



## BERTIE COUNTY

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### FOR IMMEDIATE RELEASE

November 16, 2015



### Land purchase Secures Eco-tourism and Recreation Initiative

**WINDSOR, NC** - On November 16, 2015 the Bertie County Board of Commissioners took action to acquire 137 acres of land on the Albemarle Sound. By unanimous vote the County's governing body approved the expenditure of \$1,250,000 to secure public water access for recreation and tourism. Future plans may include a visitors center for hosting outdoor performing arts, and to serve as an educational venue for the natural sciences and historical exploration along the site's 2,200 linear feet of coastal waters on the "inner banks" of North Carolina.

Beginning in early 2013, the Board of Commissioners identified four strategic business clusters: Agribusiness, Bio-mass and energy, Adventure Tourism and Waterfront development as areas of focus for the County's economic development efforts. As initially envisioned, Bertie County's "adventure tourism" efforts would capitalize on natural and wildlife resources for activities such as hunting, fishing, bird watching and eco-tourism activities such as hiking and canoeing.

"Providing public access to the County's eastern boundary waters of the Chowan River and Albemarle Sound has been one of our top priorities for several years," remarked Ronald Wesson, Chairman of the Board. Developing paddle trails and access to natural resources is a growing trend in Bertie County as evidenced by the Town of Windsor's construction of multiple waterway access sites, and establishing camping platforms along the Cashie River.



Bertie County has a unique opportunity to build on its location as a “gateway community” to the Outer Banks by offering experiences that are unparalleled in the realm of historical, natural resources and eco-tourism. In an August 2015 New York Times article covering recent archeological findings for the noted Lost Colony on Roanoke Island, Merry Hill, NC was identified as a location where ceramics and other material of European origin, that might have come from Roanoke’s colonists. The article describes how British researchers re-examined historic coastal maps, which point to a spot on the western end of the Albemarle Sound near the outlets of the Chowan River and Salmon Creek in Bertie County. Commissioner Stewart White noted that “interest in the story of the Lost Colony and the archeological activity in Bertie County is really growing.”

The County has also taken steps in recent months to partner with other local governments on a regional basis to promote eco-tourism, paddle trails for canoeing and kayaking and other attractions for visitors to northeastern North Carolina, which is described as “balancing nature and commerce.” Vice Chairman Tammy Lee represents the Bertie County on this regional initiative.

The Board of Commissioners is seeking several grant opportunities such as the North Carolina Park and Recreation Trust Fund, reported Bertie County’s economic developer Steve Biggs, “which should provide additional funds to develop this site in coming years.” Chairman Wesson stated that “this Board’s firm expectation is that this transaction will not negatively impact the County’s tax rate.”

The County is using funds from cash reserves, primarily from its water system enterprise fund which had borrowed monies from the General Fund to subsidize its start-up operations in the 1990s. The General Fund loaned \$855,000 to Water District II over several fiscal years, which will now be reimbursed as part of this transaction. The Board’s action included the transfer of \$855,000 from Water District II cash reserves to the General Fund as repayment for this loan. The County’s General Fund will provide the remaining \$395,000 from its fund balance reserves. Commissioner John Trent further clarified that “this is a cash transaction, with no additional debt for the County, and demonstrates what can be accomplished with good fiscal management.”

Commissioner Ernestine Bazemore shared with the citizens in the audience that the County needs your input, stating “we want to hear from you and to understand your interest and your ideas in seeing this project develop.”

In the coming weeks, the Board of Commissioners will look to engage a planning consultant to assist with development of a vision for the ultimate build out for this property to include road access, parking, restroom and picnic facilities in the first phase. Other potential amenities may include an outdoor performance stage on the waterfront, a heritage tourism and Lost Colony visitor education center in the second phase. “The possibilities are unlimited” said Chairman Wesson, referring to swimming for children, adventure programming through the Cooperative Extension Service’s 4-H clubs, hosting corporate outings, family reunions, and church events including river baptisms in the shallow sandy waters on the shoreline. “Educational field trips for school children, a vacation spot for local families and hosting visitors from across the State and

region are also possible with this investment, which will serve many generations into the future,” said Wesson.

“This was a team effort with the Board of Commissioners fully engaged from the outset” noted County Manager Scott Sauer. The Board set high expectations for this project and everyone performed in an exceptional manner said Chairman Wesson, giving special thanks to the County’s legal team Lloyd Smith and Jonathan Huddleston, Finance Officer William Roberson, Planning Director Traci White and project leadership from Economic Developer Steve Biggs.



###



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## OBITUARIES:

Full obituaries can be found inside this edition on page 6

Jewell G. Glover  
Ruth B. Smith  
Edward Bellamy  
Beatrice Parker  
Eula M. Lee

## BEST BET:

### Shrine Club fundraiser

AHOSKIE - Roanoke-Chowan Shrine Club will host a boneless pork lion dinner from 11 a.m. until 2:30 p.m. on Friday, April 8 at the club located on NC 11 between Ahoskie and Murfreesboro. Plates are \$8 each, eat-in or take-out.

Proceeds benefit the Shriners Hospitals for Children.

### 'Termite Tykes'

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## 'Sounds' good

Educators push for environmental programs

By GENE MOTLEY  
Staff Writer

WINDSOR - It's cliché, but: If it's built - they will come.

That's what a group of Bertie County educators believe is conceivable with the 137 acres of land on the Albemarle Sound with 2,200 feet of coast line that's been named the Tall Glass of Water Project.

The county hopes to use the land as a location for recreation, education, and tourism.

Emily Miller of McAdams and Associates is overseeing a Parks and Recreation Trust Fund (PARTF) application the county will submit by the May 2 deadline for review and consideration, seeking \$500,000 for land acquisition cost reimbursement on the property.

Among the ideas considered

are for the establishment of recreational facilities to include beach access, water recreation, picnic shelters, restroom facilities, camping sites, hiking and biking trails in the initial phase.

Master planning for the project will commence in the fall of 2016 assisted with the participation of university students from either N.C. State in Raleigh or East Carolina in Greenville.

At the monthly Board of Commissioner's meeting in Windsor on Monday, several educators appeared to present an idea they believe would benefit Bertie County students in private and public schools and beyond.

County school board mem-



STAFF PHOTO BY GENE MOTLEY

Bertie County Board of Education member Jo Davis Johnson (right) appears with Windsor Elementary School Principal Mona Gilliam at the Bertie Commissioner's meeting Monday in Windsor. The educators hope the county's recently purchased Albemarle Sound property can be used for environmental education programs.

See BERTIE, Page 5



The 16th annual Hertford-Gates Relay for Life begins at 5 p.m. on Friday at Chowan University.

## BERTIE:

Continued from 1

ber Jo Davis Johnson discussed the "Sound to Sea", the only residential environmental education program on the Outer Banks at Trinity Center on Bogue Banks in Carteret County.

"Sound to Sea" offers school groups a habitat-based program that includes hands-on activities allowing the students a chance to explore North Carolina's barrier islands and its five habitats.

Organizers believe "Sound to Sea" benefits the school group academically and socially, both at Trinity Center and when they return to school. Teachers, students and chaperons have praised the program, including several with Bertie County Schools who appeared with Johnson before the Commissioners.

"It became so powerful that teachers were coming to me saying it's good for all our children," Johnson said. "This is a place they can go and learn."

The Bogue Banks land was donated by a church group, the Episcopal Diocese, as a campground in the 1980's, with "Sound to Sea" coming in 1992.

"My dream when I came back home was why can't we do this here," Johnson asked. "(This is) a place where the students, the teachers, and the community could be the hub of teach-

ing and learning thanks to a dream you all have made a little more real."

Three Bertie County schools have visited "Sound to Sea" since last year for overnight stays at the campus: Aulander Elementary, Windsor Elementary, and West Bertie Elementary. When the students returned they created both a Sea Tube video and published their adventure in a book.

"They made it a project-based learning unit of study that lasted all year long," Johnson maintained.

The students in groups actually visit the coastal eco-systems from the (Bogue) Sound to the Atlantic Ocean.

"Some of these kids had never put their feet in the sand," Johnson explained. "They had never walked on a beach, experienced salt water or sea creatures in their natural habitat."

"What they find out is that the Sound is the ocean's nursery, and how the bodies of water are connected," she added. "They learn how to protect the environment and how to preserve it for future use. If we do this in Bertie County, our children would be so incredibly educated."

The principals echoed much the same praise.

"Our children were just so impressed with the hands-on experience," said Aulander's Tracy Gregory. "Eco-systems are a major part of our testing, and what better ways for children

to do well than to live it, breathe it, and experience it. They were really like little scientists."

Gregory said the book the children created was presented to the school board, and copies have been made available in the schools' libraries, and parents had an opportunity to purchase the books as well.

"These kids really wanted to come back and write stuff," said Aulander science teacher Jean Boller. "This shows the kind of stuff they'll see on the End of Grade (EOG) tests. The kids saw (marine life) and it was fun."

"The experience itself is just priceless," said Wes Dudley of West Bertie. "To sit on the beach with the groups of kids was amazing and made me think what they don't get a chance to experience and how this was a 'wow' moment for so many of them."

"Some of my kids had never been on an overnight trip; something children in some other parts of the state may take for granted," said Mona Gilliam of Windsor Elementary. "These are the things we want our children to learn because one day they'll have to take our place."

The Commissioners also viewed the YouTube video which the students created themselves.

The principals said the average cost per trip is \$160 per student with some of the expense (\$10,000) paid through Title-I funding that have





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## Schools suggest new program

By LESLIE BEACHBOARD  
*Bertie Ledger-Advance*

**WINDSOR** - Environmental learning possibilities could be endless for Bertie County Schools.

Jo Davis Johnson presented an interesting idea to the Bertie County Commissioners at this week's meeting.

Three Bertie County elementary schools attended the Sound to Sea Program last year in Salter Path.

Johnson expressed to the board that the recent purchase of the land on the Albemarle Sound would be an excellent place to begin a project like Sound to Sea.

"Why can't we have an environmental educational experience like this in Bertie County?" asked Johnson.

"Instructors come from many colleges and universities. The students



LESLIE BEACHBOARD / Bertie Ledger-Advance

West Bertie Principal Wesley Dudley speaks to the Bertie County Commissioners while Windsor Elementary Principal Mona Gilliam listens on.

See **PROGRAM**, Page A6



From Page 1

## Program

From PAGE A1  
are broken down into groups of eight to 10 per group along with instructors, teachers and parents. It is a phenomenal experience," added Johnson.

Sound to Sea, the only residential environmental education program on the Outer Banks, offers school groups a habitat-based program that includes multi-disciplinary hands-on activities, a

challenge course and special evening programs.

Last year 110 school groups, including 6,000 students in grades 2nd through 12th, teachers, and chaperons explored the barrier island and its habitats.

Sound to Sea is a non-profit educational service for public and private school youth, their teachers, and other supervising adults.

The program is spon-

sored by Trinity Center, a camp and conference center owned and operated by the Episcopal Diocese of East Carolina.

Sound to Sea encompasses 62 acres of salt marsh, maritime forest, freshwater ponds, sand dunes, and one-third mile each of sound and beachfront.

The goals of the program are to increase awareness of the human community, to in-

troduce students and teachers to a variety of habitats typical of a North Carolina Barrier Island, to apply classroom learning in a practical way, to enhance relationships between adults and students, and to stimulate personal growth-students develop a sense of independence and responsibility.

Along with Johnson, Bertie County School's principals and staff

that have attended the event were present to explain their opinion of a program like this.

"When I say they experienced it, they were in the water," said Tracy Gregory, Aulander Elementary STEM School Principal.

"Some kids don't get a chance to experience this. Some of these kids had never put their feet into the sand. The only complaint was the trip did not last long

enough," explained Wesley Dudley, West Bertie Elementary School Principal.

"If we build something this awesome in Bertie County, The people will come," concluded Johnson.

The board thanked Bertie County Schools for bringing this interesting information and they said they would keep this in mind as the plans progress with the property.

## Wanted: World War I artifacts for new exhibit in January of 2017

ELIZABETH CITY - The year 2017 marks the hundredth anniversary of the formal entrance of the United States into World War I.

To commemorate the event, in January 2017 the Museum of the Albemarle will open a new exhibit: Tar Heels in the Trenches: The Great War and the Albemarle.

Despite the country's fascination with the sequel, World War I had a major impact on the nation. Orga-

emy right to America's doorstep. German U-boats sank merchant ships within sight of the Outer Banks. In August 1918, U-140 even destroyed the Diamond Shoals Lightship, though, without any loss of life among the crew.

Unfortunately, neither the Museum of the Albemarle or the North Carolina Museum of History have many Great War artifacts from the Albemarle Region. If anybody has

marle Region. In order to have adequate time to design and write the exhibit text, the muse-

um's staff requests that loaned items arrive before July 2016.

Anyone who has a

First World War artifact, document or photograph, please contact Leonard Lanier via e-

mail, [leonard.lanier@ncdcr.gov](mailto:leonard.lanier@ncdcr.gov), or via phone, 252-331-4030.



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## State seeking growth of outdoor recreation industry

By Michael Abramowitz  
The Daily Reflector

Tuesday, June 12, 2018

This summer, North Carolina's outdoor recreation lovers are heading to their favorite locales for fishing, hunting, boating, camping and other favorite activities, where those in the recreation industry eagerly await them... and their cash.

It is a growing industry that the State Commerce Department wants to promote more fully.

To that end, N.C. Commerce Secretary Anthony Copeland in January appointed attorney David Knight as director of the state's new Outdoor Recreation Industry Office, serving as the eyes and ears of the public-private partnership system. Since the office was created through the 2017 legislative budget, Knight has been touring the state's eight economic prosperity regions to gather input from county and municipal government leaders on how best to promote North Carolina's outdoor recreation economy and recruit new outdoor industry businesses to the state.

"This industry is an incredibly important economic driver for North Carolina and the nation, in ways that a lot of people don't realize," Knight said. "It's starting to flex its muscle and raise its voice now, so we need to focus on sustaining and growing the industry by supporting, understanding and promotion of outdoor recreation opportunities and the attributes of the state that allow industries to thrive here and attract new businesses."

Every year, Americans spend about \$887 billion on outdoor recreation, which employs 7.6 million people. In North Carolina, outdoor recreation is a \$28-billion industry, Knight said.

The commerce representative was at River Park North in Greenville on Friday as guest of Andrew Schmidt, executive director of the Greenville-Pitt County Convention and Visitors Bureau, and Brad Hufford, associate director of the Pitt County Development Commission. He was there to share his plans, learn the barriers that particular communities face and hear suggestions from economic development leaders, recreation officials and outdoor recreation business representatives.

Among the participants were Gary Fenton, Greenville Recreation and Parks director, and economic development representatives of Beaufort, Bertie and Martin counties. Also attending were Shyla Boskey of the Greenville Economic Development Office, Cameron Bolter of Grady-White Boats, Lee Padrick of N.C. Rural Commerce Development and Joe Albea, host of the WUNC/PBS TV show, Carolina Outdoor Journal and the Carolina Outdoor Expo.

Fenton identified BMX (bicycle motocross) as a once-thriving recreation business in Greenville that no longer offers state-of-the-art facilities and has lost much of its lustre and attraction.

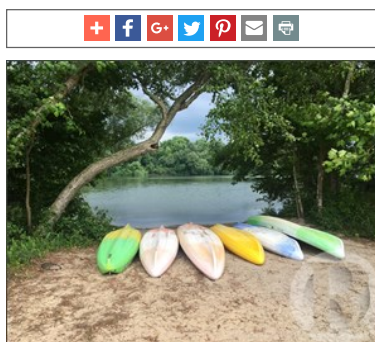
"We are meeting with (interested parties) about the development of a new facility and some fundraising associated with that," Fenton said. "It's going to happen, but will take a while."

Fenton said the city also is looking at the possibility of acquiring lake lands in proximity to the Tar River, using grant funds and corporate partnerships.

"One of the properties would contain state park land and a new BMX facility and some other recreational opportunities," he said. "I can see us creating interest in kayaking and canoeing by offering beginning and intermediate classes to create demand among the many people that have never done it."

Barney Conway of the Martin County Tourism Development Authority, talked about efforts and challenges to increase and upgrade kayaking facilities in proximity to the county's waterways.

"We have an outdated kayak launch pad that doesn't accommodate today's larger kayaks," Conway said. "We have three areas where we can bring in more useful ramps, at about \$19,900 each. The county told me that's a lot of money and town leaders suggest we just modify the outdated existing ramps, saying, 'That's the way we used to do it.' Sometimes I just want to throw my hands up and go into another field."



1 of 4

Greenville leaders are working to expand the city's kayaking and canoeing opportunities, such as those found at River Park North on Mumford Drive north of the Tar River.

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Above-normal rainfall this spring caused Pitt County growers to lose part of their strawberry crops and left them struggling to transplant tobacco, fertilize corn and harvest winter wheat.

"The season is shaping up to be a challenging season and a costly season," said Chris Jernigan, an

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Martyn Johnson, director of Beaufort County Economic Development, said quality of access is an issue for his community.

"We have a number of access ramps and docks, but some of it is in disrepair and not the right size for today's equipment," he said. "Keeping up with repairs against the natural weathering process is expensive."

Steve Biggs of the Bertie County Economic Development Commission said public access is an issue in itself.

"We have 18 miles of waterfront in Bertie County and not a single place for people on the private side to go swimming," Biggs said.

Fenton said Greenville plans to add paddle boats at points along the Tar River, in close proximity to the city's greenways system entry points.

"That likely will be done through a public-private relationship for boats, kayaks and canoes to be used along the river," he said.

Knight said the Roanoke is a good example of common problem facing many recreation enthusiasts.

"There is a lot of access, but people have to bring everything themselves," he said. "There are no outfitters and guides to assist with the experience. Other states succeed where they have these public-private partnerships creating clusters of outfitters that grow to include restaurants and diners as a starting point for economic growth."

Knight will prepare individual reports about the outdoor recreational opportunities and needs of each region and compile them into a larger report that will be reviewed by an advisory council that will be formed to help direct the goals and objectives of the Outdoor Recreation Industry Office.

Contact Michael Abramowitz at [mabramowitz@reflector.com](mailto:mabramowitz@reflector.com) or 252-329-9507.

## From Today

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### FOR IMMEDIATE RELEASE

#### **Kate B. Reynolds Charitable Trust announces \$150,000 grant for Blue Jay Recreation Park**

*Addition of paved walking trail, covered picnic shelter, and other improvements expected for the Indian Woods Community near Highway 11 in western Bertie County*



**WINDSOR, NC** – Blue Jay Recreation Park in the Indian Woods community has been awarded a \$150,000 grant for construction of a paved walking trail and facility improvements according to the Bertie County Board of Commissioners announcement at its meeting on May 15<sup>th</sup> which was held at the Blue Jay Volunteer Fire Department.

Vice Chairman Ernestine Bazemore and Commissioner Ron Wesson provided the project coordination with the Blue Jay Recreation Committee, which was accelerated last year by the approval of the County's thirty-year lease of the park property and the commitment to provide facility improvements.

The Kate B. Reynolds Charitable Trust, established in 1947 is committed to improving the quality of life and quality of health for the financially needy of North Carolina. "Its Health Care Division promotes wellness programs and found the Blue Jay Recreation Park's establishment of

a community walking trail to be a very worthy investment,” according to Adam Linker, Program Officer for the Trust.

Anthony Smallwood, a lifelong community resident whose father Bart F. Smallwood, founded the Blue Jay Recreation Center in the 1960s was in attendance at the Commissioners meeting, and shared “this is truly a blessing for Blue Jay and all of the people who helped to make this happen.”

Bertie County’s mission is to improve the health, safety and quality of life for all of its citizens. The Blue Jay Recreation Committee established in the late 1960’s with the one goal of providing wholesome quality recreation for both youth and adults. Players were required to pledge: “I trust in God, I love my country and will respect its laws. I will play fair and strive to win. But win or lose, I will always do my best” as detailed in Arwin D. Smallwood’s “Bertie County—An Eastern Carolina History” published in 2002.



For the fiscal year 2016-2017 the Board of Commissioners committed to making the Blue Jay Recreation Park a key priority and approved initial funding of \$83,450 to address parking and street access, demolition of an existing unsafe structure and preliminary work for a restroom and concession facility. Site work is now complete, and there is \$60,000 of this initial appropriation remaining, and other local funds of \$14,050 available for construction of the proposed restroom and concession building at the park, which will include a covered picnic shelter according conceptual drawings prepared by Anthony Rascoe, the County’s Superintendent of Public Buildings.

The Kate B. Reynolds Health Care Division capital grant for \$150,000 will support construction of a paved walking trail, six-foot-wide around the perimeter of this five (5) acre park, estimated



to cost \$100,000 with use of local contractors. The walking trail is proposed as a 2,062-foot paved surface for children, families and senior citizens to enjoy throughout the year, providing a safe and healthy form of exercise. There are two stream beds (ditches) which will require construction of small bridge platforms to insure safe crossing, and with any remaining funds light poles and overhead lights will be erected, and park benches will be installed approximately every seventy-five yards. It is anticipated that the lighting portion of this project will be a partnership with Roanoke Electric Cooperative, the utility which serves this area according to the grant documents.

A map of the proposed layout of the site is included with this transmittal.

# # #



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### FOR IMMEDIATE RELEASE

June 30, 2016



### **A delay in schedule provides opportunity for price reduction, saving taxpayers \$250,000**

Bertie County has closed on the real estate transaction to acquire 137 acres of waterfront property on the Albemarle Sound providing public water access for recreation and tourism, and saved the taxpayers a quarter of a million dollars in the process.

On June 3, 2016 Commissioners Bazemore and Trent successfully negotiated a \$250,000 price reduction and executed an amendment to the original purchase agreement which dropped the price for the 137 acres to \$1 million.

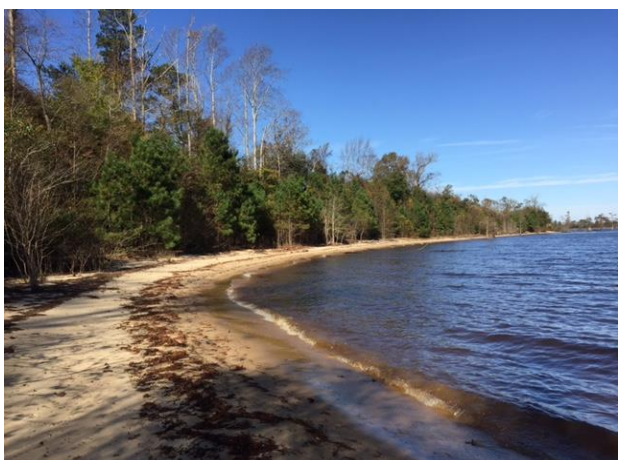
In late May, the Board of Commissioners authorized Chairman John Trent and Vice Chairman Ernestine Bazemore to take formal steps to bring closure to the \$1.25 million transaction

originally approved in November 2015. They were also authorized to seek a potential price reduction as a result of the protracted discussions with the broker for the seller.

"This was a business transaction, plain and simple" remarked Chairman Trent, "and the Board has authorized staff to proceed with grant applications to offset part of the investment for development of this recreational area."

Vice Chairman Bazemore commented that "this project is gaining momentum and we are seeking public input for the site development and planning efforts so that we can provide recreational opportunities for our residents."


The County is seeking project development support from East Carolina University's sustainable tourism program led by Dr. Paige Viren. Associate Professor Viren joined the ECU faculty in 2008 and has worked with the Town of Windsor, where she and her students assisted with grants to expand handicap accessible kayak launches and boat ramps on the Cashie River.



###



# Trust Buys Land Possibly Tied to Lost Colony

 [coastalreview.org/2018/05/trust-buys-land-possibly-tied-to-lost-colony/](https://coastalreview.org/2018/05/trust-buys-land-possibly-tied-to-lost-colony/)

By Submitted Story

May 1, 2018



Initial digs in 2015 turned up English and Algonquian artifacts. Photo: First Colony Foundation

*Reprinted from the Outer Banks Voice*

Near the confluence of Salmon Creek and Albemarle Sound in Bertie County, archaeologists continue to uncover artifacts that may reveal clues to the 400-year mystery of the Lost Colony of Roanoke Island.

Thanks to the recent purchase of nearly 1,000 acres by the Coastal Land Trust, this land and its natural, historic, archaeological and cultural significance will be protected.

The property, which is the subject of archaeological research by The First Colony Foundation and is referred to as "Site X," hosts a variety of significant archaeological resources.

Algonquian Indian artifacts have been found on the site. English artifacts attributable to the period and indicative of settlement by the Roanoke colonists have also been found, which some researchers say could be evidence that a group of survivors from the colony relocated to this area after leaving Roanoke Island in the late 1580s.

The 1,000 acres acquired by the Coastal Land Trust also features 3.5 miles of frontage along Salmon Creek, floodplain forests of cypress-gum swamp and bottomland hardwood forest, along with tidal freshwater marsh recognized as ecologically significant by the North Carolina Natural Heritage Program.

"This is the most ambitious and exciting project in the Coastal Land Trust's history," said Camilla Herlevich, the trust's executive director.

"The property was previously permitted for a 2,800-unit development and a 212-slip marina," Herlevich said. "We greatly appreciate the financing for today's purchase, made possible with a loan from The Conservation Fund that will be repaid with public and private funding."

"Additional funding was provided by a grant from the Enviva Forest Conservation Fund," said Herlevich. "Now, we must raise more than \$5 million in the months to come to ensure that these irreplaceable lands and resources can be turned over to North Carolina State Parks to allow generations to come to enjoy them."

"This project is well worth the efforts by the Coastal Land Trust. It enhances and supports the county commissioners' commitment to protect the Albemarle Sound waterfront and to encourage ecotourism," said Bertie County Manager Scott Sauer.

Once all funds needed to repay the loan have been raised, the Coastal Land Trust will transfer the property to North Carolina's Division of Parks and Recreation for management as the Salmon Creek State Natural Area.

Legislation authorizing creation of the new state natural area was enacted this summer by the N.C. General Assembly. Until that time, the land is subject to a farm and hunt leases and is closed to the public.

"The Salmon Creek area stands out due to its unique archaeological resources, its rich cultural history, and its truly pristine ecosystems," said Mike Murphy, director of N.C. State Parks. "We are so grateful that the Coastal Land Trust is protecting this land so that it can become a state natural area in Bertie County, a beautiful part of our state that is currently under served by the North Carolina State Parks system."

*This story is provided courtesy of the [Outer Banks Voice](#), a digital newspaper covering the Outer Banks. Coastal Review Online is partnering with the Voice to provide readers with more environmental and lifestyle stories of interest about our coast.*



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AUGUST 30, 2016

ROANOKE-CHOWAN

# NEWS-HERALD

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RAGEWrest  
at Northeast  
SPORTS - 1

## Soothing Water

*Grant recommended for development of  
Bertie County's Albemarle Sound park*

By GENE MOTLEY  
Staff Writer

RALEIGH - Bertie County has been recommended for a grant award of \$500,000 from the NC Parks and Recreation Trust Fund Authority (PARTF).

The county received the news Aug. 25 at the state capital, and the County Commissioners were quick to respond.

Governor Pat McCrory will make a final announcement of the grantees at an upcoming date.

"This is a home run for Bertie County citizens," said Chairman John Trent

Trent further explained that the Board successfully negotiated a price reduction of \$250,000 in June

See **GRANT**, Page 5



PHOTO COURTESY OF BERTIE COUNTY

The North Carolina Parks and Recreation Trust Fund Authority recommended a grant award to Bertie County for \$500,000 last week to aid in the development of the 137 acre Albemarle Sound-front property located off US-17 north near Merry Hill. The grant will help further reduce the price the county paid for the land.

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LOCAL

## Lost Colony clues found on coastal site that will become a NC natural area

BY BRUCE HENDERSON  
*bhenderson@charlotteobserver.com*

September 13, 2017 04:24 PM

A land conservation group has acquired 1,000 acres in coastal North Carolina that might hold clues to the disappearance of the Lost Colony.

The Coastal Land Trust said Wednesday it has acquired the property near the confluence of Salmon Creek and Albemarle Sound in Bertie County. The site holds swamps, hardwood forests and a freshwater marsh that the state has recognized as ecologically significant.

But those tantalized by the mystery of the 117 men, women and children who disappeared from Roanoke Island in the late 1580s have other reasons to appreciate the property.

Site X, as archaeologists call it, holds clues that might be linked to the ill-fated English colonists. They left behind dismantled homes and fortifications and “Croatoan” carved into a fence post, a possible reference to what’s now called Hatteras Island.

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Research at the site by the First Colony Foundation has turned up Algonkian Indian artifacts and English relics from the colonists' period that hint at settlement. Some researchers believe that's evidence that Lost Colony survivors relocated to the area, 60 miles west of where they were last seen, after leaving Roanoke.

Before its acquisition by the land trust, the land trust said, the site had been approved for a 2,800-unit development and marina.

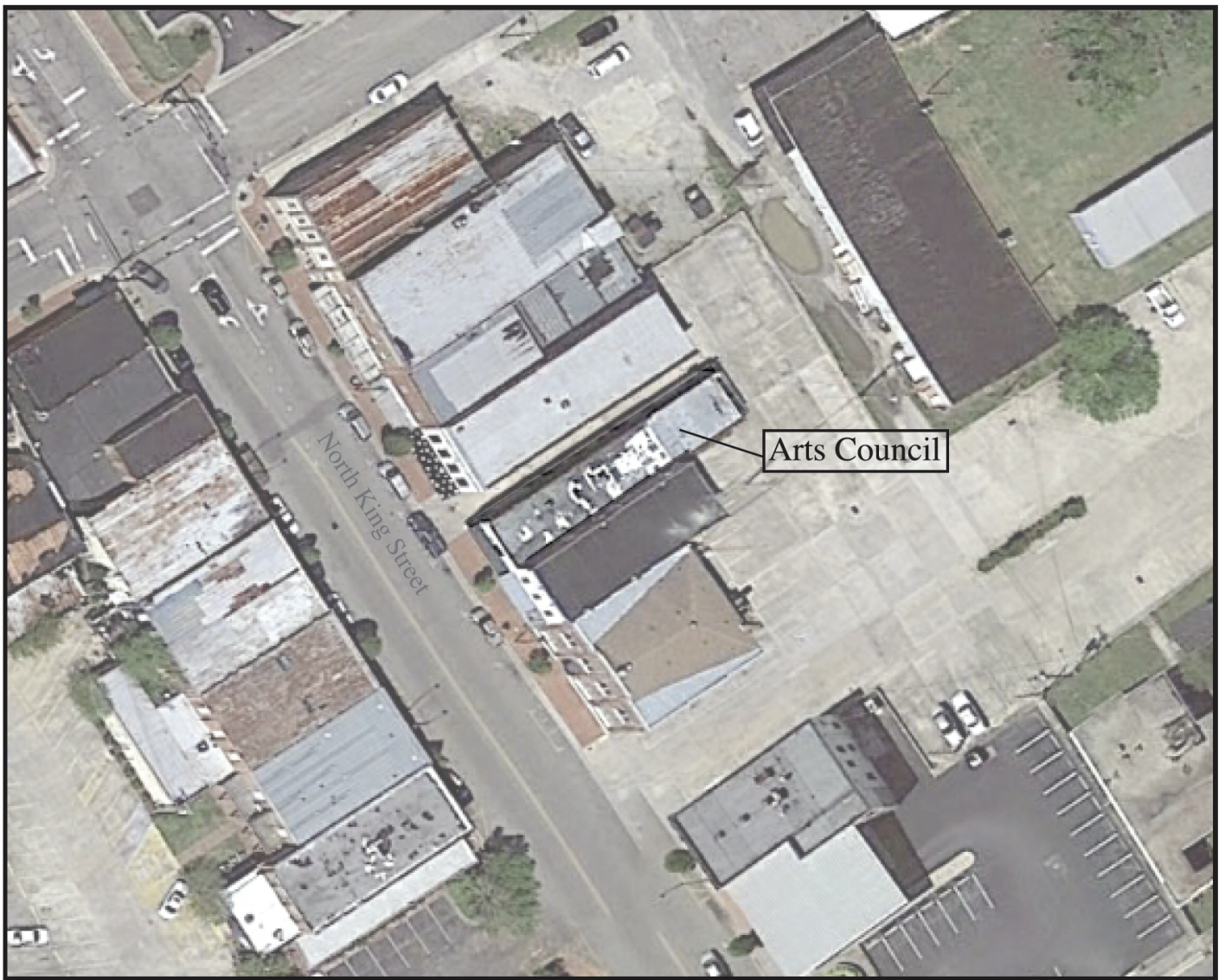
Executive director Camilla Herlevich called the acquisition "the most ambitious and exciting project in the Coastal Land Trust's history." The trust has helped protect 68,000 acres of coastal land since 1992.

The Conservation Fund, a national group, loaned the group money to buy the land. The Conservation Fund will be repaid with public and private money. The Enviva Forest Conservation Fund also granted money for the project.

The Coastal Land Trust said it plans to raise \$5 million to repay the acquisition costs, then transfer the site to the state parks division as the Salmon Creek State Natural Area. Legislators approved creation of the natural area this summer.

Bertie County officials said the acquisition will help protect the Albemarle Sound waterfront and boost ecotourism in the region.

*Bruce Henderson: 704-358-5051, @bhender*



## Bertie County Arts Council

150 Feet



124 South King Street  
Windsor, North Carolina 27983

<1.0 Acres  
Tax Value: \$78,986

35° 59' 51" N 76° 56' 45" W





# Askewville Preschool

121 East Askewville Road  
Windsor, North Carolina 27983

36° 06' 32" N 76° 56' 11" W

250 Feet

8.97 Acres

Tax Value: \$1,844,514






# Aulander Community Building

116 South Commerce Street  
Aulander, North Carolina 27805

36° 13' 41" N 77° 06' 51" W

N▲  100 ft

0.87 Acres

Tax Value: \$115,277





# Aulander Elementary

400 Feet



2515 NC 305  
Aulander, North Carolina 27805

10 Acres

Tax Value: \$2,294,908

36° 12' 52" N 77° 06' 20" W





## Bertie County Parks & Recreation Complex

1538 South King Street  
Windsor, North Carolina 27983

38.5 Acres

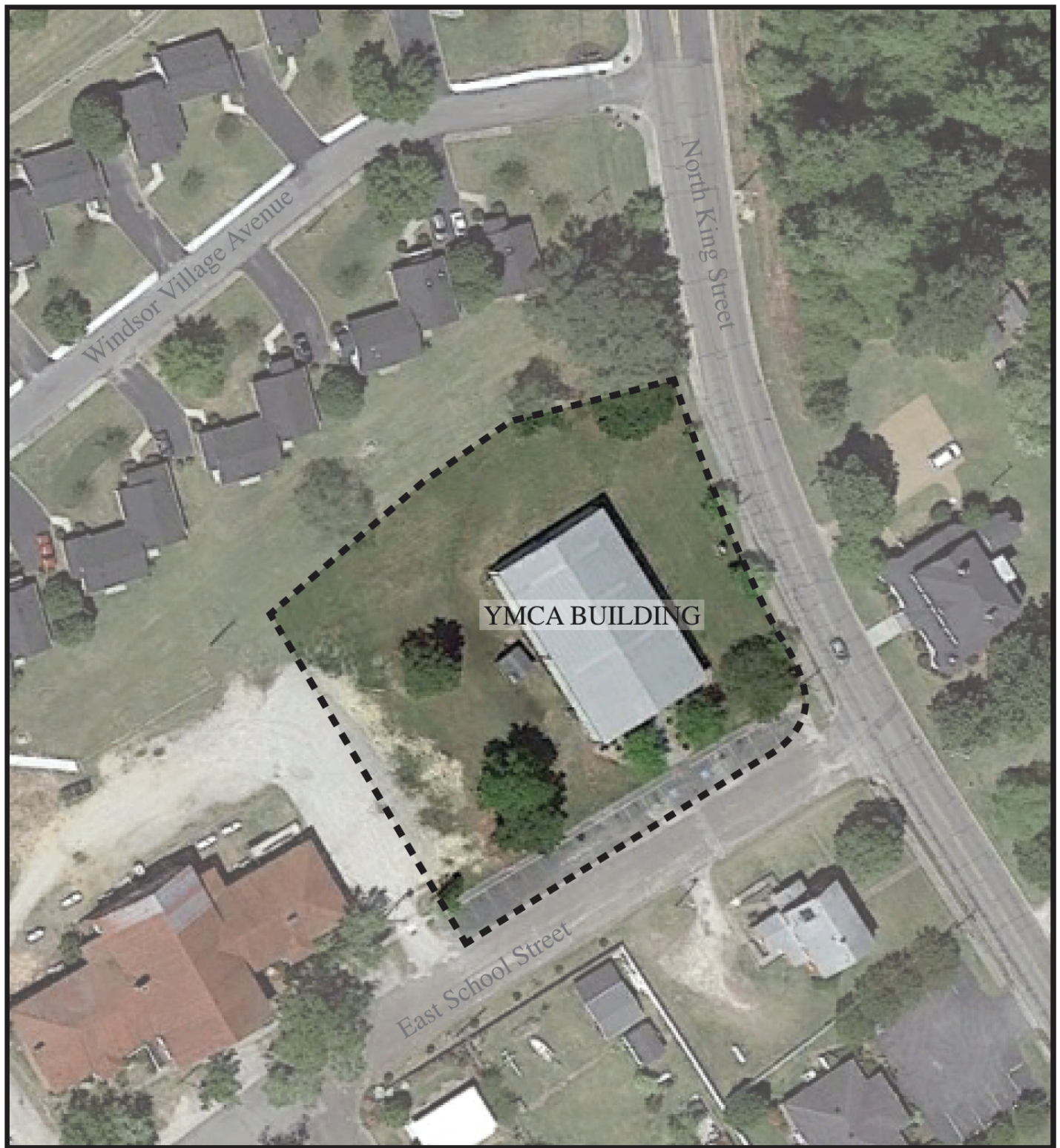
500 Feet



35° 59' 41" N 76° 54' 54" W

Tax Value: \$227,773





# Bertie County YMCA

1102 North King Street  
Windsor, North Carolina 27983

36° 00' 25" N 76° 57' 13" W

200 Feet

1.08 Acres

Tax Value: \$324,695





## Bertie Early College

500 Feet



819 Governors Road  
Windsor, North Carolina 27983

18.74 Acres  
Tax Value: \$2,096,255

36° 02' 00" N 77° 00' 50" W





# Bertie High School

716 US-13 North  
Windsor, North Carolina 27983

36° 03' 03" N 76° 58' 07" W

500 Feet

46.5 Acres

Tax Value: \$15,128,779







# Bertie Middle School

652 US-13 North  
Windsor, North Carolina 27983

36° 02' 51" N 76° 57' 52" W

500 Feet



53.61 Acres

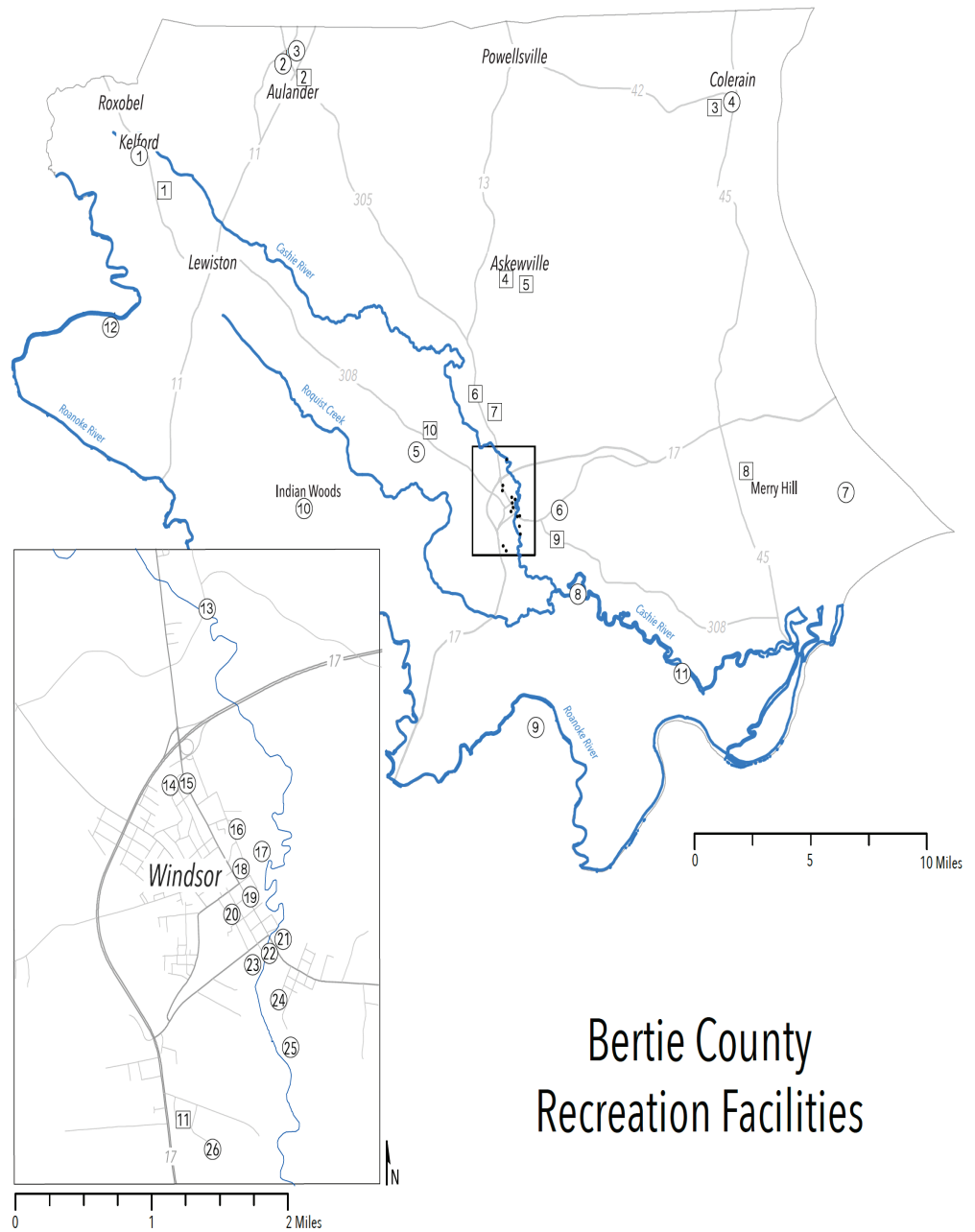
Tax Value: \$11,174,118

## Recreation ○

1. Kelford Community Park
2. Aulander Tennis Courts
3. John A. Drew Field of Dreams Memorial Park
4. Colerain Senior Center
5. Historic Hope Plantation
6. Bertie County Parks & Recreation Complex
7. Scotch Hall Preserve
8. Bertie County Game Lands
9. Roanoke River National Wildlife Refuge
10. Blue Jay Park
11. Sans Souci Ferry Cashie River Access
12. Lewiston Woodville Roanoke River Access
13. Hoggard Mill Fishing Pier & Small Boat Launch
14. Council on Aging & Senior Center
15. Bertie County YMCA
16. Davis Ballpark
17. Cashie Wetland Walk & Canoe Trail
18. Livermon Park & Mini Zoo
19. Bertie County Arts Council
20. Windsor Tennis Courts
21. Rotary Club Park
22. Williford Park
23. Roanoke Cashie River Center Boardwalk & Access
24. Cashie River Disc Golf Course
25. Cashie River Treehouse Village Campground & Access
26. Cashie Golf & Country Club

## Education □

1. West Bertie Elementary School
2. Aulander Elementary School
3. Colerain Elementary School
4. Bethel Assembly Christian Academy
5. Askewville Preschool
6. Bertie High School
7. Bertie Middle School
8. Lawrence Academy
9. Windsor Elementary School
10. Bertie Early College & STEM High School
11. Heritage Collegiate Leadership Academy



# Bertie County Recreation Facilities





## Blue Jay Park

1653 Indian Woods Road  
Windsor, North Carolina 27983

35° 59' 55" N 77° 06' 25" W

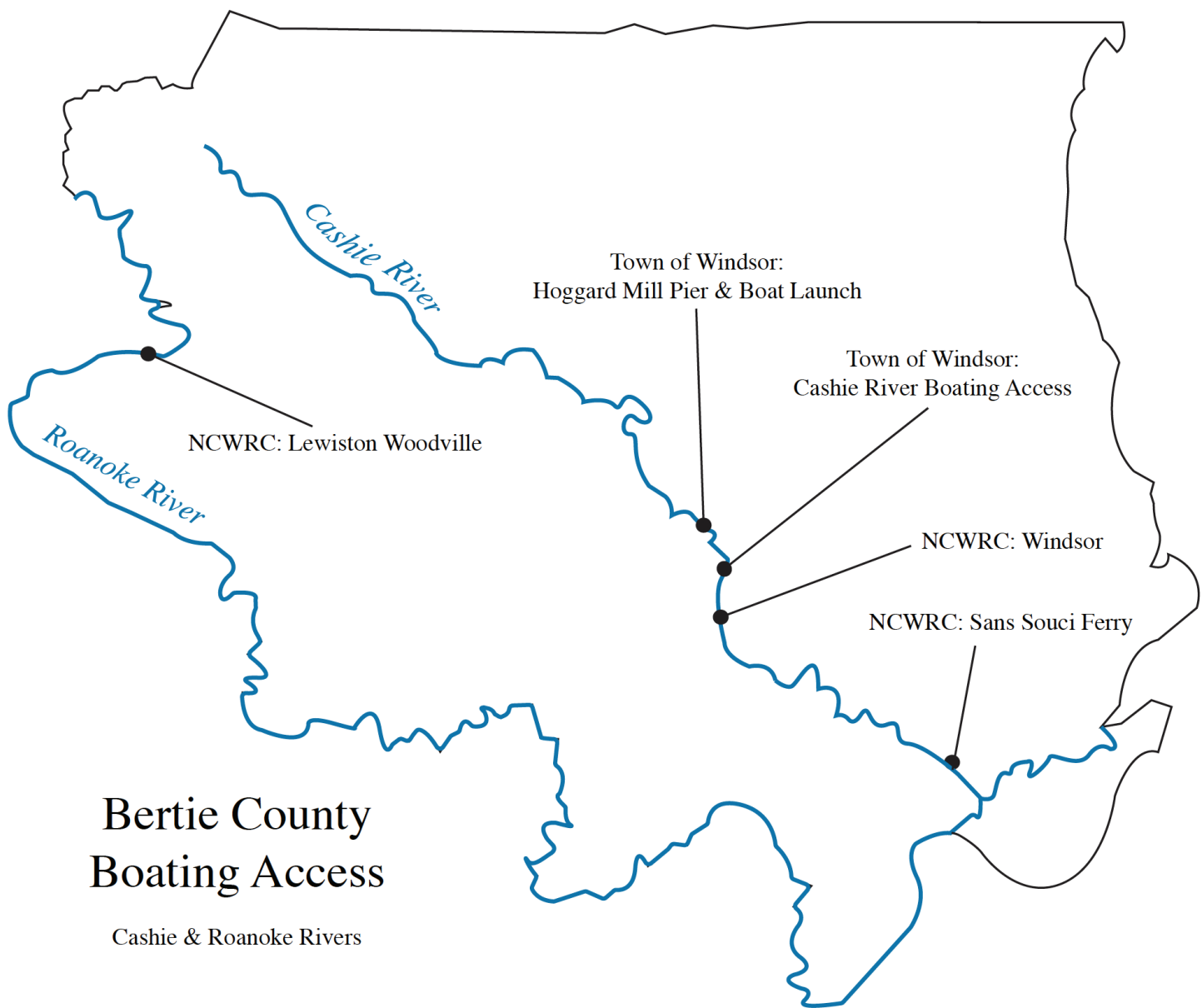
500 Feet

5.59 Acres

Tax Value: \$26,060







## Bertie County Boating Access

Cashie & Roanoke Rivers

# Cashie Golf & Country Club



200 Feet

500 Feet

132 Country Club Road  
Windsor, North Carolina 27983

35° 58' 33" N 76° 57' 04" W

87.92 Acres

Tax Value: \$554,589







# Colerain Elementary School

202 North Academy Street  
Colerain, North Carolina 27924

36° 11' 58" N 76° 46' 17" W



400 Feet



14.18 Acres

Tax Value: \$1,993,615





## Council on Aging

103 West School Street  
Windsor, North Carolina 27983

36° 00' 24" N 76° 57' 15" W

400 Feet

8.53 Acres

Tax Value: \$946,194







# Davis Ballfield

Rascoe Street  
Windsor, North Carolina 27983

36° 00' 09" N 76° 56' 47" W

31.85 Acres

Tax Value: \$31,149

400 Feet





— Aulander Fitness Trail 0.15 mi

100 feet



# John A. Drew Field of Dreams

117 Rice Avenue  
Aulander, NC 27805

36° 13'46" N 77° 06'27" W

6.23 Acres  
Tax Value: \$133,126



# Bertie County Game Lands

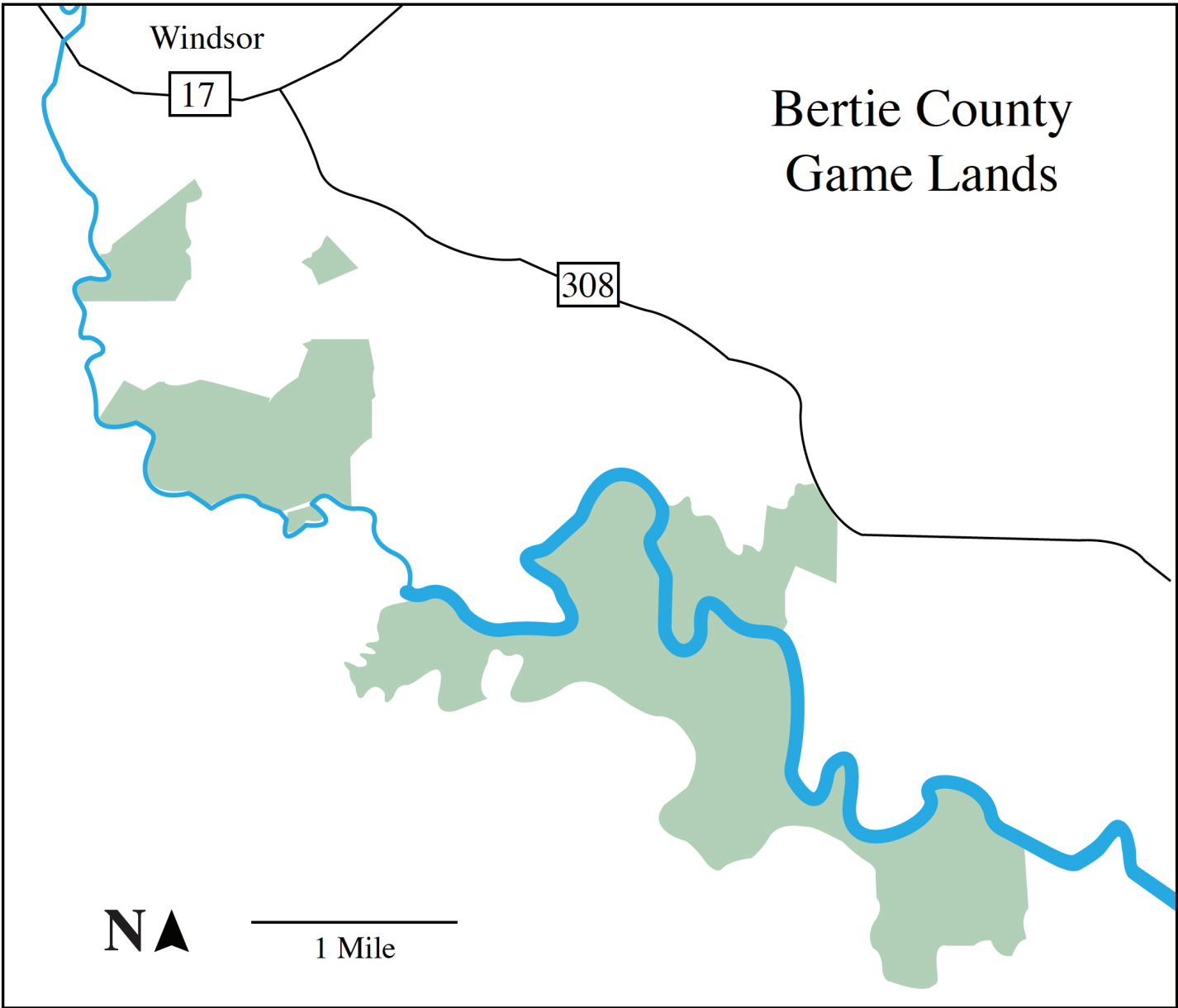
Windsor

17

308

N ▲

1 Mile





# Historic Hope Plantation

132 Hope House Road  
Windsor, North Carolina  
27983

36° 01' 43" N 77° 01' 06" W

44.69 Acres  
Tax Value: \$2,092,083

---

300 ft







# Lawrence Academy

## Main Campus

148 Avoca Farm Road

Merry Hill, North Carolina 27957

36° 00' 38" N 76° 46' 07" W

400 Feet



8.83 Acres

Tax Value: \$1,230,840





# Lawrence Academy

## Recreation Facilities

349 Old Merry Hill Road  
Merry Hill, North Carolina 27957

36° 00' 32" N 76° 46' 07" W

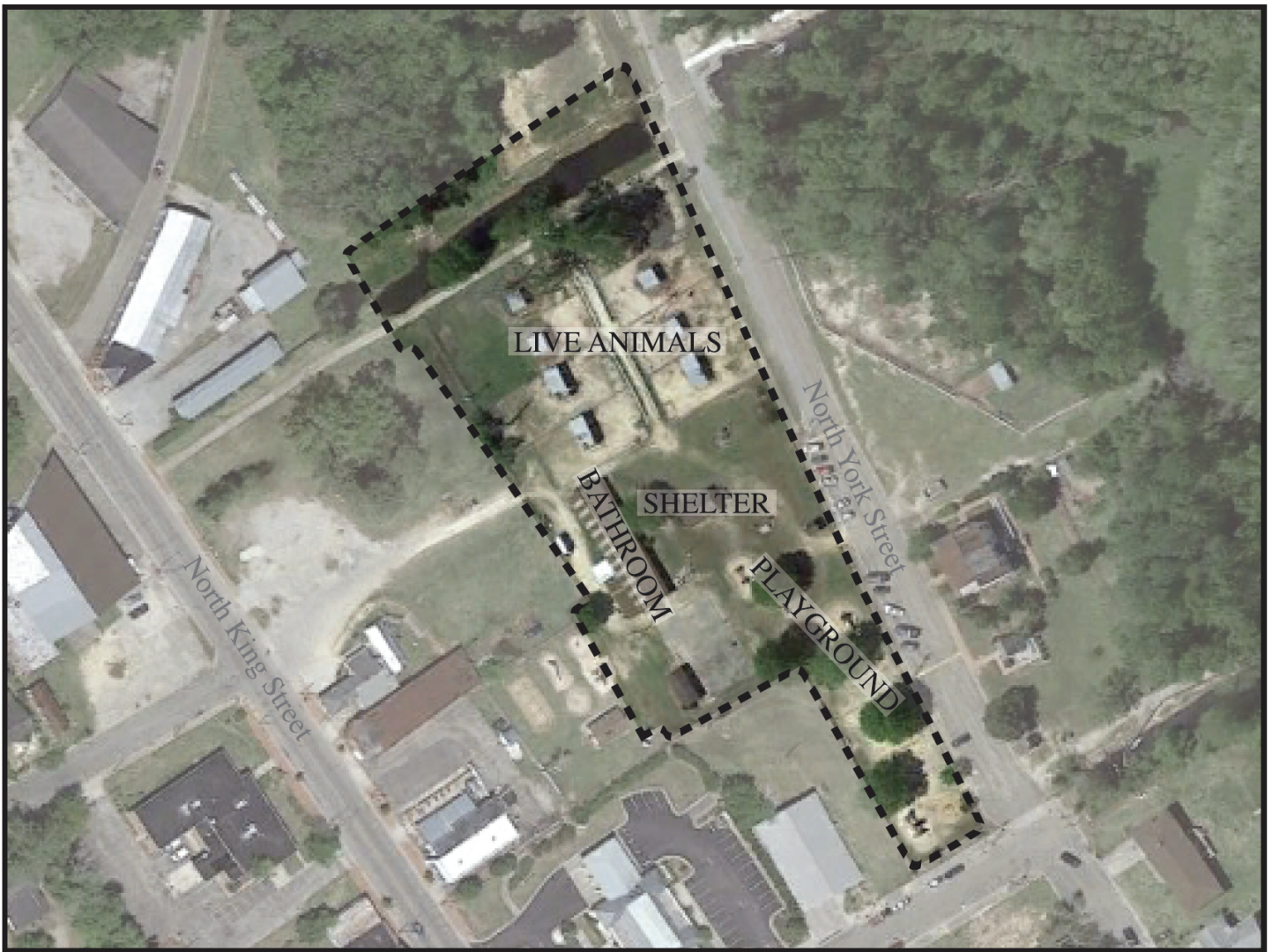
500 Feet

38.99 Acres

Tax Value: \$43,501







# Livermon Park & Mini Zoo

150 ft



102 York Street  
Windsor, North Carolina 27983

3.26 Acres

Tax Value: \$58,800

35° 59' 57" N 76° 56' 44" W



Sidewalk

Boardwalk

150 ft



# Cashie River Center & Boating Access

110 West Water Street  
Windsor, North Carolina 27983

4.8 Acres

35° 59' 28" N 76° 56' 39" W

Tax Value: \$597,504





## Rotary Club Park

Trail

200 Feet



508 South King Street  
Windsor, North Carolina 27983

1.00 Acre

Tax Value: \$8,000

35° 59' 36" N 76° 56' 28" W



# Scotch Hall Preserve

105 Scotch Hall Court  
Merry Hill, North Carolina 27597

35° 59' 56" N 76° 41' 25" W

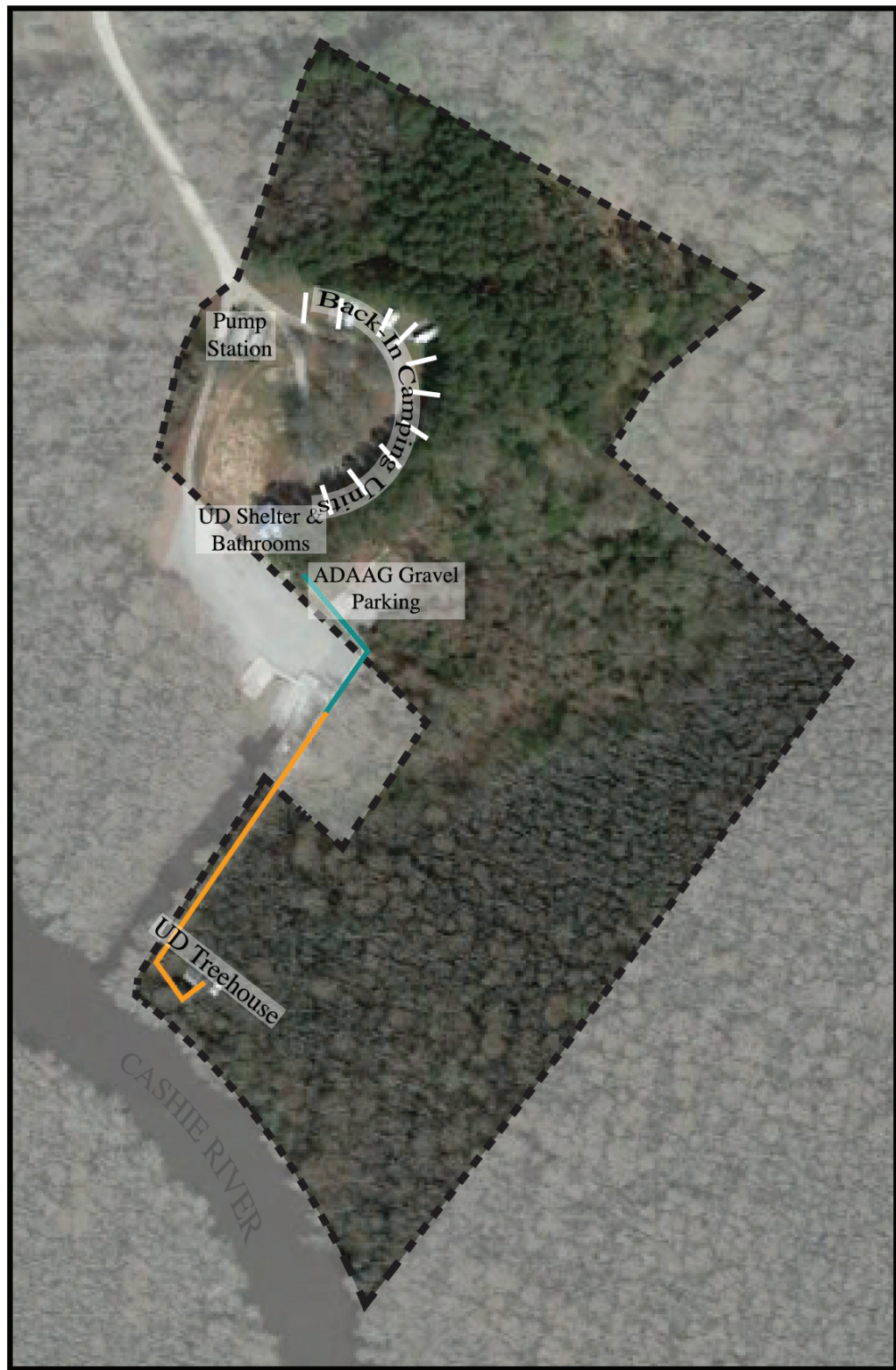
1,000 ft

698.76 Acres

Tax Value: \$5,418,101







Boardwalk

Sidewalk

250 feet



# Cashie River Treehouse & Camp Ground

402 Elm Street  
Windsor, North Carolina 27983

19 Acres

Tax Value: \$118,530

35° 59' 03" N 76° 56' 24" W





## West Bertie Elementary School

3734 Governors Road  
Kelford, North Carolina 27847

36° 09' 27" N 77° 12' 53" W

300 Feet



12.32 Acres

Tax Value: \$2,725,770



# Williford Park

150 Feet



507 South King Stree  
Windsor, North Carolina 27983

0.6 Acres

Tax Value: \$89,182

35° 59' 34" N 76° 56' 32" W





# Windsor Elementary School

104 Cooper Hill Road  
Windsor, North Carolina 27983

35° 59' 15" N 76° 55' 16" W

500 Feet

7.37 Acres

Tax Value: \$3,993,924





## Windsor Tennis Courts & Community Building

201 South Queen Street  
Windsor, NC 27983

35°59'44" N 76°56'49" W

Acres: 0.905  
Tax Value: \$81,743

100 feet





## Appendix H. Bertie County Park & Recreation ADA Accessibility Assessment Score Summary

<b>FACILITY</b>	<b>Total Score</b>
<b>Bertie County Parks and Recreation</b>	
Bertie County Arts Council	24
Bertie County Parks & Recreation Complex	21
Council on Aging Center	10
Bertie County YMCA	27
<b>Private/Semi-Private Facilities</b>	
Scotch Hall Preserve	
Cashie Golf & Country Club	28
Davis Ballpark	2
<b>State/Federal Facilities</b>	
Historic Hope Plantation	25
Roanoke River National Wildlife Refuge	25
Bertie Co. Cooperative Extension Service	30
<b>EDUCATIONAL INSTITUTIONS</b>	
<b>Bertie County Board of Education</b>	
Aulander Elementary	19
Colerain Elementary	17
West Bertie Elementary	16
Askewville Preschool	18
Bertie Early College High School	20
Bertie High School	30
Bertie Middle School	25
Windsor Elementary School	20
Bertie STEM High School	30
<b>Private/Charter Schools</b>	
Lawrence Academy	20
Bethel Assembly Christian Academy	18
Heritage Collegiate Leadership Academy	20
<b>MUNCIPALTIES/COMMUNITIES</b>	
<b>Town of Windsor</b>	
Cashie River Boating Access Area	31
Cashie River Treehouse Village	32
Cashie Wetland Walk & Canoe Trail	16
Livermon Park & Mini Zoo	28
Roanoke/Cashie River Center & Boardwalk	30
Rotary Park	1

Williford Park	6
Cashie River Campground	19
Cashie River Disc Golf Course	3
Windsor Tennis Courts	16

**Others**

Kelford Community Park	
Joseph Acree Gymnasium	
John A. Drew Field of Dreams Memorial Park	
Aulander Community Bldg. Tennis Courts	
Blue Jay Park - Indian Woods Community	
Colerain Senior Center	

**BOATING & FISHING ACCESS AREAS**

---

**NCWRC Boating Access**

Elm Street	17
San Souci Ferry	
Lewiston-Woodville	

**Municipality Boating and Fishing Access**

Cashie River Boating Access Area	
Cashie Wetland Walk & Canoe Trail	
Hoggards Mill Road Small Boat Launch Site	12
Queen Street Fishing Pier and Public Access	

---

Key: 0 = No 1 = Yes \* = Not Applicable.

Score Categories

0 - 4 = Poorly Accessible

5 -19 = Partially Accessible

20-34 = Accessible with Limitations



## THE PRINCIPLES OF UNIVERSAL DESIGN

Compiled by advocates of universal design, listed in alphabetical order:

Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden

Major funding provided by: The National Institute on Disability and Rehabilitation Research, U.S. Department of Education

---

### UNIVERSAL DESIGN:

**The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.**

The authors, a working group of architects, product designers, engineers and environmental design researchers, collaborated to establish the following Principles of Universal Design to guide a wide range of design disciplines including environments, products, and communications. These seven principles may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments.

The Principles of Universal Design are presented here, in the following format: name of the principle, intended to be a concise and easily remembered statement of the key concept embodied in the principle; definition of the principle, a brief description of the principle's primary directive for design; and guidelines, a list of the key elements that should be present in a design which adheres to the principle. (Note: all guidelines may not be relevant to all designs.)

### PRINCIPLES OF UNIVERSAL DESIGN:

#### PRINCIPLE ONE: Equitable Use

The design is useful and marketable to people with diverse abilities.

##### Guidelines:

- 1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing any users.
- 1c. Provisions for privacy, security, and safety should be equally available to all users.
- 1d. Make the design appealing to all users.

#### PRINCIPLE TWO: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

##### Guidelines:

- 2a. Provide choice in methods of use.
- 2b. Accommodate right- or left-handed access and use.
- 2c. Facilitate the user's accuracy and precision.
- 2d. Provide adaptability to the user's pace.

### **PRINCIPLE THREE: Simple and Intuitive Use**

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

#### **Guidelines:**

- 3a. Eliminate unnecessary complexity.
- 3b. Be consistent with user expectations and intuition.
- 3c. Accommodate a wide range of literacy and language skills.
- 3d. Arrange information consistent with its importance.
- 3e. Provide effective prompting and feedback during and after task completion.

### **PRINCIPLE FOUR: Perceptible Information**

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

#### **Guidelines:**

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

### **PRINCIPLE FIVE: Tolerance for Error**

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

#### **Guidelines:**

- 5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- 5b. Provide warnings of hazards and errors.
- 5c. Provide fail safe features.
- 5d. Discourage unconscious action in tasks that require vigilance.

### **PRINCIPLE SIX: Low Physical Effort**

The design can be used efficiently and comfortably and with a minimum of fatigue.

#### **Guidelines:**

- 6a. Allow user to maintain a neutral body position.
- 6b. Use reasonable operating forces.
- 6c. Minimize repetitive actions.
- 6d. Minimize sustained physical effort.



**PRINCIPLE SEVEN: Size and Space for Approach and Use**

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

**Guidelines:**

- 7a. Provide a clear line of sight to important elements for any seated or standing user.
- 7b. Make reach to all components comfortable for any seated or standing user.
- 7c. Accommodate variations in hand and grip size.
- 7d. Provide adequate space for the use of assistive devices or personal assistance.

Please note that the Principles of Universal Design address only universally usable design, while the practice of design involves more than consideration for usability. Designers must also incorporate other considerations such as economic, engineering, cultural, gender, and environmental concerns in their design processes. These Principles offer designers guidance to better integrate features that meet the needs of as many users as possible.

Version 2.0 - 4/1/97.

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[https://www.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciplestext.htm](https://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm)

## Scanlon: Park is 'a gold mine'

By William F. West  
Staff Writer

Sunday, November 27, 2016

CURRITUCK – County Manager Dan Scanlon believes Currituck Community Park is “a gold mine” and an illustration of how efforts came together, in a shared vision, to create a site for education, to care for animals and for people, for recreation and for a commerce park for future economic development.

Early last week, Scanlon and numerous other officials dedicated a baseball and softball complex at the site, which is just off Shortcut Road and close to Currituck Regional Airport. Later in the evening at the monthly county commissioners meeting, and after brief comments about the site by departing Commissioner Vance Aydlett, Scanlon provided an extensive update on the project.

Scanlon told of groups coming from as far away as Baltimore, Md., and Raleigh, but also as close as from Bertie County, to see Currituck Community Park and to learn about the different partnerships formed and how the concept of the site became a reality.

Of the Bertie group's reaction, Scanlon said, “You would think they were watching fireworks.”

Every time they would turn a corner and discover a new element of the site, they remarked, “Oooh” and “Aaah,” he said.

The site features the Currituck YMCA, a Sentara Healthcare therapy facility, the Currituck Cooperative Extension Center and College of The Albemarle's Regional Aviation and Technical Training Center.

Scanlon said that the one downside of Currituck Community Park is that he and county staff haven't yet created “the critical mass” needed for Mainland Currituck to drive the development of hotels and dining establishments and all kinds of related developments.

However, he emphasized that Currituck Community Park, now with baseball and softball fields, has the ability to draw a couple of thousand of people every weekend, and that the site also will be in proximity to the future Mid-Currituck Bridge and the Outer Banks.

He particularly emphasized that when one starts having tournaments at Currituck Community Park, people will need a place to buy drinks and nabs in-between ballgames, have dinner and spend the night.

Then, Scanlon said, will be the start of creating the critical mass that drives economic development.

“We've got a lot of things going on in a very small place that gives us a unique advantage to try to market and promote an area that is unique to northeastern North Carolina – and certainly unique to us – as we try to position ourselves against the port of Hampton Roads,” he said.

“So, we have a gold mine here of things that seem random, seem independent, but actually the vision of bringing a lot of different people to the table has got us to where we have a pretty impressive site,” he said.



Currituck County Manager Dan Scanlon

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## Currituck to dedicate ballfields at Community Park Saturday

From staff reports

Friday, May 5, 2017

BARCO — Currituck County officials are scheduled to dedicate the county's new baseball and softball facility at Currituck Community Park in Barco, Saturday.

The dedication ceremony is set for 8:30 a.m. at the Currituck Athletic Complex, at 170 Maple Parkway, just off Shortcut Road.

County Manager Dan Scanlon previously has called Currituck Community Park "a gold mine," describing as an illustration of how collaboration and a shared vision have come together to create a site for education, care for animals, recreation and a commerce park for future economic development.

Currituck Community Park includes College of The Albemarle's Regional and Aviation Technical Training Center, the Currituck YMCA, the Currituck Extension Center and a new animal shelter.

Scanlon is also proposing to move the Currituck Sheriff's Office, Currituck Fire-Emergency Medical Services and Currituck Emergency Management from scattered locations in the northern part of the county to a yet-to-be-named site for a public safety center at Currituck Community Park.



Edward Farrington Jr., an employee of A.R. Chesson Construction, puts some of the finishing touches on one of the new ballfields at Currituck Community Park in Barco, Thursday. Currituck commissioners plan to dedicate the new baseball and softball facility on Saturday.

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- LAWN
- CONCRETE FOREMAN
- DUMP TRUCK DRIVER

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## Top Cars

- Kia Soul 2015
- Pontiac Solstice 2008
- Mercury Mountaineer 2008
- Honda Accord 2008
- Jeep Grand Cherokee 2004
- Dodge Caliber 2008

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## National News

**AP-NC--North Carolina News Coverage Advisory 8:30 am, NC**  
March 06, 2018

**The Latest: North Carolina city releases documents beating**  
March 06, 2018

**10 Things to Know for Today**  
March 06, 2018

**BC--Carolinas Opening Advisory**  
March 06, 2018

**TOP 25 THIS WEEK: League tourneys set to impact NCAA seeding**  
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## National Sports

**AHL At A Glance**  
March 09, 2018

**Through games of Thursday, March 8, 2018**  
March 09, 2018

**ECHL At A Glance**  
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**BC-SOC--English Standings**  
March 09, 2018

**SPHL At A Glance**  
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## National Business

**General Mills, Annie's Mac & Cheese tap South Dakota farm**  
March 06, 2018

**Republicans want Trump to back off his tariff proposal**  
March 06, 2018

**Asian stocks surge despite trade tensions after US gains**  
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**AP Top Business News at 10:12 a.m. EST**  
February 27, 2018

**US consumer confidence rises to highest level since February**  
February 27, 2018

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## National Entertainment

**Package bombs in Texas capital likely tied to earlier blast**  
March 12, 2018

**Shhh! How to stream March Madness when the boss isn't around**  
March 12, 2018

**Man arrested, accused of stealing McDormand's Oscar trophy**  
March 06, 2018

**Frances McDormand caps win streak with best-actress Oscar**  
March 05, 2018

**Cosby wants sexual assault case tossed or witnesses limited**  
March 05, 2018

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## Bertie County Parks and Recreation Survey

**Purpose:** This is a survey for the Bertie County Recreation Department. Information collected will be used to assess potential improvements to quality of life and recreation in Bertie County. Please contact the Dr. Paige Viren at East Carolina University Department of Recreation and Leisure Studies with any questions at (252) 737-2425.

1. What three recreation activities or facilities (non-commercial) would you or any member of your household like to see provided?

*\*Non-commercial refers to facilities that are not privately owned (ie. **not** a movie theater, water park, or bowling alley)*

Activity/Facility 1 \_\_\_\_\_

Activity/Facility 2 \_\_\_\_\_

Activity/Facility 3 \_\_\_\_\_

2. What three **INDOOR** recreation activities or facilities (non-commercial) would you or any member of your household like to see provided?

Activity/Facility 1 \_\_\_\_\_

Activity/Facility 2 \_\_\_\_\_

Activity/Facility 3 \_\_\_\_\_

3. Please indicate your level of agreement with the following statement:

**Bertie County meets the recreational and leisure needs of me and/or the members of my household.**

☐ Strongly  
Disagree

☐ Disagree

☐ Neither  
Agree/Nor  
Disagree

☐ Agree

☐ Strongly Agree

4. In what ways can Bertie County better meet the recreational and leisure needs of you and/or members of your household?

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5. How do you receive information about programs offered by Bertie County Recreation? *Select all that apply.*

☐ Newspaper

☐ Direct mail

☐ Brochures/Flyers

☐ Email/Electronic newsletter

☐ County website/Online

☐ Social media (e.g. Facebook, Twitter)

☐ Phone

☐ Word of mouth

☐ Other (specify) \_\_\_\_\_

☐ I do not receive this information



6. Of the choices you selected, what is the **primary** way you receive information about programs offered by Bertie County Recreation? *Please select one response.*

- |   |   |
|---|---|
| <input type="radio"/> Newspaper                             | <input type="radio"/> Phone                             |
| <input type="radio"/> Direct mail                           | <input type="radio"/> Word of mouth                     |
| <input type="radio"/> Brochures/Flyers                      | <input type="radio"/> Other (specify) _____             |
| <input type="radio"/> Email/Electronic newsletter           | <input type="radio"/> I do not receive this information |
| <input type="radio"/> County website/Online                 |   |
| <input type="radio"/> Social media (e.g. Facebook, Twitter) |   |

7. Over the next 5-10 years, what do you think should be the department's **top 3 priorities**?

*Rank answer choices in order of importance by placing a 1 next to the top priority, a 2 next to the second most important priority, and a 3 next to the third most important priority. Leave the remaining two boxes blank.*

- \_\_\_\_\_ New parks
- \_\_\_\_\_ New recreation center
- \_\_\_\_\_ Renovation of current parks
- \_\_\_\_\_ New/Improved programming
- \_\_\_\_\_ Addition of sports leagues

8. Where in Bertie County is each of the following parks/facilities needed? *(If none are needed, please leave the line blank.)*

Park/Facility	Location
Outdoor basketball courts	
Swimming pools	
Walking/jogging/ Hiking trails	
Soccer fields	
Skateboard Park	
Gymnasium	
Fitness center	
Outdoor parks	
Public water access	
Bike paths	
Playgrounds	
Baseball fields	
Dog park	
Disc golf course	

9. What **other** types of parks/facilities do you feel that Bertie County Recreation is lacking (non-commercial)?

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10. Are more programs/activities needed from the Bertie County Recreation Department for small children (ages 0-5)?

- ☐ Yes – (answer Q11 and Q12)  
☐ No – (skip to next page)

11. Where in Bertie County is each type of program/activity needed for small children (ages 0-5)? (If none are needed, please leave the line blank.)

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

12. What **other** types of programs/activities are needed for for small children (ages 0-5)?

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13. Are more programs/activities needed from the Bertie County Recreation Department for children (ages 6-12)?

- ☐ Yes – (answer Q14 and Q15)  
☐ No – (skip to next page)

14. Where in Bertie County is each type of program/activity needed for children (ages 6-12)? (If none are needed, please leave the line blank.)

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

15. What **other** types of programs/activities are needed for children (ages 6-12)?

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16. Are more programs/activities needed from the Bertie County Recreation Department for teenagers (ages 13-17)?

- ☐ Yes – (answer Q17 and Q18)  
☐ No – (skip to next page)

17. Where in Bertie County is each type of program/activity needed for teenagers (ages 13-17)? (If none are needed, please leave the line blank.)

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

18. What **other** types of programs/activities are needed for teenagers (ages 13-17)?

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19. Are more programs/activities needed from the Bertie County Recreation Department for young adults (ages 18-29)?

- ☐ Yes – (answer Q20 and Q21)  
☐ No – (skip to next page)

20. Where in Bertie County is each type of program/activity needed for young adults (ages 18-29)? (If none are needed, please leave the line blank.)

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

21. What **other** types of programs/activities are needed for young adults (ages 18-29)?

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22. Are more programs/activities needed from the Bertie County Recreation Department for adults (ages 30-55)?

- ☐ Yes – (answer Q23 and Q24)  
☐ No – (skip to next page)

23. Where in Bertie County is each type of program/activity needed for adults (ages 30-55)? (If none are needed, please leave the line blank.)

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

24. What **other** types of programs/activities are needed for adults (ages 30-55)?

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25. Are more programs/activities needed from the Bertie County Recreation Department for seniors (ages 55+)?

26. Where in Bertie County is each type of program/activity needed for seniors (ages 55+)? (If none are needed, please leave the line blank.)

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

27. What **other** types of programs/activities are needed for seniors (ages 55+)?

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28. Are more programs/activities needed from the Bertie County Recreation department for families?

- ☐ Yes – (answer Q29 and Q30)  
☐ No – (skip to next page)

29. Where in Bertie County is each type of program/activity needed for families? *(If none are needed, please leave the line blank.)*

Park/Facility	Location
Music	
Sports	
Exercise	
Dance	
Art	
Swimming/Water	
Social events	
Professional Training	
Travel (e.g. Shows, Shopping, Sporting Events)	

30. What **other** types of programs/activities are needed for families?

---

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31. Do you participate, or anticipate participating, in the following activities for recreation in Bertie County? *(choose all that apply)*

- |  |   |
|--|---|
| <input type="checkbox"/> Motor boating     | <input type="checkbox"/> Bicycling                    |
| <input type="checkbox"/> Sailing           | <input type="checkbox"/> Birding                      |
| <input type="checkbox"/> Paddle boarding   | <input type="checkbox"/> Horseback riding             |
| <input type="checkbox"/> Kayaking/canoeing | <input type="checkbox"/> Hunting                      |
| <input type="checkbox"/> Fishing           | <input type="checkbox"/> Other, please specify: _____ |

41. If you could tell the Bertie County Recreation Department **one** thing they need to do to better serve their citizens, what would it be?

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42. Are there any additional ways in which Bertie County Recreation can improve or enhance existing park facilities that you feel were not already addressed in this survey?

---

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### **Demographics**

36. What is your gender?

- ☐ Male  
☐ Female

37. What is the highest level of education you have completed?

- |   |   |
|---|---|
| <input type="radio"/> Less than 9th grade                         | <input type="radio"/> Some college, no degree         |
| <input type="radio"/> 9th to 12th grade, no diploma               | <input type="radio"/> Associate's degree              |
| <input type="radio"/> High school graduate (includes equivalency) | <input type="radio"/> Bachelor's degree               |
|   | <input type="radio"/> Graduate or professional degree |

38. What is your annual household income?

- |  |  |
|--|--|
| <input type="radio"/> Less than \$10,000   | <input type="radio"/> \$50,000 to \$74,999 |
| <input type="radio"/> \$10,000-\$14,999    | <input type="radio"/> \$75,000 to \$99,999 |
| <input type="radio"/> \$15,000-\$24,999    | <input type="radio"/> \$100,000-\$149,999  |
| <input type="radio"/> \$25,000 to \$34,999 | <input type="radio"/> \$150,000-\$199,999  |
| <input type="radio"/> \$35,000 to \$49,999 | <input type="radio"/> \$200,000 or more    |

39. Are you Hispanic or Latino/Latina

- ☐ Yes
- ☐ No

40. What is your race?

- |  |   |
|--|---|
| <input type="radio"/> White                            | <input type="radio"/> Asian                                     |
| <input type="radio"/> Black or African American        | <input type="radio"/> Native Hawaiian or other Pacific Islander |
| <input type="radio"/> American Indian or Alaska Native | <input type="radio"/> Other                                     |

41. What is your age?

\_\_\_\_\_ years old

**Thank you for your feedback!**  
**This will be used in the planning efforts for parks and recreation in Bertie County.**

**---END---**

## ***Focus Group Script***

### **ACKNOWLEDGE:**

Hello everyone. I first want to thank each of you for taking the time to participate in today's session.

### **INTRO:**

My name is \_\_\_\_\_. I will be the moderator for today's focus group session. Our purpose today is to talk about parks and recreation in Bertie County, in order to help with planning.

### **AGENDA:**

In regard to today's agenda, we will all be participating in a free flowing discussion. Throughout the discussion, it's important to remember that there are no wrong answers and that we are looking for different points of view.

### **MODERATOR:**

I work for East Carolina University and I'm working on this project as a research partner to help learn more about parks and recreation programming and facilities in Bertie County. In addition to this focus group, we have also conducted surveys to assess public opinion, which will inform an updated parks and recreation plan for the county.

### **PERMISSIONS:**

At any time feel free to excuse yourself for any reason. However, we do ask that only one person be up at a time to help keep the conversation flowing.

### **GUIDELINES:**

In order to make this a successful research session, we have a few guidelines we would like to set:

1. Please talk one at a time
2. Talk in a voice as loud as mine
3. Avoid side conversations with your neighbors
4. Work for equal talking time
5. Allow for different points of view
6. Say what you believe, there are no wrong answers
7. Only one person up or out of the room at one time

### **INTRODUCTIONS:**

Please introduce yourself to the group and tell us:

- Your name
- How long you have lived in Bertie County and what area you live in
- Your current occupation

### **FOCUS GROUP QUESTIONS:**

1. What is the best thing about parks and recreation in Bertie County?
2. What parks and recreation activities do you participate in, and where?



3. What is the largest problem with parks and recreation in Bertie County?
4. What is one improvement you would make to parks and recreation in Bertie County?
  - a) Are there any current parks or facilities that you would like to see renovated?
  - b) Are there any parks or facilities that you would like to see added? (e.g. recreation center, swimming pools, basketball courts)
  - c) Are there any programs or activities you would like to see offered? (e.g. sports, arts, nature)

**CLOSING:**

Thank you very much for your participation in today's discussion. We really appreciate you taking the time to come and offer your opinions.

# Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies

IMPLEMENTATION  
EXAMPLES &  
STORIES

ALLIANCE FOR A  
HEALTHIER  
GENERATION

**NRPA**  
National Recreation  
and Park Association



## Healthy Out-of-School Time Wellness Policy Guide

Your agency is working to make your afterschool and summer program healthier for youth, staff and families. But what happens when there is staff turnover? What happens when the staff person championing wellness efforts at your afterschool or summer program changes jobs? What happens when only some of your agency staff understand the importance of health and wellness improvements?

The answer: Some amazing progress can be lost.

The Alliance for a Healthier Generation is dedicated to ensuring that the healthy improvements made in afterschool and summer programs are *sustainable improvements*. That's why the Alliance helps youth-serving organizations create their own wellness policy .

A wellness policy is a written document made up of several policies and language that outline an agency's dedication to children's health and wellness. Some programs use policies to define the types of foods that can or can't be consumed on premises, while others may set the requirement for minimum number of physical activity minutes during program hours. Many policies also focus on staff wellness to emphasize healthy role-modeling.

The purpose of this guide is to provide your agency with real-life examples, best practices and steps to help you implement a wellness policy and create sustainable changes at your site.

### Customizing your Wellness Policy

Culture change takes time. Consider how you can work with your leadership to identify the specific wellness goals that you want to prioritize and make into a wellness policy. The Healthy Out-of-School Time Model wellness policy (see end of guide) contains many ideas and suggestions you can use to develop and customize your agency's wellness policy . You may want to utilize the Alliance's [Healthy Out-of-School Time Assessment](#) to assist you in identifying which healthy eating or physical activity standards you need a formal policy to help implement. You may find that you're already achieving a standard, but are lacking a formal policy to ensure consistent implementation across your organization. Customization based on your agency's strengths and strategic goals will ensure the strongest wellness policy . See below for one agency's experience working with the Alliance's tools to customize their own wellness policy.

*"One of the greatest benefits of the Healthy Out-of-School Time Assessment is the ability to take the information provided in the assessment, much of which we were currently doing within our program, and formalize it through program policy and staff guidelines. At the time of the assessment, we were meeting many of the standards through practice but not policy. This assessment acted as a guide for us to review our current program policies and staff manual and update for expected standards to be met. In addition, the things that we were not meeting were easily met through program improvements. Those that are still not met are on our Action Item list to be addressed in the future."*

*- City of Buckeye Parks and Recreation, AZ*



## Healthy Out-of-School Time Wellness Policy Guide

Notice in the above example how the City of Buckeye Parks and Recreation used this time to review their current program policies and staff manual and made updates to ensure wellness standards were formalized within current documents that are familiar to and used by staff.

### Policy Integration

As you look to implement a wellness policy at your agency, it is important to consider ways to integrate consistent messaging into other areas of organizational policy. Although having a strong wellness policy that can stand on its own is important, it will also be vital to the implementation of the policies if the language is consistent and supportive in other areas of your organizational materials. Do you have documents or manuals that outline staff responsibilities, core competencies or agency mission and values? Do you have staff onboarding materials and training documents that outline your agency's culture? See below for an example of integrating wellness language into other areas of organizational policy.

#### EXAMPLE 1

*PURPOSE: To provide a safe, supervised environment for school-aged children.*

*PHILOSOPHY: The focus of the City of Buckeye (AZ) Kid's BASE Program is the enhancement of self worth and increased knowledge of each participant through the provision of quality supervision and effective programming. This is to be accomplished through the implementation of activities that are basic to personal development, physical wellness, socialization, and cultural awareness in a relaxed and enjoyable environment, made possible through qualified and enthusiastic staff, a cooperative school system, and a community interested in and responsive to the needs of its youth.*

#### **GOALS AND OBJECTIVES:**

1. *Create a sense of usefulness through:*
  - a. *Personal Development.*
    1. *children are made responsible for their behavior*
    2. *children participate in activities that require cooperation*
    3. *children learn problem solving techniques through role playing*
    4. *children participate in recreational activities*
  - b. *Physical Wellness.*
    1. *children participate in non-competitive and cooperative play*
    2. *children participate in "fitness" activities*
    3. *children participate in safety awareness programs*
  - c. *Cultural Awareness.*
    1. *children participate in instructional classes*
    2. *children participate in making a variety of art projects*
    3. *children are introduced to various media through speakers and demonstrations*

## Healthy Out-of-School Time Wellness Policy Guide

### EXAMPLE 2

*Gwinnett County Parks and Recreation (GA) will:*

- 1. Offer a variety of planned physical activities for persons of all ages and abilities.*
- 2. Give all park and facility users access to healthy food and beverage options.*
- 3. Partner with local community members, organizations and businesses to promote healthy habits and programs to residents and staff of Gwinnett County.*
- 4. Provide day camps with healthy and safe environments for participants.*
- 5. Deliver safe and healthy environments for all park and facility users to exercise, socialize and play.*
- 6. Ensure that staff operates in safe and healthy workplace environments.*
- 7. Designate smoke-free “Areas of Play” to keep all park and facility users and staff safe and healthy.*

## Wellness Policy Introduction

Including a clear introduction to your agency’s wellness policy will provide relevant context to the reader. Additionally, outlining how this wellness policy connects to the [National Recreation and Parks Association’s Commit to Health](#) campaign, the [National AfterSchool Association Standards for Healthy Eating and Physical Activity](#), and the Alliance for a Healthier Generation’s best practices, sets the tone for the reader that this work is legitimate, part of something bigger and backed by strong leadership. Use the introductory section as an opportunity to educate the reader and build their support for this work. Staff and families will become familiar with the rationale behind your wellness policy and be able to speak to your agency’s role in health and wellness throughout the community. See below for examples from the field:

### EXAMPLE 1

*“The City of Bakersfield has adopted the following National Recreation and Park Association’s Healthy Eating and Physical Activity Standards for our afterschool and summer programs. The Healthy Eating and Physical Activity standards were created by a national coalition of out-of-school time leaders to create evidence-based, practical values that foster the best possible nutrition and physical activity outcomes for children in grades K-12 attending out-of-school time programs.” – City of Bakersfield Parks and Recreation, CA*

## Healthy Out-of-School Time Wellness Policy Guide

### EXAMPLE 2

*“Staff and participants are required to support and implement the Healthy Eating and Physical Activity standards set forth by the National Recreation and Park Association that have been adopted by the City of Buckeye. Each site’s staff is required to collaborate with the Alliance for a Healthier Generation in implementing the Healthy Eating and Physical Activity standards. Healthy Eating and Physical Activity standards are evidence-based, practical values that foster the best possible nutrition and physical activity outcomes for children in grades K-12 attending out-of-school time programs. We have partnered with the Alliance for a Healthier Generation to implement healthy eating, physical activity and youth engagement at our sites. Each site will provide technical assistance, planning and trainings for all staff. Sites are committed to the following Healthy Eating and Physical Activity standards and practices”- City of Buckeye Parks and Recreation, AZ*

### EXAMPLE 3

*“According to the Centers for Disease Control and Prevention (CDC), a healthy community is one that continuously creates and improves both its physical and social environments, helping people to support one another in aspects of daily life and to develop to their fullest potential. Park and Recreation Departments are at the center of healthy places designed and built to improve the quality of life for all people who live, work, learn, and play within their borders—where every person is free to make choices amid a variety of healthy, available, accessible, and affordable options. To show our commitment to community well-being and public health, The Florida Recreation and Park Association (FRPA) created the State of Health and Wellness Pledge. In working to meet the following standards, Park and Recreation agencies can take the lead in moving their community toward a better tomorrow”- Florida Recreation and Park Association*

## Staff Training and Rollout

Although the specific language used in your wellness policy is vitally important, the implementation and rollout of the policy is equally as significant. You will need to ensure that all levels of your agency’s leadership and staff are made aware of the new wellness policy and that they understand the implications of such policies. Here are a some ways to ensure an effective wellness policy rollout:

- Include strong rationale in all onboarding and staff training materials and provide time for discussion among staff.
- Consider sharing this wellness policy to community boards or committees outside of your department. Local leadership and government officials are important allies for this work.
- Stay positive as you get started,. Expect to receive some push back, but remember to stay focused on the long-term vision of your policy and the importance of your agency’s leadership role in your community’s health and wellness movement.



## Healthy Out-of-School Time Wellness Policy Guide

- Consider including the rationale and policy details in your hiring process, staff onboarding, staff annual reviews and ongoing staff communications like newsletters or email blasts.

See below for three agencies' methods for implementing their wellness policy.

### EXAMPLE 1

*"Our staff thought that the ban on movies would be difficult for the children, however that was not the case. I think the staff missed it way more than the children! We received very few comments from the children that they even noticed we had banned movies. We have already been implementing all of the other healthy eating and physical activity standards, so continuing to implement them posed no issues." –City of Bakersfield Parks and Recreation, CA*

### EXAMPLE 2

*"During our summer program, we have a policy that staff cannot eat or drink unhealthy items in front of the kids. We implemented this policy because if we want our children to eat healthy and be more aware of what they consume, it must start with the adults that are working with them. Staff must practice what they are teaching." – City of Fort Wayne Parks and Recreation, IN*

## Healthy Out-of-School Time Wellness Policy Guide

### EXAMPLE 3

*“Standard: Park and Recreation agency receives up to date training on safe, physical activity trends in play.*

- 1. Staff will receive a minimum of 8 contact hours annually for professional development on effective practices and strategies for planning all-inclusive physical activity.*
- 2. Agency will create a staff policy to promote and encourage a physically active lifestyle.*

*Standard: Park and Recreation Agency is known for encouraging and teaching healthy eating habits.*

- 1. Staff receive training on the role of healthy eating, physical activity, and social supports for health behaviors minimally once per year.*
- 2. Evidence-based nutrition education is available to parents and youth.*
- 3. Provide nutrition classes and program at little or no cost to community.*

*On \_\_\_\_\_ in the City/County of \_\_\_\_\_, the undersigned pledges to positively impact Community health through the implementation of the above standards”*

*- Florida Recreation and Park Association, State of Health and Wellness Pledge*

Give staff a voice in the development of your policies. This will lead to a smoother implementation. Here is a process you can follow to help ensure quality implementation of your wellness policy:

1. Convene a meeting or set of meetings for staff that represent multiple levels of responsibility in your organization. These individuals will become your Wellness Team. The person in your organization who is taking the lead on this work will facilitate the meeting and explain why your organization is developing a wellness policy. Remember, the decision to implement a wellness policy may not be up for discussion, but what the policies will entail and look like can be shaped by staff voice. This representation is crucial for staff buy-in and effective implementation.
  - a. For multi-site organizations, Wellness Team members may include your executive director, regional program director, site directors, and select group leaders.
  - b. For single-site organizations, Wellness Team members may include your program director, part-time staff, and program volunteers.
  - c. Consider adding a youth representative at each site to help create buy-in and a greater level of engagement with the youth you serve.
2. Once the Wellness Team has met and staff has had a chance to voice their ideas, you can now create the wellness policy. Allow Wellness Team members to go over the draft of the policy to ask questions and ensure open communication.
3. After feedback has been received, complete a final draft of the wellness policy that will be adopted and shared with the organization as a whole.
4. Set up training sessions for all staff who will be impacted by this policy. Communicate not only what the policy is, but the “why” and “how” of the policy. These sessions will be the Wellness Team’s time to talk about why the policy is being adopted and to provide training on how sites will implement the policy. For example, if a policy was created that states all sites will offer 30 minutes of physical activity daily, the training should include ideas on different physical activity games and how to build this time into their schedules while still balancing all the other things they need to get done during program time.

## Healthy Out-of-School Time Wellness Policy Guide

5. Speak with the youth and families at your site about the wellness policy and any changes that will be coming. Get their thoughts on the best ways to implement the changes at the site.
6. Develop a communication document for parents, letting them know of the changes and the new policy and how this will benefit their children.
7. Ensure implementation. Solicit regular feedback from staff and continue to hold trainings to support staff in implementing policies at their sites. Some staff may need more assistance and guidance than others.

Recognize that implementing change is a process and may take more time than expected, but stick with it!

### Final Thoughts

Wellness Policies may seem like a daunting task for an agency to implement, but they are essential resources.. They are lasting documentation of your change efforts and important guidelines that make this work clear, measurable, and official. Wellness Policies come in many shapes and sizes depending on the scope of your agency and should be unique to your community.



# Healthy Out-of-School Time Wellness Policy Guide

## THE ALLIANCE FOR A HEALTHIER GENERATION'S HEALTH OUT-OF-SCHOOL TIME MODEL WELLNESS POLICY FOR HEALTHY EATING AND PHYSICAL ACTIVITY

[*The Out-of-School Time Organization*] (Hereto referred to as the Organization) is committed to the optimal development of every student. The Organization believes that for youth to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting out of school time environments throughout the year. The following Wellness Policy is based on the National Recreation and Parks Association's (NRPA) Commit to Health campaign—an initiative that supports the national implementation of Healthy Eating, Physical Activity (Healthy Eating and Physical Activity) standards in park and recreation sites across the country.

The Healthy Eating and Physical Activity standards were created by a national coalition of out-of-school time leaders to create evidence-based, practical values that foster the best possible nutrition and physical activity outcomes for children in grades K-12 attending out-of-school time programs. The Healthy Eating and Physical Activity standards have been adopted by many organizations, including the NRPA, the National Afterschool Association, and the Alliance for a Healthier Generation.

This policy outlines the Organization's approach to ensuring environments and opportunities for all students/youth to practice healthy eating and physical activity behaviors in out-of-school time settings. This policy establishes goals and procedures to ensure that:

- Youth participating in our out of school time programs have access to healthy foods throughout their time with us—both through reimbursable snack programs and other foods served or sold available throughout the Organization's campus—in accordance with Federal and state nutrition standards;
- Youth receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Youth have opportunities to be physically active after school;
- Site staff, community partners and stakeholders engage in nutrition and physical activity promotion and other activities that promote youth wellness;
- Out-of-School Time staff are encouraged and supported to practice healthy nutrition and physical activity behaviors;
- The community is engaged in supporting the work of the Organization in creating continuity between schools and out-of-school time settings for youth and staff to practice lifelong healthy habits; and
- The Organization establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all youth, staff, and sites that participate with the Organization's programs.

### 1. HEALTHY EATING STANDARDS & BEST PRACTICES

#### 1.A. Snacks and Meals

In support of the [Alliance for a Healthier Generation's Healthy Out-of-School Time Initiative](#), our organization serves foods and beverage in amounts and types that promote lifelong health and help prevent chronic disease. To support this, our organization ensures that our snack and meal program:

## Healthy Out-of-School Time Wellness Policy Guide

- Prohibits serving foods with artificial trans fats
- Serves only fruit that is fresh, canned or frozen in water, 100% juice, extra light or light syrup or dried with no added sweeteners
- Serves only vegetables that are fresh, canned or frozen with no added ingredients except water, or dried with no added ingredients
- Serves a fruit or vegetable at every snack and/or meal
- Serves only grain products that are whole grain-rich
- Serves only dairy products (not including milk) that are non-fat or reduced fat
- Serves only protein foods (not including nuts and seeds) that are lean meat, skinless poultry, seafood, beans/legumes or eggs
- Serves only nuts or seeds with no added ingredients
- Serves only packaged snacks that meet the USDA Smart Snacks in School nutrition standards (such as granola bars, baked chips, etc.)
- Serves only frozen desserts that meet the USDA Smart Snacks in School nutrition standards (such as frozen fruit bars, ice cream)
- Provides plain potable water at all times at no cost to youth and staff
- Serves only plain low-fat milk, or plain or flavored non-fat milk, limited to 8 fluid ounces per day for elementary school students/youth and 12 fluid ounces per day for middle and high school students/youth
- Serves only 100% fruit or vegetable juice with no added sweeteners, or 100% juice diluted with water with no added sweeteners, limited to 8 fluid ounces per day for elementary school students/youth and 12 fluid ounces per day for middle and high school students/youth
- Prohibits serving full-calorie sodas, sports drinks or juice drinks (not including 100% juice)
- Prohibits serving diet soda, low-calorie sports drinks, or other low calorie beverages for elementary and middle school students/youth, and/or only allows these beverages for high school students/youth
- Serves only non-caffeinated beverages

### 1.B. Staff Training

Our staff will regularly participate in learning about healthy eating grounded in effective training models using content that is evidence-based. Training should be comprehensive (covers multiple topics), evidence-based (based on credible research), does not support a particular industry or food sector agenda and is delivered by qualified personnel. At least 2 staff members will be trained at a time.

Staff members who are charged with the responsibility for food service (to develop or serve a healthy menu) will receive training at least once a year. New staff members will be quickly oriented to healthy menu development (if scheduled training is at least a month away).

## Healthy Out-of-School Time Wellness Policy Guide

All staff members are trained at least once a year and coached throughout the year on the role that healthy eating, physical activity and social supports collectively play to support healthy behaviors amongst youth.

### 1.C. Nutrition Education

[The Organization] aims to teach, model, encourage, and support healthy eating by youth. Our program will offer evidence-based nutrition education to youth that:

- Does not support a particular industry or food sector agenda
- Is delivered by credentialed health or nutrition educators (i.e., have CHES- Certified Health Education Specialist, RD- Registered Dietitian, LD- Licensed Dietitian) or postsecondary degree in appropriate field) or program staff that have been trained by credentialed health or nutrition educators.

In addition, our program's Nutrition Education materials are made available to families through pamphlets, newsletters, email blasts or other means.

### 1.D. Celebrations and Rewards

Foods and beverages will not be used as reward or punishment. The Organization will provide directors and site staff with a [list of alternative ways to reward children](#).

All events and celebrations that serve or sell foods and beverages will meet the [USDA Smart Snacks in School nutrition standards](#). The Organization will provide a list of healthy party ideas to parents and site staff, including nonfood celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).

### 1.E. Fundraising

Fundraisers will serve or sell foods and beverages that align with the [USDA Smart Snacks in School nutrition standards](#) or rely on non-food items.

### 1.F. Social Support

Our Organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages children to enjoy healthy foods. This includes:

- Youth participating in food and beverage selection, distribution, preparation and/or clean-up
- Food and beverages served or sold at family/community events meet the USDA Smart Snacks in School nutrition standards
- Families receive guidelines about food and beverages that may be brought into the program by the family members or youth
- Our program has a process in place for discussing inappropriate food and beverage choices with families
- Our program's healthy eating practices are shared and discussed during parent/family/community meetings
- Our program develops family advisory groups and/or community network groups to support healthy eating in the community and at home

### 1.G. Staff Modeling

Staff will model healthy eating for participants. To support this, our program will ensure:



## Healthy Out-of-School Time Wellness Policy Guide

- When available and appropriate, staff sit and eat daily program snack or meal with youth
- Staff discuss the health benefits of snack or meal components with youth and have a process in place for discussing inappropriate food choices with youth
- Staff do not bring in/consume personal food or beverages in front of youth other than items that would not appear on the program's menu

### 1.H. Organizational Support

Our Organization supports healthy eating through management and budgeting practices. This includes:

- Budgeting for food costs so that our food service is aligned with the USDA Smart Snacks in School nutrition standards
- Accessing federal nutrition programs that assist with providing healthy snacks and meals to participants (i.e. National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP), Summer Food Service Program (SFSP).
- Not using our food budget for food based crafts (e.g. dried pasta for craft projects)
- Leadership support for healthy eating through coaching, mentoring and monitoring menu quality
- Foods served at staff meetings meet the [USDA Smart Snacks in School nutrition standards](#).
- Staff at all levels of the Organization model healthy eating on the job

#### 1.H.a Community Partnerships

The Organization will *[insert as appropriate to current efforts: develop, enhance, or continue]* relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

#### 1.H.b Community Health Promotion and Engagement

The Organization will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the year. Families will be informed and invited to participate in the Organization's activities and events focused on health and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the Organization will use electronic mechanisms (such as email or displaying notices on the Organization's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in Organization-sponsored activities and receive information about health promotion efforts.

## 2. PHYSICAL ACTIVITY STANDARDS AND BEST PRACTICES

### 2.A. Physical Activity

The Organization offers opportunities for students/youth to participate in moderate to vigorous physical activity, through a variety of methods. The Organization will encourage youth to be physically active in Out-of-School Time settings by providing appropriate and reasonable options such as clubs, physical activity in afterschool, intramurals, or varsity sports, etc.

The Organization will dedicate at least 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program) with at least 50% of this time dedicated to youth

# Healthy Out-of-School Time Wellness Policy Guide

being moderately to vigorously active.

## 2.B. Staff Training

Our staff will participate in learning about physical activity through effective training models with content that is evidence-based. Annual training should provide a minimum of 8 contact hours of professional development on effective practices and strategies for including physical activity that supports the [USDHHS Physical Activity Guidelines](#).

Staff are trained not to withhold opportunities for physical activity and are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.

## 2.C. Social Support

Our Organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages children to be physically active. This includes:

- Staff led and participate in active play (e.g. games and activities).
- Staff do not withhold or use physical activity as a punishment.
- Youth participate in physical activity selection, Organization and leadership.
- Educational materials about physical activity are made available to parents/families, parent/family/community events incorporate physical activity and physical activity standards and practices are shared and discussed during parent/family/community meetings.
- Developing a family advisory group and/or community network groups that support physical activity in the community and at home.

## 2.D. Staff Modeling

Staff will model healthy physical activity behaviors by participating in physical activities and games alongside youth.

## 2.E. Organizational Support

Our Organization supports physical activity through management and budgeting practices by providing high quality physical activity experiences.

- Leadership supports physical activity improvements through coaching, mentoring and monitoring progress and participation in ongoing self-evaluation and program improvement strategies for physical activity programming.
- Organization promotes and encourages a physically active lifestyle among staff and ensures the liability and risk management policies enable staff to participate in physical activity with youth.

## 2.F. Environmental Support

Our Organization's physical environment supports physical activity by providing developmentally, age-appropriate equipment for games, sports and activities, adequate indoor and outdoor facilities for physical activity.

Our Organization provides adequate access to indoor and outdoor facilities through formal or informal shared use agreements with Healthy Out-of-School Time facilities

Our Organization provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.



## Healthy Out-of-School Time Assessment

<b>Out-of-School Time Site Name:</b>
<b>Organization Name (if applicable):</b>
<b>State:</b>
<b>Date:</b>
<b>Instructions:</b>  <p><b>About the Assessment:</b> This is a self-assessment tool to identify the current strengths of your Out-of-School Time (OST) site in relation to 11 Healthy Eating and Physical Activity Standards (HEPA), as outlined in the Healthy Out-of-School Time Framework. Definitions for underlined words or phrases can be found in the Healthy Out-of-School Time Glossary located at the back of the Healthy Out-of-School Time Framework. As part of working with the Healthy Out-of-School Time Initiative, you will be asked to complete an Assessment annually. The information collected in the Assessment will be used to help your site identify potential wellness goals to work on throughout the year (including summer if your site operates during the summer). Completing the Assessment annually will also help your site track progress and provide the opportunity to reflect on the improvements made throughout the year. The results of the Assessment are confidential and will be used only for your action planning and Alliance evaluation purposes.</p>
<b>Getting Started:</b>  <p>After reading each best practice, mark <b>“YES”</b> for “Fully Demonstrating,” <b>“NO”</b> for “Not Demonstrating or Partially Demonstrating,” or <b>“NOT APPLICABLE”</b> if that practice is not possible because of your site’s current structure.</p> <ol style="list-style-type: none"> <li>1) <b>YES</b> - “Fully Demonstrating” means that the practice is something your site regularly demonstrates and that the practice is integrated into your program structure so it can be sustained over time.</li> <li>2) <b>NO</b> - “Not Demonstrating or Partially Demonstrating” means that your site is not demonstrating that practice, or you feel like the site’s efforts could be improved in that area. Any practice you mark as “Not Demonstrating or Partially Demonstrating” may later be identified as a goal on your Action Plan. Keep that in mind as you are completing your Assessment</li> <li>3) <b>NOT APPLICABLE</b> – Some practices may include “not applicable” as a possible response. Only select this option if that practice is <u>not feasible</u> to achieve at your site as a result of your site’s current structure or composition (such as lack of eligibility for federal reimbursement programs or lack of physical space to operate an intramural sport program).</li> </ol> <p>If you have any questions about terminology used in the Assessment or what a specific practice may look like in action, please refer to the HOST Framework Glossary and Roadmaps associated with each Standard.</p>



## Healthy Out-of-School Time Assessment

### HEPA Standards:

The Assessment is organized into 11 subcategories - six encompassing the Healthy Eating Standards and five encompassing the Physical Activity Standards. These categories highlight the different areas within out-of-school time settings that can impact healthy eating and physical activity practices and policies.

Healthy Eating (HE)	Physical Activity (PA)
HE 01. Snack, Meal, and Drink Quality	PA 01. Physical Activity Quality
HE 02. Staff Training – Healthy Eating	PA 02. Staff Training – Physical Activity
HE 03. Nutrition Education	PA 03. Youth, Staff, and Family Support – Physical Activity
HE 04. Youth, Staff, and Family Support – Healthy Eating	PA 04. Organizational Policies – Physical Activity
HE 05. Organizational Policies – Healthy Eating	PA 05. Site Environment – Physical Activity
HE 06. Site Environment – Healthy Eating	

### HE 01

#### Snack, Meal and Drink Quality:

Our organization serves foods and beverages in amounts and types that promote lifelong health and help prevent chronic disease.

Best Practices for Achieving this Standard		YES	NO	Not Applicable
A	Our program prohibits serving foods with artificial trans fats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Our program serves only fruit that is fresh, canned or frozen in water, 100% juice, extra light or light syrup, or dried with no added sweeteners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Our program serves only vegetables that are fresh, canned or frozen with no added ingredients except water, or dried with no added ingredients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Our program serves a fruit or vegetable at every snack and/or meal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Our program serves only grain products that are whole grain-rich.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Healthy Out-of-School Time Assessment

F	Our program serves only dairy products (not including milk) that are non-fat or reduced fat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Our program serves only protein foods (not including nuts and seeds) that are lean meat, skinless poultry, seafood, beans/legumes or eggs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	Our program serves only nuts or seeds with no added ingredients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Our program serves only packaged snacks that meet the USDA Smart Snacks in School nutrition standards (such as granola bars, baked chips, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	Our program serves only frozen desserts that meet the USDA Smart Snacks in School nutrition standards (such as frozen fruit bars, ice cream).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	Our program provides plain potable water at all times at no cost to youth and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Our program serves only plain low-fat milk, or plain or flavored non-fat milk, limited to 8 fluid ounces per day for elementary school students and 12 fluid ounces per day for middle and high school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M	Our program serves only 100% fruit or vegetable juice with no added sweeteners, or 100% juice diluted with water with no added sweeteners, limited to 8 fluid ounces per day for elementary school students and 12 fluid ounces per day for middle and high school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.	Our program prohibits serving full-calorie sodas, sports drinks, or juice drinks (not including 100% juice).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O.	Our program also prohibits serving diet soda, low-calorie sport drinks, or other low calorie beverages for elementary school students, and/or only allows these beverages for high school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P.	Our program serves only non-caffeinated beverages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Healthy Out-of-School Time Assessment

### HE 02

#### Staff Training – Healthy Eating:

Our staff regularly participates in learning about healthy eating grounded in effective training models using content that is evidence-based.

Best Practices for Achieving this Standard		YES	NO
A	All staff training on healthy eating is: <ul style="list-style-type: none"> <li>comprehensive (covers multiple topics)</li> <li><u>evidence-based</u> (based on credible research)</li> <li>does not support a particular industry or food sector agenda</li> <li>delivered by <u>qualified personnel</u></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
B	At least 2 staff members are trained at a time on healthy eating.	<input type="checkbox"/>	<input type="checkbox"/>
<b>STAFF MEMBERS WHO ARE CHARGED WITH THE RESPONSIBILITY FOR FOOD SERVICE:</b>			
C	Staff members charged with the responsibility to develop or serve a <u>healthy menu</u> receive training at least once a year.  <i>Note:</i> <ul style="list-style-type: none"> <li><i>Such training may complement but not replace training for compliance or participation in federal food assistance programs (National School Lunch Program (NSLP), Child and Adult Care Feeding Program (CACFP), Summer Food Service Program (SFSP).</i></li> <li><i>In programs where food is not purchased by the program, the staff are educated on healthy menus so that they may advocate with their food sources for quality menu items.</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
D	New staff members charged with food service responsibility are quickly oriented to healthy menu development (if regularly scheduled training is at least a month away).	<input type="checkbox"/>	<input type="checkbox"/>
<b>ALL STAFF MEMBERS:</b>			
E	All staff members are trained at least once a year and coached throughout the year on the role that healthy eating, physical activity and <u>social supports</u> collectively play to support healthy behaviors amongst youth.	<input type="checkbox"/>	<input type="checkbox"/>
F	New staff members are quickly oriented to how healthy eating, physical activity and <u>social supports</u> can be used / utilized / integrated into organizational practices to encourage healthy behaviors (if regularly scheduled training is at least a month away).	<input type="checkbox"/>	<input type="checkbox"/>



## Healthy Out-of-School Time Assessment

### HE 03

#### Nutrition Education:

Our organization offers evidence-based nutrition education.

Best Practices for Achieving this Standard		YES	NO	Not Applicable
A	Our program offers nutrition education to youth.	<input type="checkbox"/>	<input type="checkbox"/>	
B	<p>The nutrition education we offer is <u>evidence based</u>.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li><i>The program uses a curriculum that is grounded in nutrition and behavioral science such as CATCH Kids Club, Body Works, Harvard Prevention Research Center's Food and Fun After School or empowerME4Life.</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The nutrition education we offer does not support a particular industry or food sector agenda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	<p>The individuals that deliver our nutrition education are credentialed health or nutrition educators (i.e., have CHES, RD, LD or a postsecondary degree in appropriate field) or are program staff that have participated in training by credentialed health or nutrition educators.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li><i>USDA Cooperative Extension Agents deliver curriculum.</i></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Healthy Out-of-School Time Assessment

### HE 04

#### Youth, Staff, and Family Support – Healthy Eating:

Our organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages youth to enjoy healthy foods and beverages.

Best Practices for Achieving this Standard		YES	NO
<b>ON-SITE:</b>			
A	Foods and beverages are not used as reward or punishment.	<input type="checkbox"/>	<input type="checkbox"/>
B	All events and celebrations serve or sell foods and beverages that meet the USDA Smart Snacks in School nutrition standards	<input type="checkbox"/>	<input type="checkbox"/>
C	Fundraisers serve or sell foods and beverages that align with the USDA Smart Snacks in School nutrition standards or rely on non-food items.	<input type="checkbox"/>	<input type="checkbox"/>
<b>YOUTH:</b>			
D	Youth participate in food and beverage selection, distribution, preparation and/or clean-up.	<input type="checkbox"/>	<input type="checkbox"/>
<b>SITE STAFF:</b>			
E	Staff sit and eat the daily program snack or meal with youth.	<input type="checkbox"/>	<input type="checkbox"/>
F	Staff discuss the health benefits of snack or meal components with youth and have a process in place for discussing inappropriate food choices with youth.	<input type="checkbox"/>	<input type="checkbox"/>
G	Staff do not bring in/consume personal food or beverages in front of youth other than items that would appear on the program's menu.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FAMILIES &amp; COMMUNITY:</b>			
H	Our program's Nutritional Education (refer to HE 03) materials are made available to families through pamphlets, newsletters, email blasts or other means.	<input type="checkbox"/>	<input type="checkbox"/>
I	Foods and beverages served or sold at family/community events meet the USDA Smart Snacks in School nutrition standards	<input type="checkbox"/>	<input type="checkbox"/>
J	Families receive guidelines about food and beverages that may be brought into the program by the family members or youth.	<input type="checkbox"/>	<input type="checkbox"/>
K	Our program has a process in place for discussing inappropriate food and beverage choices with families.	<input type="checkbox"/>	<input type="checkbox"/>
L	Our programs' healthy eating practices are shared and discussed during parent/family/community meetings.	<input type="checkbox"/>	<input type="checkbox"/>
M	Our program develops <u>family advisory groups</u> and/or <u>community network groups</u> to support healthy eating in the community and at home.	<input type="checkbox"/>	<input type="checkbox"/>

## Healthy Out-of-School Time Assessment

### HE 05

#### Organizational Policies – Healthy Eating:

Our organization supports healthy eating through management and budgeting practices.

Best Practices for Achieving this Standard		YES	NO	Not Applicable
A	Our organization budgets for food costs so that our food service is aligned with the USDA Smart Snacks in School nutrition standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Our organization accesses federal nutrition programs that assist with providing healthy snacks and meals to participants (i.e. NSLP, CACFP and SFSP).	<input type="checkbox"/>	<input type="checkbox"/>	
C	Our organization does not use our food budget for food based crafts (e.g. dried pasta for craft projects).	<input type="checkbox"/>	<input type="checkbox"/>	
D	Our organization's leadership supports healthy eating through coaching, mentoring and monitoring menu quality.	<input type="checkbox"/>	<input type="checkbox"/>	
E	Foods served at staff meetings are consistently/regularly healthy.  <i>For example:</i> <ul style="list-style-type: none"> <li>Food served at all staff meetings is aligned with the USDA Smart Snacks in School nutrition standards.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
F	Staff at all levels of the organization model healthy eating on the job.	<input type="checkbox"/>	<input type="checkbox"/>	



## Healthy Out-of-School Time Assessment

### HE 06

#### Site Environment – Healthy Eating:

Our organization's physical environment supports healthy eating.

Best Practices for Achieving this Standard		YES	NO
A	Our program environment does not have posters or advertisements on the walls that promote unhealthy foods or beverages.	<input type="checkbox"/>	<input type="checkbox"/>
B	Our program environment provides positive messages about healthy eating through posters, pictures and books.  <i>Note:</i> ▪ <i>May also be through music, art, murals, signage, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>
C	Youth do not have access to food sources (i.e. vending machines, snack bars, etc.) that sell foods and beverages that do not align with the USDA Smart Snacks in School nutrition standards.	<input type="checkbox"/>	<input type="checkbox"/>
D	Our program restricts screen time to avoid exposure to food marketing.	<input type="checkbox"/>	<input type="checkbox"/>
E	Our program has access to adequate kitchen and storage facilities to support our healthy eating practices.  <i>For example:</i> ▪ <i>Because we have no dedicated kitchen and storage facilities on-site, we have access to adequate facilities through a shared-use or joint-use agreement with another organization (i.e. a school).</i>	<input type="checkbox"/>	<input type="checkbox"/>

## Healthy Out-of-School Time Assessment

### PA 01

#### Physical Activity Quality:

Our organization's physical activity offerings support the USDHHS 2008 guidelines recommending that all youth obtain a daily minimum of 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone and muscle strengthening activities.

Best Practices for Achieving this Standard		YES	NO	Not Applicable
A	Our program dedicates at least 20% or at least 30 minutes of morning or afterschool program time to physical activity and at least 60 minutes for a full day program.	<input type="checkbox"/>	<input type="checkbox"/>	
B	Our program provides physical activities in which youth are moderately to vigorously active for at least 50% of the physical activity time.	<input type="checkbox"/>	<input type="checkbox"/>	
C	Our program ensures physical activity takes place outdoors whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	
D	Our program ensures that daily physical activity time includes: <ul style="list-style-type: none"> <li>aerobic (i.e. bicycling)</li> <li>age-appropriate bone and muscle strengthening (i.e. jump rope, push-ups, sit-ups), and,</li> <li>cardio-respiratory fitness activities (i.e. running).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
E	Our program provides a variety of physical activity options that are fun, recreational and life-long learning opportunities (i.e. swimming, bicycling, jogging, dancing).	<input type="checkbox"/>	<input type="checkbox"/>	
F	Our program offers unstructured free play or structured activities that involve all program attendees.	<input type="checkbox"/>	<input type="checkbox"/>	
G	Our program offers non-competitive activities (i.e. walking, running, dance).	<input type="checkbox"/>	<input type="checkbox"/>	
H	If we have an intramural program, our program offers competitive physical activities that follow the National/State Standards for Physical Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I	Our program offers activities that are adaptable, accessible and inclusive of all youth, including those with physical, sensory and intellectual disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	
J	Our program conducts physical activities that are integrated with enrichment, academic or recreation content (i.e. goal-driven, planned, sequentially designed and delivered in a safe, inclusive, developmentally appropriate and success oriented manner).	<input type="checkbox"/>	<input type="checkbox"/>	
K	Our program provides short physical activity breaks between and/or within program activities to invigorate youth and eliminate long periods of sitting.  For example: <ul style="list-style-type: none"> <li>When youth transition from one activity to another, physical activity is incorporated.</li> </ul> (Standard continued on next page)	<input type="checkbox"/>	<input type="checkbox"/>	

## Healthy Out-of-School Time Assessment

L	Our program does not permit access to television or movies.	<input type="checkbox"/>	<input type="checkbox"/>
M	Our program limits digital device time to less than one hour per day and digital device use is limited to homework or activities that engage youth in moderate to vigorous intensity physical activity.	<input type="checkbox"/>	<input type="checkbox"/>

### PA 02

#### Staff Training – Physical Activity

Our staff participate in learning about physical activity through effective training models with content that is evidence-based.

Best Practices for Achieving this Standard		YES	NO
<b>STAFF MEMBERS WHO LEAD PHYSICAL ACTIVITY:</b>			
A	Receive annually a minimum of 8 contact hours of professional development on effective practices and strategies for including physical activity that supports the <u>USDHHS</u> physical activity guidelines.	<input type="checkbox"/>	<input type="checkbox"/>
B	Receive annually a minimum of 16 hours of in-service training, including First Aid/CPR certification.  <i>For example:</i> ▪ Orientation for new staff, health/physical activity training, behavior management training, etc.	<input type="checkbox"/>	<input type="checkbox"/>
C	Are trained in adapting physical activity opportunities to include youth at all levels of athletic ability and those with physical, sensory or intellectual disability.	<input type="checkbox"/>	<input type="checkbox"/>
<b>ALL STAFF MEMBERS:</b>			
D	Are trained not to withhold opportunities for physical activity (e.g. not being permitted to play with the rest of the class or being kept from play time) except when a youth's behavior is dangerous to himself or others. Additionally, staff members are trained to use appropriate alternate strategies as consequences for negative or undesirable behaviors.	<input type="checkbox"/>	<input type="checkbox"/>
E	Are trained and familiar with curricular resources on integrating physical activity throughout the program.	<input type="checkbox"/>	<input type="checkbox"/>

## Healthy Out-of-School Time Assessment

### PA 03

#### Youth, Staff, and Family Support – Physical Activity:

Our organization and staff create a social environment (including positive relationships among staff, youth, families and community) that encourages youth to enjoy and participate in physical activity.

Best Practices for Achieving this Standard		YES	NO
<b>SITE STAFF:</b>			
A	Staff leads and participates in active play (e.g. games and activities).	<input type="checkbox"/>	<input type="checkbox"/>
B	Staff does not withhold or use physical activity as a reward or punishment.	<input type="checkbox"/>	<input type="checkbox"/>
<b>YOUTH:</b>			
C	Youth participate in activity selection, organization and leadership.	<input type="checkbox"/>	<input type="checkbox"/>
<b>FAMILIES &amp; COMMUNITY:</b>			
D	Educational materials about physical activity are made available to families through pamphlets, newsletters, email blasts or other means.	<input type="checkbox"/>	<input type="checkbox"/>
E	Parent/family/community events incorporate physical activity.	<input type="checkbox"/>	<input type="checkbox"/>
F	Our programs' physical activity standards and practices are shared and discussed during parent/family/community meetings.	<input type="checkbox"/>	<input type="checkbox"/>
G	Our program develops family advisory groups and/or community network groups to support physical activity in the community and at home.	<input type="checkbox"/>	<input type="checkbox"/>

### PA 04

#### Organizational Policies – Physical Activity:

Our organization supports physical activity through management and budgeting practices.

Best Practices for Achieving this Standard		YES	NO
A	Our organization budgets appropriately to provide high quality physical activity experiences.	<input type="checkbox"/>	<input type="checkbox"/>
B	Our organization's leadership supports physical activity improvements through coaching, mentoring and monitoring progress.	<input type="checkbox"/>	<input type="checkbox"/>
C	Our organization participates in ongoing self-evaluation and program improvement strategies for physical activity programming.	<input type="checkbox"/>	<input type="checkbox"/>
D	Our organization's liability and risk management policies enable staff to participate in physical activity with youth.	<input type="checkbox"/>	<input type="checkbox"/>
E	Our organization promotes and encourages a physically active lifestyle among staff.	<input type="checkbox"/>	<input type="checkbox"/>



## Healthy Out-of-School Time Assessment

### PA 05

#### Site Environment – Physical Activity:

Our organization's physical environment supports physical activity.

Best Practices for Achieving this Standard		YES	NO
A	Equipment for games, sports and activities is age and developmentally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
B	Equipment is sufficient to engage all participants and meets all required safety standards.	<input type="checkbox"/>	<input type="checkbox"/>
C	Equipment supports cardio-respiratory and musculoskeletal (bone and muscle strengthening) fitness (per USDHHS 2008 guidelines).	<input type="checkbox"/>	<input type="checkbox"/>
D	Our program has adequate indoor facilities for physical activity.	<input type="checkbox"/>	<input type="checkbox"/>
E	Our program has adequate outdoor facilities for physical activity, including fields and playgrounds that meet safety standards.	<input type="checkbox"/>	<input type="checkbox"/>
F	Our program has adequate access to indoor and outdoor facilities through formal or informal shared use agreements with host facilities.	<input type="checkbox"/>	<input type="checkbox"/>
G	Our program environment provides positive messages about safe and developmentally appropriate physical activity through posters, pictures and books.  <i>Note:</i> ▪ <i>May also be through music, art, murals, signage, etc.</i>	<input type="checkbox"/>	<input type="checkbox"/>