in the schools and in the District. Approximately, 400 scholars participate in this high-energy leadership opportunity. The scholars enjoy having the opportunity to share their ideas, apply social and emotional learning competencies and develop leadership skills through student voice. They are especially honored to

share time with our CEO.

12. The Chief Academic Office will expect its designee(s) to implement all CMSD collaborated and approved programs, events, or experiences from external partners.

G. Nursing – The Chief Academic Officer or designees in the Special Education Department promote, guide, and support the work of District Nurses as follows:

1. Provide health education to improve student health through behavior and preventing or reducing risk factors of incurring diseases.
2. The Chief Academic Office will expect its designees to implement all CMSD collaborated and approved programs, events, or experiences from external partners.
3. Encouraging staff and family health promotion by
 - a. Sponsoring disease prevention and health promotion programs such as but not limited to
 - Blood pressure checks (Health Screenings)
 - Blood-borne pathogen lectures, and students, staff and community education)
 - Cancer awareness information; disease awareness and prevention.
 - Sleep education (providing and conducting education on school readiness.)
 - Serving on the school wellness council.
 - b. Individual and group information sessions for health maintenance and emergencies.
4. Maintain a safe physical and psychological environment to support learning.
5. Create and maintain partnerships with families, schools, community groups, and individuals that allow sharing and maximizing resources to support the health and welfare of children.
6. Form a nursing assessment of a student by creating a case finding through screening, observation, and direct and indirect referrals.
 - a. Immunizations: This is an ongoing process to determine if students are in compliance with state regulations. If students are found to be in compliance, records are computerized and copied. If not in compliance, parents are referred to either private physicians, Health Department clinics, or to a school-based immunization clinic.
 - b. Referrals and consultation: Nurses notify parents, teachers, and health professionals of screening results and make referrals as necessary. From these consultations, an IHP (Individual Healthcare Plan) may be developed. Assistance is also given to parents and staff to find appropriate health care providers and to teach parents how to access the health care system.
7. School Nurses will attend SST and 504 meetings when available and when there is a health issue involved that can affect the child's education. If a nurse is unavailable to attend an SST meeting, SEL will provide assistance, support, and direction.
 - a. Nurses assist in writing the IEP's (Individual Education Plan) and provide documentation by acting as an intermediary with the health care system. Parents might also need assistance with barriers with the educational system concerning a medical/emotional issue.
 - b. School nurses can help parents collect medical information that may be needed for support in a meeting.
 - c. Environmental health describes anything from whether a bathroom has soap, water, and paper towels to helping decide if a lunch time snack is considered healthy. It may also

include the school environment such as temperature, ventilation, and smell. This may also include assessing the environment after a serious incident at the school such as fire or illness

H. 100% Tobacco-Free School Campuses – The Board of Education, in an effort to protect and promote the health and well-being of all students and staff, aware of the serious health risks associated with the use of tobacco products to users and non-users, and recognizing that School District personnel and school visitors serve as role models to students, adopts this policy to establish a 100% Tobacco-Free School Campuses Policy.

1. Tobacco Use Prohibited – The School District prohibits all students, staff members, volunteers, and school visitors from using tobacco in any form, at any time (including non-school hours) in or on School District property, including;
 - a. Any School District building or facility, including those leased by the School District;
 - b. Any school grounds, athletic grounds, or parking lots; and
 - c. Any vehicle owned, leased, rented, or chartered by the School District.

The School District further prohibits all students, staff members, volunteers, and school visitors from using tobacco in any form, at any time (including non-school hours) at any District-sponsored events, regardless of whether they occur on or off School District property.

Additionally, no student is permitted to possess tobacco products or tobacco paraphernalia on any school property or at any School District-sponsored event at any time.

The School District’s prohibitions against tobacco use and possession are to be in effect at all times: twenty-four (24) hours per day, seven (7) days per week, and year-round.

2. Tobacco Promotion Prohibited – The School District prohibits tobacco advertising on school grounds, in or on all school property including school vehicles, in all school-sponsored publications, at all school-sponsored events, and any publication or event under the control of the School District.
3. Notice – Appropriate signage indicating tobacco use is not permitted shall be posted throughout the School District’s property and school campuses including at entrances and other appropriate locations on all academic buildings, administrative spaces, athletic fields, parking lots, and school vehicles. Students and District personnel will be provided notice of this policy annually.
4. Educational Reinforcement – Tobacco-use prevention education should be coordinated with the other components of the school health program.
5. Disciplinary Enforcement – The School District’s prohibitions against tobacco use and possession may be enforced with respect to students and staff through the School District’s applicable disciplinary processes. Disciplinary measures taken against students and staff for violations of this policy will comply with applicable requirements of Ohio law, related Board policies, and contractual agreements.

Disciplinary actions taken against school visitors found in violation of this policy may include a verbal notification of the policy for the first offense and removal from the school property or activity for a subsequent or continuing offense.

I. District Wellness Council

1. The Cleveland Metropolitan School District will convene a representative district wellness council (hereto referred to as the DWC) or work within an existing school health committee that meets at least four times per academic year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).
2. The DWC membership will represent 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 (ex., school nutrition director); physical education teachers; health education teachers; school health professionals (ex. nurses, mental health and social services staff); school administrators (ex., superintendent, principal, assistant principal), school board members and the general public. To the extent possible, the DWC will include representatives from various school buildings and reflect the diversity of the community. In the event that school representatives or parents are not able to attend DWC meetings in person, opportunities for regular feedback will be made available through various mechanisms.
3. The Director of Academic Electives and Wellness or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy and will support each school’s compliance with the policy.
4. Each school within the District will establish an ongoing school wellness council that convenes to review school-level issues, in coordination with the DWC.
5. Leadership – The Director of Academic Electives and Wellness or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy and will support each school’s compliance with the policy.

<i>Name</i>	<i>Title</i>	<i>Email Address</i>	<i>Role</i>
Desiree Powell	Director Interscholastic Athletics, Health, Physical Education & Student Activities	Desiree.Powell@clevelandmetroschools.org	Responsible for the District Wellness Policy and all non-core curriculum standards implementation and trainings

It is strongly recommended that each school designate a school wellness policy coordinator, who will ensure compliance with the policy and work with the Strategic Communications and Family and Community Engagement offices to promote the Comprehensive Wellness Policy to staff, students, parents, and the community.

J. Evaluation

1. Site Current District Evaluations – The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make 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 health and wellness. It is recommended that the school use the Alliance for a Healthier Generation’s Healthy Schools Program online tools (available at

<https://www.healthiergeneration.org>) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy can be found at: <http://www.clevelandmetroschools.org>

2. Recordkeeping – The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices: Curriculum & Instruction. Documentation maintained in this location will include but will not be limited to:
 - a. The written wellness policy;
 - b. Documentation demonstrating that the policy has been made available to the public;
 - c. Documentation of efforts to review and update the wellness policy, including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate in the DWC;
 - d. Documentation to demonstrate compliance with the annual public notification requirements;
 - e. The most recent assessment on the implementation of the wellness policy;
 - f. Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.
3. Annual Notification of Policy – The District 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 District will make this information available via the District website and/or District-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the DWC, as well as information on how the public can get involved.
4. The DWC, with engaged feedback from individual school wellness councils, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary as appropriate), for each of the content-specific components listed in Sections III-V of this policy.
 - a. The District with the collaboration and support of local research institutions, universities, external partners and interns where feasible will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, Fitness gram or psycho-social measures such as self-reported "connectedness," or other school climate measures.
 - b. The District will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.
5. Triennial Progress Assessments – At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:
 - a. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
 - b. The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and

- c. A description of the progress made in attaining the goals of the District's wellness policy. The position/person responsible for managing the triennial assessment and contact information is:

Desiree Powell, Director, Interscholastic Athletics, Health, Physical Education & Student Activities
1111 Superior Ave. E, Suite #1800, Cleveland, Ohio 44114
Desiree.Powell@clevelandmetroschools.org

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The Triennial Report as with any other evaluation reports will be accessible for all District employees, students, families and community via the District website at www.clevelandmetroschools.org

6. Revisions and Updating the Policy – The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.
7. Community Involvement, Outreach, and Communications – The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the District. The District will also inform families of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with USDA Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to families, or sending information home to families, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

- a. The Cleveland Metropolitan School District in partnership with community organizations and governmental agencies will support programming that enhances academic health, social, and wellness programming for students, families, and District employees. Each activity or program will include an aggressive effort to assess and/or evaluate each program to determine the outcomes of the activity.
- b. Yearly Updates: The DWC will report to the Board of Education annually for its review, input and directives on the programs, collaborations, and initiatives of the DWC.

VI. RELATED PROCEDURES AND REGULATIONS:

Administrative Procedure

VII. MAINTENANCE AND UPDATE OF THESE PROCEDURES

These procedures originate with the Chief Academic Office and will be reviewed annually and updated as needed.

VIII. CANCELLATIONS AND SUPERSEDURES

This Administrative Procedure cancels and supersedes Resolution No. 2017-8269 (B) and attached hereto.

IX. EFFECTIVE DATE:

[Adopted: August 29, 2006; amended April 23, 2013; March 21, 2017; April 23, 2019]

LEGAL REFERENCES:

Ohio Revised Code:

3313.20

3313.47

3313.60 and 3313.6011

3313.751

3323.01

3791.031

3794.01 through 3794.09

CROSS REFERENCES: JG, Student Discipline Policy/Student Code of Conduct