

1 The Transylvania County Board of Education (the “board”) recognizes that it is important for
2 students to maintain their physical health and receive proper nutrition in order to take advantage
3 of educational opportunities. The board further recognizes that student wellness and proper
4 nutrition are related to a student’s physical well-being, growth, development, and readiness to
5 learn. The board is committed to providing a school environment that promotes student
6 wellness, proper nutrition, nutrition education, and regular physical activity as part of the total
7 learning experience. As part of that commitment, the board directs the superintendent to oversee
8 the development, implementation, and ongoing evaluation of this policy and other school system
9 efforts to encourage students to be healthy and active, including compliance with the State Board
10 of Education’s Healthy Active Children Policy, SHLT-000, as further described in Section F,
11 below. The superintendent may designate a school system official to carry out this responsibility
12 (“lead wellness official”).

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14 The superintendent or designee shall make the most current version of this policy available to
15 members of the school community and the public by posting it on the school system website
16 and/or by distributing it annually through other means reasonably intended to reach the school
17 community and public. In addition, the superintendent or designee shall provide a copy of this
18 policy to the North Carolina Department of Public Instruction (NCDPI) when requested to do so.
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20 **A. SCHOOL HEALTH ADVISORY COUNCIL**

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22 The board will maintain a school health advisory council to help plan, update, implement,
23 promote, and monitor this policy as well as to address other health and nutrition issues
24 within the school system. The council serves as an advisory committee regarding student
25 health issues and works in conjunction with the lead wellness official charged with
26 oversight of this policy and the school system’s efforts to promote student and employee
27 health and wellness in compliance with state and federal requirements. The council is
28 authorized to examine related research and laws, assess student needs and the current
29 school environment, review existing board policies and administrative regulations,
30 collaborate with appropriate community agencies and organizations, and help raise
31 awareness about student health issues. The council also may make policy
32 recommendations to the board related to this policy and other policies concerning student
33 wellness and, in conjunction with the lead wellness official, shall periodically review and
34 suggest revisions to this policy. In addition, the council may assist in the development of
35 a plan for measuring and assessing implementation of this policy and in developing
36 methods to inform and update the public about the content and implementation of this
37 policy as described in Sections F and G, below.
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39 The council will be composed of representatives from the school system, the local health
40 department, and the community. The council must include members of each of the
41 following groups: the school board, school system administrators, school system food
42 service representatives, physical education teachers, school health professionals, students,
43 parents or guardians, and the public. The council will provide information to the board
44 about the following areas or concerns: (1) physical activity, (2) health education, (3)

45 employee wellness, (4) health services, (5) social and emotional climate, (6) nutrition
46 environment and services, (7) counseling, psychological, and social services, (8) physical
47 environment, (9) family engagement, and (10) community involvement.
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49 The council shall provide periodic reports to the board and public regarding the status of
50 its work. In addition, the council shall assist the lead wellness official in creating an
51 annual report that includes the minutes of physical activity and the minutes of physical
52 education and/or healthful living education received by students in the system each
53 school year, as well as any other information required by the State Board of Education or
54 NCDPI.
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56 **B. NUTRITION PROMOTION AND NUTRITION EDUCATION**
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58 The board believes that promoting student health and nutrition enhances readiness for
59 learning and increases student achievement. The general goals of nutrition promotion
60 and nutrition education are (1) to provide appropriate instruction for the acquisition of
61 behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage,
62 and support healthy eating by students.
63

64 The board will provide nutrition education within the Healthful Living Standard Course
65 of Study and the grade level expectations outlined in the Healthful Living Essential
66 Standards adopted by the State Board of Education. Nutrition education should be
67 designed to provide all students with the knowledge and skills needed to lead healthy
68 lives. Students should learn to address nutrition-related health concerns through age-
69 appropriate nutrition education lessons and activities.
70

71 Nutrition education and promotion should extend beyond the school environment by
72 engaging and involving families and communities. School system personnel may
73 coordinate with agencies and community organizations to provide opportunities for
74 appropriate student projects related to nutrition. School system personnel are to work to
75 disseminate and promote consistent nutrition messages throughout the school system,
76 schools, classrooms, school dining areas, homes, community, and media.
77

78 In conjunction with the school health advisory council, the board establishes the
79 following additional specific evidence-based goals and strategies for nutrition promotion
80 and education. The board will periodically measure and report progress toward meeting
81 these goals.
82

- 83 1. Teachers will integrate nutrition education into the curriculum, as appropriate.
- 84 2. Nutrition education will promote fruits, vegetables, whole-grain products, low-fat
85 dairy products, healthy food preparation methods, and appropriate portion sizes.
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87

- 88 3. Nutrition and health posters, signage, and/or displays will be exhibited in the
89 cafeteria food service and dining areas and will be rotated, updated, or changed as
90 new or additional information is available.
91
- 92 4. Students will have opportunities to taste foods that are low in saturated and trans
93 fats, sodium, and added sugar.
94
- 95 5. School personnel will strive to provide a pleasant eating experience for students
96 and adults by adopting the following practices:
97
- 98 a. Nutrient analysis is available to teachers, parents, students, and health
99 professionals when possible.
100
- 101 b. Adequate time to eat is provided. The recommended eating time for each
102 child after being served is 15 minutes for breakfast and 20 minutes for
103 lunch. School personnel will schedule enough time, lunch periods, and
104 serving lines so students do not have to spend excessive time waiting in
105 line.
106
- 107 c. Adult supervision and role modeling is available during the meal service
108 times to encourage students to eat meals.
109
- 110 d. Drinking fountains will be available for students to get water at meals and
111 throughout the day.
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113 **C. NUTRITION STANDARDS AND GUIDELINES FOR ALL FOOD AND BEVERAGES AVAILABLE**
114 **AT SCHOOL**
115

116 Consistent with policy 6200, Goals of School Nutrition Services, all foods available in
117 the system's schools during the school day that are offered to students should help
118 promote student health, reduce childhood obesity, provide a variety of nutritional meals,
119 and promote lifelong healthy eating habits. All foods and beverages sold at school must
120 meet the nutrition standards established in policy 6230, School Meal and Competitive
121 Foods Standards, including the following:
122

123 1. School Lunch, Breakfast, and Snack Programs
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125 Foods provided through the National School Lunch, School Breakfast, or After
126 School Snack Programs must comply with federal and state nutrition standards.
127 The director of child nutrition shall ensure that school system guidelines for
128 reimbursable meals are not less restrictive than regulations and guidelines issued
129 for schools in accordance with federal law.
130

131 2. Competitive Foods

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133 All foods sold on school campuses in areas that are accessible to students during
134 the school day (defined as the period from midnight through 30 minutes after the
135 dismissal bell rings) in competition with the National School Lunch or School
136 Breakfast Programs (“competitive foods”) must comply with the federal Smart
137 Snacks in Schools standards. Competitive foods include food, snacks, and
138 beverages from a la carte menus, vending machines, and outside suppliers, as well
139 as foods or beverages sold in school stores and at fund-raisers. Vending machine
140 sales also must comply with the requirements of G.S. 115C-264.2 and *Eat Smart:
141 North Carolina’s Recommended Standards for All Foods Available in Schools.*
142

143 3. Other Foods Available on the School Campus During the School Day and After
144 the School Day
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146 The director of child nutrition shall establish rules for foods and beverages
147 brought from home for classroom events or parties during the school day or for
148 extracurricular activities after the school day. The board encourages the director
149 of child nutrition to establish rules that are consistent with the Smart Snacks in
150 Schools standards.
151

152 Fundraising activities that involve the sale of foods and/or beverages to students
153 during the school day (from midnight until 30 minutes after the dismissal bell
154 rings) must comply with the Smart Snacks Rules and may not be conducted until
155 after the end of the last lunch period. See policy 6230, School Meal and
156 Competitive Foods Standards.
157

158 School principals may establish standards for fund-raising activities conducted
159 after the school day (beginning 31 minutes after the dismissal bell rings) that
160 involve the sale of food and/or beverages. The board encourages alternative
161 fundraising activities such as non-food items or physical activity.
162

163 4. Food and Beverage Marketing
164

165 Food and beverage marketing on school campuses during the school day must
166 meet federal and state standards. In accordance with these standards, only foods
167 and beverages that meet the Smart Snacks in Schools standards (as described in
168 subsection C.2, above) may be marketed or advertised on school campuses during
169 the school day. To comply with this requirement, existing supplies, materials, or
170 equipment that depict noncompliant products or logos will be replaced or
171 removed in accordance with normal lifecycles or as otherwise would occur in the
172 normal course of business.
173

174 **D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY**
175

176 1. Goals of the Physical Education Program

177
178 The goal of the physical education program is to promote lifelong physical
179 activity and provide instruction in the skills and knowledge necessary for lifelong
180 participation in physical activity. To address issues such as obesity,
181 cardiovascular disease, and Type II diabetes, students enrolled in kindergarten
182 through eighth grade must have the opportunity to participate in physical activity
183 as part of the system's physical education curriculum. The goal for elementary
184 schools is to provide 150 minutes weekly of quality physical education with a
185 certified physical education teacher. The goal for middle schools is to provide
186 225 minutes weekly of Healthful Living Education, divided equally between
187 health and physical education with certified health and physical education
188 teachers.

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190 2. The Physical Education Course

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192 The physical education course should be designed to foster support and guidance
193 for being physically active, help students know and understand the value of being
194 physically fit, and teach students the types of activities that contribute to total
195 fitness. The course is to be taught in an environment where students can learn,
196 practice, and receive assessment on developmentally appropriate skills and
197 knowledge as defined in the North Carolina Healthful Living Standard Course of
198 Study. Students should be engaged in moderate to vigorous physical activity for
199 fifty percent or more of class time. Class for physical education should be
200 equivalent in size to those of other academic classes.

201
202 3. Physical Activity Requirements and Goals

203
204 School personnel should strive to provide opportunities for age- and
205 developmentally-appropriate physical activity during the day for all students so
206 that students can learn how to maintain a physically active lifestyle. Schools must
207 provide a minimum of 30 minutes of moderate to vigorous physical activity daily
208 for kindergarten through eighth-grade students. Such activity may be achieved
209 through a regular daily physical education class as described in Sections D.1 and
210 D.2, above, or through recess, dance, classroom energizers, and/or other
211 curriculum-based physical activity programs of at least 10 minutes duration, that,
212 when combined, total 30 minutes of daily physical activity. Principals shall work
213 with teachers to ensure that students meet the minimum physical activity
214 requirement. The board will periodically measure and report progress toward
215 meeting these goals.

216
217 To ensure that students have ongoing opportunities for physical activity and
218 maintain a positive attitude towards physical activity, structured/unstructured
219 recess and other physical activity may not be taken away from students as a form

220 of punishment. In addition, severe and inappropriate exercise may not be used as
221 a form of punishment for students.
222

223 In conjunction with the school health advisory council, the board establishes the
224 following additional specific evidence-based goals and strategies for physical
225 activity:
226

- 227 a. K-8 schools and the high school will provide extracurricular activities that
228 enable students to select from a variety of sports and other active
229 endeavors.
230
- 231 b. Teachers will incorporate opportunities for physical activity in the
232 classroom when possible.
233
- 234 c. K-8 schools will provide annual fitness testing for students in grades 3
235 through 8.
236

237 **E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS**
238

239 In addition to the standards discussed above, the board adopts the following goals for
240 school-based activities designed to promote wellness:
241

- 242 1. Schools will provide a clean and safe meal environment.
243
- 244 2. Students will have access to handwashing facilities before eating.
245
- 246 3. Students will be provided adequate time to eat meals.
247
- 248 4. Drinking water will be available at all meal periods and throughout the school
249 day.
250
- 251 5. Professional development will be provided for school system nutrition staff.
252
- 253 6. To the extent possible, the school system will utilize available funding and
254 outside programs to enhance student wellness.
255
- 256 7. Food will not be used in the schools as a reward or punishment.
257
- 258 8. As appropriate, the goals of this wellness policy will be considered in planning all
259 school-based activities.
260
- 261 9. Administrators, teachers, school nutrition personnel, students, parents or
262 guardians, and community members will be encouraged to serve as positive role
263 models to promote student wellness.

- 264
265 10. Teachers are encouraged to serve as role models by being physically active
266 alongside their students during physical classroom activities.
267

268 **F. IMPLEMENTATION AND REVIEW OF POLICY**

269
270 1. Oversight and Monitoring of Implementation and Progress

271
272 The lead wellness official, in conjunction with the school health advisory council,
273 shall oversee the implementation of this policy and monitor system schools,
274 programs, and curricula to ensure compliance with and to assess progress under
275 this policy, related policies, and established guidelines or administrative
276 regulations. Each principal shall be responsible for and shall report to the lead
277 wellness official regarding compliance and measurements of progress in his or her
278 school. Staff members responsible for programs related to student wellness also
279 shall report to the lead wellness official regarding the status of such programs.
280

281 2. Review of Policy

282
283 The lead wellness official shall work with members of the school health advisory
284 council to periodically review and update this policy based on the triennial
285 assessment of the school system's compliance with the policy (see subsection F.4,
286 below), progress toward meeting the policy goals, and other relevant factors. The
287 lead wellness official shall document the review process and participants and the
288 method used to notify the school health advisory council and/or other
289 stakeholders of their ability to participate.
290

291 3. Annual Reporting

292
293 The lead wellness official shall prepare annual written reports to the
294 superintendent and NCDPI/State Board of Education that provide all information
295 required by the superintendent and/or the state pertaining to the school system's
296 efforts to comply with this policy and SBE Ppolicy SHLT-000.
297

298 4. Triennial Assessment

299
300 Beginning with the 2017-2018 school year, and at least once every three years
301 thereafter, the superintendent or designee shall report to the board and public on
302 the system's compliance with laws and policies related to student wellness, the
303 implementation of this policy, and progress toward meeting the goals of the
304 policy. At a minimum, the superintendent or designee shall measure and report
305 the following:

- 306 1) the extent to which the individual schools are in compliance with this
307

- 308 policy;
- 309
- 310 2) the extent to which the board’s wellness policy compares to model local
- 311 school wellness policies and meets state and federal requirements; and
- 312
- 313 3) a description of the progress made in attaining the goals of this policy.
- 314

315 The report may also include the following items:

316

- 317 4) a summary of each school’s activities undertaken in support of the policy
- 318 goals;
- 319
- 320 5) an assessment of the school environment regarding student wellness
- 321 issues;
- 322
- 323 6) an evaluation of the school nutrition services program;
- 324
- 325 7) a review of all foods and beverages sold in schools for compliance with
- 326 established nutrition guidelines;
- 327
- 328 8) a review of guidelines for foods and beverages available, but not sold,
- 329 during the school day, as described in subsection C.3, above;
- 330
- 331 9) information provided in the report from the school health advisory
- 332 council, as described in Section A, above; and
- 333
- 334 10) suggestions for improvement to this policy or other policies or programs.
- 335

336 **G. PUBLIC NOTIFICATION**

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- 338 1. The school system will publish contact information for the lead wellness official
- 339 on the school system website.
- 340
- 341 2. The lead wellness official shall assist the school health advisory council with
- 342 annually informing and updating the public about this policy and its
- 343 implementation and State Board Policy SHLT-000.
- 344
- 345 3. The superintendent or designee shall make public the results of the triennial
- 346 assessment described in subsection F.4 of this policy.
- 347
- 348 4. All information required to be reported under this section and any additional
- 349 information required by the state to be reported publicly shall be widely
- 350 disseminated to students, parents, and the community in an accessible and easily
- 351 understood manner, which may include by posting on the school system website.

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H. RECORDKEEPING

The superintendent shall maintain records to document compliance with this policy and all federal and state requirements. These records, at a minimum, must include:

1. a written copy of this policy and any updates;
2. the most recent triennial assessment for each school; and
3. documentation demonstrating:
 - a. the efforts to review and update this policy, as described in subsection F.2 of this policy;
 - b. how this policy and information about the most recent triennial assessments have been made available to the public, as described in Section G;
 - c. compliance with the annual reporting requirements of subsection F.3; and
 - d. other efforts to involve the school health advisory council and/or other community members in the implementation of or assessment of compliance with this policy.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, 210.12, and 210.31; G.S. 115C-264.2, -264.3; 16 N.C.A.C. 6H.0104; State Board of Education Policies SHLT-000, CHNU-002, ~~NCAC 016~~; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230)

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