**Proviso East High School Wellness Committee (SWC)**

**Meeting Minutes**

**September 12, 2016, 12:40pm – 1:30pm (5th period)**

**PEHS, Room 76**

In attendance: Sabrina Butler (PEHS student), Madison Horn (Loyola Social Work Graduate Student), Shanika Blanton (Loyola/PEHS faculty), Sam Keolos (PEHS student), Jennifer Miller (PEHS teacher), Ciana Talmadge (PEHS student), and Mr. Carter (Aramark Foodservice Director), Joanne Kouba, PhD, RD (SBHC/Loyola), Sarah Kim (Loyola Dietetic Intern), Lauren Jackson (Loyola Dietetic Intern), Marcia LaPorte (PEHS teacher),

1. **Welcome and Introductions:** Introductions were made. J. Kouba provided a brief overview of school wellness committees including the purpose and requirements as mandated by the U.S. Department of Agriculture. In addition the purpose and background of the PEHS School Wellness Committee (SWC) were reviewed. Resources on school wellness policies and committees were distributed including a copy of the District 209 School Wellness Policy, the USDA Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010: Summary of the Final Rule, and CPS Local School Wellness Policy for Students. The PEHS School Wellness Committee is also an active member of the Proviso Partners for Health (PP4H), community coalition. A one-page overview of this organization was also distributed. PEHS SWC members are welcome to attend PP4H quarterly meetings.
2. **Review of Yearly Goals**: A one-page document that reviewed the goals and accomplishment of the PEHS SWC was distributed and reviewed. Of the four goals that were established in fall 2015, three have been met and one remains in progress. Please refer to attached document for details. J. Kouba would like to re-assess the school health environment using the Alliance for a Healthier Generation on-line tool and asks for student volunteers to assist.

**ACTION NEEDED:**

* 1. J. Kouba to ask students to meet for work on the school health environment assessment in October.
	2. Increase student participation with PP4H. Mrs. Sierra will recruit through Lunch Bunch. J. Kouba will organize a Youth Advocate training program.
1. **Grab’N’Go Salad Lunch Program:** The new Grab’N’Go cooler was been implemented in March 2016 with favorable acceptance by students. Initially the ARAMARK staff were preparing and serving total 100 salads/day (4 varieties). In September 2016, this was increased this to 200 salads/day. Mr. Carter reported that very few salads are left at the end of the day with little waste in the garbage. The goal is to get as many students as possible accessing the Grab’N’Go items. Feedback has also shown that the lines in the cafeterias are still very long. In order to decrease lines, the feasibility of using another location for students to have payment cards swiped was discussed. Another room, near the a la carte line, has been cleaned this past summer and is in the process of being prepared for this purpose. PEHS students provided some new ideas for salads. There was discussion of students participating in taste testing for the new salad ideas and implementing Grab’N’Go at PMSA and Proviso West.

 **ACTION NEEDED:**

1. Recruit student volunteers for new salad taste testing.
2. Ongoing evaluation of this project is needed to show that the salads are helping to increase access to health food in schools.
3. **Additional Notes/New Ideas for future meetings included:**
* Vending machines: review offerings, time of operation and quality,
* Giving Garden:
	+ Recruit more PEHS students and possibly staff.
	+ Purchase of garden produce by ARAMARK for cafeteria use. Farm Logic is an organization that may assist with this coordination.
	+ Sales of the Giving Garden produce to PEHS staff through the teacher’s lounge.
* Physical activity options for students and staff including:
	+ intramural sports,
	+ fitness equipment (room 11),
	+ track,
	+ pool.
* Broadcast the health center out to more student
* Survey students (via electronic source or paper) on their thoughts/ideas about lunch
* Connect with the food classes to plan events such as a recipe contest
1. **Future PEHS SWC Committee Meeting Schedule:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Date | Day | Class Period | Location | Notes |
| **2016** |
| 1. | September 13 | 2nd Tuesday |  | Room 76 |  |
| 2. | October 11 | 2nd Tuesday |  | Room 76 | no nursing LB |
| 3. | November 1 | 1st Tuesday |  |  |  |
| 4. | December 6 | 2nd Tuesday |  | Room 76 | no nursing LB |
| **2017** |
| 5. | January 17 | 3rd Tuesday |  |  | After MLK holiday |
| 6. | Feburary 14 | 2nd Tuesday |  |  |  |
| 7. | March 14 | 2nd Tuesday |  |  |  |
| 8. | April 11 | 2nd Tuesday |  |  |  |
| 9. | May 9 | 2nd Tuesday |  |  |  |

Lunch will be served at all Wellness Committee Meetings.

1. **Reminders:** PEHS Wellness Committee website is : <http://pehswellnesscommittee.weebly.com/>

This on-line sources has all PEHS Wellness Committee minutes.

This meeting began at 12:40 pm and concluded at 1:30pm in the PEHS Room 76.

The next meeting is scheduled for Tuesday, October 11, 2016, 5th period.

Attachment: 1

Respectfully Submitted,

Lauren Jackson and Joanne Kouba

**Proviso East High School**

**Local School Wellness Committee**

2015-2016 Goals and Status Review for AY 2016-2017

**Mission:** To create a school community that supports health.

**Goals and Objectives**

1. Strategic Plan:

* Complete a Strategic Plan using information from the Alliance for a Healthier Generation School Wellness Assessment completed in spring 2015.
* ***Status:*** accomplished 
* ***AY2016-2017:*** re-assess?

2. Food Access: Improve access to high quality food for students and staff:

* Grab’N’Go salads in PEHS cafeteria: start in 2015
* PEHS Community Garden: increase participation
* National School Breakfast and Lunch Programs: ↑ participation
	+ Taste Testing: Monthly:
	+ Community Eligibility Benefit Provision started in Sept. 2015
* ***Status:***
	+ Grab’N’Go salads started in March 2016
	+ PEHS Giving Garden increase participation 
	+ National School Lunch and Breakfast participation 
	+ Taste testing: ??
* ***AY2016-2017:***
	+ Grab’N’Go: Scale up to PWHS and PMSA in 2016-17

3. Build Capacity: Empower students and faculty to be positive change agents related to health behaviors.

* Peer Youth Advocates: identify, train, fund
	+ Funding for PEHS students to work on Wellness Committee and PP4H projects
* Engagement with PP4H
* ***Status:*** 
* ***AY2016-2017:***

4. Staff Wellness: Assess need and ideas for to support staff wellness.

* Survey of staff/faculty by December 2015
* Plan at least one initiative to be started in January 2016
* ***Status:*** accomplished 
* ***AY2016-2017:***

J. Kouba

**Proviso Partners for Health**

Proviso Partners for Health (PP4H) is a community-led coalition that engages collaborators to create environments that promote healthy lifestyles. Key initiatives include tobacco-free living, access to healthy foods, and being active through all stages of life.

The group initially convened in 2014 with support from The Consortium to Lower Obesity in Chicago Children (CLOCC), Cook County Department of Public Health and the United Way to coordinate obesity prevention efforts in Proviso Township. Representing community organizations and residents, members align with at least one PP4H hub to advance policy, systems and/or environmental changes for a collective impact to improve community health and economic growth. Themes of the six hubs include Early Childhood, Elementary Schools, High Schools, Food Access, Built Environment (for active living) and Tobacco-Free Living. Members assemble at quarterly PP4H meetings to share accomplishments, strategies, lessons learned and resources. Hubs meet on a regular basis to implement objectives. PP4H provides administrative and technical support to build on strengths and resources of the community through liaisons who are community members.

The following are just three exemplars of the robust work by PP4H hubs:

* The Giving Garden was developed on donated land through collaboration of the PP4H Food Access hub with Reuse Depot, Triton College, Proviso East High School and UIC Cooperative Extension as partners. Powered by local youth through paid internships, the harvest increases food access as it is given to community residents, a local food pantry or supplied to Mujeres Unidas, a local woman-owned catering business. Opportunities have been created to improve food access, increase physical activity and bolster economic development through this environmental change.
* Through School Wellness Committees in District 89, the Elementary School hub coordinated efforts that provided training and resources to teachers who in turn incorporate 10-minute physical activity breaks into class sessions as a way to increase the overall amount of physical activity that students get each day.
* Grab’N’Go salads are offered as part of the National School Lunch Program in the Proviso East High School cafeteria. This effort was one of several by the Proviso East Wellness Committee, which was established and is in its third year due to efforts of the high school hub. Due to student acceptance, this environmental enhancement will be scaled up to two other high schools in the near future.

PP4H is proud to be a recipient of the *Spreading Community Accelerators through Leadership and Evaluation* (SCALE) grant through the Institute for Health Care Improvement; and the *Transforming Communities Initiatives* (TCI) grant of Trinity Health to the Loyola University Health System. These grants provide support for staffing, supplies and leadership training of community members. More information about PP4H can be found at: provisopartners.com



#####  Proviso Township High Schools District 209 6:50

**School** Wellness

# Instruction

##### Student wellness, including good nutrition and physical activity, sha ll be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004.

Goals for Nutrition Education

The goals for addressing nutrition education include the following:

* Schools will support and promote good nutrition for students.
* Schools will foster the positive relationship· between good nutrition, physical activity, and the capacity of students to develop and learn.
* Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Cun·iculum Content.*

Goals for Physical Activity

The goals for addressing physical activity include the following:

* Schools will support and promote an active lifestyle for students.
* Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health­ related fitness, increases students' knowledge, offers direct opportunities to learn· how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content.*
* Unless otherwise exempted, all students will be required to engage daily during the school day in a physical education conrse. See Board policy 6:60, *Curriculum Content.*
* The curriculum will be consistent with and incorporate relevant Illinois Leaming Standards for Physical Development and Health as established by the Illinois State Board of Education.

Nutrition Guidelines for Foods Available in Schools During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dieta1y Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Htrman Services and the Department of Agriculture. Inaddition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutdtional valu.e, as defined by the U.S. Depaitment of Agriculture, in the food service areas during the meal periods and comply with all applicable mies of the Illinois Sate Board of Education.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

**Monito1-ing**

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and a<ljust the policy.

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Community Input

The Supetintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from cmmnunity members, including parents, students, and representatives of the school foocl authority, school adminish·ators, and the public.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.

Child Nuttition Act of 1966, 42 U.S.C. §1771 -

National School Lunch Act, 42 U.S.C. § l 758.

42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11. 105 TLCS 5/2-3.139.

23 lll.Admin.Code Prut 305, Food Program.

ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

CROSS REF.: 4:120 (Food Services) ADOPTED: August 9, 2010

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USDA

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 United States Department of Agriculture

Local School Wellness PolicyImplementation Under the Healthy,Hunger-Free Kids A.ct of 20:10: Summary of the Final Rule

What is a local school wellness policy?

A local school wellness policy ("wellness policy") is a written document that guides a local educational agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being,and ability to learn.

The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy,

Hunger-Free Kids Act of 2010 (HHFKA). It requires each LEA participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy.. The final rule expands the requirements to strengthen policies and increase transparency.The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA's jurisdiction can be addressed.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. The final rule requires LEAs to begin developing a revised

local school wellness policy during School Year 2016-2017. LEAs must fully comply with the requirements of the final rule by June 30, 2017.

### Content of the Wellness Policy

At a minimum, policies are required to include:

* Specific goals for nutrition promotion and education, physical activity, and other school­ based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determiningthese goals.
* Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations for:

0 School meal nutrition standards, and the

0 Smart Snacks in School nutrition standards.

* Standards for all foods and beverages provided, but not sold,to students duringthe school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
* Policies for food and beverage marketingthat allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
* Description of public involvement, public updates, policy leadership,and evaluation plan.

USDA Food and Nutrition Service

### Wellness Leadership

LEAs must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.

### PublicInvolvement

At a minimum, LEAs must:

* Permit participation by the general public and the school community (including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals; the school board, and school administrators) in the wellness policy process.


### Triennial Assessments

The final rule requires State agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review *every* 3 years.

LEAs must conduct an assessment of the wellness policy *every* 3 years, at a minimum. This assessment will determine:

* Compliance with the wellness policy,
* How the wellness policy compares to model wellness policies, and
* Progress made in attainingthe goals of the wellness policy.


### Documentation

The State agency will examine records during the Administrative Review, including:

* Copy of the current wellness policy,
* Documentation on how the policy and assessments are made available to the public,
* The most recent assessment of implementation of the policy, and
* Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate.

### Updates to the Wellness Policy

The final rule requires that LEAs update or modify the wellness policy as appropriate.

### Public Updates

The rule requires that LEAs must make available to the public:

* The wellness policy, including any updates to and about the wellness policy, on an annual basis, at a minimum, and
* The Triennial Assessment, including progress toward meeting the goals of the policy.

### Regulation

The proposed rule was published in the Federal Register, and the 60-day public comment period closed on April 28, 2014. FNS received 57,838 public comments that were considered in developing the final rule.

The final rule was published on July 29, 2016 and can be found online at: <http://www.fns.11sda.gov/tn/local>­ scl1ool-wellness-policy.

##### Resources

USDA Food and Nutrition Service's "School Nutrition Environment and Wellness Resources" Web site has information and resources on:

* Local school wellness policy process,
* Wellness policy elements,
* Success stories,
* Grants/funding opportunities, and
* Trainings.

##### Check it out! [http://1iealthymeals.](http://1iealthymeals/)nal.11sda.gov/ school-wellness-resources

*: :*

Model Wellness Policy - Thoroughly reviewed by USDA FNS, the Alliance for a Healthier Generation's model policy template is in compliance with the requirements set forth in the proposed rule and will be updated per the final rule.

Putting Local School Wellness PoliciesInto Action: Stories From School Districts and Schools - The Centers for Disease Control and Prevention and USDA developed a compilation of

11stories to help LEAs and schools implement wellness policies.

National Wellness Study Briefs - Bridgingthe Gap's research briefs highlight areas of opportunity for State agencies, LEAs, and schools to strengthen

wellness policy components.

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##### '"' Food and Nutrition Service

**Team Nutrition**

**Local Process: How to Develop, Implement, and Evaluate a Wellness Policy**

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**School Year 2016-2017 Action Steps for Local Educational Agencies (LEA), Districts, and Schools**

* + **Review the final rule and summary of the rule.**
	+ Establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy. Make sure the position title of the policy leader is available to the public. A best practice is to include contact information.
	+ Build or re-engage your district wellness committee making sure to invite the various stakeholders to be involved. The stakeholders can include parents, students, SFA representatives, teachers of physical education, school health professionals, the school board, school administrators, and members of the general public.

, Continue reviewing and assessing local wellness policies and implementing new

**requirements.**

* + Glean implementation ideas from schools that have successfully put wellness policies

**into action.**

* + **Use the Model Wellness Policy Template when reviewing and updating the wellness**

policy (will be updated per the final rule summer 2016).

**11 Consult the resources on the Implementation Tools and Resources page.**

, Continue to inform and update the public about the content, implementation, and assessment of wellness policies.

* Keep supporting documentation on file as LEAs will be held accountable for local school wellness policy implementation, assessment, and public updates.

**Monitoring Process**

Through a unified accountability system mandated by the Healthy, Hunger-Free Kids Act of 2010, the Administrative Review provides for robust review and evaluation of school meals programs and program operations during a 3-year cycle. The scope of monitoring may require the State agency to assess how the local educational agency implements its local school wellness policy responsibilities. Districts should keep the following supporting documentation on file:

, A copy of the current local school wellness policy

* Documentation demonstrating the local school wellness policy has been made available to the public

, The name and title of the school official responsible for developing, implementing, and monitoring the wellness policy

* Documentation of the district's efforts to review and update the local school wellness policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate
* A copy of the district's most recent assessment on the implementation of the local school wellness policy

, Documentation demonstrating the district's most recent assessment on the implementation of the local school wellness policy has been made available to the public

[**http://www.fns.usda.gov/tn/loca!-process-how-develop-implement-and-evaluate-wellness-po!icy**](http://www.fns.usda.gov/tn/loca%21-process-how-develop-implement-and-evaluate-wellness-po%21icy)1/2

More resources for LEAs, schools, and stakeholders on monitoring and evaluation can

be fou nd here.

*Last Published: 07/29/2016*

<http://www.fns.usda.gov/tn/local-process-how-develop--implement-and-eva1uate-wellness-policy> 2/2

Chicago **Public** Schools Policy **Manual**

**Title:. Section: Board Report:**

**Policy:**

**LOCAL SCHOOL WELLNESS POLICY FOR STUDENTS**

**704.7**

12-1024-P01 **Date Adopted: October 24, 2012**

###### THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Reports 95-0527-P01 and 06-0826-P04 and adopt a new Local School Wellness Policy For Students.

**PURPOSE:** The purpose of this policy is to establish requirements for nutrition education, physical activity and the provision of healthy food choices at school and to ensure the Board's expectations for student health and wellness are articulated and satisfied.

**BELIEF STATEMENT:** The Board recognizes the relationship that exists between academic achievement and student health and wellness. Accordingly, this policy reflects the Board's commitment to removing health-related barriers to learning via health policy, promotion, education and services. The Board values (a) school-based activities designed to provide students with a school environment that supports and promotes wellness, healthy eating and an active lifestyle, (b) the inclusion of nutrition education (c) nutrition requirements for all foods and beverages available on school property, (d) the integration of opportunities for physical activity, like recess, during the student day, (e) high-quality physical education programming, (I) school-based activities designed to promote health and reduce obesity, and (g) parents, guardians and family involvement in driving the success of school-based health, wellness and nutrition measures. In adopting a new policy with more rigorous standards, the Board sets a precedent for future health and wellness related policies and programs provided by the district.

###### POLICY TEXT:

**A. Definitions:**

***Nutrition Education:*** Nutrition education is a planned, sequential, K-12 curriculum or supplemental education program that addresses the physical, mental, emotional, and social dimensions of health related to nutrition. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated nutrition-related knowledge, attitudes, skills and practices.

***Physical Activity:*** Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscle, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Physical activity is movement that reduces the risk of premature mortality in general and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular. Two levels of physical activity are commonly recommended including "Moderate" and "Vigorous."

*Moderate:* Movement activities in which participants breathe heavily and are able talk in complete sentences, but not sing.

*Vigorous:* Movement activities in which participants perspire, breathe hard and are not be able to say more than a few words without pausing for a breath.

***Physical Education ("PE''):*** Physical education is a planned, sequential, curriculum (K-12) that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics; health education; and aquatics.

**8. Nutrition Education:** In order to establish a standardized approach to nutrition education, schools shall provide nutrition education programming under the following framework in accordance with the CPS Student Wellness Guidelines.

1. *Grade Level Requirements:*
	1. *Elementary Schools and campuses serving grades K-8* are required to integrate evidence-based nutrition education into the curriculum ***in all grade levels in the school.*** Elementary schools that do not serve all grades K-8 (e.g. K-3, K-4, K-5, etc.) are subject to the requirements of this section.

b. *Middle Schools serving grades 6-8 or 7-8, Academic Centers located in high schools serving grades 7-8 and High Schools serving grades 6, 7 or 8* are required to integrate evidence-based nutrition education into the curriculum at ***in at least two grade levels.***

c. *High Schools serving grades 9-12* are required to integrate evidence-based nutrition education into the curriculum of ***at least two high school courses required for graduation.***

1. *Nutrition Education Implementation.*
	1. The Principal shall ensure that the following requirements are satisfied in accordance with the CPS Student Wellness Guidelines when implementing nutrition education at their school:
		1. Provide nutrition instruction that is consistent with or exceeds the U.S. Department of Agriculture (USDA)'s "Dietary Guidelines for Americans" and the most current "My Plate" plan.
		2. Implement evidence-based nutrition instruction, supplemented by resources provided by the USDA's Team Nutrition or other vetted sources.
		3. Maximize classroom time by integrating nutrition education into lesson plans of other school subjects including math, science, language arts, physical education, health, and social **sciences.**
		4. Provide students with consistent nutrition education messages through multiple channels in addition to classroom instruction including nutrition information provided in the cafeteria, health fairs, field trips, after school programming, and assemblies.
		5. Comply with the additional nutrition education requirements specified in the CPS Student Wellness Guidelines.
	2. The Chief Education Officer or designee, in collaboration with the Office of Student Health and Wellness shall monitor and measure the extent to which schools utilize an evidence-based nutrition education curriculum under the framework described herein. A baseline standard shall be developed to enable measurement of growth in the number of schools using an evidence-based nutrition education curriculum over time.

3. *ParenVFamily Outreach.* Schools shall provide parents/guardians with information to help them incorporate healthy eating and physical activity into their child's lives in and outside of school. This information may be provided in the form of handouts, postings on the school website, information provided in school newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching parents.

1. **School Food Service:**
	1. *Compliance with Laws and Regulations.* The food and beverages served on school campuses during the school day by CPS personnel as part of the National School Lunch Program (NSLP), National School Breakfast Program (NSBP), Seamless Summer Option (SSO) and Child and Adult Care Food Programs (CACFP) shall meet or exceed all applicable federal state and local laws and regulations as well as applicable Board policies and guidelines including, but not limited to:
		1. Applicable USDA regulations regarding all aspects of NSLP and NSBP, and all other federally­ funded CPS food service programs;
		2. Applicable Illinois law that regulates the service or sale of foods and beverages on school grounds;
		3. Applicable law and regulations governing food safety and security for all foods made available on

**campus;**

* + 1. CPS Food Service guidelines applicable to reimbursable school meals which shall not be less restrictive than federal regulations and guidance issued by the U.S. Secretary of Agriculture pursuant to the Child Nutrition Reauthorization Act and the Healthy, Hunger-Free Kids Act;

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* + 1. Federal and state regulations to provide accommodations for dietary, cultural and religious preferences and needs of students; and
		2. Board policies governing food allergy management; diabetes management; administration of medication; sale of competitive foods/beverages and all other Board policies governing student health and nutrition.
	1. *Meal Planning.* Schools shall offer students a variety of age-appropriate, healthy and appealing food and beverage choices in the dining center. Schools shall employ food preparation and meal planning practices consistent with federal guidelines, best practices and the CPS Nutrition Standards for school meals.
	2. *Breakfast.* Elementary schools shall comply with the district's Breakfast in the Classroom policy in order to provide students with a nutritious meal to begin the school day, increasing student focus and attention in the classroom.
	3. *Foods Provided to Students bv Parents/Guardians.* Schools shall encourage parents to support the goals and objectives of this policy through providing students with healthy foods that will be consumed during the school day. Parents/guardians who elect to provide their child with meals outside of the NSLP and NSBP and are encouraged to send healthy foods in age-appropriate portions for their child and refrain from providing foods or snacks with minimal nutritional value.
	4. *Locaflv Grown.* CPS **is** committed to using locally grown fruits and vegetables when available, in season and economically feasible.
	5. *Feedback.* CPS is committed to meeting the nutritional needs of students across the district. To that end, Nutrition Support Services and district food service providers in accordance with USDA requirements will solicit student and parent feedback that aims to improve the quality of and student satisfaction with school meals and increase overall participation.
	6. *Nutrition Education and Wellness in the School Dining Center.* Nutrition Support Services, district food service providers and School Dining Center staff shall be engaged in wellness activities that support taking nutrition lessons beyond the classrooms and into the school dining centers to encourage and promote healthy eating habits. Schools must:
		1. Ensure that, through Nutrition Support Services, food service staff receive ongoing professional development opportunities that include training regarding nutrition, meal planning, and wellness in accordance with current contracts.
		2. Encourage creativity **in** menu planning and implementation of strategies that provide tasty, appealing and healthy school meals.
		3. Serve school meals in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines.
		4. Reinforce healthy food messages in the dining center through printed materials like posters and nutrition pamphlets and/or presentations like taste-tests or cooking demonstrations.
1. **Physical Education:** Schools shall *offer* physical education programming that:
	1. Is consistent with state learning standards and CPS Student Wellness Guidelines;
	2. Is coordinated within a comprehensive health education curriculum;
	3. Emphasizes self-management skills;
	4. Is designed to foster engagement in physical activity that enables students to achieve and maintain a high level of personal fitness over their lifetime; and
	5. Is consistent with Health-Optimizing Physical Education learning objectives and strategies established by the Chief Instruction Officer including, but not limited to:
* Engages a// students in moderate to vigorous activity during two-thirds of all physical education class time;
* Utilizes an evidence-based physical education curriculum aligned with the state standards for physical education;
* Integrates skill-based assessments into all elementary physical education curricula; and
* Accommodates students with disabilities with a 504 plan or IEP.

3

1. **Physical Activity:**
	1. *Weekly Physical Activity* - *In School:* To improve academic outcomes and increase overall student fitness it is recommended that schools provide ***a//*** students with a total of 90 minutes of moderate to vigorous physical activity per week, through a combination of:
* Structured PE class taught by a certified PE teacher
* Daily recess (elementary only)
* Classroom physical activity
* School activity assemblies
* Other activities as specified in the CPS Student Wellness Guidelines
	1. *Curriculum Integration Goals:* **All** core subjects including math, science, language arts, health, family and consumer science, and social sciences should maximize student attention and focus by integrating moderate to vigorous physical activity. All schools are encouraged to include increments of 10 minutes of physical activity at least one time per week into each core subject lesson plans.
	2. *Inactivity Reduction Goals:* Schools shall discourage extended periods (two hours or more) of time when a student is not physically active. When activities, such as school testing, make it necessary for students to remain indoors for long periods of time, schools should provide periodic breaks during which students are encouraged to be moderately to vigorously active.
	3. *Weekly Physical Activity Goals* - *Out of School:* Schools shall encourage students to engage in continuous physical activities (moderate to vigorous) outside of school hours for a minimum of 15 to 30 minutes on 5 or more days per week through participation in community programs, after school programs and/or before school programs.
1. **Active Transportation:** Schools shall encourage students to walk or bike to school when feasible. Schools should engage parents in organizing adult supervised groups to facilitate safe walking and biking. This may include assessing walking and biking access to school and exploring ways to improve access. Schools shall develop an arrival and dismissal plan to ensure, where possible, safer traffic, ingress and egress conditions for students in and around the school campus as part of their Facility Information Management Systems (FIMS) emergency and safety plan due October 1st of each

year.

1. **Recess:** All elementary schools, middle schools, and high schools with elementary grades, shall provide elementary students (K-8) with a daily opportunity for recess. Recess is a non-instructional activity and shall occur during non-instructional time. Recess shall be at least 20 minutes in length per day. Recess, which provides students with a break from instruction and time to engage in play with peers, shall include physical activity and/or activities that promote social skill development. It is recommended that schools schedule recess prior to students' lunch period. Schools shall implement recess **in** accordance with CPS Student Wellness Guidelines.
2. **Food and Physical Activity as Rewards or Punishment:**
	1. Teachers and other school personnel must promote non-food rewards and must not withhold food or offer alternative lunch options (such as a brown bag lunch, serve lunch in the classroom) as punishment.
	2. Teachers and other school personnel shall not use physical activity (e.g., running laps, push-ups as a punishment) or withhold opportunities for physical activity (e.g., withholding recess, physical education) as punishment.
	3. Teachers and other school personnel are encouraged to use physical activity opportunities as rewards such as extra recess, special classroom privileges etc.
	4. Any food offered as a reward or part of a school celebration must meet the requirements of the Board's food allergy management policy and other Board policies regarding student health and nutrition.

### 4

1. **Student** Access **to Nutritious Foods:** In order to increase student access to nutritious foods outside of the school-provided meals, schools are encouraged to:
	1. Refer all eligible students to CPS' Children and Family Benefits Unit to enroll them in any appropriate state and federal benefits programs such as SNAP (food stamps) and All Kids.
	2. Promote student participation in the federally-funded summer food service programs and coordinate activities with city agencies to maximize student summer services and student participation in federally-funded summer food service programs.
	3. Promote student participation in after-school and summer programs that serve healthy snacks to children which meet federal and state regulations.
	4. Reduce waste from school meals by participating in the Love Food Hate Waste and FoodShare programs, the latter of which redistributes and promotes the consumption of wholesome foods after­ school and in the school community.
	5. Conduct periodic reviews to ensure that items sold on school grounds in vending machines, school stores, by food vendors on school grounds, as fundraisers or as a la carte items comply with any applicable federal regulations regarding the sale of competitive foods at school and related Board policy.

**J. Staff Wellness:** CPS encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall comprehensive health program.

1. **Local School Implementation:**
	1. *School Wellness Champion:* The principal will annually designate a school employee to serve as the School Wellness Champion who will (i) lead and coordinate their school's efforts to increase healthy eating and physical activity for students, (ii) serve as the liaison to CPS Office of Student Health and Wellness regarding school level efforts to implement this policy and reporting as needed, and (iii) annually establish, serve on and lead a School Wellness Team that develops goals, strategies and initiatives for student health, wellness and physical activity during the school year.
	2. *School Wellness Team:* The principal shall ensure that a School Wellness Team is formed annually to spearhead health and wellness initiatives at the school that are in compliance with this policy and ensure the school's compliance with any applicable federal regulations regarding the sale of competitive foods/beverages at school and/or related Board policy. The principal shall establish a system to annually identify School Wellness Team members which may include parents/guardians, teachers of physical education, classroom teachers, school health professionals, students, school administrators and community health and wellness partners.
	3. *Reporting:* The principal shall provide quarterly updates to the Local School Council regarding the school's health and wellness initiatives and the school's implementation of this policy.
2. **Support and Oversight:** The Office of Student Health and Wellness shall oversee school implementation and compliance with this policy and in doi\_ng so shall:
3. Provide technical assistance and support to assist schools with implementation of the policy and improve programming functions;
4. Ensure schools are offered support services through various departments including the Office of Student Health and Wellness, Nutrition Support Services, and the Chief Instruction Office to ensure the full implementation of this policy;
5. Establish a process for identifying and distributing resources made available by qualified agencies and community organizations for the purpose of collaborating with schools to enhance implementation of this policy; ·
6. Establish a process to gather regular reporting and feedback from individual schools, community partners, students and parents on the implementation of the policy;
7. Conduct periodic evaluations and report on district-wide and individual schools' compliance with the Policy; and

## 5

1. By January 2015, conduct a district-wide review and assessment of this Policy and other related Board policies regarding the sale of competitive foods/beverages at school on the policies' effectiveness and, based on this assessment, propose Policy revisions.
2. **School Progress Report Measure:** CPS shall provide an annual "Healthy Schools Certified" indicator on the CPS School Progress Report that is directly correlated with the school's health and wellness environment and school's compliance with this and any applicable federal regulations regarding the sale of competitive foods/beverages at school and related Board policy.
3. **Review of Policy Coordination Efforts:** The Chief Health Officer shall designate individuals from central office departments, schools, as well as external stakeholders to convene at least annually, and on an as-need basis, to review CPS wellness and community coordination efforts and opportunities.

**0. Guidelines:** The Chief Health Officer or designee is authorized to develop and implement guidelines, standards and toolkits to ensure the effective implementation of this policy.