

Farmington Central CUSD #265

Wellness Policy (Approved 07-11-2016)Updated 5-14-2021

Mission/Belief Statement

The Farmington School District is committed to providing a learning environment that supports, promotes and protects our children's health, well-being and ability to learn by supporting good nutrition and physical activity. 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. It has been recognized that the positive relationship between good nutrition and physical activity impacts our students' ability to reach his/her maximum potential in learning and life. In addition, school staff and parents shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

Preamble

Farmington Central CUSD #265 (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. "Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students." In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically." According to U.S. Surgeon General, regular physical activity is one of the most important things to maintain and improve physical health and reduce the risk childhood obesity, diabetes and high blood pressure in our children.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District 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 students, staff, and schools in the District.
- The District will coordinate the wellness policy with other aspects of school management, including the District's School Improvement Plan, when appropriate.

I. SCHOOL WELLNESS COMMITTEE

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC) that meets at a minimum four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program, physical education teachers; health education teachers; school health professionals, school social services staff, school administrators, school board members; health professionals and the general public. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Name	Title	Email address	Role	School
Dr. Zac Chatterton	Superintendent	zchatterton@dist265.com	Superintendent	District
Laken Slack	Food Service Director	lslack@dist265.com	Coordinator/F.S.	District
Dennis McMillen	High School Principal	dmcmillen@dist265.com	Administrator	High School
Chris Uptmor	Jr. High Principal	cuptmor@dist265.com	Administrator	Jr. High School
Missy Ryba	Elementary Principal	mryba@dist265.com	Administrator	Elem. School
Glendale Wright	District School Nurse	gwright@dist265.cin	School Nurse	District
Kayla Walraven	District School Nurse	kwalraven@dist265.com	School Nurse	District
Jeff Otto	Athletic Director	jotto@dist265.com	Athletic Director	District
Ryan Lambert	High School Staff	rlambert@dist265.com	Staff	High School
Maxwell Look	High School Staff	mlook@dist265.com	Ag Staff	High School
Audrey McNeil	Parent	Audrey.hackmann@gmail.com	Parent	Elem. School
Meghan Krusa	Cafeteria Staff/Parent	mkrusa@dist265.com	Staff/Parent	Cafeteria/Jr High/Elem Parent
Tammy Tomson	Head Cook/Guardian	ttomson@dist265.com	Staff/Guardian	Cafeteria

II. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing,

nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: dist265.com.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at District's Administrative Offices and individual School Administration Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year July and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;

- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC or SWC.

The annual report will be available in English.

The District will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary or secondary OR elementary, middle, and high school, as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Dr. Zac Chatterton, Superintendent: zchatterton@dist265.com.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district'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 the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. NUTRITION

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, 51%> whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP) and are in compliance with the guidelines of the Healthy, Hunger-Free Kids Act of 2010

(HHFKA 2010). All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - *Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)*
 - *Sliced or cut fruit is available daily*
 - *Daily fruit options are displayed in a location in the line of sight and reach of students*
 - *All available vegetable options have been given creative or descriptive names*
 - *Daily vegetable options are bundled into all grab and go meals available to students*
 - *All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal*
 - *White milk is placed in front of other beverages in all coolers*
 - *Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas*
 - *A reimbursable meal can be created in any service area available to students (e.g., salad bars, etc.)*
 - *Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas*
 - *Student artwork is displayed in the service and/or dining areas*
 - *Daily announcements are used to promote and market menu options*
 - *Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.*
 - *The District child nutrition program will accommodate students with special dietary needs.*
 - *Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.*
 - *Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.*

See Attachment A

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District has water fountains available throughout the school and in the cafeterias where school meals are served. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

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

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day (between the hours of 12 midnight thru 3:35pm) will meet or exceed the USDA Smart Snacks and/or ISBE nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Caffeinated Energy Drinks

The Administration reserves the right to monitor student excessive use of energy drinks. Energy drinks contain excessive levels of caffeine, provide no nutritional value, and increase the risk of dehydration and increases heart rate.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School and/or ISBE nutrition standards including through:

1. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
2. **All foods for Celebrations must be store bought only. No homemade food items allowed.**
3. Farmington School District Food Service has Celebration items available for order that meet Smart Snack nutrition standards: WG Cupcakes, WG cookies, LF Ice Cream Bars and many of the items listed on Attachment C.

**Some classrooms may have student allergies that must be accommodated by Parent/s.*

See attachment C

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day* (from 12 midnight thru 3:37pm). The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

- **Pre-K thru 8th Grade: No Fundraisers are allowed** that do not meet or exceed the USDA Smart Snacks in Schools and/or ISBE nutrition standards.

- **Grade 9th thru 12th grade: ONLY 9 Fundraisers** will be allowed per school year that do not meet or exceed the USDA Smart Snacks in Schools and/or ISBE nutrition standards.
- Fundraising during school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.
- Schools will encourage non-food fundraisers, especially those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

See attachment B

IV. NUTRITION PROMOTION

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.
- Displaying nutritional posters (as needed and available)

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders

- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School and/or ISBE nutrition standards.

Food advertising and marketing is defined as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so

that decisions about the replacement include compliance with the marketing policy.)

- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

V. **PHYSICAL ACTIVITY**

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection).

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 90-149 minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness

- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

VI. OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The District will continue relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness 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.

Community Health Promotion and Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (such as email or displaying notices on the district'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 school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC have a staff wellness committee that focuses on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Staff Wellness Committee

Zac Chatterton, Laken Slack, Dennis McMillin, Chris Uptmor, Missy Ryba, Glendale Wright, Kayla Walraven, Jeff Otto, Ryan Lambert, Max Look, Audrey McNeil, Meghan Krusa, Tammy Tomson

Strategies for staff wellness & health promotion

- *1.1 mile walking path*
- *Weight room open to staff before and after school*
- *Available salad bar at lunch*
- *New drinking fountains that are designed specifically for refill of water bottles*
- *Staff Fitness Classes and Activity Challenges*
- *Healthy Cooking-Meal Prep Classes*

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Attachment A

Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs – Jan. 2012

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food^b Per Week (Minimum Per Day)					
Fruits (cups) ^{c,d}	5 (1) ^e	5 (1) ^e	5 (1) ^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{c,d}	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green ^f	0	0	0	½	½	½
Red/Orange ^f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) ^f	0	0	0	½	½	½
Starchy ^f	0	0	0	½	½	½
Other ^{f,g}	0	0	0	½	½	¾
Additional Veg to Reach Total ^h	0	0	0	1	1	1½
Grains (oz eq) ⁱ	7-10 (1) ^j	8-10 (1) ^j	9-10 (1) ^j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 ^k	0 ^k	0 ^k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) ^l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) ^{m,n,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) ^{n,o}	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) ^{n,p}	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat ^{n,o}	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

^aIn the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

^bFood items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

^cOne quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

^dFor breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or “Other vegetables” subgroups as defined in §210.10(c)(2)(iii).

^eThe fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).

^fLarger amounts of these vegetables may be served.

^gThis category consists of “Other vegetables” as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, “Other vegetables” requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).

^hAny vegetable subgroup may be offered to meet the total weekly vegetable requirement.

ⁱAt least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

^jIn the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

^kThere is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

^lFluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

^mThe average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

ⁿDiscretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

^oIn the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

^pFinal sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfast

Attachment B

USDA Smart Snacks in Schools - Competitive Foods and Ala Carte Sales

USDA Smart Snacks in Schools - Nutrition Standards for All Foods Sold in Schools

As of July 1, 2014, all schools that participate in the National School Lunch and/or School Breakfast Programs are required to follow standards for all foods and beverages sold outside of or in addition to the reimbursable meal must meet the standards listed below. These standards apply during the school day anywhere on school campus/grounds. A school day is defined as midnight to 30 minutes after the end of the school day.

Foods and beverages that **do not** meet the following standards may only be sold:

- In the evenings, 30 minutes after the end of the school day;
- On weekends;
- Off campus; or
- On approved exempted fundraising days. See the *Illinois' Exempted Fundraising Days* information at the end of this section.

Nutrition Standards for Foods

Any food sold in schools must:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable;

Foods must also meet several nutrient requirements:

- Calorie limits:
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories
- Sodium limits:
 - Snack items: ≤ 200 mg**
 - Entrée items: ≤ 480 mg
- Fat limits:
 - Total fat: ≤35% of calories
 - Saturated fat: < 10% of calories
 - Trans fat: zero grams
 - Sugar limit: ≤ 35% of weight from total sugars in foods

Nutrition Standards for Beverages

All schools may sell:

- Plain water (with or without carbonation);
- Unflavored low fat milk;
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP;
- 100% fruit or vegetable juice; and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Elementary schools may sell up to 8-ounce portions.

Middle schools and high schools may sell up to 12-ounce portions.

There is no portion size limit for plain water.

High schools may sell additional “no calorie” and “low calorie” beverage options:

- No more than 20-ounce portions of:
 - Calorie-free, flavored water (with or without carbonation); and
 - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
- No more than 12-ounce portions of:
 - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

Other Requirements

Fundraisers

- The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
- The standards do not apply 30 minutes after the end of the school day, on weekends and at off-campus fundraising events.
- The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards. See the *Illinois” Exempted Fundraising Days* information at the end of this section.

Accompaniments

- Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
- This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.

Alliance for A Healthier Generation Smart Snacks Product Calculator

The calculator is designed to help school food service quickly and easily determine which products meet the new USDA standards.

https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/alliance_product_calculator

Exempted Fundraising Days – Illinois 305 School Food Service Rules

Annually, a participating NSLP/SBP school may have no more than the number of exempted fundraising days as listed below.

School year 2015-16 and Beyond - The number of exempted fundraising days shall be limited to:

- *Grades Pre-K through 8, **prohibited**; and*
- *Grades 9 through 12, limited to no more than nine days.*

The provisions listed above **do not** limit the number of foods and beverages that may be sold to students on an exempted fundraising day nor do they limit the number of organizations or clubs to which a participating school may grant permission to offer competitive food for sale to students on an exempted fundraising day.

In order to have exempted fundraising days, a participating school shall:

- Adopt a policy stating the procedures to be used to request an exempted fundraising day, and the process and criteria to review and approve or deny a request;
- Include the fundraising policy in the participating school's local school wellness policy; and
- Maintain for no less than three years a listing of the exempted fundraising days held.

Fundraising Ideas

- Raffle
- Candles
- Book sale
- Cookbook
- Car wash
- Walkathons
- Student artwork
- Stuffed animals
- Stadium pillows
- 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

Attachment C

Healthy Celebrations

Non-Food Celebrations*

- Games or crafts – ask parents to bring supplies for a game or craft project
- Let's trade! Ask parents to bring small items to trade, such as pencils, stickers or erasers
- Dance party
- Extra recess or play time
- Special book
- Guest readers
- Activity time
- Overnight stuffed animal or item from class or program
- Special show and tell
- Special time with principal, teacher or site staff – take a walk around the school or playground
- Organize a community project
- Have a themed scavenger hunt around the school or site
- Stock a treasure chest – ask parents to bring items such as pencils, stickers and erasers or other small trinkets to fill the chest
- Themed parade around your school- try a vocabulary or food group theme!
- Allow the birthday child to be the class or site assistant for the day to help with special tasks, such as making deliveries around the school or site or lead the line
- Make it an event! Allow the birthday child to wear a special sash and crown or carry a special item

*For birthday celebrations, allow the birthday child to choose the game, activity, music, item, book, etc.

Healthy Snack and Beverages Ideas*

- Water
 - 100% fruit juice with no added sugar
 - Fat-free or low fat milk
 - Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
 - 100% fruit juice slushes with no added sugar
 - Fresh fruit – trays, salads or kabobs
 - Fresh vegetables – trays, salads or kabob
 - Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
 - Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
 - Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
 - Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
 - Dried fruit with no added sugar
 - Nut or seed butter (serve with fruit or whole grain crackers)
 - Nuts or seeds
 - Trail mix made of nuts or seeds and dried fruit with no added sugar
 - Whole grain crackers
 - Low-fat cheese (serve with fruit or whole grain crackers)
 - Hummus (serve with vegetables or whole grain crackers)
 - Small whole grain waffles or pancakes topped with fruit or nut or seed butter
 - Whole grain pretzels (soft or crunchy)
 - Low-fat or air-popped popcorn (no added butter or salt)
 - Graham crackers
 - Nut or seed butter and jelly sandwiches on whole grain bread
 - Small whole grain bagels or English muffins with nut or seed butter or jelly
 - Pizza (on whole grain crust with low fat cheese and lean protein or vegetable toppings)
 - Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, nut or seed butter and jelly or vegetables)
 - Fat-free or low fat pudding
 - Bean quesadillas or burritos made with whole grain tortillas with salsa
 - Whole grain cereal bars
 - Baked whole grain tortilla chips with salsa or bean dip
 - Baked chips (small portions)
- *Check ingredient statements and nutrition information to ensure items meet the USDA Smart Snacks in School nutrition standards. Ensure food allergies of any participants are known before serving any food item.

Engaging Parents and Students

- Create a party idea book or menu to send home at the beginning of the school year or program start date – allow students to choose their celebration activity
- Provide a healthy snack list to parents
- Let the students plan a healthy party menu and prepare the food for their celebration – ask parents to bring ingredients
- Snacks such as smoothies, yogurt parfaits, trail mix, wraps or other items that young people can assemble are great ways to get students involved in the preparation.
- Allow students to use cookie cutters to make foods into fun shapes
- Plan theme menus – use monthly, seasonal or holiday themes
 - For example, serve warm apple cider (100% juice) in the fall, toasted pumpkin seeds October, or turkey roll-ups in November. Make red and green fruit kabobs in December, fill green peppers with fat-free or low fat yogurt dip in March, or hand out frosty fruits in the summer.

Attachment D

CLASSROOM REWARDS

- Drawings or raffles for a prize
- Tokens/points toward a prize
- Special physical activity breaks
- Choice of special activity
- Students have the opportunity to lead an activity
- Extra free time
- Special book selected by student
- A seat by a teacher or principal
- Special dress day (like PJs)
- Special visitor
- Choice of music for study time
- Certificates or ribbons
- Post recognition signs (i.e. student of the month) around the school
- Special section in the announcements
- Call or letter to a parent
- Photo board
- Going first for something
- “No Homework” pass
- Designing a prominent bulletin board
- Special event (i.e. dance or kite-flying party)
- Extra recess or P.E. time
- A smile
- Verbal Praise
- Sit by Friends
- Teaching the class
- Helping the teacher
- Enjoy class outdoors
- Choosing a class activity
- Walk with a teacher during lunch
- Eating lunch outdoors with the class
- Eat lunch with a teacher or principal
- Extra credit or class participation points
- Taking care of class animal for a day
- Treasure box (filled with pencils, pens, stickers, erasers, highlighters, sidewalk chalk, notepads, bookmarks, temporary tattoos, etc.)

Glossary:

DWC - District Wellness Committee

Extended School Day - time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

ISBE – Illinois State Board of Education

NSLP/SBP - National School Lunch Program/School Breakfast Program

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day - midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

WG – Whole Grain