

Memorandum

DATE: March 14, 2011
TO: CPPW Community
FROM: BlazeSports America
RE: School Wellness Resources

School wellness policies play a significant role in ensuring each student has access to an educational environment that supports healthy nutrition and promotes physical activity. Through the passage of the Child Nutrition and WIC Reauthorization Act of 2004, Congress established a new requirement that school districts with a federally-funded school meals program create and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year. In the run-up to this deadline, many resources were developed to support schools as they created these policies.

Now five years later, there is a great variety in the breadth and scope of the school wellness policies that were implemented to govern nutrition and physical activity standards in our schools. Recognizing that many communities are taking this occasion to evaluate the strength of their own school wellness policy, BlazeSports has developed the attached checklist and model policy language to serve as a tool in that assessment process. The attached checklist and model language provide a mechanism to measure your community's policy against other policies in effect nationally to ensure it contains the significant components of school wellness policies associated with physical activity and daily physical education that will lead to healthy habits for the children of your community.

In developing this resource, BlazeSports reviewed a wide range of school wellness policies from across the country. Rather than detailing the national standards, BlazeSports focused on building a checklist that would present a comprehensive look at the physical activity components of a school wellness policy. As a companion to this comprehensive checklist, BlazeSports also compiled the attached model language. This companion document contains the policy language drawn from the school wellness policies reviewed and may serve as draft policy language should your community decide to incorporate that element into your school wellness policy.

Please note, the checklist is intended for consultative purposes specific to physical activity. Therefore it is not inclusive of all elements of an ideal school wellness policy.

GUIDELINES CHECKLIST FOR SCHOOL WELLNESS POLICIES

	Comparison/Contrast	Checklists for School Wellness Policy Model Guidelines
General		<ul style="list-style-type: none"> <input type="checkbox"/> Provide a physical and social environment that encourages safe and enjoyable physical activity; <input type="checkbox"/> Create conditions under which students always have the opportunity to participate in lifetime physical activities; <input type="checkbox"/> Maintain physical facilities that are safe and accessible; <input type="checkbox"/> Support all schools in providing opportunities for and encouraging them to be physically active; <input type="checkbox"/> Encourage schools to work with an existing school health council or a newly created school wellness council; <input type="checkbox"/> Encourage a physically active lifestyle instead of spending too much time on sedentary activities; <input type="checkbox"/> Inspect all playgrounds that meet the recommended safety standards for design, installation, and maintenance; <input type="checkbox"/> Provide adequate equipment (e.g., balls, rackets, and other equipment) for every student to be active; <input type="checkbox"/> Include the Public Education Department (PED) requirements that are outlined in the school district wellness policy rule; <input type="checkbox"/> Create a plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.
Daily Physical Education (PE)	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate PE into classroom activities; <input type="checkbox"/> Student/Teach ratio; <input type="checkbox"/> Incorporate PE into classroom activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide all students including students with disabilities quality PE (or its equivalent of 150 minutes/week for elementary school students and 225 min/week for middle and high school students); <input type="checkbox"/> Provide students at least 50 percent of PE class time participating in MVPA; PE³ <input type="checkbox"/> Limit PE class sizes so they are consistent with those of other subject areas and/or self-contained classes; PE⁴ <input type="checkbox"/> Help all students obtain opportunities for physical activity beyond PE class; <input type="checkbox"/> Hire certified physical educators to teach PE and plan additional opportunities for physical activity; <input type="checkbox"/> Review the PE content standards periodically; <input type="checkbox"/> Have a student/teacher ratio that is the same as other classes; <input type="checkbox"/> Promote PE so that students learn how to be physically active on a regular basis; <input type="checkbox"/> Encourage principals to provide daily PE to students in grades K-12, including students with disabilities; <input type="checkbox"/> Provide every student with daily PE during which a certified physical educator uses appropriate practices to teach the skills, knowledge, and attitudes needed to be physically fit and active for a lifetime; PE⁹ <input type="checkbox"/> Promote academic achievement by helping classroom teachers incorporate PE concept in classroom activities; PE¹² <input type="checkbox"/> Create guidelines for a planned, sequential K-12 PE curriculum that provides the optimal opportunity for all students including students with disabilities; <input type="checkbox"/> Promote knowledge sharing regarding physical activity and PE through a website, newsletter, or other take-

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		<p>home materials, special events, or PE homework;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide additional technical assistance and support for schools on increasing their level of participation in activities recommended under fitness and PE guidelines; <input type="checkbox"/> Provide classroom health education that complements PE by reinforcing the knowledge and self-management skills.
<p>Physical Activity (PA)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Engage students, parents, teachers, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide physical activity policies; <input type="checkbox"/> Have adequate age-appropriate equipment for all students including students with disabilities; PA⁴ <input type="checkbox"/> Prevent physical activity from being used or withheld as punishment; <input type="checkbox"/> Encourage students to engage in MVPA verbally and through the provision of space and equipment; <input type="checkbox"/> Help all students receive the nationally-recommended amount of daily physical activity; <input type="checkbox"/> Help all students fully embrace regular physical activity as a personal behavior, <input type="checkbox"/> Provide short physical activity breaks between lessons or classes supervised by classroom teachers; PA⁸ <input type="checkbox"/> Offer students the opportunity to be moderately to vigorously physically active each day; PA⁹ <input type="checkbox"/> Reinforce the knowledge and self-management skills needed to maintain a physically-active lifestyle through classroom health education; PA¹⁰ <input type="checkbox"/> Create conditions under which all students learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity; PA¹¹ <input type="checkbox"/> Provide education on the health benefits of physical activity that align with the State Health Education content standards with benchmarks and performance standards; PA¹² <input type="checkbox"/> Collaborate with local recreational departments and youth fitness programs to promote participation in lifelong physical activities; PA¹³ <input type="checkbox"/> Promote inclusiveness and full participation in recess or other physical activity; PA¹⁴ <input type="checkbox"/> Offer extracurricular physical activity programs, such as physical activity clubs or intramural programs; PA¹⁵ <input type="checkbox"/> Offer a range of physical activities that meet the needs, interests and abilities of all students, including students with disabilities; PA¹⁶ <input type="checkbox"/> Consider a health-related fitness curriculum, such as <i>Physical Best</i>, in all of its schools; <input type="checkbox"/> Integrate physical activity into classroom setting effectively and systematically; PA¹⁷ <input type="checkbox"/> Encourage schools to consider implementing SPARK – a curriculum designed for classroom teachers to integrate physical activity into the school day; <input type="checkbox"/> Maintain school resources (such as a back-pack containing physical activity equipment); <input type="checkbox"/> Encourage schools to provide information about physical education and other school-based physical activities before, during, and after the school day;

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		<ul style="list-style-type: none"> <input type="checkbox"/> Provide 20 minutes of daily recess that promotes physical activity beyond what is provided through PE classes; <input type="checkbox"/> Establish physical activity opportunities for students, staff, and parents (e.g., Fitness challenges, family fitness nights, fun walks and runs, bike events); <input type="checkbox"/> Provide physical activity as part of other subject lessons; <input type="checkbox"/> Help classroom teachers provide short physical activity breaks between lessons or classes.
<p>Before & After School (BA)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Offer a range of activities that meet the needs, interests, and abilities of all students, including students with disabilities; BA⁴ <input type="checkbox"/> Provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of MVPA for all participants; BA⁵ <input type="checkbox"/> Assess necessary improvements to make it safer and easier for students to walk and bike to school; BA⁶ <input type="checkbox"/> Work, if appropriate, with local public safety officials and/or police departments in the walk-to-school initiative; BA⁷ <input type="checkbox"/> Integrate physical activity into classroom setting effectively and systematically; <input type="checkbox"/> Offer all students extracurricular physical activity programs, such as physical activity clubs or intramural programs., when appropriate and if at all possible; BA¹⁰ <input type="checkbox"/> Explore the availability of federal "safe routes to school" funds, administered by the state dept. of transportation, to finance such improvements; <input type="checkbox"/> Encourage students to use public transportation when available and appropriate for travel to school; BA¹¹ <input type="checkbox"/> Work with the local transit agency to provide transit passed for students; <input type="checkbox"/> Provide open access to students to use school spaces and facilities before, during, and after the school day, on weekends, and during school vacations; BA¹² <input type="checkbox"/> Include guidelines to provide physical activity opportunities to students before, during and/or after school.
<p>Family & Community (FC)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Provide families the information that helps them incorporate physical activity into lives of all family members; <input type="checkbox"/> Encourage families and community members to institute programs that support physical activity, such as a walk to school program; FC² <input type="checkbox"/> Have a systematic loan program that encourages families to support their efforts to be physically active; FC³ <input type="checkbox"/> Provide community members access to use the school's physical activity facilities outside the normal school day; FC⁵ <input type="checkbox"/> Support parents' efforts to provide their children with opportunities to be physically active outside school;

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		<p style="text-align: center;">FC⁷</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage schools to support parent's efforts to promote daily physical activity for their children; FC⁸ <input type="checkbox"/> Support parents' efforts to provide a healthy diet and daily physical activity for their children; FC⁹ <input type="checkbox"/> Increase community awareness of student physical activity needs; <input type="checkbox"/> Partner with community to support policies and programs; <input type="checkbox"/> Promote community-based physical activities such as sports clubs, bike club, hiking club; FC¹⁰ <input type="checkbox"/> Promote a plan for school-wide physical activities such as fun days, family fitness nights, field days; FC¹¹ <input type="checkbox"/> Provide families the information that helps them incorporate physical activity into lives of all family members; FC¹² <input type="checkbox"/> Encourage families and community members to institute programs that support physical activity, such as a walk to school program. FC¹³
<p>Monitoring & Policy Review (MP)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Amend and assess periodically school policies concerning safety; <input type="checkbox"/> Provide additional technical assistance and support for schools on increasing their level of participation in activities recommended under fitness and PE guidelines; <input type="checkbox"/> Monitor physical activity policies and programs in their respective schools; MP³ <input type="checkbox"/> Conduct a baseline assessment of the school's existing physical activity (PE) environments and policies; MP⁴ <input type="checkbox"/> Amend and review policy compliance, assess progress, and determine areas in need of improvement; MP⁵ <input type="checkbox"/> Assess the rational process of reviewing PE policies and program elements; MP⁶ <input type="checkbox"/> Revise the wellness policies and develop work plans to facilitate their implementation; MP⁷ <input type="checkbox"/> Ensure compliance established district-wide physical activity wellness policies; MP⁸ <input type="checkbox"/> Ensure compliance with those policies in his/her school and report on the school's compliance to the school district superintendent or designee; MP⁹ <input type="checkbox"/> Develop a summary report every three years on district-wide compliance with the district's established physical activity (PE) wellness policies, based on input from schools within the district; MP¹⁰ <input type="checkbox"/> Assign responsibilities to School Health Advisory Council members (SHAC) to develop, implement, monitor and evaluate the district wellness policy; MP¹¹ <input type="checkbox"/> Create a plan for measuring implementation and evaluation of the wellness policy. MP¹²

Updated: March 11, 2011

BlazeSports School Wellness Policy Model Guidelines

Daily Physical Education (PE)

All schools in the district shall develop a planned, sequential, K-12 physical education (PE) curriculum that provides the optimal opportunity for all students, including students with disabilities, to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity. It may align to the physical education content standards with benchmarks and performance standards derived from the State Department of Education.

1. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year;
2. All physical education classes are instructed and managed by a certified physical education teacher who is licensed by the State Department of Education.
3. Students should spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity (MVPA);
4. Physical education classes have a student/teacher ratio that is the same as other classes in the school;
5. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement;
6. During physical education classes, students engage in moderate to vigorous physical activity (MVPA) at least 30 minutes per day and/or 150 minutes per week;
7. The physical education curriculum is sequential and consistent with the State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12;
8. Physical education means the instructional program that provides cognitive content and learning experiences in a variety of activity areas;
9. Physical education provides the opportunity for all students, including students with disabilities, to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthy physical activity;
10. The Department of Education encourages principals to provide daily physical education (or an alternate schedule that meets the State requirements) to students in grades K-12, including students with disabilities and/or special health-care needs and those in alternative educational settings;
11. Schools limit physical education class sizes so that they are consistent with those of other subject areas and/or self-contained classes; classes of similar grade levels are scheduled back-to-back to maximize teaching efficiency;
12. Physical educators promote academic achievement by helping classroom teachers incorporate physical education concepts in classroom activities;
13. Physical educators are provided professional development opportunities such as workshops, conventions, and collaboration for the purpose of receiving the latest information, innovations, and ideas in their field and implementing them in their physical education classes.

Physical Activity (PA)

The school wellness policy shall include guidelines to provide physical activity opportunities to all students including students with disabilities. Physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity (MVPA) everyday.

1. The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including students with disabilities;
2. All students have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.);
3. Physical activity is a component of, but is not a substitute for, quality physical education;
4. Adequate age-appropriate equipment is available for all students, including students with disabilities, to participate in physical activity;
5. All schools in the district have adequate age-appropriate equipment for all students including students with disabilities;
6. All schools in the district encourage students to engage in MVPA verbally and through the provision of space and equipment;
7. All schools in the district help all students receive the nationally-recommended amount of daily physical activity;
8. All schools in the district provide short physical activity breaks between lessons or classes supervised by classroom teachers;
9. All schools in the district offer students the opportunity to be moderately to vigorously physically active each day;
10. All schools in the district reinforce the knowledge and self-management skills needed to maintain a physically-active lifestyle through classroom health/physical education;
11. All schools in the district create conditions under which all students learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity;
12. All schools in the district provide education on the health benefits of physical activity that align with the State Health Education content standards with benchmarks and performance standards;
13. All schools in the district collaborate with local recreational departments and youth fitness programs to promote participation in lifelong physical activities;
14. All schools in the district promote inclusiveness and full participation in recess or other physical activity;
15. All schools in the district offer extracurricular physical activity programs, such as physical activity clubs or intramural programs;
16. All schools in the district offer a range of physical activities that meet the needs, interests and abilities of all students, including students with disabilities;
17. All schools in the district integrate physical activity into classroom setting effectively and systematically.

Physical Activity Opportunities Before and After School (BA)

All schools in the district shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. Indeed, all schools provide quality physical activities that meet the needs, interests and abilities of all students including students with disabilities.

1. The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted.
2. Students have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.);
3. All schools in the district offer interscholastic sports programs;
4. All schools in the district offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs;
5. After-school child care and enrichment programs provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants (MVPA);
6. All schools in the district evaluate and, if necessary and to the extent possible, make need improvements to make it safer and easier for students, including students with disabilities, to walk and bike to school;
7. All schools in the district work with local public safety and police departments in the walk-to-school initiative;
8. All schools in the district encourage all students, including students with disabilities, to use public transportation when available and appropriate for travel to school, and work with the local transit agency to provide transit passes for all students;
9. All schools in the district prohibit withholding physical activity (i.e. physical education class, recess, etc.) as a means/method of punishment;
10. All schools in the district provide physical activity opportunities before and after school (i.e. intramurals, club activities, interscholastic sports, etc.);
11. All schools in the district encourage basic physical activities of walking, biking and skating as transportation modes to and from school;
12. All schools in the district encourage the use of school facilities outside of school hours;
13. All schools in the district create a plan to incorporate physical activity into the academic curriculum (i.e. brain breaks, etc.).
14. All schools in the district plan to promote community-based physical activities (i.e. sports clubs, bike club, hiking club, etc.).
15. All schools in the district plan for school-wide physical activities (i.e. fun days, family fitness nights, field days, etc.).
16. All schools in the district are encouraged to consider implementing the Coordinated Approach to Child's Health (CATCH) program.

Family & Community (FC)

Families and communities can play a significant role in developing strategic support plans with school officials and in contributing to sustained resources commitments to their wellness policy model guidelines.

1. All schools in the district offer a systematic loan program that encourages families to support their efforts to be physically active;
2. All schools in the district provide families the information that helps them incorporate physical activity into lives of all family members;
3. All schools in the district provide community members access to use the school's physical activity facilities outside the normal school day;
4. All schools in the district encourage families and community members to institute programs that support physical activity, such as a walk to school program;
5. All schools in the district support parents' efforts to provide their children with opportunities to be physically active outside school;
6. All schools in the district encourage schools to support parent's efforts to promote daily physical activity for their children;
7. All district in the district support parents' efforts to provide a healthy diet and daily physical activity for their children;
8. All district in the district promote community-based physical activities such as sports clubs, bike club, hiking club and increase community awareness of student physical activity needs;
9. All schools in the district promote a plan for school-wide physical activities such as fun days, family fitness nights, field days;
10. All schools in the district provide families the information that helps them incorporate physical activity into lives of all family members;
11. All schools in the district encourage families and community members to institute programs that support physical activity, such as a walk to school program.

Monitoring & Policy Review (MP)

The superintendent or designee ensures compliance with established district-wide physical activity and physical education wellness policies. To assist with the initial development of the district's wellness policies, each school in the district conduct a baseline assessment of the school's existing physical education and physical activity environments and policies.

1. All schools in the district may align health education curriculum to the physical education content standards with benchmarks and performance standards for implementation in each school year;
2. All schools in the district provide additional technical assistance and support for schools on increasing their level of participation in activities recommended under fitness and PE guidelines;
3. All schools in the district monitor physical activity policies and programs in their respective schools;
4. All schools in the district conduct a baseline assessment of the school's existing physical activity (PE) environments and policies;
5. All schools in the district amend and review policy compliance, assess progress, and determine areas in need of improvement;
6. All schools in the district assess the rational process of reviewing PE policies and program elements;
7. All schools in the district revise the wellness policies and develop work plans to facilitate their implementation;
8. All schools in the district ensure compliance established district-wide physical activity wellness policies;
9. All schools in the district ensure compliance with those policies in his/her school and report on the school's compliance to the school district superintendent or designee;
10. All schools in the district develop a summary report every three years on district-wide compliance with the district's established physical activity (PE) wellness policies, based on input from schools within the district;
11. All schools in the district assign responsibilities to School Health Advisory Council members (SHAC) to develop, implement, monitor and evaluate the district wellness policy;
12. All schools in the district create a plan for measuring implementation and evaluation of the wellness policy.

End Notes:

- Kansas School Wellness Policy Model Guidelines, Child Nutrition & Wellness Kansas State Department of Education, July 2005/2010 Retrieved February 23, 2011 from http://www3.ksde.org/kneat/SNP/SNPDocs/Wellness/Wellness_Policy_Guidelines_Booklet_Final.pdf
- New York City Department of Education Wellness Policies on Physical Activity and Nutrition, November 2006 Retrieved February 24, 2011 from <http://www.nyc.gov/html/doh/downloads/pdf/cdp/cdp-pan-programs-schoolwellness-policy.pdf>
- New Mexico Public Education Department, School District Wellness Policy Guidance Document Retrieved February 23, 2011 from <http://www.ped.state.nm.us/nutrition/dl09/Wellness%20Policy%20Guidance%20Document.pdf>
- Oklahoma State Department of Education Child Nutrition Programs, Local School Wellness Policy Model Guidance, July 2006 <http://sde.state.ok.us/Schools/ChildNut/wellness/LocalPolicyModel.pdf>
- State of Oregon Model Local School Wellness Policies & Recommendations for Administrative Rules, 2005 Retrieved February 22, 2011 from http://www.ode.state.or.us/services/nutrition/nslp/wellness/model_policy.pdf



Kansas School Wellness Policy Model Guidelines

**Child Nutrition & Wellness
Kansas State Dept. of Education**

Fall 2005

Kansas School Wellness Policy Model Guidelines

Why is there so much emphasis on wellness?

- ◆ Almost 9 million children and adolescents in the United States are overweight.
- ◆ The prevalence of overweight among children aged 6 to 11 years has more than doubled in the past 20 years, increasing from 7 percent in 1980 to 16 percent in 2002.
- ◆ Overweight among adolescents aged 12 to 19 years has tripled in the same time period, rising from 5 percent to 16 percent. African American and Hispanic American children and adolescents have even higher rates.
- ◆ Overweight children and teens are more likely to become overweight or obese adults.
- ◆ The consequences of overweight and obesity may include:
 - Type 2 diabetes
 - Heart disease
 - High blood pressure
 - Stroke
 - Some types of cancer
 - Gallbladder disease

According to the Kansas Health Institute, the cost of treating obesity related medical problems in Kansas in 2004 was \$657 million dollars. This level of spending cannot be sustained without serious financial implications.

Poor eating habits are of serious concern for many other reasons:

- ◆ Young people who do not get enough calcium are at greater risk for later development of osteoporosis.
- ◆ It is estimated that as many as 7 to 8 percent of females in the United States suffer from anorexia nervosa and/or bulimia nervosa in their lifetimes. These two eating disorders can cause many severe complications and have the highest mortality rates for any psychiatric disorder.
- ◆ Poor eating habits can contribute to dental caries, which remains a major cause of school absences.

The great news is that all of these health problems are preventable with proper diet and adequate physical activity! That's why having the knowledge and skills to practice a healthful lifestyle are so important!

What are American children eating today?

Good nutrition during the school years is vitally important for helping children grow strong, succeed in school and establish healthy habits for a lifetime. Sadly, the current eating habits of many American children are falling short of the mark.

- ◆ More than 60 percent of children and adolescents in the United States eat too much fat and saturated fat and not enough fruits and vegetables.
- ◆ Only 39 percent of children eat enough fiber (found in fruits and vegetables, whole grains, and legumes such as lentils, chick peas and black beans).
- ◆ 85 percent of American females do not consume enough calcium. During the past 25 years, consumption of milk, the largest source of calcium, decreased 36 percent among adolescent females.
- ◆ At the same time, average daily soft drink consumption doubled among adolescent girls, increasing from 6 to 11 ounces, and almost tripled among adolescent boys, from 7 to 19 ounces.
- ◆ Between 18 and 20 percent of calories consumed by children and adolescents come from added sugars. The Dietary Guidelines for Americans express concern that consuming excess calories from foods high in added sugars may contribute to weight gain or lower consumption of more healthful foods.
- ◆ Poor eating habits may prevent American children from reaching their full potential. For example, research suggests that skipping breakfast can affect children's intellectual performance. Studies have also shown that students who participated in a school breakfast program were more likely to improve their school grades, classroom behavior, and psychological well-being than their peers who did not participate in the program.

Schools alone cannot solve the nutritional problems of children. It will take the combined efforts of families, schools, communities, government agencies, health providers, the food industry and the media to make significant progress. However, schools do play an especially critical role. The U.S. Congress and the Kansas Legislature recognized this important role when they passed the laws discussed on the following page.

What is the law about wellness in our schools?

Federal Law

Public Law 108-265 reauthorized federal Child Nutrition Programs which include the National School Lunch Program and School Breakfast Program. Section 204 of this law requires that not later than the beginning of the 2006-2007 school year, local educational agencies participating in the school meal programs must establish a local “school wellness policy” that, at a minimum:

1. Includes nutrition guidelines for all foods available on the school campus during the school day;
2. Provides an assurance that guidelines for school meals are not less restrictive than those set by the U.S. Secretary of Agriculture;
3. Includes goals for nutrition education, physical activity and other school-based activities designed to promote student wellness in a manner that the local educational agency determines appropriate;
4. Establishes a plan for measuring implementation of the local wellness policy; and
5. Involves parents, students and representatives of the “school food authority” (i.e. school nutrition program), the school board, school administration and the public in development of the local wellness policy.

State Law

The 2005 Kansas Legislature passed SB154. This new law supports the federal requirement for local wellness policies by directing the Kansas State Board of Education to “develop nutrition guidelines for all foods and beverages made available to students in Kansas public schools during the school day....In developing such guidelines, particular attention shall be given to providing healthful foods and beverages, physical activities and wellness education with the goals of preventing and reducing childhood obesity.”

The state law also requires that “When establishing the wellness policy of the school district, the board of education of each district shall take into consideration the guidelines developed by the state board...”



What is KSDE doing to help schools meet the requirement?

Child Nutrition & Wellness of the Kansas State Department of Education (KSDE) began working in January 2005 to develop model wellness policy guidelines that:

- ◆ Build upon the best wellness policies from across our state and the nation;
- ◆ Reflect input from more than 120 national and Kansas experts in the fields of food service, nutrition education, physical education and health;
- ◆ Consider feedback from the many groups impacted by the wellness policy guidelines; and
- ◆ Provide for consensus, flexibility and local control.

Next steps are as follows:

- Sept. – Nov. 2005KSDE and partners will provide regional statewide training on local wellness policies for school personnel. Twelve workshops are currently scheduled. Districts will be asked to send a team of representatives to these workshops.
- Ongoing.....KSDE and partners will provide technical assistance to school personnel to support their efforts to adopt and/or adapt the Kansas model wellness guidelines to meet local needs.
- July 2006.....All districts will have a local wellness policy in place. This policy will be incorporated into each district's 2006-2007 School Nutrition Program renewal agreement with KSDE.

The entire approach is designed to support schools' efforts to create a healthier environment for students based on highly credible guidelines, flexibility and local needs.

How are the model guidelines structured?

Understanding the guidelines is the first step to using them. Schools are encouraged, but not required, to implement these guidelines. However, state law does require that each school board consider these guidelines when developing local wellness policies.

The model guidelines are divided into three parts:

- ◆ Nutrition
- ◆ Nutrition Education
- ◆ Physical Activity

Within each part, there are three levels:

- ◆ The **BASIC** level meets all requirements of current federal and state laws, regulations and policies.
- ◆ The **ADVANCED** level incorporates all guidelines for the basic level plus more healthful guidelines.
- ◆ The **EXEMPLARY** level incorporates all guidelines for the Basic and Advanced levels plus more healthful guidelines.

Each unique guideline is followed by an identifier which references the corresponding item on KSDE's *Wellness Policy Builder* tool.

How are schools to use the guidelines?

The guidelines can serve as the foundation for establishing a flexible local wellness policy based on credible information. The steps to adopt a local wellness policy include:

- ◆ Recruit School Health Council members.
- ◆ Assess the existing situation.
- ◆ Communicate with local school board members.
- ◆ Review the Kansas model wellness policy guidelines.
- ◆ For each of the three parts of the wellness policy, select the items and levels to include.
- ◆ Complete KSDE's paper and online *Wellness Policy Builder* tool. The tool will provide an overall assessment of your local wellness policy goals, will print the selected goals, and will also document consideration of the model guidelines.
- ◆ Learn how to successfully develop a local wellness policy at a regional KSDE "Workshop On Wellness" (WOW). For further information, go to www.kn-eat.org and click on "What's New".

Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
<p>SCHOOL MEALS National School Lunch Program (NSLP) School Breakfast Program (SBP)</p>	<p>All school meals comply with USDA regulations and state policies. <i>(B1 & C1)</i></p> <p>Barriers to student participation in the Child Nutrition Programs are eliminated:</p> <ul style="list-style-type: none"> Students have at least 10 minutes to eat breakfast <i>(B2)</i> and at least 15 minutes to eat lunch. <i>(C2a)</i> This does not include time spent walking to/from class or waiting in line. The dining area is clean, orderly and inviting. <i>(A1, A2, A3, A4)</i> Adequate seating is available to accommodate all students served during each meal period. <i>(A5)</i> Adequate supervision is provided in the dining area. <i>(A6)</i> Students are allowed to converse with one another while they eat their meals. <i>(A7)</i> Whenever feasible, secondary schools should operate “closed” lunch periods to encourage students to eat a nutritious lunch. <i>(A8)</i> 	<p>BREAKFAST: (B) At least 50% of pre-packaged cereals offered contain: <i>(B3b)</i></p> <ul style="list-style-type: none"> 35% or less of weight from total sugar (or less than 9 g. per 100 calories), and 1 g. or more of fiber per serving. 	<p>BREAKFAST: (B) All pre-packaged cereals offered contain: <i>(B3c)</i></p> <ul style="list-style-type: none"> 35% or less of weight from total sugar (or less than 9 g. per 100 calories), and 1 g. or more of fiber per serving.
		Foods containing whole grains are offered at least 3 days a week. <i>(B4b)</i>	Foods containing whole grains are offered daily. <i>(B4c)</i>
		Fresh, canned, dried or frozen fruit or vegetables are offered at least 3 days a week. <i>(B5b)</i>	Fresh, canned, dried or frozen fruit or vegetables are offered daily. <i>(B5c)</i>
		Low-fat (1% or ½%) and/or skim (nonfat) milk is/are offered daily. <i>(B6b)</i>	Only low-fat (1% or ½%) and/or skim (nonfat) milk are offered. <i>(B6c)</i>
		LUNCH: (C)	LUNCH: (C)
		Students have at least 20 minutes to eat lunch. This does not include time spent walking to/from class or waiting in line. <i>(C2b)</i>	Students have at least 20 minutes to eat lunch. This does not include time spent walking to/from class or waiting in line. <i>(C2b)</i>
		An entrée choice with total fat of 16 g. or less per serving is offered at least 3 days a week. <i>(C3b)</i>	An entrée choice with total fat of 16 g. or less per serving is offered daily. <i>(C3c)</i>
		At least 3 choices of fruits and/or vegetables are offered daily. <i>(C4b)</i>	At least 4 choices of fruits and/or vegetables are offered daily. <i>(C4c)</i>
		Fresh fruit or vegetables are offered at least 3 days a week. <i>(C5b)</i>	Fresh fruit or vegetables are offered daily. <i>(C5c)</i>
		At least 5 different fruits and 5 different vegetables are offered weekly. <i>(C7)</i>	At least 10 different fruits and 10 different vegetables are offered monthly. <i>(C8)</i>
		A food item containing whole grain is offered at least 3 days a week. <i>(C9b)</i>	At least one food item containing whole grain is offered daily. <i>(C9c)</i>
		Low-fat (1% or ½%) and/or skim (nonfat) milk are offered daily. <i>(C10b)</i>	Only low-fat (1% or ½%) and/or skim (nonfat) milk are offered. <i>(C10c)</i>
		Salad dressings contain 12 g. or less of fat per ounce. <i>(C11b)</i>	Salad dressings contain 6 g. or less of fat per ounce. <i>(C11c)</i>
Desserts with more than 5 g. of fat per serving are offered no more than twice a week. <i>(C12b)</i>	Desserts with more than 5 g. of fat per serving are offered no more than twice a week. <i>(C12b)</i>		

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CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
<p>A LA CARTE All other food and beverage items sold by the school food service program in the school cafeteria or other locations where school meals are served or eaten</p>	<p>A la carte items comply with USDA regulations prohibiting the sale of “foods of minimal nutritional value” (see definition) where school meals are served or eaten during the meal period. <i>(D1)</i></p>	<p>A LA CARTE FOOD ITEMS <i>(D)</i> are limited to:</p> <ul style="list-style-type: none"> The same portion size of any food item served that day in the NSLP or SBP <i>(D2)</i> 	<p>A LA CARTE FOOD ITEMS <i>(D)</i> are limited to:</p> <ul style="list-style-type: none"> The same portion size of any food item served that day in the NSLP or SBP <i>(D2)</i>
		<ul style="list-style-type: none"> Fruits and/or vegetables <i>(D3)</i> 	<ul style="list-style-type: none"> Fruits and/or vegetables <i>(D3)</i>
		<ul style="list-style-type: none"> Yogurt <i>(D4a)</i> 	<ul style="list-style-type: none"> Low-fat and/or nonfat yogurt <i>(D4b)</i>
		<ul style="list-style-type: none"> Other items – At least 50% of items offered meet all of the following guidelines per serving: <i>(D5b)</i> 	<ul style="list-style-type: none"> Other items – All items offered meet all of the following guidelines per serving: <i>(D5c)</i>
		<ul style="list-style-type: none"> Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories) 	<ul style="list-style-type: none"> Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories)
		<ul style="list-style-type: none"> Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories) 	<ul style="list-style-type: none"> Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories)
		<ul style="list-style-type: none"> Calories – 200 calories or less per selling unit 	<ul style="list-style-type: none"> Calories – 200 calories or less per selling unit
		<p>A LA CARTE BEVERAGES are limited to:</p> <ul style="list-style-type: none"> Water, non-caloric <i>(D6)</i> 	<p>A LA CARTE BEVERAGES are limited to:</p> <ul style="list-style-type: none"> Water, non-caloric <i>(D6)</i>
		<ul style="list-style-type: none"> Milk with less than 360 calories <i>(D7b)</i> 	<ul style="list-style-type: none"> Only low-fat (1% or ½%) and/or skim (nonfat) milk <i>(D7c)</i>
		<ul style="list-style-type: none"> Soy or rice beverages with 35% or less of weight from total sugar (or less than 9 g. per 100 calories) <i>(D8)</i> 	<ul style="list-style-type: none"> Soy or rice beverages with 35% of weight from total sugar (or less than 9 g. per 100 calories) <i>(D8)</i>
<ul style="list-style-type: none"> 50-100% juice <i>(D9)</i> 	<ul style="list-style-type: none"> 100% juice <i>(D9)</i> 		

Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
VENDING Machines & School Stores	All vended foods and beverages are sold in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” (see definition) where school meals are served or eaten during the meal period. <i>(E1a)</i>	The sale of Foods of Minimal Nutritional Value (see definition) is not allowed on school property in areas accessible to students: <ul style="list-style-type: none"> • in elementary and middle schools until after the end of the school day <i>(E1c)</i> • in secondary schools until one hour after the end of the last lunch period <i>(E1b)</i> 	The sale of Foods of Minimal Nutritional Value (see definition) is not allowed on school property in areas accessible to students: <ul style="list-style-type: none"> • in elementary and middle schools <i>(E1d)</i> • in secondary schools until after the end of the school day <i>(E1c)</i>
		VENDED FOODS - At least 50 percent of items offered meet all of the following guidelines per selling unit: <i>(E2b)</i>	VENDED FOODS - All items offered meet all of the following guidelines per selling unit: <i>(E2c)</i>
		<ul style="list-style-type: none"> • Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories) 	<ul style="list-style-type: none"> • Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories)
		<ul style="list-style-type: none"> • Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories) 	<ul style="list-style-type: none"> • Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories)
		<ul style="list-style-type: none"> • Calories – 200 calories or less 	<ul style="list-style-type: none"> • Calories – 200 calories or less
		VENDED BEVERAGES are limited to:	VENDED BEVERAGES are limited to:
		<ul style="list-style-type: none"> • Water, non-caloric <i>(E3)</i> 	<ul style="list-style-type: none"> • Water, non-caloric <i>(E3)</i>
		<ul style="list-style-type: none"> • Milk with 360 or less calories <i>(E4b)</i> 	<ul style="list-style-type: none"> • Only low-fat (1% or ½%) and/or skim (nonfat) milk <i>(E4c)</i>
		<ul style="list-style-type: none"> • Soy or rice beverages with 35% or less of weight from total sugar (or less than 9 g. per 100 calories) <i>(E5)</i> 	<ul style="list-style-type: none"> • Soy or rice beverages with 35% or less of weight from total sugar (or less than 9 g. per 100 calories) <i>(E5)</i>
		<ul style="list-style-type: none"> • 50-100% juice <i>(E6a)</i> 	<ul style="list-style-type: none"> • 100% juice <i>(E6b)</i>
<ul style="list-style-type: none"> • Electrolyte replacement beverages that contain 48 g. or less of sweetener per 20-ounce selling unit may be offered in drink machines located near high school athletic training centers. <i>(E7)</i> 	<ul style="list-style-type: none"> • Electrolyte replacement beverages that contain 48 g. or less of sweetener per 20-ounce selling unit may be offered in drink machines located near high school athletic training centers. <i>(E7)</i> 		
All school employees serve as positive role models by adhering to the Advanced vending guidelines adopted for students. <i>(E8b)</i>	All school employees serve as positive role models by adhering to the Exemplary vending guidelines adopted for students. <i>(E8c)</i>		

Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
DURING THE SCHOOL DAY Classroom Parties & Celebrations Classroom Rewards Fundraisers Intramural Events	All foods and beverages are offered in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” where school meals are served or eaten during the meal period. <i>(F1)</i>	Students are allowed to have individual water bottles in the classroom. <i>(F2a)</i>	Students are encouraged to have individual water bottles in the classroom. <i>(F2b)</i>
		Foods and beverages for classroom rewards, parties and celebrations will: <ul style="list-style-type: none"> • meet the same guidelines as the Advanced level for a la carte foods <i>(F3b)</i> • not be provided until at least one hour after the end of the last lunch period. <i>(F4)</i> 	Foods and beverages for classroom rewards, parties and celebrations will: <ul style="list-style-type: none"> • meet the same guidelines as the Exemplary level for a la carte foods <i>(F3c)</i> • not be provided until at least one hour after the end of the last lunch period. <i>(F4)</i>
		At least 50 percent of fundraising activities will not involve the sale of food and/or beverages. <i>(F5b)</i>	At least 75 percent of fundraising activities will not involve the sale of food and/or beverages. <i>(F5c)</i>
		Fundraising activities involving the sale of food or beverages will not take place until after the end of the last lunch period. <i>(F6)</i>	Fundraising activities involving the sale of food or beverages will not take place until after the end of the last lunch period. <i>(F6)</i>
		Refreshments provided for students participating in school events adhere to the Advanced guidelines for vended foods and beverages. <i>(F7b)</i>	Refreshments provided for students participating in school events adhere to the Exemplary guidelines for vended foods and beverages. <i>(F7c)</i>
		Parents, teachers and organizations are informed about the guidelines and are encouraged to follow them. <i>(F8)</i>	Parents, teachers and organizations are informed about the guidelines and are encouraged to follow them. <i>(F8)</i>
		Snacks served under the USDA After School Care Snack Program comply with all applicable federal regulations and state policies. <i>(G1)</i>	“Snack” means two or more items that are served as a unit. On at least 3 days of the week, snacks meet the following standards: <i>(G2a)</i> <ul style="list-style-type: none"> • Fat – Except for nuts, seeds and nut butters, not more than 35% of total calories from fat (or less than 4 g. per 100 calories) • Sugar – Except for fruit (without added sugar) and milk, not more than 35% of weight from total sugar (or less than 9 g. per 100 calories)

Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

DEFINITIONS:

Foods of Minimal Nutritional Value (FMNV) are those foods as defined in federal regulations for the National School Lunch Program (7CFR Part 210) and the School Breakfast Program (7CFR Part 220). FMNV includes all soda water, water ices, chewing gum, certain candies, hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy coated popcorn; except for individual items in these categories that have been specifically exempted by the U.S. Department of Agriculture.

Fruits may be fresh, frozen, canned or dried and do NOT include juices. Snack foods (such as banana chips) and condiments (such as jam or jelly) made from fruit are not considered “fruit” under the Kansas Wellness Policy Guidelines for Nutrition. Canned fruit should be packed in light syrup, or preferably in juice.

Foods Containing Whole Grain - Whole grains include, but are not limited to, whole wheat flour, entire wheat flour, cracked wheat, graham flour, brown rice, old-fashioned oatmeal, and quick-cooking oats or whole-grain cornmeal. A commercially produced “food containing whole grain” would have a whole grain listed as one of the first three ingredients on the product’s Nutrition Facts Label. School-prepared products would have a whole grain as one of three ingredients with the greatest weight as shown on the recipe. The 2005 Dietary Guidelines for Americans recommend that at least half of an individual’s recommended grain servings should be whole grains.

Kansas Nutrition Guidelines defines three levels of nutrition standards for schools: basic, advanced, and exemplary. The basic level complies with the minimum requirements found in federal and state Child Nutrition Program laws, regulations and policies. The standards for each subsequent level are more healthful than those for the previous level.

National School Lunch Program (NSLP) is a federal Child Nutrition Program designed to provide students with healthful lunches that meet approximately 1/3 of their daily nutritional needs.

Nonprofit food service program refers to the National School Lunch Program and/or the School Breakfast Program, which are both federal Child Nutrition Programs.

School Breakfast Program (SBP) is a federal Child Nutrition Program designed to provide students with healthful breakfasts that meet approximately 1/4 of their daily nutritional needs.

Selling Unit is a pre-portioned or pre-packaged food or beverage item sold as one whole unit.

Vegetables may be fresh, frozen or canned and should not be fried. Snack foods (such as potato chips) and condiments (such as pickle relish, catsup and chili sauce) made from a vegetable are not considered a “vegetable” under the Kansas Nutrition Guidelines.

Vended items include foods and beverages sold through vending machines and school stores in competition with the school’s nonprofit food service program.

Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
GENERAL	All students in grades K-12, including students with disabilities, special health-care needs and in alternative education settings, have the opportunity to participate in a variety of learning experiences that support development of healthful eating habits. <i>(A1)</i>	The Advanced level incorporates all guidelines for the Basic level plus the more healthful guidelines listed in this column.	The Exemplary level incorporates all guidelines for the Basic and Advanced levels plus the more healthful guidelines listed in this column.
CLASSROOM	<p>The nutrition education curriculum is sequential and consistent with the current Kansas State Board of Education approved health education teaching standards for pre-kindergarten through grade 12. <i>(A2)</i></p> <p>Nutrition education is taught by a teacher licensed by the Kansas State Department of Education or under the direct supervision of such a teacher. <i>(A3)</i></p> <p>The licensed teacher must approve the instructional materials and method; and have ongoing, open communication with the individual providing instruction. <i>(A4)</i></p> <p>Schools are encouraged to use qualified personnel to provide nutrition education from organizations such as the Kansas State Department of Education, K-State Research and Extension, health and agriculture organizations, universities and consulting registered dietitians. <i>(A5)</i></p> <p>Nutrition education is based on the most recent Dietary Guidelines for Americans. <i>(A6)</i> Active learning experiences are provided for students. Whenever feasible, the active learning involves the students in food preparation. <i>(A7)</i></p>		
	<p>Annually, an updated list of nutrition resources is provided to each school principal by KSDE and this list is given to the teachers. <i>(A8)</i></p> <p>Teachers are able to secure recommended nutrition education resources in adequate quantities for their students. <i>(A9)</i></p>	<p>School administrators inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students. <i>(A10)</i></p> <p>School administrators encourage teachers to attend nutrition-related training at least once a year and support their participation. <i>(A11)</i></p>	
	<p>At least 5 hours of classroom nutrition education are provided each year for all students:</p> <ul style="list-style-type: none"> • as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR • as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. <i>(A12a)</i> 	<p>At least 10 hours of classroom nutrition education are provided each year for all students:</p> <ul style="list-style-type: none"> • as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR • as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. <i>(A12b)</i> 	<p>At least 15 hours of classroom nutrition education are provided each year for all students:</p> <ul style="list-style-type: none"> • as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR • as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. <i>(A12c)</i>

Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
CLASSROOM, continued	At least 25 percent of nutrition education instruction involves hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory activities. <i>(A13a)</i>	At least 50 percent of nutrition education instruction involves hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory activities. <i>(A13b)</i>	
	<p>PRE-KINDERGARTEN –</p> <ul style="list-style-type: none"> • Proper hand washing <i>(A14a)</i> • Importance of drinking adequate water <i>(A14b)</i> • Food groups <i>(A14c)</i> • Trying new foods <i>(A14d)</i> • Feeling full and chewing thoroughly <i>(A14e)</i> <p>ELEMENTARY –</p> <p>The topics below may be addressed at more than one grade level, and are to be covered with increasing depth in higher grades and at the Advanced and Exemplary levels.</p> <ul style="list-style-type: none"> • Proper hand washing <i>(A14a)</i> • Importance of drinking adequate water <i>(A14b)</i> • Food groups <i>(A14c)</i> • Importance of eating a variety of foods <i>(A14d)</i> • Serving sizes <i>(A14f)</i> • Relationship of food intake (energy input) and physical activity (energy output) <i>(A14g)</i> • Nutrition Facts Label reading <i>(A14h)</i> • Choosing healthful foods using cafeteria meals, vended items and a la carte items as examples <i>(A14i)</i> • Foods that help keep the body healthy and foods that may contribute to poor health, including oral health <i>(A14j)</i> • Healthy body image <i>(A14k)</i> • Agricultural origins of common foods <i>(A14l)</i> • Basic food preparation skills <i>(A14m)</i> • Basic food safety (e.g. storing, cleaning) <i>(A14n)</i> 		

Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
CLASSROOM, continued	<p>MIDDLE – HIGH SCHOOL – The topics below may be addressed at more than one grade level, and are to be covered with increasing depth in higher grades and at the Advanced and Exemplary levels.</p> <ul style="list-style-type: none"> • Proper hand washing (A14a) • Importance of drinking adequate water (A14b) • Basic nutrient requirements (A14p) • Relationship of nutrients in food to good health and long-term risks of unhealthful food selections (A14q) • Dietary guidelines and personal eating plans (A14r) • Importance of meals and how meal time contributes to family life (A14s) • Eating patterns in various cultures (A14t) • Balanced and unbalanced meals in the student’s own eating pattern (A14u) • Healthy body image (A14k) • Relationship of food intake (energy input) and physical activity (energy output) (A14g) • Evaluating fad diets and healthful ways to lose/gain weight (A14v) • Eating disorders (A14w) • Basic food preparation skills (A14m) • Basic food safety (e.g., storing, cleaning, preparing, cooking, cooling, reheating) (A14o) • Evaluating health claims on food labels (A14x) 		
CAFETERIA	<p>Attractive, current nutrition education materials are prominently displayed in dining areas and are changed at least every 9 weeks. (B1)</p> <p>Students are encouraged to start each day with a healthful breakfast and to choose nutritious foods throughout the day. (B4)</p>	<p>Teachers discuss with students the nutrition education materials displayed in the dining areas. (B2)</p> <p>Students participate in taste tests and/or surveys to obtain their input on foods offered in the cafeteria. (B5)</p>	<p>Teachers collaborate with the school nutrition staff to use the cafeteria as a learning laboratory that allows students to apply critical thinking skills. (B3)</p> <p>Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus. (B6)</p>
EVENTS DURING THE SCHOOL DAY	<p>Each year, some individual classrooms participate in one or more events that are either centered on nutrition or include nutrition as a main component. (C1)</p> <ul style="list-style-type: none"> • Traveling health exhibit • Health professional as guest speaker • Health fair • Farm/food production field trips • School gardens 	<p>Each year, at least one school-wide interactive event is conducted that is either centered on nutrition or contains nutrition as a main component. After the event, related lessons are used to reinforce learning of the information presented at the event. (C2)</p>	<p>A community or media partner is involved in at least one school-wide event by helping with planning or actively participating in the event. Both before and after the event, related lessons are used to reinforce learning of the information presented at the event. (C3)</p>

Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

CATEGORY	BASIC (Minimum Requirements)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
AFTER SCHOOL PROGRAMS	At least twice a week, the after school educator explains why the snack served is a healthful choice. <i>(D1)</i>	After school programs reinforce classroom learning by providing interactive nutrition education activities (e.g., making healthful snacks, measuring serving sizes, etc.). <i>(D2)</i>	Classroom teachers collaborate with after school program staff to reinforce and expand the lessons learned in the classroom. <i>(D3)</i>
FAMILY & COMMUNITY	<p>Parents are invited to join students for school meals. <i>(E1)</i></p> <p>Families are provided with information that encourages them to teach their children about health and nutrition, and to provide nutritious meals for their families. <i>(E4)</i></p>	<p>Family members are encouraged to become actively involved in programs that provide nutrition education. <i>(E2)</i></p> <p>Opportunities are provided for parents to share their healthful food practices with the school and community. <i>(E5)</i></p>	<p>Community members are encouraged to become actively involved in school programs that provide nutrition education. <i>(E3)</i></p> <p>Nutrition information is provided to the broader community. <i>(E6)</i></p>
STAFF WELLNESS	The school encourages each member of the staff (both certified and non-certified) to serve as a healthy role model for students. <i>(F1)</i>	The school has a staff wellness committee (which may be a subcommittee of the school health council). The staff wellness committee plans and implements ongoing activities for school staff that promote health and wellness. <i>(F2)</i>	<p>The staff wellness committee develops, promotes and oversees a multifaceted plan to promote staff health and wellness. The plan is based on solicited input from school staff and outlines ways to encourage healthful eating, physical activity and other elements of a healthful lifestyle among school staff. <i>(F3)</i></p> <p>At least one school-wide activity is conducted each year that promotes staff wellness. <i>(F4)</i></p>

Kansas Pre-K-12 Wellness Policy Guidelines – Part 3. Physical Activity

Background

The 2005 Dietary Guidelines for Americans recommend that children and adolescents engage in at least 60 minutes of moderate to vigorous physical activity on most, and preferably all, days of the week. Therefore, students should be physically active for at least 300 minutes during the five-day school week. At the Basic level, students would attain approximately one-fourth of the needed activity at school, one-third at the Advanced level and one-half at the Exemplary level. Therefore, even at the Exemplary level, students would receive only about half of the recommended activity during the school day. Physical education classes are a natural place for physical activity to occur. However, there are many other ways to incorporate physical activity into students' lives.

CATEGORY	BASIC (Essential Health Needs)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
GENERAL	All students in grades K-12, including students with disabilities, special health-care needs and in alternative education settings have the opportunity to participate in moderate to vigorous physical activity on a regularly scheduled basis each school week during the entire school year. <i>(A1)</i>	The Advanced level incorporates all guidelines for the Basic level plus the more healthful guidelines listed in this column.	The Exemplary level incorporates all guidelines for the Basic and Advanced levels plus the more healthful guidelines listed in this column.
PHYSICAL EDUCATION CLASSES	Students receive 100-150 minutes of physical education per week. <i>(A2a)</i>	Students receive 151-200 minutes of physical education per week. <i>(A2b)</i>	Students receive more than 200 minutes of physical education per week. <i>(A2c)</i>
	During physical education classes, students engage in moderate to vigorous physical activity at least 15 minutes per day and/or 75 minutes per week. <i>(A3a)</i>	During physical education classes, students engage in moderate to vigorous physical activity at least 20 minutes per day and/or 100 minutes per week. <i>(A3b)</i>	During physical education classes, students engage in moderate to vigorous physical activity at least 30 minutes per day and/or 150 minutes per week. <i>(A3c)</i>
	The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.). <i>(A4)</i>		
	The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12. <i>(A5)</i>		
	Physical education teachers are licensed by the Kansas State Department of Education. <i>(A6)</i>		
Physical education classes have a student/teacher ratio that is the same as other classes in the school. <i>(A7)</i>			

Kansas Pre-K-12 Wellness Policy Guidelines – Part 3. Physical Activity

CATEGORY	BASIC (Essential Health Needs)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
PHYSICAL EDUCATION CLASSES, continued	Adequate age-appropriate equipment is available for all students to participate in physical activity. (A8)		
	Physical activity facilities on school grounds are safe. (A9)		
THROUGHOUT THE DAY	Classroom health education reinforces the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. (B1)	When circumstances make it necessary for students to remain indoors and inactive for two or more hours, the students are given periodic breaks during which they are encouraged to stand and be moderately active. (B2)	<p>Opportunities for physical activity are regularly incorporated into other subject areas (i.e. math, language arts, social studies, etc.). (B3)</p> <p>Classroom teachers provide short physical activity breaks between lessons or classes, as appropriate. (B4)</p>
PUNISHMENT	Physical activity is not used (e.g. running laps, pushups) or withheld (e.g. recess, physical education) as punishment. This guideline does not apply to extracurricular sports teams. (C1)		
RECESS	Elementary school students have at least 20 minutes a day of supervised recess, preferably outdoors. (D1)	Elementary school students have two 15-minute supervised recess periods daily. (D2)	
	Moderate to vigorous physical activity is encouraged verbally and through the provision of adequate space and age-appropriate equipment. (D3)	Recess provides at least one moderate to vigorous physical activity led by trained staff. (D4)	<p>Recess provides a variety of moderate to vigorous physical activities led by trained staff. (D5)</p> <p>Recess is offered before lunchtime. (D6)</p>

Kansas Pre-K-12 Wellness Policy Guidelines – Part 3. Physical Activity

CATEGORY	BASIC (Essential Health Needs)	ADVANCED (More Healthful than BASIC)	EXEMPLARY (More Healthful than ADVANCED)
BEFORE & AFTER SCHOOL	<p>Daily periods of moderate to vigorous physical activity for all students are encouraged by providing adequate space, equipment and opportunities. <i>(E1)</i></p> <p>The school complies with Quality Performance Accreditation Regulation 91-31-34: <i>Local Board of Education Requirement (g) "Athletic Practice"</i></p> <ol style="list-style-type: none"> 1. <i>Any elementary or middle school that includes any of the grades six through nine may conduct athletic practice during the school day only at times when one or more elective academic courses or a study period is offered to students</i> 2. <i>A high school shall <u>not</u> conduct athletic practice during the school day, and athletic practice shall not be counted for credit or as a part of the school term</i> 3. <i>A school shall neither offer credit for athletic practice nor count athletic practice as a physical education course. (E2)</i> 	<p>All elementary, middle and high schools offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. <i>(E3)</i></p>	<p>A range of physical activities are offered that meet the needs, interests and abilities of all students, including boys, girls, students with disabilities and students with special health-care needs. <i>(E4)</i></p> <p>The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work with local public works, public safety and/or police departments in those efforts. <i>(E5)</i></p> <p>Students are provided the opportunity to be moderately to vigorously physically active each day. <i>(E6)</i></p>
FAMILY & COMMUNITY	<p>Information is provided to help families incorporate physical activity into the lives of all household members. <i>(F1)</i></p>	<p>Families and community members are encouraged to institute programs that support physical activity, such as a walk to school program. <i>(F2)</i></p>	<p>Access is provided to community members to use the school's physical activity facilities outside the normal school day. School policies concerning safety will apply at all times. <i>(F3)</i></p> <p>School resources (such as a back-pack containing physical activity equipment) are loaned to families to support their efforts to be physically active. <i>(F4)</i></p>

Eat Smart. Play Hard. Healthy Kids Learn Better!

Child Nutrition & Wellness
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612
785-296-2276

For more information visit:

www.ksde.org

www.kn-eat.org

www.kshealthykids.org

www.bodywalk.org

www.powerpanther.org

Acknowledgment: The information on pages 1 and 2 is excerpted from *Making it Happen, School Nutrition Success Stories*, United States Department of Agriculture and Centers for Disease Control and Prevention, 2005. See this publication for a complete list of references.

**Alliance Members
Include:**

American Cancer Society

American Diabetes
Association

American Heart
Association

Center for Study of
Weight Regulation,
Oregon Health
& Science University

Community Health
Partnership

Oregon Alliance of
Health, Physical Education,
Recreation & Dance
(OAHPERD)

Oregon Dietetic
Association

Oregon Medical
Association

Upstream Public Health

Oregon Nutrition Policy Alliance

**State of Oregon Model
Local School Wellness Policies
& Recommendations for
Administrative Rules**

2005

American Diabetes Association
380 SE Spokane #110
Portland, OR 97202
(888) 342-2383 ext. 7294
bbromfield@diabetes.org

Community Health Partnership
522 SW Fifth Ave., Suite 200
Portland, OR 97204
(503) 416-1449
hennrichm@careoregon.org



Alliance Members Include:

American Cancer Society

American Diabetes Association

American Heart Association

Center for Study of Weight Regulation, Oregon Health & Science University

Community Health Partnership

Oregon Dietetic Association

Oregon Medical Association

Upstream Public Health

Oregon Nutrition Policy Alliance

Introduction:

In the Child Nutrition and WIC Reauthorization Act of 2004, the U.S. Congress established a new requirement that all school districts with a federally-funded school meals program develop and implement wellness policies that address nutrition and physical activity by the start of the 2006-2007 school year. Commonly called Section 204, it requires the development of a local school wellness policy.

The Oregon Nutrition Policy Alliance (ONPA), a statewide coalition of health and student advocacy groups, has put forth this consensus document to serve as a collection of model practices to achieve student wellness. It is ONPA's policy that school districts provide opportunities for students to engage in healthy eating and physical activity in school. To achieve such goals, ONPA recommends a comprehensive set of policies and administrative rules to address each required component of the School Wellness Policy.

Experts from ONPA reviewed policies and practices around the state and country to develop this model. This comprehensive set of nutrition and physical activity policies and administrative rules are based on nutrition, public health and education research, as well as existing best practices from around Oregon and the nation for achieving student health and well-being. All policies and administrative rules recommended here comply with Section 204 of the new federal requirements.

ONPA encourages district and local wellness councils to consider these recommendations and adapt them to local needs. These research-based recommendations and best practices can have a significant impact on successfully implementing school wellness policies and improving the health of Oregon's youth. For more information or technical assistance in developing your School Wellness Policy, contact the Oregon Nutrition Policy Alliance.

District's Wellness Policy on Physical Activity and Nutrition Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, about 30% of Oregon eleventh grade high school students do not participate in sufficient vigorous physical activity and many students in all grade levels do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas only about 25% of Oregon teens consume the recommended 5 or more fruits and vegetables per day,

Therefore, it is the policy of the _____ School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students (including those required by individualized health plans); will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program - including after-school snacks, Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).

TO ACHIEVE THESE POLICY GOALS THE FOLLOWING ARE RECOMMENDED:

I. SCHOOL HEALTH COUNCILS

The school district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies.

A. The councils also will serve as resources to school sites for implementing such policies.

1. This health council consists of a group of individuals representing the school and community and should include:

- Parents
- Students
- Representatives of the school food authority
- Members of the school board
- School administrators
- Teachers
- Health professionals
- And members of the public.

II. NUTRITIONAL QUALITY OF FOODS AND BEVERAGES SOLD AND SERVED ON CAMPUS

A. School Meals

1. **Meals served through the National School Lunch and Breakfast Programs will:**

- a. Be appealing and attractive to children
- b. Be served in clean and pleasant settings;
- c. Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- d. Offer a variety of fruits and vegetables;
- e. Serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- f. Ensure that half of the served grains are whole grain.
- g. Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

2. **Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:
 - a. Schools will, to the extent possible, operate the School Breakfast Program.
 - b. Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
 - c. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
 - d. Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

3. **Meal Times and Scheduling.** Schools:

- a. will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- b. should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- c. should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- d. will schedule lunch periods to follow recess periods (in elementary schools);

4. **Sharing of Foods and Beverages.**

- a. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions for some children’s dietary needs.

B. Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte lines, fundraisers, school stores, etc.)

1. **Elementary Schools.**

The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

2. **Middle/Junior High and High Schools.**

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

Middle/Junior High and High Schools continued

a. Beverages

- 1) Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- 2) Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

b. Foods

- 1) A food item sold individually:
 - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
 - will have no more than 35% of its *weight* from added sugars;
 - will contain no more than 250 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 500 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- 2) A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

c. Portion Sizes:

Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky
- One ounce for cookies
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream

c. *Portion Sizes continued:*

Limit portion sizes of foods and beverages sold individually to those listed below:

- Eight ounces for non-frozen yogurt
- Twelve fluid ounces for beverages, excluding water
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

3. **Fundraising Activities.**

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

4. **Snacks**

a. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

b. If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

5. **Rewards.**

Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

6. **Celebrations.** Schools are encouraged to limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

7. **School-Sponsored Events** (such as, but not limited to, athletic events, dances or performances.)

Food and beverages offered or sold at school-sponsored events outside the school day will offer healthy options for meals or for foods and beverages sold individually.

C. Integrating Physical Activity Into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television
2. Opportunities for physical activity will be incorporated into other subject lessons; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

D. Nutrition Education within a Comprehensive Health Education Program

To develop the skills and knowledge necessary to maintain lifelong healthy eating and physical activity patterns, all students in grades K-12 will receive annual, skills-based nutrition education as part of their comprehensive health education curriculum.

1. Students will receive at least 40 hours of annual health education instruction at the elementary level, at least one semester annually at the middle school level, and one year at the high school level.
2. Health education will be taught by a certified health educator or an elementary educator trained to deliver quality health education.
3. All curriculum materials used in health education will be evidence or research-based.

E. Communications with Parents

1. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children.
2. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.
3. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.
4. The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.
 - a. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

III. PHYSICAL ACTIVITY OPPORTUNITIES AND PHYSICAL EDUCATION

A. Daily Physical Education (P.E.) K-12.

1. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year.
2. All physical education will be taught by a certified physical education teacher.
3. Student involvement in other activities involving physical activity *e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement.
 - a. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

B. Daily Recess.

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

1. Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity.
 - a. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

C. Physical Activity Opportunities Before and After School.

All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs., when appropriate and if at all possible.

1. All high schools, and middle schools as appropriate, will offer interscholastic sports programs.
2. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
3. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

D. Physical Activity and Punishment.

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

E. Safe Routes to School.

The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.

1. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts.
2. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements.
3. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

F. Use of School Facilities Outside of School Hours.

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

IV. MONITORING AND POLICY REVIEW

- A. Monitoring.** The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies.
1. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.
 2. School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal).
 3. The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district.
 - a. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.
 4. School wellness councils will assist the superintendent or designee with these compliance measures
- B. Policy Review.** To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.
1. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.
 2. Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement.
 3. As part of that review, the school district will review the nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements.
 4. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Alliance Members Include:

American Cancer Society

American Diabetes Association

American Heart Association

Center for Study of Weight Regulation, Oregon Health & Science University

Community Health Partnership

Oregon Dietetic Association

Oregon Medical Association

Upstream Public Health

The model policy provided in this document was adapted from the National Alliance for Nutrition and Activity (NANA - <http://www.nanacoalition.org> .) The National Alliance for Nutrition and Activity (NANA) advocates national policies and programs to promote healthy eating and physical activity to help reduce the illnesses, disabilities, premature deaths, and costs caused by diet- and inactivity-related diseases such as heart disease, cancer, high blood pressure, diabetes, and obesity.

Additional policy related resources include:

- Strengthen the National School Lunch and Other Child Nutrition Programs
http://www.cspinet.org/nutritionpolicy/priority_nutritionprogram.html
- Strengthen National and State Nutrition, Physical Activity, and Obesity Programs - Obesity and other Diet- and Inactivity-Related Diseases
http://www.cspinet.org/nutritionpolicy/NANA_advocates_national_policies.pdf
- Support Transportation Policies That Promote Physical Activity - Policy options for TEA-21 reauthorization
<http://www.cspinet.org/nutritionpolicy/TEAPositionFinal.pdf>
Background materials
<http://www.cspinet.org/nutritionpolicy/TEABriefBookFinal.ppt>

The following organizations assisted with or supported the development of NANA's model policies:

Action for Healthy Kids of Illinois
www.actionforhealthykids.org/AFHK/team_center/team_public_view.php?team=IL&Submit=Go

Advocacy Institute www.advocacy.org

Advocates for Better Children's Diets www.nchapman.com/abcd.html

American Cancer Society www.cancer.org

American Dental Association www.ada.org/public/topics/diet.asp

American Diabetes Association www.diabetes.org

American Dietetic Association www.eatright.org

American Public Health Association www.apha.org

American School Health Association www.ashaweb.org

American Society of Bariatric Physicians www.asbp.org

Association of State and Territorial Public Health Nutrition Directors www.astphnd.org

Be Active New York State www.BeActiveNYS.org

California Center for Public Health Advocacy www.publichealthadvocacy.org

California Food Policy Advocates www.cfpa.net

Center for Behavioral Epidemiology and Community Health www.cbeach.org

Center for Informed Food Choices www.informedeating.org

Center for Science in the Public Interest www.cspinet.org/nutritionpolicy

Chronic Disease Directors www.chronicdisease.org

Community Food Security Coalition www.foodsecurity.org

Community Health Partnership (OR) www.communityhealthpartnership.org

Council of Chief State School Officers www.ccsso.org/schoolhealth

Elyria City Health District (OH) www.elyriahealth.com

Alliance Members Include:

American Cancer Society

American Diabetes Association

American Heart Association

Center for Study of Weight Regulation, Oregon Health & Science University

Community Health Partnership

Oregon Dietetic Association

Oregon Medical Association

Upstream Public Health

References

Organizations assisted with or supported development of NANA's model policies continued:

Fitness Forward Foundation www.fitnessforward.org
The Food Trust (PA) www.thefoodtrust.org/php/programs/comp.school.nutrition.php
George Washington Cancer Institute www.gwumc.edu/gwci
Harvard Prevention Research Center www.hsph.harvard.edu/prc
Harvard School of Public Health, Partnerships for Children's Health, Healthy Schools Campaign www.healthyschoolscampaign.org
Howard University Cancer Center www.med.howard.edu/hucc
Hunter College in the City University of New York, Program in Urban Public Health www.hunter.cuny.edu/schoolhp/nfs/index.htm
Institute for America's Health www.healthy-america.org
I4 Learning www.i4learning.com
Kids First www.kidsfirstri.org
Louisiana Public Health Institute www.lphi.org
Muskegon Community Health Project (MI) www.mchp.org
National Association for Health and Fitness www.physicalfitness.org
National Association for Sport and Physical Education (NASPE) www.naspeinfo.org/template.cfm?template=policies.html
National Association of Pediatric Nurse Practitioners
National Association of State Boards of Education (NASBE) www.nasbe.org/HealthySchools
National Center for Bicycling and Walking www.bikewalk.org
National Education Association -- Health Information Network www.neasmartbody.org
National PTA www.pta.org
National Research Center for Women and Families www.center4research.org
National School Boards Association (NSBA) www.nsba.org/schoolhealth
New York State Department of Health www.health.state.ny.us/nysdoh/chronic/obesity
New York State Nutrition Council
North Dakota Dietetic Association www.eatrightnd.org
Parents' Action for Children www.parentsaction.org
PE4life www.pe4life.org
Prevention Institute www.preventioninstitute.org/sa/enact.html
Produce for Better Health Foundation www.5aday.org
Produce Marketing Association www.pma.com
Samuels and Associates www.samuelsandassociates.com
Society for Nutrition Education www.sne.org
SPARK PE www.sparkpe.org
Sportime www.sportime.com
Stark County Health Department (OH) www.starkhealth.org
Step Together New Orleans /Administered by Louisiana Public Health Institute in partnership with the City of New Orleans www.steptogethernola.org/home
United Fresh Fruit and Vegetable Association www.uffva.org
University of Arkansas for Medical Sciences College of Public Health \ www.uams.edu/coph
U.S. Water Fitness Association www.mwaquatics.com
Women's Sports Foundation www.womenssportsfoundation.org
Young People's Healthy Heart Program at Mercy Hospital (ND) www.healthyheartprogram.com