



creative
minds
INTERNATIONAL
PUBLIC CHARTER SCHOOL

Creative Minds' Local Wellness Policy
2022-2025

Table of Contents

Introduction from OSSE	3
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL	3
The 10 WSCC components are:	3
PURPOSE	4
LWP OFFICIALS	4
TRIENNIAL PROGRESS ASSESSMENTS	4
ESTABLISH A PLAN TO MEASURE THE IMPACT AND IMPLEMENTATION OF THE LOCAL WELLNESS POLICY	4
HEALTH EDUCATION	4
PHYSICAL EDUCATION AND PHYSICAL ACTIVITY	6
NUTRITION ENVIRONMENT AND SERVICES	10
NUTRITION PROMOTION AND EDUCATION	10
FOODS AND BEVERAGES MARKETED TO STUDENTS	12
FOODS AND BEVERAGES SOLD TO STUDENTS	14
SCHOOL MEALS	15
PHYSICAL ENVIRONMENT	17
SOCIAL AND EMOTIONAL CLIMATE	18
COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES	20
HEALTH SERVICES	23
EMPLOYEE WELLNESS	26
FAMILY ENGAGEMENT	28
COMMUNITY INVOLVEMENT	30

Introduction from OSSE

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

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

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

The 10 WSCC components are:

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



PURPOSE

This Local Wellness Policy (LWP) outlines Creative Minds International PCS' approach to ensure the environment and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. This policy applies to all students, staff, and schools. Specific measurable goals and outcomes are identified within each section below.

LWP OFFICIALS

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

NAME	POSITION TITLE	EMAIL ADDRESS	LWP ROLE
Heather Hesslink Freguenet Demisse	Director of Operations Compliance Manager	heather.hesslink@cmipcs.org Freguenet.demisse@cmipcs.org	Co-chair Co-chair

TRIENNIAL PROGRESS ASSESSMENTS

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

The position responsible for managing the triennial assessment and report is Freguenet Demisse. The above-referenced individual will monitor Creative Minds' compliance with this LWP and develop the triennial progress reports. Creative Minds will actively notify households/families of the availability of the triennial progress report.

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

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

Creative Minds will evaluate the compliance and effectiveness of this LWP using existing data collection tools. Creative Minds 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.

This information is publicly available at the following locations:

- On the school's website <http://www.creativemindspcs.org>
- On Parent Square (our communication platform for stakeholders)
- Creative Minds International PCS-wide communications
- Upon request by emailing frontdesk@cmipcs.org

Feedback about the content, adherence, or improvement are welcome and accepted as follows:

- Comments from Parent Square
- Email to frontdesk@cmipcs.org
- At Title I school-wide meetings
- Scheduled reviews of the LWP

Formal reviews of our LWP will be conducted as follows:

- Annual self-assessment
- Triennial assessment lead by LWP committee and open to all stakeholders
- Modify based on above and other variables, including but not limited to:
 - Changing health priorities or community health needs
 - Current wellness goals are met
 - New health science arises or new technology emerges
 - New federal or state guidance/standards are issued

Compliance and effectiveness of this LWP will be evaluated using existing data collection tools, such as, but not limited to:

- School Health Index;
- FITNESSGRAM data collection and analysis;
- OSSE Health and Physical Education student assessments;
- DC Healthy Schools Act School Health Profiles;
- Centers for Disease Control and Prevention School Health Profiles;
- Youth Risk Behavior Surveillance System results;
- WellSAT 2.0; and
- USDA triennial administrative review.

HEALTH EDUCATION

Health education is comprised of several aspects of wellbeing, including mental health, physical fitness, sexual health, and safety.¹ High-quality health education and promotion of school-based health activities can help improve students' quality of life, increase healthy behaviors, and reduce risky behaviors throughout students' lives.² Creative Minds recognizes the connection between good health, quality of life, and readiness to learn. Creative Minds is committed to providing high-quality health education and promoting health policies and activities that result in students that exhibit healthier behaviors.

Healthy Schools Act Requirement (DC Official Code § 38–821.01(1F)); (DC Official Code § 38–824.02(b))

Students in kindergarten through Grade 8 receive health education instruction aligned with OSSE Health Education Standards.

Creative Minds has the following goals to ensure that a whole-child approach is adopted and our practice aligns with OSSE's Health Education Standards:

- Provide at least 75 minutes per week at each grade level, K-8, as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health
- Implement a school-wide framework for transformational social-emotional learning and classroom management that is trauma-informed and evidence-based
- Health instructors will participate in professional development in health education (at least 6 hours) annually. Staff training is tracked [here](#)
- Teachers, teaching assistants, RSPs, and dedicated aides will participate in professional development of classroom management techniques (at least 4 hours annually)
- Develop a model with certified in-house trainers for de-escalation and restraint training
- All staff attend de-escalation and restraint training biennially
- Have at least one staff member certified to teach first aid and CPR to students and staff

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b)(2))

Schools serving students in kindergarten through Grade 8 provide an average of 75 minutes of health education per week.

Creative Minds has the following goals to provide an average of 75 minutes of health education per week:

- Incorporate health education into classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects
- Incorporate an age-appropriate sequential health education curriculum that is consistent with District and national standards for health education

- AprilMay, our partner, will push into classrooms on a bimonthly basis to provide age and culturally appropriate lessons to students

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

Creative Minds has the following goals to meet the School Safety Omnibus Act

- Incorporate active learning strategies and activities that students find enjoyable and personally relevant
- Incorporate opportunities for students to practice or rehearse the skills needed to maintain and improve their health
- Incorporate a variety of culturally-appropriate activities and examples that reflect the community's cultural diversity
- Incorporate assignments or projects that encourage students to have interactions with family members and community organizations
- Develop lessons that are age- and culturally appropriate regarding healthy relationships, the definition of consent, communicating with adults about concerns regarding body boundaries or privacy violations, and other topics to support the healthy development of students

Healthy Schools Act Requirement (DC Official Code § 38–824.02(b-1)(1))
 High school health instruction provides cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation for students in grades 9-12.

Graduation Requirement (5-A DCMR § 2203.3(b))
 Provide the necessary 1.5 Carnegie units in health/physical education to meet graduation requirement.

NA - Creative Minds only goes to the 8th grade.

1 Centers for Disease Control and Prevention. (2019). Healthy Schools: Components of the Whole School, Whole Community, Whole Child (WSCSS). Retrieved from www.cdc.gov/healthyschools/wscs/components.htm

2 Centers for Disease Control and Prevention. (2021). Healthy Schools: Improving School Health. Retrieved from: www.cdc.gov/healthyschools/schoolhealth.htm

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 the knowledge needed to establish and sustain a healthy and active lifestyle.³ High-quality physical education improves a student's readiness to learn by contributing to motor skill development, boosting self-esteem, reducing stress and anxiety, and improving breathing and blood circulation which result in better concentration, improved behavior, and stronger academic success.⁴

Creative Minds International recognizes the connection between a physically active life and a child's positive physical, mental, and emotional development. Creative Minds understands the importance of engaging its students in opportunities and activities that are empowering, regardless of ability, developmental status, or culture.

Creative Minds is committed to providing students with high-quality instruction to reinforce physically active behavior during school and throughout life.

Federal and Local LWP Requirement (7 CFR 210.31(c)(1)); (DC Official Code § 38–826.01(b)(C))
LEAs must identify specific goals for increasing physical activity and other school-based activities that promote student wellness through physical activity. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

Creative Minds has the following goals to increase physical activity and other school-based activities that promote student wellness through physical activity. To inspire the pursuit of healthful physical activity, students will participate in a variety of physical activities. This includes:

- Varying the class activity in Physical education class
- Incorporating physical activity in other lessons (e.g., movement breaks or developing lessons that engage the mind and body simultaneously). A list of suggested activities will be shared with staff
- Incorporate the value of exercise as part of overall SEL and wellness program
- At least 25% of extracurricular activities will involve mostly physical activity (e.g., soccer club, basket team, step team, yoga, etc.)
- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health
- 50 percent of physical education class time is devoted to actual physical activity
- Suitably adapted physical activity shall be provided as part of the individualized education plan (IEP) developed for students with disabilities
- Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions

Healthy Schools Act Requirement (DC Official Code § 38–821.01(6C); (DC Official Code § 38–824.02(a))
Students in kindergarten through Grade 8 receive physical education instruction aligned with OSSE Physical Education Standards.

Creative Minds has the following goals to ensure that physical education instruction is aligned with standards:

- Require the physical education instructors to participate at least once a year in professional development in physical education (6 hours). Staff training is tracked [here](#)
- Physical education teachers shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health
- The physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as freeze dance, yoga, and movement breaks

Healthy Schools Act Requirement (DC Official Code § 38–824.02(a)(1)(A)); (DC Official Code § 38–824.02(a)(2)(A))

Schools serving students in grades 6-8 shall set a goal to provide an average of 225 minutes of physical education per week, and at least one recess of at least 20 minutes per day. If a school serving students in grades 6-8 provides less than an average of 135 minutes of physical education per week, it shall submit an action plan to OSSE detailing efforts it will take to increase physical education before beginning the next school year.

Creative Minds provides students in grades K-5 receive at least 150 minutes per week of physical education, and students in grades 6-8 receive at least 225 minutes per week of physical education.

This is achieved by:

- Physical education classes led by a physical education instructor
- Nature walks
- Using the stairs to move about the building
- Incorporating movement into lesson plans of other subjects

Healthy Schools Act Requirement (DC Official Code § 38–821.01(6C))

At least 50 percent of physical education instruction time is devoted to moderate-to-vigorous physical activity.

Creative Minds' lessons plans will adopt a model where:

- <25% of time is spent on instruction
- <25% on warming up or low activity
- >50% spent engaging in moderate-to-vigorous activities.

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

Provide suitably adapted physical education or supplementary aids for any other student with special needs that preclude the student from participating in regular physical education instruction.

Creative Minds strives to develop a supportive and inclusive environment for all. To ensure that staff have sufficient training to ensure an inclusive environment, including adapting physical education activities:

- All teaching staff will receive at least two hours per year of professional development on how inclusivity and integrating the special needs students into the lessons, including activities and lessons that focus on physical activity
- Physical education staff will attend professional development (2 hours annually) on adapting physical education activities to engage all students regardless of individual disability.

Healthy Schools Act Requirement (DC Official Code § 38-824.03(b))
Prohibit requiring or withholding physical activity as a means to punish students, provided that students who are not wearing appropriate athletic clothing may be prohibited from participating in physical activity until properly dressed.

Creative Minds strives to develop a lifelong passion for physical activity. As such:

- Consequences for student behavior will align with the best practices of Conscious Discipline
- Under no circumstance will physical activity be withheld or required as a means of punishment

Healthy Schools Act Requirement (DC Official Code § 38-824.02(a-1)(1))
Provide students in grades pre-K 3 and pre-K 4 with an average of 60 minutes of daily physical activity, including two 20-minute outdoor recess periods each day weather and space permitting.

Pre-K students shall receive 90 to 120 minutes of active play daily. These minutes shall consist of a combination of adult-led/structured active play and child-initiated/unstructured active play. Specific goals include:

- Offer outdoor active play, every day weather permits
- Active play minutes shall be achieved through recess, active transitions (marching, hopping, etc.), and classroom games that involve physical movement
- Each day will include at least 60 minutes of recess, which will be scheduled in more than one block of time (e.g., three 20-minute sessions, two 30-minute sessions)

Healthy Schools Act Requirement (DC Official Code § 38-824.01(a-c))
It shall be the goal to engage students in physical activity for at least 60 minutes each day. Schools shall promote this goal. Schools shall seek to maximize physical activity by means including: extending the school day, encouraging students to walk or bike to school; promoting active recess; supporting athletic programs; integrating movement into classroom instruction and classroom instruction breaks; entering into shared-use agreements with organizations that provide physical activity programming for children outside of the normal day; and using physical activity as a reward for student achievement and good behavior.

Creative Minds strives to increase physical activity and other school-based activities that promote student wellness through physical activity. To inspire the pursuit of healthful physical activity, students will participate in a variety of physical activities. This includes:

- Vary the class activity in Physical Education class
- Incorporate physical activity in other lessons (e.g., movement breaks or developing lessons that engage the mind and body simultaneously)
- Incorporate the value of exercise as part of overall SEL and wellness program
- Provide a safe and accessible space to park bicycles

- Encourage walking and movement both inside the school and afterward.
- At least 25% of extracurricular activities will involve mostly physical activity (e.g., soccer club, basket team, step team, yoga, etc.)

3 Shape America. (2019). Is it Physical Education or Physical Activity? Understanding the Difference. Retrieved from www.shapeamerica.org/publications/resources/teachingtools/qualitype/pa_vs_pe.aspx

4 US Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: US Department of Health and Human Services; 2018. Retrieved from health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf

NUTRITION ENVIRONMENT AND SERVICES

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

NUTRITION PROMOTION AND EDUCATION

Creative Minds is committed to promoting positive nutrition behaviors and habits. Posters promoting healthy portions, age appropriate nutrition information for healthier living, and food service menus will be posted in public areas throughout our school(s).

Federal LWP Requirement (7 CFR 210.31(c))

LEAs must identify specific goals for nutrition promotion and education and other school-based activities that promote student wellness through nutrition. In developing these goals, LEAs must review and consider evidence-based strategies and techniques.

To promote nutrition and wellness, Creative Minds will:

- Serve meals that are appealing to students in a clean and pleasant environment
- Provide meals that meet or exceed current nutritional standards as determined by local and federal regulations
- Promote outreach about FARM applications, which includes direct point-to-point outreach for families who have previously qualified for FARM in the past two years
- Solicit input from students about meal service and quality at least twice a year as part of the Health lesson in October and January.
- Promote healthy food and beverage choices using Smarter Lunchroom techniques, including but not limited to:
 - Provide information in multiple languages (English, Spanish and Amharic)
 - Offer whole or sliced fresh fruit in an attractive, accessible setting
- Promote healthy choices and develop an interest in fresh vegetables through a school garden program

- Provide knowledge and skills to promote and protect health in age-appropriate and culturally sensitive model
- Offer whole grains with every meal
- Emphasize the caloric balance between food intake and energy expenditure through physical activity
- Promote the benefits of consuming water regularly
- Upgrade all water fountains to include bottle filling stations
- Implement a minimum of 10 [Smarter Lunchroom](#) techniques
- 100 percent of foods and beverages promoted to students meet the USDA Smart Snacks nutrition standards.

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

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

To communicate information about meals served, Creative Minds will:

- Post monthly menus around the school, on the website and ParentSquare by the first of each month
- Provide information about the nutritional content, ingredients, and locations of sourced produce upon request

Schools Act Requirement (DC Official Code § 38-822.01(a)(1)(B)(i-ii))

Make a vegetarian food option available as a daily option for the main course for breakfast and lunch at all grade levels. Vegetarian food options shall be rotated to avoid repetition.

Every meal service will include a vegetarian option. Creative Minds will:

- Provide a vegetarian option for each meal
- Post both a "regular" and vegetarian menu around the school, on the website and ParentSquare by the first of each month

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

Vegetarian food options shall be clearly labeled or identified.

Creative Minds will clearly identify vegetarian options. Creative Minds will:

- Post both a "regular" and vegetarian menus to the website, around the building, and on Parent Square by the first of each month
- Label items as vegetarian that are not obvious (e.g., fruit will NOT be labeled)

Healthy Schools Act Requirement (DC Official Code § 38-822.03(b)(3))

Solicit input from students, faculty, and parents, through taste tests, comment boxes, surveys, a student nutrition advisory council, or other means, regarding nutritious meals that appeal to students.

To encourage input from stakeholders, Creative Minds will:

- Implement surveys to solicit student input at least twice a year. Surveys will inquire about presentation, taste, and suggestions for improvement
- When selecting a new food service vendor, create a panel of students and staff to test-taste
- Institute a comment box in the cafeteria where stakeholders can provide feedback

FOODS AND BEVERAGES MARKETED TO STUDENTS

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

Federal and Local LWP Requirement (7 CFR 210.31(c)(3)(iii)); (DC Official Code § 38-822.06(f)(2))
Establish policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet or exceed the federal nutritional and Healthy Schools Act standards.⁵

Creative Minds 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. Creative Minds strives to teach students how to make informed choices about nutrition, health and physical activity. It is Creative Minds' intent to protect and promote students' health by limiting advertising and marketing. If permitted, advertising and marketing will be only for foods and beverages that are consistent with the following:

- Vending machines for students are not permitted.
- In general, 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 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 (note: immediate replacement of these items are not required; however, Creative Minds International PCS will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy);
- 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 Creative Minds International PCS;
- Advertisements in school publications or school mailings
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Federal LWP Requirement (7 CFR 210.31(c)(2))

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

Competitive Foods and Beverages

Creative Minds International PCS is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. [Smart Snacks](#) aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a [Guide to Smart Snacks in Schools](#), are available here. 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. As such, Creative Minds has adopted the following policies:

- Rewards - Foods or beverages will not be used as rewards, incentives, or prizes for academic performance or good behavior that do not meet the nutritional requirements above.
- Third-Party Vendors - Are not permitted to sell foods or beverages of any kind to students on school property from midnight on the day school begins to 90 minutes after the school day ends, in accordance with Healthy Schools Act and USDA Smart Snacks Standards.

- Fundraising - Foods 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.
- Class wide snacks and birthday celebrations
 - Food items provided during the school day should meet or exceed Smart Snack standards
 - Birthday celebrations that are not food-based are strongly encouraged by adopting [alternatives](#) such as but not limited to:
 - Line leader for the day
 - Donating a book to the class library in lieu of sugary treats

Federal and Local LWP Requirement DC Official Code § 38-822.03(c); (7 CFR 210.18(h)(2)(v))
 Make cold, filtered water available free to students, through water fountains or other means, when meals are served to students.

To ensure that students have access to water, Creative Minds will:

- Ensure that every floor has a filtered water fountain
- Ensure that each water fountain includes a bottle filler

FOODS AND BEVERAGES SOLD TO STUDENTS

Federal LWP Requirement (7 CFR 210.31(c)(3)(i-ii))
 Establish standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations for school meal nutrition standards and the Smart Snack in School nutrition standards.

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

Healthy Schools Act Requirement (DC Official Code § 38-822.06(e))

Schools shall prohibit all third-parties, other than school-related organizations and school meal service providers, from selling food or beverages of any type to students on school property from 90 minutes before the school day begins to 90 minutes after the school day ends.

Creative Minds has the following policy regarding the sale food and beverages to students 90-min before and after the school day:

- Vending machines for students are not permitted.
- Only school-related organizations (e.g., student government and Creative Families Association) and the school meals service providers may sell food during the school day
- All non-school-related organizations are prohibited from selling food to students 90-min before and 90-min after a school day.

SCHOOL MEALS

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

Local LWP Requirement (DC Official Code § 38-826-01(b)(2)(B))

Establish plans for increasing the use of locally grown, locally processed, and unprocessed foods from growers engaged in sustainable agriculture practices.

Creative Minds is committed to cultivating a culture of sustainability while living a global society. As such, Creative Minds is committed to buying local when feasible and engages in the following activities to support consuming locally grown foods:

- Offer students products from the school garden, when feasible
- Adhere to the [Buy American policy](#)
- Partner with vendor who shares the same values of utilizing locally grown, locally processed and unprocessed foods from growers engaged in sustainable agriculture practices;
- Actively participate in the [DOD fresh program](#)

Healthy Schools Act Requirement (DC Official Code § 38-823.01)
Track procurement using the Locally Grown Food Item Tracking Log.6

Creative Minds is committed to cultivating a culture of sustainability while living a global society. As such, Creative Minds is committed to buying local when feasible and engages in the following activities to support consuming locally grown foods:

- As stated in the food service contract, our vendor tracks locally grown foods and shares the information with the school and reports to OSSE in compliance with the Health Schools Act.

Healthy Schools Act Requirement (DC Official Code § 38-822.02(a))
Serve school meals that meet or exceed the federal nutritional and HSA standards.

Creative Minds is committed to providing nutritious, high-quality meals. To ensure that meals meet or exceed federal and local standards, Creative Minds has adopted the following measures:

- All food service staff are trained annually on the federal and local nutrition standards
- Each month the menu is reviewed by our in-house staff to ensure compliance with federal and local standards.
- If a deficiency is noted, we work with the vendor to take the appropriate corrective actions and devise a plan to prevent future issues.

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

PHYSICAL ENVIRONMENT

According to the CDC, physical environment is defined as the school building and its contents, the land on which the building is located, and the area surrounding it.⁷ The physical learning environment has a great impact on student learning and promotes and improves learning by ensuring the health and safety of students and staff. Creative Minds recognizes the connection between physical environment and student outcomes and believes safe, positive, respectful learning environments will result in more engaged students. Additionally, Creative Minds understands that environmental sustainability means meeting present needs without compromising the ability of future generations to meet their own needs.⁸ Creative Minds is committed to implementing and maintaining standards to ensure a healthy school physical environment and creating environmental sustainability practices for staff and students and recognizes its importance for both today and for years to come.

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(A))
Establish goals for improving the environmental sustainability of schools.

Creative Minds is committed to improving its environmental sustainability by engaging all stakeholders. Initiatives include:

- A student-led school-wide campaign to highlight our recycling program
- Developing a campaign to minimize food waste
- Highlighting the benefits of growing your own produce and learning this through maintaining a school garden

Local LWP Requirement (DC Official Code § 38–826.01(b)(2)(D))
Establish goals for developing and implementing an Environmental Literacy Program.⁷

Creative Minds strives to establish a robust age-appropriate environmental literacy program that meets or exceeds [OSSE's standards](#). Specific initiative include:

- Exploring our local area through nature walks
- Developing a flourishing school garden
- Developing a grade-appropriate framework of education topics to incorporate into the curriculum

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

7 Office of the State Superintendent of Education. (2019). 2017 DC Environmental Literacy Plan. Retrieved from osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2017%20Environmental%20Literacy%20Plan.pdf

SOCIAL AND EMOTIONAL CLIMATE

According to the CDC, social and emotional climate refers to aspects of students' educational experience that influence their social and emotional development.⁹ The quality and character of school life is often referred to as school climate.¹⁰ The school's climate and students' social and emotional needs play major roles in the development of students.¹¹ Creative Minds recognizes the connection between students' social and emotional needs and their ability to learn and perform both within and outside of the classroom setting. Creative Minds understands that a positive school climate is one in which the quality and character of school life is formed through: a student-centered environment rooted in community values and input, systems of culture, gender, and LGBTQ responsive engagement, and proactive safety measures that prioritize the health and wellness of all members of the school community, including staff and families. Creative Minds is committed to developing socially and emotionally healthy students by creating and maintaining a school climate that results in a safe, engaging, healthy, challenging, and supportive learning environment. Creative Minds understands the design, education and implementation of social and emotional learning priorities is essential to demonstrating this commitment.

Healthy Schools Act Requirement (DC Official Code § 38-826.06)

Schools covered by the Youth Risk Behavior Surveillance System (YRBSS), serving grades 6-12, shall participate in the biennial DC data collection.

Creative Minds takes a holistic approach to education and strives to nurture an inclusive school community. As part of these efforts, students in grades 6th through 8th will participate in the biennial data collection as part of the YRBSS.

Recommendation

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

Recommendation

Provide a designated physical safe space for LGBTQ students.¹³

Creative Minds has a robust SEL support program. As such, Creative Minds will:

- Gather baseline data to determine the social-emotional well-being of students during the first few weeks of school

- Implement a robust Student Wellness Team (SWT) which includes a social worker, two counselors, and three student support team members.
- Continue using [Conscious Discipline](#), as our approach to how we interact and engage with students. Provide staff with ongoing Conscious Discipline training.
- Partner with SPED Coop to create a more comprehensive Response to Intervention (RTI) program.
- Continue to use the social worker's office as a safe space for LGBTQ students.

7 Centers for Disease Control and Prevention. (2019). Components of the Whole school, Whole Community, Whole Child (WSCC): Social and Emotional Climate. Retrieved from <https://www.cdc.gov/healthyschools/wscs/components.htm>

8 National School Climate Center. (2012). The School Climate Improvement Process: Essential Elements(No:4). Retrieved from <https://files.eric.ed.gov/fulltext/ED573705.pdf>

9 Durlak. JA., Wiessberg. RP. (2011). Promoting Social and Emotional Development is an Essential Part of Students' Development. Human Development. (54)1-3.

Retrieved from

www.researchgate.net/profile/Roger_Weissberg/publication/239784381_Promoting_Social_and_Emotional_Development_Is_an_Essential_Part_of_Students%27_Education/links/57f97a1d08ae91deaa616b5a/Promoting-Social-and-Emotional-Development-Is-an-Essential-Part-of-Students-Education.pdf

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

11 This recommendation is intended to serve as a complement to work done by the bullying prevention task force ([DC Code § 2-1535.02](#)), with the specific goal

COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

The DC school behavioral health model is a coordinated system designed to promote positive school culture, mental wellness and access to high-quality services for children, youth, and their families.¹⁴

Creative Minds

recognizes the connection between reducing barriers to access and helping students and schools thrive through integrating school- and community-based providers and services using a school-wide, multi-tiered system of supports (MTSS).¹⁵ Creative Minds understands that partnerships with licensed school behavioral health professionals with education and training in social work, professional counseling, or school, clinical, or counseling psychology, whether employed by Creative Minds or by a community-based organization that partners with Creative Minds, both collaborate with teachers, administrators, parents, and community-based organizations to provide a coordinated system of support that addresses prevention, intervention, and direct service needs of the school. Creative Minds is committed to supporting students and families through the provision of Counseling, Psychological and Social Services to ensure a well-rounded environment of comprehensive health and safety are made available for all within the school environment.

Youth Suicide Prevention and School Climate Survey Amendment Act (DC Official Code § 7-1131.17(a)-(b)(1))

Ensure principals and teachers are trained to identify, approach, and refer students in psychological distress through requiring the completion of the Department of Behavioral Health's online training once every two years.

Creative Minds is committed to the well-being of all students. This includes suicide prevention and training staff to identify students in crisis. To ensure that staff are trained on these topics, we will:

- Conduct training (4 hr) for all staff to recognize student in crisis
- Require school counselors and social worker to complete [Department of Behavioral Health's online training](#) biennially.

School Safety Omnibus Amendment Act (DC Official Code § 38-952.02(b)(1))

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law.

Creative Minds takes sexual harassment, sexual assault, child abuse in all forms, and mandatory reporting seriously. As such, identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence are:

- Part of the onboarding process for new hires
- Documented in our employee handbook
- Included in annual training for all staff

Every staff member is required to complete the mandatory reporter training annually.

School Safety Omnibus Amendment Act (DC Official Code § 38–951.02(c)(1-2))

Ensure school staff are trained at the time of hiring and at minimum every two years thereafter on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse and training on an annual basis for parents regarding sexual misconduct and student sexual abuse.

Creative Minds takes sexual misconduct, student sexual abuse, and child abuse seriously. As such, Creative Minds:

- Training on recognizing and reporting sexual misconduct, student sexual abuse, and child abuse is part of the onboarding process for new hires
- Documented in our employee handbook
- Included in bi-annual training for all staff
- Additionally, resources and training are offered annual to parents to prevent sexual misconduct, student sexual abuse, and child abuse

Recommendation

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

We have two social workers and a school counselor to provide counseling services to the general and special education programs. We also partner with AprilMay to provide additional services to our entire student population. Our goal is to provide counseling services that focus comprehensively on academic and social-emotional domains in a preventative way. This goal emphasizes a proactive approach that shifts the counselor/social worker's role away from solely reacting to immediate crises in an isolated manner to implementing preventative programming aligned with the school's strategic plan. We use data to better target student needs and inform our counseling interventions in all the counseling domains. With four providers on the Student Wellness Team (SWT), we can lower student-to-counselor ratios to improve student outcomes and promotes counselor efficacy.

Recommendation

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

Creative Minds is committed to supporting the whole child. As such, counselors and social workers have their own office to provide behavioral and mental health services. In addition, pull-out spaces, which are located throughout the building, can be used as needed.

Recommendation

Establish a policy and procedures for suicide prevention and intervention, including a defined school crisis team and safe space for behavioral and mental health service delivery.¹⁶

The social workers lead our suicide prevention and intervention and are the primary POC for suicide ideation. In addition, they provide training and teacher lessons related to suicide prevention. Here is our

internal protocol: (1) Staff, teacher, or student is made aware that a student is experiencing thoughts or behaviors of self-harm or suicidal ideation. This may be communicated via self-report, collateral report, written, drawn, etc. (2) Immediately notify the social worker via phone. (3) If there is no response within 15 minutes and there has been a report of imminent danger, contact other members of the School Crisis Team or the program directors. (4) The social worker or counselor contacts the student, conducts a safety assessment, and develops a crisis plan. (5) Crisis plan is shared with teachers and administrators as needed.

Recommendation:

Encourage and support behavioral health staff to participate in the School Behavioral Health Community of Practice and to engage in ongoing support and learning with peers.

The Student Wellness Team (SWT) members will participate in the School Behavioral Health Community of Practice and engage in ongoing support and learning with peers.

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

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

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

HEALTH SERVICES

Health services provide preventive and actual care for a host of medical conditions and concerns within the scope of practice of school nurses, nurse practitioners, dentists, health educators, physicians, physician assistants, and allied health personnel.¹⁷ These services include but are not limited to first aid, cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) use, anaphylaxis treatment and management, and planning and management of chronic diseases such as asthma and diabetes. These services ideally combine school and community resources to meet the needs of the students, staff and community through proper care coordination. Creative Minds recognizes the connection between coordinated care models and improved student outcomes. Creative Minds understands that registered nurses, doctors, physician assistants, allied health professionals and other qualified personnel may be among those contributing to the coordinated care students receive. Creative Minds is committed to coordinated preventive and actual care service models that meet the needs of the students, staff and school community. Creative Minds has established the following goals for implementing the Health Services component to demonstrate this commitment.

**Student Health Care Act Requirement (DC Official Code § 38-602(a)-(b))
Collect annual Universal Health Certificates and Oral Health Assessments from each student.**

Creative Minds undertakes the following activities to collect the Universal Health Certificates and Oral Health Assessments for each student:

- Parents attest that they will submit these documents as part of the enrollment process
- The director of operations or the appointed designee coordinates with the school nurse to update information on a regular basis
- The director of operations or the appointed designee conducts outreach, including general communications, point-to-point emails, and phone calls with families out of compliance

**Emergency Epinephrine in Schools Amendment Act (DC Official Code § 38-651.04a(b)(3)); (DC Official Code § 38-651.04a (c)(2)(B))
Schools shall stock and maintain two undesignated epinephrine auto-injector twin-packs in a secure but easily accessible location and ensure at least two OSSE-certified staff members are trained annually and present during all hours of the school day.**

Creative Minds has an undesignated epi-pen program. This program includes:

- Placing the undesignated epi-pens near the front desk
- Ensuring that at least two staff members are trained. Typically DAs are trained in the summer
- Updating our epipen plan annually
- Posting our epipen plan and names of staff qualified to administer if needed by the front desk
- Updating our use log monthly via Quickbase

**Immunization of School Students Act (DC Official Code § 38-501); (DCMR § 5-E5300)
Ensure all schools implement the Immunization Attendance Policy and verify student compliance with District immunization requirements**

for enrollment and attendance.

Creative Minds has a robust program to ensure immunization compliance of all students. Additionally, Creative Minds strives to reduce barriers to access to vaccination, Initiative include:

- An immunization team (director of operations, school nurse) verifies that all vaccinations are up to date prior to in-person attendance
- The SIS contains a custom-page regarding immunization compliance that the school nurse and enrollment team have access to
- Director of operations and school nurse review immunization compliance on a monthly basis
- Students out of compliance are notified using DC Health for letters by the school nurse.
- Students out of compliance are also notified using direct outreach by the director of operations or the appointed designee
- Resources about local clinics and vaccination sites are provided to families via point-to-point emails.
- School works with the vaccine exchange to provide immunization at the school.
- If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse to support the student in getting an up-to-date screening. Resources about local clinics and vaccination sites are provided to families via point-to-point emails, texts, or phone calls.
- A student who is immunization non-compliant after 20 school days (or longer for special populations such as military dependents), must meet one of the following criteria to return to the building:
 - Become immunization compliant
 - Submit (or have on file) a waiver from DC DOH with the school nurse

Recommendation

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

Recommendation

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

Recommendation

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

Recommendation

Develop and implement a school preparedness system for medication storage and administration, tracking staff certifications, and students with chronic health conditions who lack clearly identifiable action plans.

School nursing services are provided in partnership with Children's National. The school nurse has her own suite, which is room 26 on the ground floor. The school nurse coordinates care during the school, including but not limited to maintaining documentation about medical conditions, storing medications, providing resources and referrals for health care.

Recommendation

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

Information about the school nurse and other emergency protocols are available via ParentSquare and upon request.

15 Centers for Disease Control and Prevention. (2021). Components of the Whole School, Whole Community, Whole Child (WSCC): Health Services. Retrieved from www.cdc.gov/healthyschools/wscs/components.htm

EMPLOYEE WELLNESS

Employee health has a direct impact on how school staff perform in their roles in the school community. Employee wellness efforts at schools have the potential to increase feelings of work satisfaction and productivity, as well as lower rates of absenteeism and medical costs related to staff stress.¹⁸ Creative Minds recognizes the connection between healthy school employees and improved job performance and satisfaction.

Creative Minds understands that while there is no legislative requirement for employee wellness, implementing policies that promote employee wellness and improve job satisfaction may have a positive impact on student development. While there are no Employee Wellness LWP requirements, establishes the following employee wellness goals:

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which representatives of the LEA, teachers of physical education, school health professionals, the school board (if applicable), and school administrators are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

The Local Wellness Committee represents all 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 director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g., superintendent, principal, vice principal); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed).

Creative Minds welcomes the participation of all stakeholders in devising, implementing, and updating our LWP. Efforts to recruit and inform the community about the LWP include:

- Annual recruitment call for volunteers through different channels, including but not limited to emails to staff, emails to those who have expressed an interest in wellness, announcements on ParentSquare, our communication platform, and the website.
- Provide information in the Student and Family Handbook
- Post updates and messages about the LWP, including annual assessments and the triennial assessment, on ParentSquare and our website.
- Provide information to inquiries using our general questions email (frontdesk@cmipcs.org)

Recommendation

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

Recommendation

Take action to address and improve staff mental health, for example by informing and actively promoting Employee Assistance Programs and other community behavioral health resources available to staff throughout the school year.

Creative Minds values its employees and realizes staff self-care improves student outcomes. Creative Minds offers a variety initiatives to improve educator wellness, including but not limited to:

- Free mental health counseling
- Paid time-off for personal days
- Student loan support program
- Emergency assistance program
- Free dental coverage
- Staff wellness events
- Access to free COVID testing using the school's CLIA-waived laboratory

Recommendation

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

At Creative Minds we continually reflect on ways that we can grow and develop our team. We want all staff at Creative Minds to have the tools needed to do their job well and be challenged to grow in new ways. We have weekly professional development on Fridays for lead teachers. We also offer professional development to teaching assistants and dedicated aides twice a month. During these times there are also opportunities built in for collaboration so that teachers can share what is working and what needs some tweaking to see positive changes.

FAMILY ENGAGEMENT

Engaging family members in school programs and services is a priority that may have a lasting impact on students as they grow. Creative Minds understands that welcoming participation from families when developing and implementing LWP goals supports the creation of an effective, comprehensive and robust local wellness policy that will meet the needs of the school community and the students it serves. By allowing families to participate in the development, implementation and evaluation of this wellness policy, Creative Minds 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. Creative Minds is committed to engaging family members in our LWP development, wellness committee participation, policy implementation and other health and wellness requirements and initiatives.

Federal LWP Requirement (7 CFR 210.31(c)(5))

Describe the manner in which parents and legal guardians are provided the opportunity to participate in the development, implementation, and periodic review and update of the Local Wellness Policy.

The Local Wellness Committee represents all 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 director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), and mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists); school administrators (e.g., superintendent, principal, vice principal); school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed).

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Recommendation

Educate families on behaviors for contagious disease prevention and response and include guidelines for when to keep sick children at home and when they can return to school.

Guidelines for when to keep students home are shared in the enrollment forms, student handbook and more.

COVID mitigation protocols are shared with anyone exhibiting COVID-like symptoms via email. In addition, general information is communicated by multiple platforms (see below).

Recommendation

Have communication protocols in place to notify families of positive contagious disease cases that protect the privacy of affected individuals and their families consistent with DC Health guidelines.

Creative Minds takes community safety seriously as students who are unwell cannot learn to their fullest potential. Creative Minds has a protocol in place to notify families when a student is exposed to a contagious illness (e.g., pink eye, COVID, strep throat, etc.) while protecting the privacy of the individual. For COVID exposure, our COVID response team notifies potential close contacts and shares our mitigation strategies as well as potential symptoms. For all other contagious diseases, our school nurse notifies families and shares the CDC fact sheets.

Recommendation

Inform parents of all hygiene and cleaning practices introduced, including reinforcing proper hand hygiene, mask wearing, and other health practices while students are at home.

Our COVID protocols are shared with families in many forms. This includes via the following platforms:

- Student and family handbook
- Direct communications with potential close contacts of a COVID-positive individual
- Our website
- Via ParentSquare, our communication platform
- Signage in and outside the building
- To inquiries at general questions email (frontdesk@cmicps.org)
- In-person
- Those visiting our in-school CLIA-waived COVID laboratory

COMMUNITY INVOLVEMENT

Engaging community stakeholders in the LWP process may provide strong support for the school community both during operating hours and when the school itself is closed. Advisory neighborhood commission members, local business owners, area law enforcement and public works professionals are just a few community stakeholders that may provide valuable support and insight to creating the safe, healthy learning environment our students need to thrive in an academic setting. Creative Minds recognizes and values the role the community plays in the safe and healthy development of our students. Creative Minds is committed to accepting and implementing feedback and support from the community and works to engage members of the community-at-large in our students' development.

Federal LWP Requirement (7 CFR 210.31(c)(5))

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