

Local Wellness Policy Triennial Assessment

Sponsors participating in the National School Lunch Program and/or School Breakfast Program are required to have a Local Wellness Policy. At a minimum, the Local Wellness Policy must be assessed once every three years; this is referred to as the Triennial Assessment. Triennial assessments must determine, for each participating site under a sponsor's jurisdiction, 1) compliance with the wellness policy, 2) progress made in attaining the goals of the wellness policy, and 3) how the wellness policy compares to model wellness policies.

Sponsor Name: Paxton-Buckley-Loda CUSD #10

Site Name: PBL HS, PBL JH, Clara Peterson

Date Completed: 5/8/2023

Completed by: Melinda Busby

Part I: Content Checklist

Below is a list of items that must be addressed in Local Wellness Policies, based on U.S. Department of Agriculture (USDA) and state guidance. Check the box for each item included in your Local Wellness Policy. For any box that is not checked, consider taking steps to add the item(s) to the policy in the future. For more information, see [ISBE's Local Wellness Policy Content Checklist](#).

☒ Goals for Nutrition Education

☒ Nutrition Standards for School Meals

☒ Wellness Leadership

☒ Goals for Nutrition Promotion

☒ Nutrition Standards for Competitive Foods

☒ Public Involvement

☒ Goals for Physical Activity

☒ Standards for All Foods/Beverages
Provided, but Not Sold

☒ Triennial Assessments

☒ Goals for Other School-Based
Wellness Activities

☒ Food & Beverage Marketing

☒ Reporting

☐ Unused Food Sharing Plan

Part II: Goal Assessment

Input the goals of your Local Wellness Policy into the table below for the corresponding areas: Nutrition Education, Nutrition Promotion, Physical Activity, and Other School-Based Wellness Activities. Indicate if the school is meeting, partially meeting, or not meeting each goal listed. Include any next steps in attaining the goal(s), if applicable. Table rows may be added for additional goals.

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Nutrition Education				
<p>(p 7) The district will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:</p> <ul style="list-style-type: none"> • 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; • promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods; • emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise); • links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services • teaches media literacy with an emphasis on food and beverage marketing; and • includes nutrition information training for teachers and other staff. • In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria). • All health education teacher will provide opportunities for students to practice or rehearse the skills taught through the 		x		The district does not currently implement school gardens or Farm to School. Consider whether it's feasible to add this within the next few years.

health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).				
<p>(p 7-8) The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:</p> <ul style="list-style-type: none"> • Relationship between healthy eating and personal health and disease prevention • Food guidance from MyPlate • Reading and using FDA's nutrition fact 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 service 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 	x			Continue goal

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Nutrition Promotion				
(p 7) 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: <ul style="list-style-type: none"> Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using marketing and merchandising techniques; and Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at https://foodplanner.healthiergeneration.org 	x			Continue goal

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Physical Activity				
(p 9) The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent	x			Continue goal

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). The curriculum will support the essential components of physical education. 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.				Add that weightlifting is an option for students at the high school level.
<p>(p 9) All PBL elementary students in grades k-5 will receive physical education for at least 100-125 minutes per week throughout the school year.</p> <p>All PBL junior high students in grades 6-8 will receive physical education for at least 190-195 minutes per week throughout the school year.</p> <p>All PBL high school students in grades 9-12 will receive physical education for at least 234 minutes per week throughout the school year.</p> <p><i>(Exemptions to the high school physical education requirement are outlined in the student handbook and are strictly adhered to.)</i></p>	x			Continue goal
<p>(p 9-10) The District physical education program will promote student physical fitness through individualized fitness and activity assessments (Fitness Gram 3-12) and will use criterion-based reporting for each student.</p> <ul style="list-style-type: none"> Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria). All physical education classes at PBL are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria). 	x			Continue goal
(p10) At the elementary level the district will offer at least 30 minutes of recess on all days during the school year. K-1st grade will be allowed a 30 minute recess at lunch and an additional 20 minute recess. 2nd-5th grade will be allowed 30 minutes per day of recess. At the junior high	x			Add that kindergarten receives an extra 20 minutes of recess daily and 1st grade receives an extra 20

<p>level (grades 6-8), students will be allowed 10-15 minutes of recess per day. This policy may be waived on early dismissal or late arrival days. 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.</p> <p>Outdoor recess will be offered when weather is feasible for outdoor play.</p> <p>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.</p> <p>Recess will compliment, 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.</p>				minutes of recess 2 or more times per week.
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Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
Other School-Based Wellness Activities				
<p>(p 12-13) 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.</p> <p>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.</p>	x			Continue goal

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 guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.				
(p 13) The District will continue relationships with community partners (Paxton Park District, local hospitals) 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.	x			List other community partnerships.

Part III: Model Policy Comparison

Indicate the Model Wellness Policy used for comparison against your Local Wellness Policy. Provide a narrative for each prompt below based on the findings.

☒ [Alliance for a Healthier Generation's Model Wellness Policy](#)

☐ [Rudd Center's WellSAT 3.0](#)

☐ Other: _____

1. What strengths does your current Local Wellness Policy possess?

PBL's current wellness policy strengths include:

- **Mental Health and Wellness section-** This section was added to outline the district's efforts to support and foster mental health and wellness in students and staff. This section includes goals in the areas of social/emotional learning, social work services offered, referrals for services, and professional development.
- **Multiple strong community partnerships-** The district has partnered with over 12 community organizations to provide students and families with increased opportunities for wellness.

2. What improvements could be made to your Local Wellness Policy?

The District could explore the possibility of including school gardens or Farm to School within the nutrition education program. The district could also outline the specific community partnerships that exist, continue to utilize those partnerships, and explore new possibilities. The District could also explore new ways of providing staff with opportunities for professional development in the areas of health and wellness.

3. List any next steps that can be taken to make the changes discussed above.

- Explore the possibility of incorporating school gardens to the nutrition education program.
- List specific community partnerships in the wellness policy that currently exist and are being utilized.
- Explore any additional professional development opportunities that could be made available to staff. This could include continuation of EmpathifyU with junior high school and elementary school staff.