



Local Wellness Policy

Preparing students for today and tomorrow.

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Preface

In accordance with 7 CFR 210.31(c), a Local Education Agency that participates in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) must establish a Local School Wellness Policy for all schools under its jurisdiction. As of June 30, 2017, Local Wellness Policies must meet the minimum requirements set forth in the Final Rule: Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010.

Local Wellness Policies are a valuable tool in the promotion of student health and wellness through the NSLP and SBP. Schools play an essential role in preparing students for successful futures, and proper nutrition and physical activity are key to creating constructive learning environments. Local Wellness Policies provide guidance to further support schools efforts to provide students with a successful and healthy future.

District Goal(s) Addressed

Goal Area 3 — Student Achievement/Curriculum

Goal 3.1: Implement an updated k12 core curriculum utilizing resources and data.

Goal 3.2: Develop a Social Emotional Learning Curriculum k12.

Goal 3.3: Implement a Social Emotional Learning Curriculum k12.

Goal Area 4 — Community/District Relations

Goal 4.2: The District will continue to communicate with the community.

Purpose

The purpose of the Employee Wellness Committee is to promote a culture of physical, psychological, and emotional well-being for our student and employees by providing activities and support that will result in healthier lifestyles while maintaining compliance with local, state, and federal laws. The goals of the Committee include:

- **Increasing awareness of programs and committee working within the Wellness framework**
- **Aligning services and programs that inspire and empower individuals to take responsibility for their own health.**
- **Creating a sense of community and raising awareness through the use of District wellness resources.**

Wellness Policy Committee

Wellness Policy Leadership

Tammy Carlock, District Nurse
Mrs. Brandi Bruley, Superintendent

Wellness Policy Committee Members

Christy Willman, Elementary Principal
Scott Hendricks, High School Principal
Michele Rice, District Head Cook
Joelle Smith, District Parent Educator
Carrie Prola, Student SEL Team Coordinator
Makayla Fawcett, Board of Education

Wellness Policy Steering Committee Responsibilities

Public Involvement

The Local Education Agency permits and encourages public involvement in Local Wellness Policy development, implementation, updates, and reviews. Therefore, the LEA shall invite a variety of stakeholders within the public to participate in Local Wellness Policy processes. The report(s) from the Steering Committee will appear on the School Webpage.

Assessments

Under the Healthy, Hunger-Free Kids Act of 2010, assessments of the Local Wellness Policy must occur no less than every three years. Waverly School District shall conduct assessments of the Local Wellness Policy every 3 years, beginning in 2020-2021 school year and occurring every 3 years thereafter. These assessments will:

- Ensure the wellness policy is in compliance with USDA, State, and Local rules and regulations
- Compare the LEA's wellness policy to model wellness policies
- Measure the progress made in achieving the goals as outlined in the LEA's wellness policy

Updates

The Wellness Policy Committee must update the Local Wellness Policy as appropriate to fit the needs and goals of the Local Education Agency. The LEA shall make the following available to the public:

- The Local Wellness Policy, including any updates to the policy, on a yearly basis
- The triennial assessment, including progress toward meeting the goals outlined in the wellness policy

Through the following channels:

- School Webpage

Records

The Local Education Agency shall maintain record of the Local Wellness Policy. This includes keeping a copy of the current wellness policy on file and maintaining documentation of the following actions:

- The most recent assessment of the policy
- Availability of the wellness policy and assessments to the public
- Reviews and revisions of the policy, including the individuals involved and the efforts made to notify stakeholders of their ability to participate in the process

Nutrition

The Local Education Agency recognizes the important role nutrition plays in academic performance as well as overall quality of life. The National Education Association references numerous articles supporting the effects of nutrition on the classroom, for example, hunger often has a negative impact on students' success, attendance, and behavior.

According to the Centers for Disease Control and Prevention, approximately 18.5 percent of the nation's youth was considered obese in 2015-16. This percentage increased 1.3 percent when compared to the previous year. Conversely, 15.7 percent of American families experienced food hardship in 2017. Through participation in the U.S. Department of Agriculture's School Nutrition Programs, the LEA commits to serving nutritious meals to

students in order to prevent both overconsumption of nutrient-poor foods and food insecurity to give students the best chance to succeed inside and outside the classroom.

Nutrition Standards

Meals

All reimbursable meals served for the purposes of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet or exceed USDA nutrition standards and regulations. This includes meeting standards for each of the meal pattern components (i.e. Grains, Meat/Meat Alternates, Fruits, Vegetables, and Milk) as well as meeting or exceeding the limitations set for calories, sodium, saturated fat, and trans fat.

Competitive Foods

All competitive foods and beverages sold must comply with the USDA Smart Snacks in Schools nutrition standards (7 CFR 210.31(c)(3)(iii)). Competitive foods and beverages refer to those that are sold to students outside the reimbursable meal on the school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day). This includes, but is not limited to, vending machine and à la carte items.

Other Foods and Beverages

The following policy refers to all foods and beverages provided, but not sold to students. The Local Education Agency will prohibit food and beverage items that do not meet Smart Snacks nutrition standards for reward and celebration purposes. More than 25 percent of children's daily calories may come from snacks, therefore, providing Smart Snacks allows for a more nutrient-dense calorie intake.

Fundraisers

Fundraisers promoting food and/or beverage items that are held on school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day) must meet Smart Snacks nutrition standards. However, the LEA may participate in infrequent exempted fundraising days, in which food and beverage items do not meet Smart Snacks standards, as the LEA sees fit. These exempted fundraising days shall not exceed nine days within one year.

Nutrition Education

In accordance with the Illinois Learning Standards, the Local Education Agency shall meet all Illinois requirements and standards for Health Education. The Local Education Agency shall include nutrition education within the health education curriculum and integrate nutrition education into other core subjects, as appropriate. Various grade levels and

curriculums shall use nutrition education information, research, and materials from the following resource:

<https://www.myschoolmenus.com>

Nutrition Promotion

The District shall implement nutrition promotion techniques through multiple channels, including the cafeteria, classroom, and home.

The District shall make cafeteria menus and nutrition information available through the following platforms:

- Menus can be printed and distributed to students and parents.
- Prior to lunch, students are informed of the day's menu through teacher announcements and cafeteria signage.

The Smarter Lunchrooms Movement uses behavioral economics to positively influence food choices made by children. The evidence-based techniques implemented through the Movement have been proven to increase children's consumption of nutritious foods. The District shall participate in the Smarter Lunchrooms Movement by utilizing the Smarter Lunchrooms 60-point Scorecard and other educational and promotional tools. The District shall implement the following Smarter Lunchrooms techniques:

- Students are given the opportunity to select and consume a variety of fresh fruits and vegetables at breakfast and lunch.
- Students are offered unflavored white milk and chocolate milk at both breakfast and lunch each day.
- To promote variety, the daily entrée is displayed for all to see. This helps encourage students to select the meal that best meets their needs.
- Menus can be easily accessed via the school district's website menus can also be printed off and sent home with students. Both the breakfast and lunch menus change each month. They are designed to reflect seasonality and student preferences.
- The cafeteria is properly sanitized and clean in between student meal shifts. Trash is placed in garbage cans and trays collected in the dish room. All food offerings are also restocked and monitored for food safety.
- Sneeze guards are utilized on all food bars and tray lines to meet food safety regulations.

Marketing

The Local Education Agency will prohibit the marketing and advertising of all foods and beverages that do not meet Smart Snacks nutrition standards on the school campus (i.e.

locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day). The marketing standards described above apply, but are not limited to, oral, written, and graphic statements made for promotional purposes. Items subject to marketing requirements include, but are not limited to, posters, menu boards, vending machines, coolers, trash cans, scoreboards, and other equipment. This policy does not require schools to immediately replace equipment that does not meet this requirement, however, the District shall implement these standards as equipment needs replaced in the future.

Physical Activity

Physical activity is a key component of the health and well-being of all students. Physical activity lowers the risk for certain diseases, including obesity, heart disease, and diabetes. Physical activity also helps improve brain function, allowing students to perform better in school.

The Centers for Disease Control and Prevention recommends adolescents get at least 60 minutes of physical activity five days per week. Nearly 79 percent of school-age children fall short of meeting this requirement. The Local Education Agency recognizes this connection and commits to promoting and providing opportunities for physical activity during and outside the school day.

Physical Education

In accordance with the Illinois Learning Standards, the Local Education Agency shall meet all Illinois requirements and standards for Physical Education. The LEA shall offer Physical Education classes per the School Board Policy.

Other Opportunities for Physical Activity

The District shall include additional physical activity opportunities, outside of Physical Education class, during the school day through the following:

- Brain Breaks – Daily
- Recess – Daily

The following opportunities for participation in school-based sports shall be offered to students each year:

- Middle School: Softball, baseball, basketball, volleyball, cross country, track, cheerleading, scholastic bowl
- High School: Softball, baseball, football, basketball, volleyball, football, cross country, track, cheerleading, scholastic bowl, golf, bass fishing, skeet shooting, and soccer

Physical Activity Promotion

The District shall promote physical activity through the participation in the following initiative(s):

- Fitness Gram

Other School-Based Activities

Just as it takes a comprehensive curriculum to provide education to support students' futures, the Local Education Agency's wellness approach must also be comprehensive in its intent to provide students with the tools they need to live a healthy lifestyle. In order to further establish positive behaviors related to nutrition, physical activity, and health, the LEA commits to making additional wellness-based activities available to all students beyond the cafeteria and gymnasium.

The Local Education Agency shall offer other school-based activities to support student health and wellness, including coordinated events and clubs. The following events shall be organized and promoted each year:

- Girls on the run championship

The following health, wellness, and/or nutrition clubs shall be offered to students each year:

- Girls on the run

Social Emotional Learning

Waverly CUSD uses the CASEL 5 framework to identify priority areas for Social Emotional Learning (casel.org). CASEL- 5 states, "Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

There are five broad and interrelated areas of competence that will be the focus of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- Foster knowledge, skills, and attitudes across five areas of social and emotional competence;

- Establish equitable learning environments and coordinate practices across four key settings (communities, families/caregivers, schools and classrooms) that support students' social, emotional, and academic development.

First key settings need to be established. We have begun this work in 2022-23 with the initial awareness and implementation of Tier 1 PBIS practices district wide. The Community in Partnership grant is furthering this work to take a systematic approach to implementation of SEL Services that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classrooms, schools, families, and communities to enhance all students' social, emotional, and academic learning.

Individual Building Level Teams

Tier 1

Tier 2

Tier 3

District Teams

CARE Team

Wellness Hub Team

Wellness Steering Committee

Regional Team

Hub 3 Team

Social Emotional Learning Students

Weekly lessons, researched based curriculum second step

Social Emotional Learning Adults

Dedicated monthly to bimonthly collaboration time lead by Regional Office Hub leader or local team leader.

