



# KIPP DC Local School Wellness Policy

*School Year 2023 - 2024 - School Year 2025 - 2026*

## **Preamble:**

KIPP DC is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. KIPP DC will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.

Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products is associated with lower grades. Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This local school wellness policy (LWP) outlines the KIPP DC’s approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students, staff and schools within KIPP DC.

## **Local Wellness Policy Official:**

KIPP DC has identified the following LEA or school official(s) responsible for the implementation and oversight of the LWP to ensure each school’s compliance with the policy (7 CFR 210.31(c)(4)).

Name	Position	Email
Amy Drake	Managing Director of School Support & Service	amy.drake@kipppdc.org



### **Triennial Progress Assessments:**

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

The position responsible for managing the triennial assessment and report is the Managing Director of School Support and Service. The previously referenced individual will monitor KIPP DC schools' compliance with this LWP and develop the triennial progress reports. KIPP DC schools will actively notify households and families of the availability of the triennial progress report

The Local Wellness Policy, and its triennial evaluation, are available on KIPP DC's website.

### **Plan to measure the impact and implementation of the Local Wellness Policy**

KIPP DC will evaluate compliance and effectiveness of this LWP using existing data collection tools, such as, but not limited to:

- School schedules
- Staff, student, and family surveys
- Focus groups with interested staff
- Observational data collection

### **Plan for the implementation, periodic review, and update of the Local Wellness Policy.**

Engaging multiple stakeholders in school programs and services is a priority that may have a lasting impact on students as they grow. KIPP DC understands that welcoming participation from multiple stakeholders when developing and implementing LWP goals supports the creation of an effective, comprehensive and robust local wellness policy that will meet the needs of the school community and the students it serves. By allowing multiple stakeholders to participate in the development, implementation and evaluation of this wellness policy, KIPP DC acknowledges the connection between family involvement, in connection with teachers, and other school staff, and ensuring students receive a well-rounded, comprehensive education that can serve them within and outside of the classroom setting. KIPP DC is committed to engaging multiple stakeholders in our LWP development, wellness committee participation, policy implementation and other health and wellness requirements and initiatives.



School staff, students, families, community members, and other stakeholders are invited to participate in the development, implementation, and periodic review and update of the Local Wellness Policy by publication in the KIPP DC external and internal newsletters and by serving on working groups.

### Physical Education and Physical Activity

School-based physical education and physical activity programs offer the best opportunity for students to learn the key skills and gain knowledge needed to establish and sustain a healthy and active lifestyle.<sup>3</sup> High-quality physical education improves a student’s readiness to learn by contributing to motor skill development, boosting self-esteem, reducing stress and anxiety, and improving breathing and blood circulation which result in better concentration, improved behavior, and stronger academic success.

KIPP DC recognizes the connection between a physically active life and a child’s positive physical, mental, and emotional development. KIPP DC understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture. KIPP DC is committed to providing students with high-quality instruction to reinforce physically active behavior during school and throughout life.

KIPP DC requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students:

- physical education
- classroom physical activity
- active academics
- daily recess
- before- and after-school activities, including sports
- support for and promotion of active transportation

Grade Levels	Goals
PK3 - PK4	<ul style="list-style-type: none"> <li>- Receive an average of 60 minutes of moderate to vigorous physical activity per day, with at least two 20 minute sessions of outdoor physical activity</li> </ul>
K - 5	<ul style="list-style-type: none"> <li>- Receive an average of 90 minutes of physical education per week; 50 percent of which is moderate to vigorous physical activity</li> <li>- Receive an average of 20 minutes per day of recess</li> </ul>
6 - 8	<ul style="list-style-type: none"> <li>- Receive an average of 135 minutes of physical education per week, 50 percent of which is moderate to vigorous physical</li> </ul>

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## Nutrition Environment & Services

Offering nutrition education and serving healthy school meals help mitigate childhood obesity, model healthy habits, and promote life-long healthy eating patterns and food selection. KIPP DC recognizes that serving healthy meals to students through the National School Lunch Program, School Breakfast Program, After School Snack Program, Fresh Fruit and Vegetable Program, Special Milk Program, The Child and Adult Care Food Program, Summer Food Service Program, and other supplemental nutrition programs contribute to the improved nutritional diet and health of students, reduces hunger among students, and improves students' readiness to learn.

## Nutrition Promotion & Education

KIPP DC is committed to promoting positive nutrition behaviors and habits. Posters promoting healthy portions, age appropriate nutrition information for healthier living, and food service menus will be posted in public areas throughout our schools.

KIPP DC will:

- Utilize Smarter Lunchroom tools and strategies to promote and reinforce healthy eating in the school environment, ensuring that messages are clear and consistent
- Utilize evidence based ways to communicate school wellness messages and identify healthy eating and active living messages that resonate with parents. Examples may include presentations, newsletters, social media posts, and printed materials which highlight a wellness topic of interest.

## Food and Beverages Marketed to Students

All food and beverage products marketed on school grounds must, at a minimum, meet the USDA's school meal nutrition and Smart Snacks standards. Product marketing refers to any written, oral posted graphics intended to promote the sale of a food or beverage product. KIPP DC is committed to marketing food and beverages in nutrition-promoting ways including ensuring that filtered water is available for student and staff consumption throughout the day and that water is marketed in health promoting ways that do not detract from milk promotion. This commitment will be demonstrated by taking the specific actions outlined below.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose



of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
- Displays, such as on vending machine exteriors;
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards
- 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 KIPP DC
- Advertisements in school publications or school mailings; and
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

### **Food and Beverages Provided to Students**

KIPP DC is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards and the DC Healthy Schools Act 2010. Classroom parties will be limited to one per month. Parents and teachers will be provided with a list of snacks that are permitted through the Smart Snacks guidelines.

### **Water**

To promote hydration, free, potable drinking water will be available to all students throughout the school day and throughout every school campus. KIPP DC will make drinking water available where school meals are served during mealtimes. Additionally, KIPP DC will also maintain all water sources and containers on a regular basis to ensure good hygiene and health safety standards.



## **School Meals**

KIPP DC is committed to serving healthy meals through the National School Lunch Program, School Breakfast Program and other supplemental programs to children, with plenty of fruits, vegetables, whole grains, lean protein and fat-free or low-fat dairy, that are moderate in sodium, low in saturated fat, have zero grams of trans-fat per serving (nutrition label or manufacturer's specification), and to meet the local and federal nutrition requirements and the needs of school children within their calorie requirements.

Locally grown and/or locally produced foods are grown and/or processed in Delaware, the District of Columbia, Maryland, New Jersey, North Carolina, Pennsylvania, Virginia, or West Virginia. KIPP shall set a goal to increase the use of locally grown, locally processed, and/or unprocessed foods from growers engaged in sustainable agriculture practices to 25% or greater of the food in its food service programs. This goal comes from the importance of these practices and encouraging their future use for the environment and its sustainability.

## **Physical Environment**

According to the CDC, the physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it. The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. KIPP DC recognizes the connection between physical environment and student outcomes and believes safe, positive, and respectful learning environments will result in more engaged students. KIPP DC is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students.

In addition to meeting District of Columbia LEED certification standards, KIPP DC is committed to creating and maintaining sustainable learning environments through its operational practices including landscape and tree management; waste management and recycling; integrated pest management; indoor air quality (IAQ); and heating, ventilation, and air conditioning (HVAC). Energy efficiency is also a top priority, where in addition to 75% of campuses featuring onsite solar energy systems, KIPP DC has an active HVAC retrocommissioning effort underway which is expected to reduce overall energy consumption by as much as 8-12% through HVAC equipment optimizations. A second critical output of the retrocommissioning effort is improved IAQ through increased ventilation rates, improved thermal comfort control, and reduced equipment downtime resulting from automated fault detection and diagnostic tools. Furthermore, KIPP DC remains committed to the operation and maintenance of its permanent



UV-C air purification systems that were installed in all classrooms and offices across every campus in response to the COVID-19 pandemic.

### **Plans for Implementing Environmental Literacy**

Environmental literacy is built into KIPP DC's program at many levels. In the early childhood and elementary grades and middle grades, there are outdoor school gardens, hydroponic indoor gardens, and field trips to local farms as well as specific environmental literacy items built into the curriculum. At the high school level, environmental literacy is a component of the biology and chemistry curriculums, and both KIPP DC high schools offer a variety of afterschool clubs and interest groups that have environmental literacy components. In addition, the KIPP DC network participates in network wide environmental literacy activities, including a network recycling program and Earth Day activities.