



TMSA PCS Wellness Policy for NCDPI – SNP Approved Programs

Policy Number: EP304

Version: 2025-05-13

Document status: Active

Date issued: May 13, 2025

Related Statutes and Policies:

Additional References:

Authority and Approved by: TMSA Public Charter Schools (TMSA PCS) Board of Directors on May 13, 2025

Date for review: May 13, 2028

Record of policy development:

Version number	Date of issue	Lead author/ reviewer	Consultative persons	Significant changes on previous version
2025-05-13	May 13, 2025	Cihan Oz	Donna Rascoe	New Policy

SECTION 1: POLICY FRAMEWORK

1.1 Policy Statement and Authority

The Local School Wellness Policy requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004, and further strengthened by the Healthy, Hunger-Free Kids Act of 2010. It requires each participating local LEA in the National School Lunch and/or School Breakfast Program to develop a local school wellness policy that promotes students' health and addresses the growing problem of childhood obesity. A local school wellness policy is a written document of official policies that guide a local educational agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

1.2 Purpose and Scope

The responsibility for developing a local school wellness policy is placed at the local level so the unique needs of each school under the jurisdiction of the LEA can be addressed. This wellness policy meets the minimum Federal standards for local school wellness policy implementation under the Healthy, Hunger-Free Kids Act of 2010, the Alliance for a Healthier Generation Healthy Schools Program, and minimum best practice standards accepted in education and public health. The wellness policy applies to those TMSA PCS receiving Federal funds for participation in USDA child nutrition programs - the National School Lunch and/or School Breakfast Programs - applies to all students and staff and should reflect a coordinated effort by the entire community, including child nutrition professionals, school board members, parents, students, school administrators, and teachers. These efforts involve adults serving as role models and community members being informed of the policies that improve the long-term health and well-being of students.

TMSA PCS is committed to the optimal development of every student. For students to have the opportunity to achieve personal, academic, developmental, and social success, positive, safe, and health-promoting learning environments need to be created at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

SECTION 2: DEFINITIONS

2.1 Definitions

2.2.1 Extended School Day: the time during, before and after-school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

2.2.2 School Property: all areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums, or parking lots.

2.2.3 School Day: the time between midnight the night before 30 minutes after the end of the instructional day.

2.2.4 Triennial: recurring every three years.

2.2.5 School Campus: all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

2.2.6 Competitive Food: all food and beverages other than meals reimbursed available for sale to students on the School Campus during the School Day.

2.2.7 Fundraisers: the sale of items for monetary gain intended for consumption during the school day.

2.2.8 Local Educational Agency (LEA): the authority responsible for the administrative control of public or private nonprofit educational institutions within a defined area of the state. For example: A school district or state sponsored charter school.

2.2.9 Marketing: advertising and other promotions in schools. Includes 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.

2.2.10 Physical Activity: bodily movement produced by the contraction of skeletal muscle that increases a person's energy expenditure above a basal level.

2.2.11 Non-program food: food sold in school during the school day at any time or location on the school campus other than reimbursable meals.

2.2.12 Smart Snacks Nutrition Standards: a part of the Healthy Hunger-Free Kids Act of 2010 that provide science-based nutrition standards for all foods and beverages sold to students in school during the school day.

2.2.13 Moderate to Vigorous Physical Activity: physical activities done at an intensity that

increases children's heart and breathing rates above normal. For example: A child walking to school is moderate activity; Running and chasing others during a tag game is vigorous activity.

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- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School*

SECTION 3: GOALS AND PROCEDURES

3.1 This policy outlines the approach of TMSA PCS to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- a. Students 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 receive 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 engaged 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 school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
- g. The school establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

Specific measurable goals and outcomes are identified within each section below. Each school will coordinate the wellness policy with other aspects of school management, including the School Improvement Plan, when appropriate and include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

3.1.1 School Wellness Committee

3.1.1.1 Each school will convene a representative School Wellness Committee (hereto referred to as the SWC) that meets at least once per year, ideally twice to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review of and adherence to this wellness policy.

3.1.1.2. The SWC membership will represent all applicable school levels 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 administrator); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurse, dentist, health educators, dietitian 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., school administrator, school director, curriculum specialist), school board members; relevant consultants, and the general public/community-based stakeholders. To the extent possible, the SWC will reflect the diversity of the student body and community.

3.1.2 Wellness Committee Leadership

The School Nutrition Director and School Wellness Committee Chair will convene the SWC and will work with the TMSA PCS Board and Central Office staff to facilitate updates to and compliance with the wellness policy. Members of the Wellness Committee along with their specific roles shall be posted on the school website.

SECTION 4: WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

4.1 Implementation Plan

The schools will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The policy and progress reports shall be posted on the school's website. The policy 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 wellness. Schools may use the Healthy Schools Program online tools (<http://schools.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.

4.1.1 Recordkeeping

The school will retain records to document compliance with the requirements of the wellness policy at the school Administrative-Business Office and the Nutrition Director and/or Clinical Aid's Office.

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 provide updates to the Wellness Policy including an indication of who is involved in the update and methods used to make stakeholders aware of their ability to participate on the SWC.
- d. Documentation to demonstrate compliance with the annual public notification requirements.

- e. The most recent assessment on the implementation of the local school wellness policy.
- f. Documentation demonstrating the most recent assessment on the implementation of the Wellness Policy has been made available to the public.

4.1.2 Annual Notification of Policy

The school will actively inform families and the public each year of basic information about this policy, including its content, and any updates to the policy and implementation status. This information will be made available on the school website and/or school-wide communications, providing as much information as possible about the school nutrition environment. This will include a summary of school events or activities related to wellness policy implementation. The school will publicize annually, the name and contact information of the school officials leading and coordinating the SWC, as well as information on how the public can get involved.

4.1.3 Triennial (Every Three Years) Progress Assessments

At least once every three years the SWC in coordination with designated Central Office staff, will evaluate compliance with the wellness policy to assess implementation of the policy and include:

- a. The extent to which the school is in compliance with this policy.
- b. The extent to which the TMSA PCS wellness policy compares to the Alliance for a Healthier Generation's model wellness policy.
- c. A description of the progress made in attaining the goals of the TMSA PCS wellness policy.
- d. The position/person responsible for managing the triennial assessment in concert and coordination with the SWC.

The school will actively notify households/families of the availability of the triennial progress report.

4.1.4 Revising and Updating the Policy

Each SWC will provide revisions to the designated Central Office staff to update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as the school's 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.

4.1.5 Community Involvement, Outreach and Communications

TMSA PCS is committed to being responsive to community input, which begins with awareness of the school wellness policy. Applicable schools must actively communicate ways in which representatives of SWC 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 school. Schools will also inform parents 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 Smart Snacks in School nutrition standards.

4.1.5.1 Applicable schools will use electronic mechanisms, such as email or displaying notices on the website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, 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.

4.1.5.2 Schools will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that communicates important school information with parents. The public will actively be notified about the content of or any updates to the wellness policy annually, at a minimum and these mechanisms will also be used to inform the community about the availability of the annual and triennial reports.

SECTION 5: NUTRITION

5.1 School Meals

TMSA PCS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

TMSA schools that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP) are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- a. Are accessible to all students.
- b. Are appealing and attractive to children.
- c. Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that [meet USDA nutrition standards](#).)
- d. Promote healthy food and beverage choices using at least ten of the following:
[Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.

- Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

In addition, the following procedures will be implemented:

- a. Menus will be posted on the school website and will include nutrient content and ingredients.
- b. Menus will be created/reviewed by the consulting Registered Dietitian.
- c. Meals are administered by a team of child nutrition professionals and consultants.
- d. The child nutrition program will accommodate students with special dietary needs when provided with a note from a doctor.
- e. Sufficient meal periods will be provided that are long enough to give all students adequate time to consume breakfast and lunch meals or a minimum of fifteen (15) minutes of seat time to consume breakfast and a minimum of twenty (20) minutes of seat to consume lunch.
- f. Students are served lunch at a reasonable and appropriate time of day.
- g. Lunch may follow the recess period to better support learning and healthy eating.
- h. 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.
- i. Each school is strongly encouraged to implement at least two of the following five Farm to School
 - Local and/or regional products are incorporated into the school meal program.
 - Messages about agriculture and nutrition are reinforced throughout the learning environment.
 - School hosts a school garden.
 - School hosts field trips to local farms.
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

5.2 Staff Qualifications and Professional Development

All school nutrition program specialists, directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional

standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website and the NCDPI <http://childnutrition.ncpublicschools.gov/continuing-education/professional-standards-website> to search for training that meets their learning needs.

5.3 Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The school will make drinking water available where school meals are served during mealtimes and ensure the following:

- a. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- b. All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- c. Students may be allowed to bring and carry school approved water bottles filled with only water with them throughout the day.

5.4 Competitive Foods and Beverages

Schools shall be 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:

<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 Smart Snacks available at www.foodplanner.healthiergeneration.org.

Schools shall also comply with both Federal and NC state standards:

[http://childnutrition.ncpublicschools.gov/information-resources/competitive-foods/information-re sources/competitive-foods](http://childnutrition.ncpublicschools.gov/information-resources/competitive-foods/information-resources/competitive-foods)

<http://childnutrition.ncpublicschools.gov/information-resources/competitive-foods/food-beverage-letter.pdf>

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 and during the extended school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not

limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts (where applicable).

5.5 Celebrations and Rewards

TMSA allows for exceptions to the wellness policy for special occasions or holidays, not to exceed twice per month. The following may be considered “special occasions”:

1. Observances of state or national holidays including, but not limited to, Christmas, Hanukah, and Kwanzaa;
2. School community observances, such as birthday parties; and
3. As part of a learning experience related to the reinforcement of established lesson plans in the classroom.
4. It is recommended that food be commercially prepared to minimize risks of food borne illnesses and to avoid known food allergens.

5.6 Fundraising

Food and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The sale of foods that do not meet the USDA Smart Snack nutrition standards as part of a business enterprise or fundraising activity during the school day is not allowed until end of the School Day. Additionally, no food fundraising may take place during meal times, including breakfast and lunch.

5.7 Disease Control

5.7.1 Food Brought into the School from Non-Commercial Sources

To protect the children within TMSA PCS and secondarily, to limit liability to the Corporation, **it is not permissible to allow anyone to bring in foods from non-commercial sources.**

High risk foods are foods of animal origin (eggs, meat, milk, etc.). Additionally, the primary cause of food borne illness in the United States, year-after-year, **is improper temperature control.** Foods that need refrigeration or hot holding (meat and cooked vegetable salads, milk, meat, etc.) carry the most risk.

Under no circumstances should schools allow the following food items to be brought in from homes:

- ☒ **Ground beef products (hamburgers, casseroles, or ground beef containing dishes).**
- ☒ **Venison in any form.**
- ☒ **Unpasteurized milk or juices or products made with unpasteurized milk (such as butter, cheese or ice cream) as these foods have traditionally been involved in E. coli outbreaks and young children are particularly susceptible to this organism.**

For more information on school nutrition issues: www.actionforhealthykids.org or www.eatsmartmovemorenc.com.

5.7.2 Classroom Celebrations. Foods brought into schools prior to lunch hour is considered competing with Nutrition services and is not permissible.

5.7.3 Washing Produce. Any fresh fruits or vegetables brought in should be from commercial sources and washed thoroughly before being eaten or be fruits from which the peel is removed prior to eating (bananas, tangerines, etc.).

5.7.4 Food Booths/Stands. If a food booth or stand manned by volunteers is on the school grounds, a permit must be acquired from the local health department for the booth/stand. There are permits for permanent and temporary food booths. This will ensure that the booth/stand is checked for the proper equipment and operation and is inspected periodically by the local health department. Many local health departments teach a food safety class. The manager of the food booth/stand should attend this training. If they are serving ground beef products such as hamburgers, the booth/stand **MUST** have a food thermometer and the thermometer must be used to assure that the hamburgers are cooked to 155 degrees Fahrenheit. Where there are large events with food service, have the event catered by a commercial caterer (you can contact the local health department to find out if

the business or person is permitted) or for fairs and carnivals, contact the local health department and advise them of the event, requesting them to permit the food booths as Temporary Food Establishments.

5.7.5 Field Trips. Avoid any non-commercial sources of food. (If visiting a dairy farm, do not allow the children to drink raw milk) Have coolers with containers of frozen water in which to put the children's bagged lunches or order lunches such as peanut butter and jelly sandwiches that do not require refrigeration. Encourage parents to insert in children's bagged lunches from home, a means of maintaining cold or hot food temperature. Lastly, please consult with your local health department's food safety staff over any food event. We seek to keep the children safe and food safety specialists can help you accomplish this task.

[Source: Environmental Health Services Section - Children's Environmental Health Branch; Raleigh, North Carolina 27699-1632]

Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, the following is recommended:

- To the extent possible, TMSA PCS will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc.

5.7.6 Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

TMSA PCS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur by:

- a. Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom movement; and
- b. Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. .

5.7.7 Nutrition Education

Participating schools will teach, model, encourage and support healthy eating by all

students, provide nutrition education, and engage in nutrition promotion that:

- a. Is designed to provide students with the knowledge and skills necessary to promote and protect their health.
- b. 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.
- c. Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.
- d. Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods.
- e. Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise).
- f. Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services.
- g. Teaches media literacy with an emphasis on food and beverage marketing.
- h. Includes nutrition education training for teachers and other staff.
- i. In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
- j. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.

5.7.8 Essential Healthy Eating Topics in Health Education

At a minimum, twelve (12) of the following essential topics on healthy eating will be included in the health education curriculum:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks

- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- Reducing sodium intake

5.7.9 Food and Beverage Marketing in Schools

TMSA PCS 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. TMSA PCS 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 school property that contains messages inconsistent with the health information TMSA PCS is imparting through nutrition education and health promotion efforts. It is the intent of TMSA PCS 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 wellness policy.

Any food 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, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement 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.¹⁵ This term includes, but is not limited to the following:

- a. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- b. Displays, such as on vending machine exteriors
- c. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)
- d. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the school.
- e. Advertisements in school publications or school mailings.

f. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the school nutrition services reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the wellness policy.

SECTION 6: PHYSICAL ACTIVITY

6.1 Minimum Level of Participation

Children and adolescents are recommended to participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and TMSA PCS is committed to providing these opportunities. TMSA PCS 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). Schools will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason *"This does not include participation on sports teams that have specific academic requirements.*

Schools will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

6.2 Safety of Buildings and Grounds

School Principals and staff will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Each school will conduct necessary inspections and repairs in accordance with TMSA PCS buildings and grounds policies and school facility maintenance plans. Schools will ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

6.3 Physical Education

Students will be provided with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engaged in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the *"Essential Physical Activity Topics in Health Education"* subsection). The curriculum will support the essential components of physical education.

6.3.1 All students will be provided equal opportunity to participate in physical education classes. Schools will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

To address issues such as overweight, obesity, cardiovascular disease, and Type II diabetes, students enrolled in kindergarten through eighth grade shall participate in physical activity as part of the TMSA's Physical Education curriculum.

Elementary schools should consider the benefits of and move toward having 150 minutes of quality Physical Education per week with a certified Physical Education teacher throughout the school year.

Middle schools should consider the benefits of and move toward having 225 minutes per week of Healthful Living Education. Middle school Healthful Living Education should be divided equally between Health and Physical Education with certified Health and Physical Education teachers throughout the school year.

Physical Education shall take place in a supportive environment in which students learn, practice, and receive assessment on developmentally appropriate motor skills, social skills, and knowledge as defined by the North Carolina Healthful Living Standard Course of Study and that fosters support and guidance for being physically active. In order to meet enhanced goals, these classes should be the same class size as other academic classes with at least fifty percent of Physical Education class time spent with students engaged in moderate to vigorous physical activity.

6.3.4 TMSA PCS physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student.

6.4 Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and middle school students will be required to take and pass at least one health education course.

6.5 Recess (Elementary)

6.5.1 The nationally recommended amount of physical activity for children and adolescents are 60 minutes per day.

For schools in which Physical Education is not currently offered daily to all K-8 students, a minimum of 30 minutes, daily, of moderate to vigorous physical activity shall be provided by schools for all K-8 students. This requirement can be achieved through a Physical Education class offered to all students. On days when Physical Education is not part of a student's schedule, the 30-minute physical activity requirement can be met by activities such as recess, dance, classroom energizers, or other curriculum-based physical activity programs.

Recess shall consist of unstructured free play or structured games and activities. Recess and physical activity shall not be taken away from students as a form of punishment; furthermore, exercise shall not be assigned for use as a form of punishment for students. At the discretion of the principal, a student may be removed from the general student population during recess. An alternative physical activity will be substituted when possible.

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 put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

6.5.2 Outdoor recess will be offered when weather is feasible for outdoor play. "Students

will be allowed outside for recess except when outdoor temperature is above/below school-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.”

6.5.2.1 If indoor recess must be conducted, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Each school building level will create their own indoor recess guidelines in concert with school administration and review by the SWC.

6.5.2.2 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.

6.6 Classroom Physical Activity Breaks (Elementary and Middle)

TMSA PCS recognizes that students are more attentive, and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. It is recommended that teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week.

These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

6.6.1 Schools will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

6.7 Active Academics

Teachers may incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

TMSA PCS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

6.8 Before and After School Activities

Opportunities are provided for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. TMSA applicable schools will encourage students to be physically active before and after school by facilitating to the

extent possible, options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports.

6.9 Active Transport

Schools will support active transport to and from school, such as walking or biking as may be age-appropriate and safe. TMSA PCS will encourage this behavior in six or more of the activities below; including but not limited to:

- Designating safe or preferred routes to school
- Promoting activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Instruction on walking/bicycling safety
- Promoting safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Documenting the number of children walking and or biking to and from school

SECTION 7: OTHER ACTIVITIES THAT SUPPORT STUDENT WELLNESS

7.1 Integration of Wellness Activities. Schools will integrate wellness activities across the entire school setting, not just in the cafeteria; it should include other food and beverage venues and physical activity facilities. Schools will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

7.1.1 Schools will coordinate, to the extent possible, content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or TMSA PCS curriculum experts.

7.1.2 All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC.

7.1.3 All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

7.2 Community Partnerships

Schools may enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

7.3 Community Health Promotion and Family Engagement

Applicable schools will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. Health promotion efforts may be communicated using electronic mechanisms (e.g., email or displaying notices on the school website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

7.4 Staff Wellness and Health Promotion

The SWC will focus on staff wellness issues, identify and disseminate wellness resources, and perform other functions that support staff wellness in coordination this Wellness Policy. Strategies will be implemented to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Schools may use the CDC Health Scorecard as an assessment for promoting staff wellness. [Workplace Health Promotion](#)

TMSA PCS will support staff member participation in health promotion programs that are accessible and free or low-cost.

7.5 Professional Learning

When feasible, professional learning opportunities and resources will be provided annually for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help school staff understand the connections between academics and health and the ways in which health and wellness can be integrated into ongoing reform or academic improvement plans/effort.