

**Wellness Policy: Steps to
Development
For
The Northern Illinois District Schools
The Lutheran Church-Missouri Synod**

Spring 2006

Table of Contents

PART I

Background

The Law and Standards

Purpose

FAQ (Frequently Asked Questions)

The Steps

Step One Identify a Policy Development Team

Step Two Assess the School's Needs

Step Three Draft a Policy

Step Four Build Awareness and Support

Step Five Adopt the Policy

Step Six Implement the Policy

Step Seven Maintain, Measure and Evaluate the Effort

In the News

Resources

References

PART II

The Template

Background

A disturbing number of children are inactive and do not eat well. The results is an alarming 16 percent of children and adolescents are overweight – a three-fold increase since 1980 (Prevalence). Congress passed the child Nutrition and WIC Reauthorization Act of 2004 on June 30, 2004 (Child). Recognizing the role schools can play in health promotion, this law requires local education agencies participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S. C. 1751 et seq) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq) to develop a wellness policy with the objectives of improving the school nutrition environment, promoting student health and reducing childhood obesity (PL 108-265, Sec.204). In addition, Public Act 094-0199 requires the Illinois State Board of Education to establish a state goal that all districts have a wellness policy (Public). Each enrolled school must establish a school wellness policy by School Year 2006.

The Law and Standards

The **Child Nutrition and WIC Reauthorization Act of 2004 [Public Law 108-265, Sec. 204]** can be printed out by following this link:

<http://thomas.loc.gov/bss/>

The **Public Act 094-0199** can be printed out by following this link:

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0199>

The **Illinois School Code** can be printed out by following this link:

<http://www.ilga.gov/legislation/>

- A. Daily Physical Ed Requirements – 27-6 of the School Code [105 ILCS 5/27-6]
- B. Rules for Comprehensive Health Education – (23 Ill. Adm. Code 253) issued pursuant to the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

The **Illinois Learning Standards, Illinois State Board of Education** can be accessed by following this link: <http://www.isbe.state.il.us/ils/pdh/standards.htm>

Purpose

The purpose of this model policy is to provide a template and sample language for each school. It is intended for use as a tool in drafting a school policy that addresses the individual needs of the school.

NOTE: In developing your school wellness policy, review any contract agreements, consider the needs of your school and contact your school attorney before adopting it. It is important to ensure that all other school policies are consistent with the school wellness

policy. Agreements with food providers, vending companies and other contractors should also include provisions that ensure policy goals are met.

FAQ

Does the wellness policy requirement apply to private schools, including religious private schools, and charter schools?

Yes, any school that participates in a program authorized under the National School Lunch Act or the Child Nutrition Act must develop a local (school) wellness policy as specified in the Section 204 of the Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004 (Local 2006).

Do private schools develop their own wellness policy or must they follow the local school district's wellness policy?

Private schools or charter schools may develop their own wellness policy or, as in the case of parochial schools, the governing board could develop one for all their schools. A private school could also adopt the wellness policy of the local educational agency (Local 2006).

Are schools, including private schools that participate in only the Special Milk Program required to develop a wellness policy?

Yes, Schools that participate in the SMP must have a wellness policy. Considering the special circumstances for schools that only participated in the Special Milk Program, these schools may want to consider adopting a wellness policy developed by a local educational agency (Local 2006)

The Steps

Step One – Identify a Policy Development Team

Anyone can initiate a process to create a new policy or adopt an existing policy. **The law requires** parents, students, representatives of the school food authority, the school board, school administrators, and the public to be involved in the process. Make sure to involve everyone that will be affected by the policy.

Step Two – Assess the School’s Needs

Before making plans to develop policies, assess the current situation and the nutrition and physical activity needs of the students. The following tool can be used to assess the needs to customize your school’s policy and annually evaluate compliance to the written policy. <http://www.kidseatwell.org/flyers/EvaluationTool.doc>

Step Three – Draft a Policy

The template will help in writing the school’s Wellness Policy. The goals set for nutrition education and physical activity, the nutrition guidelines, and other school based activities must be developed in recognition of both where it is now and a vision for the future; they should be realistic and attainable. The school board will probably want to know the financial implications of each policy option, particularly in regards to nutrition guidelines for foods sold in vending machines or school stores. Also when drafting the policy, consider who will be responsible for monitoring the implementation of the policy. The School Wellness Policy addresses five areas.

- A. Setting goals for nutrition education
- B. Setting goals for physical activity
- C. Establishing nutrition standards for all foods available on school campus during the school day
- D. Setting goals for other school-based activities designed to promote student wellness
- E. Setting goals for measurement and evaluation

*In the development of this model policy the Illinois Nutrition Education & Training Program (www.kidseatwell.org) in collaboration with Northern Illinois University’s Center for Governmental Studies under a USDA Team Nutrition grant and the United States Department of Agriculture (teamnnutrition.usda.gov) were used as resources. A comprehensive wellness policy can play an important role in supporting Illinois children’s health. **The school may choose to use sections of this document or alter the language in any way to meet the Congressional intent of the law.** However, this model policy is reasonable and exhibits “best practices” in building a school environment that promotes student wellness.*

Step Four – Build Awareness and Support

It is important to obtain support from the school and church community in order for the policy to be smoothly adopted and widely implemented. Student involvement is also an important component of building awareness and support. Be prepared for challenges that may arise and ensure all spokespeople for the policy are providing a consistent message. It is important to identify the potential benefits the policy can have on student learning and academic achievement.

Step Five – Adopt the Policy

In most, if not all schools, the school board must approve the wellness policy before it can be implemented. A public presentation may be necessary. Prepare a persuasive and concise case in support of the policy and provide supportive background information. For help with this process, see USDA's PowerPoint, *Welcome to Wellness: Putting School Nutrition Legislation Into Practice*.

<http://teamnnutrition.usda.gov/Healthy/welcometowellness.ppt>

This PowerPoint can be edited to include each school's customized policy language.

Step Six – Implement the Policy

Developing and adopting a sound policy is only the beginning. The adoption of a policy does not automatically mean that it will be implemented. Implementation requires good planning and management skills, the necessary resources, consistent oversight, and widespread buy – in by school staff and the local community. Leadership, commitment, communication and support are the keys to your success. **Implementation can occur all at once or may be phased-in over time.** A positive attitude toward new foods, new physical activity options, or other changes, from everyone in the school community can make a huge difference.

Step Seven – Maintain, Measure and Evaluate the Effort

As **required by law**, each school must establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the school is meeting the policy. A sustained effort by each district is necessary to assure that new policies are faithfully implemented. Periodically assess how well the policy is being managed and enforced. Reinforce the policy goals with school staff if necessary. Be prepared to update or amend the policy as the process moves on. The school should celebrate policy success milestones. Evaluation and feedback are very important in maintaining a school wellness policy. Document any financial impact to the school foodservice program, school stores, or vending machine revenues. Use the same tool that was used initially to assess the school's needs to provide accountability. Access the evaluation tool by following the link:

<http://www.kidseatwell.org/flyers/EvaluationTool.doc>

It is also important to assess student, parent, teacher, and administration satisfaction with the new policies. A good evaluation plan does not need to be extensive, formal or put additional undue burdens on staff that is involved in the process. Through the evaluation process, you will be able to answer some basic questions that are very important to policymakers, students, school staff, parents, and the general public:

What changes to nutrition education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred in each school as a result of the district wellness policy?

For example:

- Did the number of students participating in nutrition education change?
- Did the students have a different number of minutes of physical activity?
- Did any of the campuses change available food options?
- Did participation in the National School Breakfast or Lunch Program change?

Did the policy and implementation address the issues identified in the needs assessment?

For example:

- Is it making a difference?
- What's working?
- What's not working?

How can the impact of the policy be increased to enhance its effect on student health and academic learning?

In the News <http://www.kidseatwell.org/whatsnew.html>

March 21, 2006

Illinois State Board of Education Votes to Adopt New Nutrition Standards

On March 16th, the Illinois State Board of Education voted to adopt [proposed amendments to Part 305](#) of the Illinois School Code. The amended rules contain nutrition standards for all food and beverage sold to students before and after the school day in public elementary and middle schools.

Note that the rulemaking will not be final until the Joint Committee on Administrative Rules has completed its review. Once the changes are final and in effect, Part 305 will be updated and the revised version will appear under "Rules Currently in Effect". Following is a summary of the rules under review.

[Summary chart of the proposed Part 305 School Food Service rules](#)

School administrators should check the ISBE *Superintendent's Bulletin* for the latest updates on Part 305 rules. School food service staff will receive information in the next issue of the *Outlook* and through the ISBE's [Windows of Wellness training programs](#) to be held this summer.

March 20, 2006

Regional Training Sites for Local Wellness Teams Announced

Illinois NET Program is working with the Regional Superintendents to setup and provide regional training for Local Wellness Policy teams. This training covers the rationale for change, federal and state legislative requirements, and use of the Local Wellness Policy Toolkit. Attendees will receive:

- a needs assessment and evaluation tool to help identify areas of need and plan for improvement
- a model wellness policy drafted by a consensus group of Illinois stakeholders to use as a template in policy development
- hands-on practice identifying foods/beverages that meet the HealthierUS School Challenge nutrition standards for a la carte and vended foods
- an opportunity to brainstorm on how to build awareness and support for your local wellness policy
- resources to help build awareness and support for local wellness policy
- an opportunity to meet for an optional one hour session after the training to initiate/continue local wellness policy work

Who Should Attend - Local Wellness Policy teams. The federal legislation requires parents, students, representatives of the school board, school administration, school food service staff and the public be involved in the development of the school wellness policy. We also recommend that teachers, curriculum coordinators and health professionals such as school nurses and community partners be involved in the policy development process.

[Training Dates, Locations and Registration Contact](#)

Resources

<http://www.kidseatwell.org/rlinksforshcools.html>

Healthy School Nutrition Environment

[Action for Healthy Kids](#)

Action for Healthy Kids is about creating health-promoting schools that support sound nutrition and physical activity as part of a total learning environment

[Bright Ideas](#)

Showcase of schools taking action on healthy eating and physical activity

[Division of Adolescent School Health, Centers for Disease Control, CDC](#)

The Division of Adolescent and School Health (DASH) seeks to prevent the most serious health risk behaviors among children, adolescents and young adults. To accomplish this mission DASH implements four components.

[Healthy Kids Network, ACS](#)

The American Cancer Society's Healthy Kids Network is a growing number of people who want to learn more about how school health benefits children.

[Healthier US School Challenge](#)

USDA's Food and Nutrition Service (FNS) wants to encourage schools to shape a healthier school environments, and has established the HealthierUS School Challenge to recognize those who meet the criteria.

[IMPACT, IL Chapter American Academy of Pediatrics](#)

IMPACT -Increasing Movement and Physical Activity through Community-based teams - is a program to increase fitness and lower obesity rates among IL school children through teams of pediatricians, nurses, physical educators, dieticians, parents and others working with schools.

[The Learning Connection, AFHK](#)

This report documents how the excessive rise in poor nutrition, inactivity, and weight problems adversely affect academic achievement and possibly costs schools millions of dollars each year.

[School Health Issues](#)

This website contains basic information on the problem, prevention strategies and key government documents. Future additions to the website will present summaries of model programs and evaluated interventions.

[School Wellness Policy and Practice: Meeting the Needs of Low-Income Students](#)

The Food Research and Action Center recently released this new guide to developing local wellness policies – designed to assist districts with a high percentage of free and reduced students.

[Team Nutrition, USDA](#)

A USDA Initiative to promote a lifetime of healthy eating and an active lifestyle for children. Provides resources to assist schools in creating a healthy school nutrition environment.

[The Role of Schools in Obesity Prevention](#)

One of the most comprehensive and up-to-date reports on how schools can play an important role in obesity prevention. Contains information on financial aspects of change.

[WE CAN!, NHLBI](#)

WE CAN! - Ways to Enhance Children's Activity & Nutrition" Campaign - provides tools to educate families about healthy living including a parent handbook (English & Spanish), posters, wristbands, banners, logo, a toolkit, recipes and more.

Assessment Tools

[School Health Index - CDC](#)

The Division of Adolescent and School Health (DASH) seeks to prevent the most serious health risk behaviors among children, adolescents and young adults. To accomplish this mission DASH implements four components.

Local Wellness Policy Development

<u>Action Guide for School Nutrition and Physical Activity Policies</u>	This guide published by the state of Connecticut contains policy development information as well as healthy snack guidance and resources.
<u>Fit, Healthy & Ready to Learn, NASBE</u>	Sample policy language that can be adapted as needed to address nutrition, physical activity and tobacco use in schools
<u>Local School Wellness Policies, FRAC</u>	Information on the wellness policy provision which requires every school district that participates in the school meals programs to enact a wellness policy
<u>Guidelines for School Health Programs to Promote Lifelong Healthy Eating, CDC</u>	Guidelines for School Health Programs to Promote Lifelong Healthy Eating, CDC
<u>Healthy School Food Policies: Checklist</u>	Compilation of school food policies implemented around the country
<u>Local Wellness Policy, USDA</u>	Policy requirements, policy steps, sample policy and other resources
<u>Mercedes Independent School District Student Nutrition/Wellness Plan</u>	Sample of a working local wellness policy
<u>Model Local School Wellness Policies on Physical Activity and Nutrition, NANA</u>	Model local wellness policy
<u>Nutrition Policy - School Foods, CSPI</u>	A guide to improving school foods and beverages including goals, strategies, model materials and policies and case studies
<u>School Nutrition Association Local Wellness Policy Guidelines</u>	Policy guidelines

Curriculum & Programs

<u>CATCH Curricula</u>	K-5 curriculum
<u>Generation Fit Action Packet</u>	Enrichment activities for 11-18-year-olds
<u>SPARK</u>	Physical education curriculum for K-6
<u>In-School Curriculum, Team Nutrition</u>	Elementary In-school Curriculum and Yourself Middle School Nutrition Education Kit and many other resources.

[TAKE 10!](#) K-5 classroom program designed to add 10-minute physical activity periods to the school day

Wellness Promotion Resources

[Healthy Eating Posters for School Snack Bars](#) Posters to increase fruit and vegetable consumption in a la carte programs

Grant Funding

[Physical Education in Progress Grants](#) The Physical Education for Progress program will provide funds for local educational agencies (LEAs) to initiate, expand, and improve physical education programs and assist LEAs in meeting State standards for physical education.

[Healthy Youth Funding Database](#) Database of grant opportunities to support school health programs

References

Child Nutrition and WIC Reauthorization Act of 2004 [Public Law 108-265, Sec. 204], <http://thomas.loc.gov/bss>

Illinois School Code. Retrieved on March 27, 2006, from www.ilga.gov/legislation

Local Wellness: Frequently Asked Questions. (2006). Retrieved on March 27, 2006 from <http://teammnutrition.usda.gov/Healthy/wellnesspolicy-faq.html>

Needs Assessment & Annual Evaluation Tool. (2006). Retrieved March 27, 2006 from <http://www.kidseatwell.org/flyers/EvaluationTool.doc>

Prevalence of Overweight among Children and Adolescents: United States, National Center for Health Statistics.
www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm

Public Act 094-0199. www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0199

WELLNESS POLICY **TEMPLATE**

Directions: This template contains acceptable policy language as determined by the USDA (United States Department of Agriculture) and INET (Illinois Nutrition Education & Training Program). To customize the document for formulating your school's Wellness Policy, save the document to your computer under a new title. Select, delete, insert, or change the statements to meet the findings of the needs assessment tool. Below each of the five areas are the components that should be addressed.

WELLNESS POLICY

BELIEF STATEMENT

The Board of Education of _____ Lutheran School of _____, IL is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

INTENT

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code, including, without limitation, goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the public in developing this policy.^{2,3}

RATIONALE

A disturbing number of children are inactive and do not eat well. The result is an alarming 16 percent of children and adolescents are overweight – a three-fold increase since 1980.¹ Congress passed the Child Nutrition and WIC Reauthorization Act of 2004 on June 30, 2004.² Recognizing the role schools can play in health promotion; this law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity. In addition, Public Act 094-0199 amends the Illinois School Code, requiring the Illinois State Board of Education to establish a state goal that all districts have a wellness policy.³

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes.

A. GOALS FOR NUTRITION EDUCATION

The primary goal of nutrition education, which may be defined as “any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being,” (ADA 1996) is to influence students’ eating behaviors. The following areas are addressed.

- 1. Classroom Teaching**
- 2. Education, Marketing and Promotions Outside Classroom Links with School**
- 3. Teacher Training**

Classroom Teaching

- Students in preschool through grade 12 shall receive nutrition education as part of a sequential program that is coordinated within a comprehensive health education curriculum.⁴ The program shall be designed to provide students with the knowledge and skills necessary to adopt healthy eating behaviors *and* aimed at influencing students’ knowledge, attitudes and eating habits. Special emphasis should be placed on nutrition education in preschool through primary grades as eating habits are established at a young age. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.⁵
- To maximize classroom time and to achieve positive changes in students’ eating behaviors, nutrition education shall be integrated into the standards-based⁴ lesson plans of other school subjects like math, science, language arts, physical education, health, family and consumer science and social sciences.
- Students in grades pre-K-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- School health education curriculum standards and guidelines include both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- School links nutrition education activities with the coordinated school health program.

Education, Marketing and Promotions Outside Classroom Links with School

- To achieve positive changes in students’ eating behaviors, it is recommended that a minimum of fifty contact hours of nutrition education opportunities be provided to students each year.⁶ Contact hours may include a combination of classroom instruction; nutrition education provided in the cafeteria; or health fairs, field trips and assemblies providing nutrition education.
- The nutrition education program shall include enjoyable interactive activities such as contests, promotions, taste testing, field trips and school gardens.
- Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers.
- Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community and media.

Teacher Training

- Staff who provide nutrition education have appropriate training.
- Nutrition education shall be provided by trained and well-supported staff with adequate pre-service and in-service training. It is recommended that staff involved in nutrition education complete a pre-service course in nutrition and a minimum of one hour of nutrition education in-service training per school year. Preparation and professional development shall provide basic

knowledge of nutrition along with activities, instructional techniques and strategies designed to change students' attitudes and behavior.

B. GOALS FOR PHYSICAL ACTIVITY

The primary goal for a school's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle. The following areas are addressed.

- 1. Physical Education (High School Graduation Requirements)**
- 2. Physical Education (Time, Frequency, and/or Intensity)**
- 3. Physical Education (Teacher-to-Student Ratio)**
- 4. Physical Education (Standards/Requirements Based)**
- 5. Physical Education (Staff Training/Certification)**
- 6. Physical Activity Outside of Physical Education**
- 7. Recess to Promote Physical Activity**
- 8. Walking or Biking to School to Promote Physical Activity**

Physical Education (High School Graduation Requirements)

- Students in preschool through grade 12 shall participate in daily physical education that enables them to achieve and maintain a high level of personal fitness; emphasizes self-management skills including energy balance (calories in minus calories out); is consistent with state/district's standards/guidelines/framework; and is coordinated within a comprehensive health education curriculum.⁴ The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.⁵

Physical Education (Time, Frequency, and/or Intensity)

- It is recommended that elementary students participate in physical education for a minimum of 150 minutes per week, and middle and high school students participate for 225 minutes per week (National Association for Sport & Physical Education recommendations).⁷ Special emphasis should be placed on promoting an active lifestyle in preschool through primary grades as health habits are established at a young age. Accommodations shall be made for students with disabilities, 504 plans, and other limitations.

Physical Education (Teacher-to-Student Ratio)

- Physical education classes shall have a student to teacher ratio comparable to those in other curricular areas.

Physical Education (Standards/Requirements Based)

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- Students in preschool through grade 12 shall participate in daily physical education that enables them to achieve and maintain a high level of personal fitness; emphasizes self-management skills including energy balance (calories in minus calories out); is consistent with state/district's standards/guidelines/framework; and is coordinated within a comprehensive health education curriculum.⁴ The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.⁵

Physical Education (Staff Training/ Certification)

- The school provides training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- The school will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- Physical education shall be provided by trained and well-supported staff that is certified by the state to teach physical education. All physical education teachers shall regularly participate in continuing education activities that impart the knowledge and skills needed to effectively promote enjoyable lifelong healthy eating and physical activity among students.

Physical Activity Outside of Physical Education

- Students shall be provided opportunities for physical activity through a range of before- and after-school programs including intramurals, interscholastic athletics, and physical activity clubs.
- Because students should engage in a minimum of 60 minutes of physical activity a day, the physical education program shall actively engage families as partners in providing physical activity beyond the school day.⁸
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- The school encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events

Recess to Promote Physical Activity

- Schools shall provide a daily supervised recess period to elementary students.
- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- Physical activity facilities and equipment on school grounds shall be safe.
- School personnel shall not use physical activity as a punishment or withhold participation in recess or physical education class as a punishment.
- The school will not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time.

Walking or Biking to School to Promote Physical Activity

- The school works with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools are encouraged to work with the community to create a community environment that is safe and supportive of students walking or biking to school.

C. GOALS FOR OTHER SCHOOL-BASED ACTIVITIES DESIGNED TO PROMOTE STUDENT WELLNESS

Policies established under this category create a school environment that provides consistent wellness messages and is conducive to healthy eating and being physically active.

The following areas are addressed.

- 1. Access to School Nutrition Programs**
- 2. Time and Scheduling for Meals**
- 3. Surroundings for Eating**
- 4. Marketing of Food and/or Beverages**
- 5. Sustainable Food Practices**
- 6. Access to Facilities for Physical Activity after School Hours**
- 7. After-school Programs**
- 8. Coordinated School Health Approach**
- 9. School Health Councils**
- 10. Community/Family Involvement**
- 11. Staff Wellness**

Access to School Nutrition Programs

- The school shall support parents' efforts to provide a healthy diet and daily physical activity for their children. This support shall begin in elementary school and continue through middle and high school.
- Parents shall be provided information to help them incorporate healthy eating and physical activity into their student's lives. This information may be provided in the form of handouts, postings on the school/district website, information provided in school/district newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching parents.
- Food providers shall involve families, students and other school personnel in choosing nutritious food and beverage selections for their local schools through surveys, committees, taste-testing and similar activities designed to provide input into the decision-making process.
- For the safety and security of food, access to any area involved in storage, preparation or service of food on the school campus shall be limited to authorized personnel.
- The school will provide information and outreach materials about other FNS programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents.
- The school encourages all students to participate in school meals program, i.e. the National School Lunch, including snacks for After School Program, and School Breakfast programs.

Time and Scheduling for Meals

- The school will ensure an adequate time for students to enjoy eating healthy foods with friends in school.
- The school will schedule lunch time as near the middle of the school day as possible.
- The school will schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.
- School meals shall be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time

to eat, relax and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.⁹

Surroundings for Eating

- The school provides a clean, safe, enjoyable meal environment for students.
- The school provides enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- School meals shall be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time to eat, relax and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.⁹
- The school makes drinking fountains available, so that students can get water at meals and throughout the day.

Marketing of Food and/or Beverages

- Partnerships between schools and businesses are encouraged and many commercial advertising relationships involve foods or beverages. To meet wellness objectives, it is recommended that commercial advertising relationships involve only foods and beverages that meet nutrition standards (Attachment A).

Sustainable Food Practices

- To reduce competition with nutritionally balanced school meals and enhance student safety, it is recommended that, to the extent practicable, students are not permitted to leave school grounds to purchase foods or beverages.
- Schools shall take efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPyramid) such as fruits, vegetables, low-fat dairy foods and whole grain products.^{8,10}
- All foods and beverages made available on campus shall comply with the federal, state and local food safety and sanitation regulations.

Access to Facilities for Physical Activity after School Hours

- The school will make efforts to keep school-owned physical activity facilities open for use by students outside school hours.
- Schools are encouraged to provide student and community access to and promote use of the school's physical activity facilities outside of the normal school day.

After-school Programs

- Schools are encouraged to develop community partnerships with other child-serving organizations such as park districts and YMCA's to provide students with opportunities to be active.

Coordinated School Health Approach

- The school encourages all students to participate in school meals program and protect the identity of students who eat free and reduced price meals.
- Food providers shall work with suppliers to obtain foods and beverages that meet the nutrition requirements of school meals and nutrition standards for those sold individually.

- Food providers shall work closely with school instructional staff to reinforce nutrition instruction and foster an environment where students can learn about and practice healthy eating.
- The physical education program shall be closely coordinated with the other components of the overall school health program. Physical education topics shall be integrated within other curricular areas. In particular, the benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.
- Schools are encouraged to limit extended periods of inactivity. When activities such as mandatory testing make it necessary for students to be inactive for long periods of time, it is recommended that schools give students periodic breaks during which they are encouraged to stand and be moderately active.
- School personnel shall not use physical activity as a punishment or withhold participation in recess or physical education class as a punishment.
- The school will not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time.
- The school encourages parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
- The school encourages and provides opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.

School Health Councils

- _____ shall appoint a school wellness team/council that includes parents, students, representatives of the school food authority, the school board, school administrator, and the public to oversee development, implementation and evaluation of the wellness policy. In addition, it is recommended that teachers also be appointed (including preschool – grade 12, family and consumer science, physical education and health educators) and health professionals (school nurse, physician, dietitian, etc.) as members of the team/council.
- The terms of wellness team/council members shall be staggered for continuity.
- The appointed wellness team/council shall be responsible for:
 - creating and maintaining bylaws for operation;
 - assessment of the current school environment;
 - development of a wellness policy;
 - presenting the wellness policy to the school board for approval;
 - measuring the implementation of the wellness policy; and
 - recommending revision of the policy, as necessary.

Community/Family Involvement

- It is recommended that food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.
- Food providers shall involve families, students and other school personnel in choosing nutritious food and beverage selections for their local schools through surveys, committees, taste-testing and similar activities designed to provide input into the decision-making process.

Staff Wellness

- The school encourages parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.

- The school encourages and provides opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas.

D. NUTRITION GUIDELINES FOR ALL FOODS AND BEVERAGES AVAILABLE ON SCHOOL CAMPUSES DURING THE SCHOOL DAY

Student’s lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Schools must establish standards to address all foods and beverages sold or served to students, including those available outside of school meal programs. The standards should focus on increasing nutrient density, decreasing fat and added sugars, and moderating portion size. Schools must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7CFR Part 210 and Part 220. The following areas have been addressed.

- 1. Nutritional Value of Foods and Beverages**
- 2. Portion Size**
- 3. A la carte, Vending, Student Stores, or Concession Stands**
- 4. After-school Programs, Field Trips, or School Events**
- 5. Parties, Celebrations, or Meetings**
- 6. Food Rewards**
- 7. Food-related Fundraising**
- 8. Food or Beverage Contracts**
- 9. Qualifications of Food-service Staff**

Nutritional Value of Foods and Beverages

Portion Size

- School meals served shall be consistent with the recommendations of the Dietary Guidelines for Americans and/or shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program and all applicable state and local laws and regulations.^{11,12,13}
- Food providers shall take every measure to ensure that student access to foods and beverages on school campuses meets federal, state and local laws and guidelines.

A la carte, Vending, Student Stores, or Concession Stands

Food-related Fundraising

- All foods and beverages sold individually (apart from the reimbursable school meal) on school campuses during the school day shall meet nutrition standards (Attachment A). This includes:
 - a la carte offerings in the food service program;
 - food and beverage choices in vending machines, snack bars, school stores; and
 - foods and beverages sold as part of school-sponsored fundraising activities.
- The school will ensure that all schools' fundraising efforts are supportive of healthy eating.
- School-based organizations shall be encouraged to raise funds through the sale of items other than food (Attachment C).

Food Rewards

- School personnel shall be encouraged to use nonfood incentives or rewards with students (Attachment D) and shall not withhold food from students as punishment.
- The school will prohibit the use of food as a reward or punishment in schools

**After-school Programs, Field Trips, or School Events
Parties, Celebrations, or Meetings**

- Nutritious and appealing foods and beverages, such as fruits, vegetables, low-fat dairy foods and whole grain products, shall be available wherever and whenever food is sold or otherwise offered at school.
- Students, parents, school staff and community members bringing foods and beverages to school for parties/celebrations/meetings shall be encouraged to provide healthful options and shall be provided with a list of recommended food and beverage options (Attachment B).

Food or Beverage Contracts

- Food providers shall offer a variety of age-appropriate, appealing foods and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the current Dietary Guidelines for Americans (e.g. provide a variety of fruits and vegetable choices; serve low-fat and fat-free dairy products; ensure that whole grain products are served).
- Food providers shall work with suppliers to obtain foods and beverages that meet the nutrition requirements of school meals and nutrition standards for those sold individually.

Qualifications of Food-service Staff

- The school will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- Nutrition education shall be provided by trained and well-supported staff with adequate pre-service and in-service training. It is recommended that staff involved in nutrition education complete a pre-service course in nutrition and a minimum of one hour of nutrition education in-service training per school year. Preparation and professional development shall provide basic knowledge of nutrition along with activities, instructional techniques and strategies designed to change students' attitudes and behavior.
- All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that provide strategies for providing tasty, appealing and healthy school meals; nutrition education strategies including coordination of classroom and cafeteria activities; and effective promotional techniques to encourage healthy eating habits.

E. MEASURING IMPLEMENTATION & COMMUNITY INVOLVEMENT

The following areas have been addressed.

1. Funding Support for Policy
2. Monitoring and Evaluation

Funding Support for Policy

Monitoring and Evaluation

- _____ shall be charged with the operational responsibility for ensuring that each school meets the local wellness policy requirements.
- _____ shall appoint a school wellness team/council that includes parents, students, representatives of the school food authority, the school board, school administrator, and the public to oversee development, implementation and evaluation of the wellness policy. In addition, it is recommended that teachers also be appointed (including preschool – grade 12, family and consumer science, physical education and health educators) and health professionals (school nurse, physician, dietitian, etc.) as members of the team/council.
- The terms of wellness team/council members shall be staggered for continuity.
- The appointed wellness team/council shall be responsible for:
 - creating and maintaining bylaws for operation;
 - assessment of the current school environment;
 - development of a wellness policy;
 - presenting the wellness policy to the school board for approval;
 - measuring the implementation of the wellness policy; and
 - recommending revision of the policy, as necessary.
- The principal shall be responsible for implementation of the local wellness policy and shall appoint a school-based evaluation team to develop and implement an annual evaluation plan.
- The school-based evaluation team shall evaluate policy implementation and identify areas for improvement. The evaluation team shall report their findings to the principal and develop with him/her a plan of action for improvement, as needed.
- The wellness team/council shall hear reports annually.
- Before the end of each school year the wellness team/council shall recommend to the school board and district superintendent any revisions to the policy it deems necessary.
- The wellness team/council shall report to the principal, superintendent and school board annually on the progress of the wellness team/council and the status of compliance by the school.
- The school sets guidelines for foods and beverages in a la carte sales in the food service program on the school campus.
- The school sets guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on the school campus.
- The school sets guidelines for foods and beverages sold as part of school-sponsored fundraising activities.
- The school sets guidelines for refreshments served at parties, celebrations, and meetings during the school day.
- The school makes decisions on these guidelines based on nutrition goals, not on profit making.

Attachment A

Food or Beverage	<i>HealthierUS School Challenge Nutrition Standards*</i> These criteria focus on decreasing fat and added sugar, increasing nutrient density, and moderating portion size.
Fruits and Non-fried Vegetables	Fruits and vegetables may be fresh, frozen, canned or dried, and they must be found in the Food Buying Guide for Child Nutrition Programs. http://schoolmeals.nal.usda.gov/FBG/2003FBG/%20Section%202.pdf Examples of products that <i>cannot</i> be sold/served as a fruit or vegetable include: <ul style="list-style-type: none"> • Snack-type foods made from vegetables or fruits, such as potato chips, and banana chips; • Pickle relish, jam, jelly; and • Tomato catsup and chili sauce
Approved Beverages	<ul style="list-style-type: none"> • Flavored or plain reduced fat (2%), low-fat (1%), skim/nonfat fluid milk meeting State and local standards for pasteurized fluid milk and/or USDA approved alternative dairy beverages⁴; • 100% full-strength fruit and vegetable juices; and • Water (non-flavored, non-sweetened, <i>and</i> non-carbonated)
Any Other Individual Food Sales/Service	<ul style="list-style-type: none"> • Calories from total fat must be at or below 35%**, <i>excluding nuts, seeds, and nut butters</i>. This is determined by dividing the calories from total fat by the total calories and multiplying by 100. If calories from fat are not available, multiply the grams of fat by 9 to equal calories from fat. • Calories from saturated fat must be at or below 10%. This is determined by dividing the calories from saturated fat by the total calories and multiplying by 100. If calories from saturated fat are not available, multiply grams of saturated fat by 9 to equal calories from saturated fat. • Total sugar must be at or below 35% by weight. This is determined by dividing the grams of total sugar by the gram weight of the product and multiplying by 100. This includes both naturally occurring and added sugars. This limit does not include fruits and vegetables or flavored milk as defined above. • Portion size for a la carte sales in the school cafeteria are not to exceed the serving size of the food served in the National School Lunch Program/School Breakfast Program; for vending sales the item package or container is not to exceed 200 calories.

⁴ There are no USDA approved alternative dairy beverages at this time. Public Law 108-265 (Child Nutrition Program Reauthorization) authorizes the Secretary of Agriculture to establish nutritionally equivalent non-dairy beverages by July 1, 2005. Please check with the Illinois State Board of Education for clarification.

*The above *Nutrition Standards* are criteria for sales/service of a la carte and/or vended items from the United States Department of Agriculture's *HealthierUS School Challenge*. Please be aware that these criteria are only meant to apply to individually sold foods and that foods sold as part of a reimbursable school meal may not necessarily meet these criteria although menus meet the nutrition standards set by the U.S. Department of Agriculture for school

meals. Local policy makers may wish to modify the standards but should be aware that this may make schools ineligible to meet the criteria for the *HealthierUS School Challenge*.

**The *Dietary Guidelines for Americans 2005* recommend a total fat intake of 20 to 35% for school-age children.

Attachment B

Healthful Food and Beverage Options for School Functions*

At any school function (parties, celebrations, meetings, etc.) healthful food options should be made available to promote student, staff and community wellness. Examples of nutritious food and beverages that are consistent with the Dietary Guidelines for Americans are listed below.

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit wedges – cantaloupe, honey dew, watermelon, pineapple, oranges, tangelos, etc.
- Sliced fruit – nectarines, peaches, kiwi, star fruit, plums, pears, mangos, apples, etc.
- Fruit salad
- Cereal and low-fat milk
- 100% fruit or vegetable juice
- Frozen fruit pops with fruit juice or fruit as the first ingredient
- Dried fruits – raisins, cranberries, apples, apricots
- Single serving applesauce or canned fruit in juice
- Peanut butter with apple wedges or celery sticks
- Fruit smoothies made with fat-free or low-fat milk
- Trail mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts)
- Lean meats and reduced fat cheese sandwiches (use light or reduced fat mayonnaise in chicken/tuna salads)
- Party mix (variety of cereals, nuts, pretzels, etc.)
- Pretzels or reduced fat crackers
- Baked chips with salsa or low-fat dip (Ranch, onion, bean, etc.)
- Low-fat muffins (small or mini), granola bars and cookies (graham crackers, fig bars)
- Mini bagels with whipped light or fat-free cream cheese
- Pasta salad
- Bread sticks with marinara
- Fat-free or low-fat flavored yogurt & fruit parfaits
- Fat-free or low-fat pudding cups
- Fat-free or low-fat milk and milk products (string cheese, single-serving cottage cheese, cheese cubes)
- Flavored soy milk fortified with calcium
- Pure ice cold water

**This list is not all inclusive and is meant only to provide parents and school staff with guidance for healthier food and beverage choices. Not all food and beverage items on this list will necessarily meet district nutrient standards (Attachment A) as items vary in sugar, fat and calorie content from brand to brand. However, all of the items in the list are believed to be consistent with the intent of the wellness policy to promote student health and reduce childhood obesity.*

Attachment C

Fundraising Ideas

- Raffle
- Candles
- Book sale
- Cookbook
- *Car wash
- *Walkathons
- Student artwork
- Stuffed animals
- Stadium pillows
- School photo ID
- Educational games
- Holiday decorations
- Shopping donation programs
- School mascot temporary tattoos
- Faculty and/or student talent show
- Teacher/student sports competition
- Auction of donated goods and services
- Balloon bouquets for special occasions
- Bottled water with the schools own label
- Refillable water bottle with the school logo
- Glow in the dark novelties (popular at dances)
- Greeting cards, especially designed by students
- School calendars with all the important school dates on them
- Party bags for kids' birthday parties filled with non-food novelties
- Sale of flowers and balloons for the family to purchase for student graduates
- School spirit items — tee-shirts, sweatshirts, sweatpants, lanyards, pennants, bracelets and caps
- Growing and/or selling flowers and plants for holidays such as Valentine's Day and Mother's Day

*These fundraisers have the added benefit of promoting physical activity for students.

Attachment D

Classroom Rewards

- A smile
- Going first
- Verbal praise
- Sit by friends
- Teaching the class
- Helping the teacher
- Enjoy class outdoors
- A field trip for the class
- Choosing a class activity
- Walk with a teacher during lunch
- Eat lunch outdoors with the class
- Eat lunch with a teacher or principal
- Extra credit or class participation points
- Taking care of the class animal for a day
- Have lunch or breakfast in the classroom
- A photo recognition board in a prominent location in the school
- A note from the teacher to the student commending his or her achievement
- A phone call, email, or letter sent home to parents or guardians commending a child's accomplishment
- Recognition of a child's achievement on the school-wide morning announcements or school website
- Ribbon, certificate in recognition of achievement or a sticker with an affirming message (e.g. "Great job")
- Take a trip to the treasure box (filled with: stickers, temporary tattoos, pencils, pens, highlighters, sidewalk chalk, notepads, erasers, bookmarks, etc.)

References

1. Prevalence of Overweight among Children and Adolescents: United States, National Center for Health Statistics. www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm
2. Child Nutrition and WIC Reauthorization Act of 2004 [Public Law 108-265, Sec. 204]. <http://thomas.loc.gov/bss>
3. Public Act 094-0199. www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0199
4. Illinois School Code. www.ilga.gov/legislation
 - a. Daily Physical Ed Requirements - Section 27-6 of the School Code [105 ILCS 5/27-6]
 - b. Rules for Comprehensive Health Education – (23 Ill. Adm. Code 253) issued pursuant to the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].
5. Illinois Learning Standards, Illinois State Board of Education, 1997. www.isbe.state.il.us/ils
6. Nutrition services: An essential component of comprehensive school health programs – Joint Position of the American Dietetic Association, Society for Nutrition Education, and the American School Food Service Association, *Journal of Nutrition Education* 35:2, 2003.
7. Executive Summary, Shape of the Nation 2001. National Association of Sports and Physical Education (NASPE), 2001. www.aahperd.org/naspe/pdf_files/shape_nation.pdf
8. Dietary Guidelines for Americans 2005, Department of Health and Human Services and Department of Agriculture, 2005. www.health.gov/dietaryguidelines
9. Fit, Healthy and Ready to Learn, National Association of State Boards of Education, 2000.
10. MyPyramid.gov, United States Department of Agriculture. www.mypyramid.gov
11. Minimum School Meals Requirements – section 9(f)(1), 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0
12. Minimum School Meals Requirements - subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779)
13. Illinois School Food Service – Ill. Adm. Code Section 305.

RESOURCES FOR POLICY DEVELOPMENT

- Fit, Healthy and Ready to Learn, National Association of State Boards of Education. 2000. www.nasbe.org/HealthSchools/index.html
- HealthierUS School Challenge, United States Department of Agriculture. www.fns.usda.gov/tn/HealthierUS/criteria_instructions.pdf
- Mercedes Independent School District Student Nutrition/Wellness Plan. 2004. www.mercedes.k12.tx.us/menus/Nutrition%20PolicyR10-8-04.pdf
- Model Local School Wellness Policies on Physical Activity and Nutrition, National Alliance for Nutrition and Activity, 2005. www.schoolwellnesspolicies.org/WellnessPolicies.html
- School Nutrition Association Local Wellness Policy Guidelines, School Nutrition Association. 2005. www.schoolnutrition.org/Index.aspx?id=1075