

Stewardson-Strasburg CUSD #5A

School Wellness Policy

Updated 10/28/11

School Wellness Team

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BELIEF STATEMENT

The Board of Education of Stewardson-Strasburg School District is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

INTENT

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code, including, without limitation, goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the public in developing this policy.^{2,3}

RATIONALE

A disturbing number of children are inactive and do not eat well. The result is an alarming 16 percent of children and adolescents are overweight – a three-fold increase since 1980.¹ Congress passed the Child Nutrition and WIC Reauthorization Act of 2004 on June 30, 2004.² Recognizing the role schools can play in health promotion; this law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity. In addition, Public Act 094-0199 amends the Illinois School Code,



requiring the Illinois State Board of Education to establish a state goal that all districts have a wellness policy.³

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer, and diabetes.

GOALS FOR NUTRITION EDUCATION

- The school district will support and promote good nutrition for students.
- The school will work with students, parents, and teachers to foster the positive relationships 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.
- The health instructors will use a variety of teaching methods to increase student awareness in nutrition and physical fitness.

GOALS FOR PHYSICAL ACTIVITY

- The school district will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and the curriculum shall foster life-long health.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempt.
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

GOALS FOR OTHER SCHOOL-BASED ACTIVITIES DESIGNED TO PROMOTE STUDENT WELLNESS

Parent Partnerships

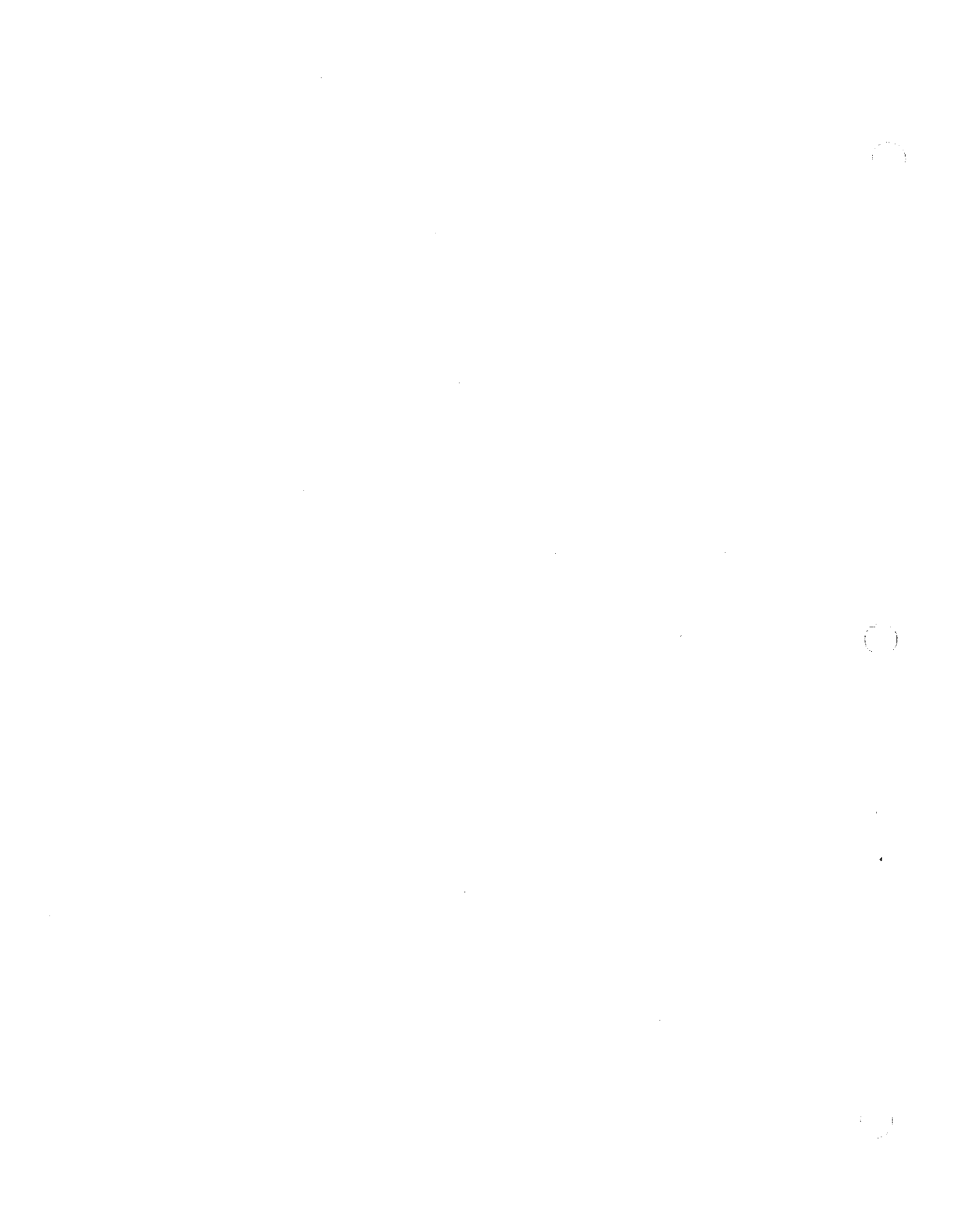
- Schools shall support parents' efforts to provide a healthy diet and daily physical activity for their children. This support shall begin in elementary school and continue through middle and high school.
- Parents shall be provided information to help them incorporate healthy eating and physical activity into their student's lives. This information may be provided in the form of handouts, postings on the school/district website, information provided in school/district newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching parents.

Consistent School Activities and Environment – Healthy Eating

- It is recommended that food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.
- All food service personnel shall have adequate pre-service training and regularly participate in professional development activities that provide strategies for providing tasty, appealing and healthy school meals; nutrition education strategies including coordination of classroom and cafeteria activities; and effective promotional techniques to encourage healthy eating habits.
- Food providers shall take every measure to ensure that student access to foods and beverages on school campuses meets federal, state and local laws and guidelines.
- All foods and beverages made available on campus shall comply with the federal, state and local food safety and sanitation regulations.
- For the safety and security of food, access to any area involved in storage, preparation or service of food on the school campus shall be limited to authorized personnel.

Consistent School Activities and Environment –Physical Activity

- Physical education shall be provided by trained and well-supported staff that is certified by the state to teach physical education. All physical education teachers shall regularly participate in continuing education activities that impart the knowledge and skills needed to effectively promote enjoyable lifelong healthy eating and physical activity among students.
- Physical education classes shall have a student to teacher ratio comparable to those in other curricular areas.
- The physical education program shall be closely coordinated with the other components of the overall school health program. Physical education topics shall be integrated within other curricular areas. In particular, the benefits of being physically active shall be linked with instruction about human growth, development, and physiology in science classes and with instruction about personal health behaviors in health education class.
- Schools are encouraged to limit extended periods of inactivity. When activities such as mandatory testing make it necessary for students to be inactive for long periods of time, it is recommended that schools give students periodic breaks during which they are encouraged to stand and be moderately active.
- Physical activity facilities and equipment on school grounds shall be safe.



1) **Grade – 9th**

Topic – Nutrition/ Focus on Reading

Time Allotment – 50 minutes

Lesson – Chapter 5 Lesson 1

2) **State Goal**

This lesson should help students analyze the relationships between nutrition, quality of life, and disease. **Goal 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.

3) **Behavioral Objectives**

1. By the end of this lesson students will be able to describe the immediate and long-term benefits of nutrition on body systems with 100% accuracy.
2. The student will be able to evaluate various influences on food choices.
3. Students will develop reading skills necessary for improving reading comprehension.

4) **Anticipatory Set (5 minutes)**

To begin class, I will have each student write down their favorite foods to eat. They will also describe why they like to eat that food. They will share these lists with the rest of the class.

5) **Content/Sequencing**

A) Students will begin the class by reading over the Title and the headings in Chapter 5 Lesson 1. They will personalize the section by writing down key points and how these points may affect their nutrition.

1. Nutrition – the process in which the body takes and uses food
2. Calories – units of heat that measure the energy used by the body and the energy that foods supply to the body.

B) What Influences Food Choices

1. Hunger – natural physical drive that protects you from starvation
2. Appetite – desire, rather than a need, to eat
3. Discussing – pg. 111 – Health Minute – Read and discuss key points
4. Food and Emotions
5. Food and Environment

C) Read Resilient Teens - Summarize the story by writing down key points and discussing it with the class.

D) Nutrition throughout the Life Span

6) **Conclusion (2-3 min)**

To end the lesson I will ask the students how it might be challenging to make healthy food choices as a teen. Who and what influences their choices? How can they be more aware of the impact of their choices.

7) Evaluation

I will informally evaluate the students by their attentiveness throughout the lesson and their level of involvement during the discussion.

8) Resources – Glencoe Health – Chapter 5 – Lesson 1 pgs 110-113

1) **Grade – 9th**

Topic – Nutrients/Guidelines

Time Allotment – 50 minutes

Lesson – Chapter 5 Lesson 2

2) **State Goal**

This lesson should help students get a better understanding of the relationship between nutrition, health promotion, and disease prevention. **Goal 22:**

Understand principles of health promotion and the prevention and treatment of illness and injury.

3) **Behavioral Objectives**

1. By the end of this lesson students will be able to describe the functions of the six basic nutrients in maintaining health with 100% accuracy.
2. On the unit exam students will be able to list the nutrients in a variety of different foods.

4) **Anticipatory Set (5 minutes)**

To begin class, I will have each student write a brief paragraph describing a nutritious meal that they would enjoy. They will then share their paragraphs with the class.

5) **Content/Sequencing**

A) Begin lecture on Nutrients. (20 minutes)

1. Carbohydrates – starches and sugars present in foods – 55-60 % of daily calories
2. Simple – sugars – fructose, lactose and Complex – starches – whole grains, seeds, nuts
3. The Role of Carbohydrates
4. Fiber – indigestible complex carb that is found in the tough stringy part of vegetables, fruits, and whole grains.
5. Health Minute - Fiber

B) Proteins

1. Proteins – nutrients that help build and maintain body cells and tissues – made of amino acids
2. Body can manufacture all but 9 of the 20 amino acids
3. Complete – Incomplete
4. The Role of Proteins

C) Fats

1. Lipids – fatty substance that does not dissolve in water – 9 calories per gram
2. Saturated and Unsaturated – Did you Know
3. The Role of Fats – Discussing

D) Cholesterol

1. Waxy lipidlike substance that circulates in the blood

2. Body uses the small amount it manufactures to make cell membranes and nerve tissue
3. Excess cholesterol is deposited in the arteries, including arteries of the heart – increase HD

E) Vitamins

1. Vitamins – compounds that help regulate many vital body processes, including digestion
2. Water Soluble – dissolve in water – Figure 5.1 body doesn't store these vitamins – Ex 119
3. Fat-Soluble – absorbed, stored, and transported in fat – excess can make be toxic -- Fig 5.2

F) Minerals

1. Minerals – substances that the body cannot manufacture but that are needed for forming healthy bones and teeth and for regulating many vital body processes.
2. Figure 5.3 – Some Important Minerals

G) Water

1. Vital to every body function - carries waste from cells – 8 cups of water a day

6) **Conclusion (2-3 min)**

To end the lesson I will have each student write down one important fact they learned during the lesson. When they are finished they will turn their papers in to me.

7) **Evaluation**

I will informally evaluate the students by their attentiveness throughout the lesson and their level of involvement during the discussion. I will formally evaluate them by having them by having them turn in their fact sheet.

8) **Resources** – Glencoe Health – Chapter 5 – Lesson 2 pgs 114-121

9) **Homework** - Students will be asked to journal their food intake for the net 24 hrs. They will write down everything they eat and drink. And then they will be asked to write a paragraph about their diet.

1) **Grade – 9th**

Topic – Guidelines/Food and Healthy Living

Time Allotment – 50 minutes

Lesson – Chapter 5 Lesson 3-4

2) **State Goal**

This lesson will help students apply balance, variety, and moderation when making food choices. **Goal 24:** Promote and enhance health and well being through the use of effective communication skills.

3) **Behavioral Objectives**

1. By the end of the lesson students will be able to describe the effects of healthful eating habits on the body systems with 100% accuracy.
2. The student will cooperate during the lecture and display attentiveness and give opinions to further class discussion.

4) **Anticipatory Set (5 minutes)**

To begin class, I will have each student write a brief paragraph about the importance of eating a variety of different foods. We will then review the 5 food groups as a class. I will ask students to name some healthful eating habits for each food group.

5) **Content/Sequencing**

A) Begin lecture on Guidelines for Healthful Eating. (20 minutes)

1. Dietary Guidelines for Americans
2. Making Smart Choices from Every Food Group – Explaining – Discussing – pg. 123
3. Balancing Food and Physical Activity

B) MyPyramid

1. Understanding Serving Sizes

C) Getting the Most Nutrition from Your Calories

1. Critical Thinking – 125
2. Figure 5.5

D) Healthful Eating Patterns

1. Breakfast – most important meal of the day
2. Nutritious Snacks
3. Eating Out, Eating Right

E) Nutrition Labeling

1. Figure 5.7
2. Ingredients List
3. Food Additives – substances intentionally added to food to produce a desired effect

F) Product Labeling

1. Nutrient Content Claims
2. Open Dating

G) Food Sensitivities

1. Food allergy – condition in which the body’s immune system reacts to a substance in some foods
2. Rash, hives, itchiness of skin
3. Food intolerance – negative reaction to food or part of food caused by a metabolic problem

H) Foodborne Illness

1. Foodborne Illness – food poisoning
 2. Causes and Symptoms of Foodborne Illness
 3. Minimizing Risk of Foodborne Illness
-

6) **Conclusion (2-3 min)**

To end the lesson I will ask the students to write one fact they learned from the lesson today that they didn’t already know. They will then turn these in to me.

7) **Evaluation**

I will informally evaluate the students by their attentiveness throughout the lesson and their level of involvement during the discussion. Formally I will assess the students by having them complete the Chapter 5 Review.

8) **Resources** – Glencoe Health – Chapter 5 – Lesson 3-4 pgs 122 -137

9) **Homework** – Chapter 5 Review – 1-12 – 1-3

- 1) **Grade – 9th**
Topic – Physical Activity and Your Health
Time Allotment – 50 minutes
Lesson – Chapter 4 Lesson 1

2) **State Goal**

This lesson should help students access how regular physical activity aids in disease and prevention. **Goal 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.

3) **Behavioral Objectives**

1. When asked to do so on a unit exam students will be able to describe the effects of regular physical activity on the body systems with 85% accuracy.
2. By the end of the lesson students will be able to analyze how regular physical activity will enhance and maintain health..

4) **Anticipatory Set (5 minutes)**

To begin class, I will have each student write a brief paragraph describing at least two physical activities they enjoy. They will also write down if the activity effects their health and if so how.

5) **Content/Sequencing**

A) Begin lecture on What is Physical Activity. (20 minutes)

1. Physical Activity – any form of movement that causes your body to use energy
2. Physical Fitness – ability to carry out daily tasks easily and have enough energy to respond to expected demands. – Discussing pg. 75

B) What Are the Benefits of Physical Activity?

1. Benefits to Physical Health – Explaining – pg.75
2. Benefits to Mental/Emotional
3. Benefits to Social Health

C) Risks of Physical Inactivity

1. Sedentary Lifestyle – way of life that involves little physical activity – More About pg. 77
2. Diabetes – serious disorder that prevents the body from converting food into energy
3. Osteoporosis – condition that characterizes decreases in bone density – fragile bones
4. Did you Know – pg. 78, Figure 4.1 – pg. 78

D) Physical Activity and Weight Control

1. Metabolism – process by which your body gets energy from food

E) Fitting Physical Activity into Your Life

6) **Conclusion (2-3 min)**

To end the lesson I will ask the students to journal what physical activities they do for a week. These journals will be due a week after they start.

7) **Evaluation**

I will informally evaluate the students by their attentiveness throughout the lesson and their level of involvement during the discussion.

8) **Resources** – Glencoe Health – Chapter 4 – Lesson 1 pgs 74-79

- 1) **Grade – 9th**
Topic – Fitness and Your/ Planning a Program
Time Allotment – 50 minutes
Lesson – Chapter 4 Lesson 2-3

2) **State Goal**

This lesson should help students learn how to improve each of the five areas of fitness. **Goal 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.

3) **Behavioral Objectives**

1. By the end of the lesson students will be able to describe the five areas of health-related fitness with 100% accuracy.
2. By the end of the lesson students will be able to describe the basic principles of a physical activity program.

4) **Anticipatory Set (5 minutes)**

To begin class, I will have each student write a brief paragraph describing what physically fit means to them. They will present the paragraphs in front of the class.

5) **Content/Sequencing**

- A) Begin lecture on Elements of Fitness. (20 minutes)
1. Cardiorespiratory Endurance
 2. Muscular Strength – the amount of force a muscle can exert
 3. Muscle Endurance – ability of the muscles to perform physical tasks during a long time
 4. Flexibility – the ability to move a body part through a full range of motion
 5. Body Composition – ratio of body fat to lean body tissue
 6. Exercise – purposeful physical activity that is planned, structured, and repetitive
- B) Measuring Cardio Endurance
- C) Measuring Muscular Strength and Endurance
1. Discussing pg. 81
 2. Measuring flexibility
 3. Measuring Body Composition
- D) Improving Your Fitness
1. Aerobic Exercise – any activity that uses large muscle groups, is rhythmic in nature, and can be maintained continually for at least 10 minutes three times a day or for 20 to 30 min at one time. Ex – running, biking.
 2. Anaerobic Exercise – intense short bursts of activity in which the muscles work so hard that they produce energy without using oxygen. Ex – 100-meter dash – weight lifting
- E) Setting Physical Activity Goals

1. Choosing Activities – Discussing pg. 88

F) Basics of a Physical Activity Program

1. Overload – working the body harder than it normally works
2. Progression – gradual increasing the overload
3. Specificity – indicates the particular exercise

G) Monitoring Your Progress

1. Resting Heart Rate – number of times your heart beats in one minute

when you are not active.

6) **Conclusion (2-3 min)**

To end the lesson I will ask the students to write down on a piece of paper a couple important facts they learned from the lesson. I will collect the papers before they leave.

7) **Evaluation**

I will informally evaluate the students by their attentiveness throughout the lesson and their level of involvement during the discussion.

8) **Resources** – Glencoe Health – Chapter 4 – Lesson 2-3 pgs 80-92

1) Grade – 9th

Topic – Training and Safety/ Physical Injuries

Time Allotment – 50 minutes

Lesson – Chapter 4 Lesson 4-5

2) State Goal

This lesson should help students gain information on how training programs help you stay safe while getting physically active. **Goal 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.

3) Behavioral Objectives

1. By the end of the lesson students will be able to explain how health-promotion strategies can enhance a training program.
2. By the end of the lesson students will be able to describe how safety concerns related to various physical activities, including preventive health screenings, enhance a training program.

4) Anticipatory Set (5 minutes)

To begin class, I will have each student prepare a list of safety equipment needed for at least three activities that they enjoy. When the students are finished they will share their lists with the class.

5) Content/Sequencing

A) Begin lecture on Training and Safety. (20 minutes)

1. Training Program – program of formalized physical preparation for involvement in a sport or another physical activity.
2. Hydration – taking in fluids so that the body functions properly
3. Anabolic Steroids – synthetic substances that are similar to the male hormone testosterone

B) Safety First

1. Health Screening – is a search or check for diseases that an individual would otherwise not have knowledge of or seek help for.
2. Personal Safety – Discussing pg.96
3. Using Proper Equipment

C) Physical Activity Injuries

1. Overexertion – over working the body
2. Heat Cramps – muscle spasms that result from a loss of large amounts of salt and water through sweat.
3. Heatstroke – condition in which the body loses the ability to rid itself of excessive heat through sweat.
4. Did you Know – pg. 99

D) Cold Weather Risks

1. Frostbite – condition that results when body tissues becomes frozen
2. Hypothermia – when the body temp becomes dangerously low
3. Explaining – pg. 101

E) Minor Injuries

1. Muscle Cramp – spasm or sudden tightening of the muscle
2. Strain – damaging a muscle or tendon
3. Sprain – injury in the ligament surrounding a joint
4. Figure – 4.5

6) **Conclusion (2-3 min)**

To end the lesson I will ask the students to write a paragraph about a time they got injured doing something and what they could have done to prevent it from happening. When they are done they will share the papers with the class.

7) **Evaluation**

I will informally evaluate the students by their attentiveness throughout the lesson and their level of involvement during the discussion.

8) **Resources** – Glencoe Health – Chapter 4 – Lesson 4-5 pgs 93-103

9) **Homework** – Chapter 4 Review – pg. 106 – 1-15, 1-5

Needs Assessment & Annual Evaluation Tool

Goals for Nutrition Education

Policy Goals	Ok	Needs Improvement/Actions
Students in grades PreK- 12 receive nutrition education as part of a sequential, standards-based program coordinated within a comprehensive health education curriculum.		
Nutrition education is integrated into the standards-based lesson plans of other subjects.		
A combination of classroom instruction, nutrition education in the cafeteria, health fairs, field trips or assemblies provide 50 contact hours each year for each student.		
The nutrition education program includes enjoyable interactive activities.		

Goals for Physical Activity

Policy Goals	Ok	Needs Improvement/Actions
<p>Students in grades PreK-12 participate in daily standards-based physical education, which is consistent with state/district standards/guidelines/framework and is coordinated within a comprehensive health education curriculum.</p>		
<p>Elementary students participate in physical education for a minimum of 150 minutes per week. Middle and high school students participate in physical education for a minimum of 225 minutes per week.</p>		
<p>Elementary students have daily-supervised recess.</p>		
<p>Physical activities are available to students through a range of before- and after-school programs.</p>		
<p>The physical education program actively engages families as partners in providing physical activity beyond the school day.</p>		

Goals For Other School-Based Activities Designed To Promote Student Wellness

Parent Partnerships

Policy Goals	Ok	Needs Improvement/Actions
Schools shall support parents' efforts to provide a healthy diet and daily physical activity for their children in elementary through high school.	Ok	
Parents shall be provided information to help them incorporate healthy eating and physical activity into their student's lives.	Ok	

Consistent School Activities and Environment-Healthy Eating

Policy Goals	Ok	Needs Improvement/Actions
Food providers share information about the nutritional content of school meals and/or individually sold foods with students, family and school staff.	Ok	

Consistent School Activities and Environment-Healthy Eating – cont'd

Policy Goals	Ok	Needs Improvement/Actions
<p>School meals are served in a clean, safe and pleasant setting with adequate time to eat. The National Association of State Boards recommends that students have at least 10 minutes after sitting down for breakfast and 20 minutes for lunch to eat.</p>		
<p>Food service personnel have pre-service training and regularly participate in professional development activities.</p>		
<p>Food providers involve families, students and other school personnel in food and beverage selections for their local school.</p>		

Consistent School Activities and Environment-Healthy Eating – cont'd

Policy Goals	Ok	Needs Improvement/Actions
<p>Food provider's work with suppliers to obtain foods and beverages that meet nutrition requirements of school meals and nutrition standards for those sold individually.</p>		
<p>Food providers reinforce school nutrition instruction and foster an environment where students can learn about and practice healthy eating.</p>		
<p>Food providers take every measure to ensure that student access to foods and beverages on school campuses meets federal, state and local laws and guidelines.</p>		
<p>Foods and beverages brought into school for parties/celebrations/meetings are encouraged to be healthful options, Attachment B.</p>		

Consistent School Activities and Environment-Healthy Eating -- cont'd

Policy Goals	Ok	Needs Improvement/Actions
School-based organizations are encouraged to raise funds with non-food items, Attachment C.		
Students are not permitted to leave school grounds to purchase foods or beverages.		
Commercial advertising involves only foods and beverages that meet nutrition standards, Attachment A.		
Foods and beverages consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPyramid) are promoted.		
Staff providing nutrition education have completed a pre-service course in nutrition and a minimum of one hour nutrition education in-service training per school year.		

Consistent School Activities and Environment-Healthy Eating – cont'd

Policy Goals	Ok	Needs Improvement/Actions
All foods and beverages on campus comply with the federal, state and local food safety and sanitation regulations.		
Access to any area involved in storage, preparation or service of food is limited to authorized personnel.		

Consistent School Activities and Environment-Physical Activity

Policy Goals	Ok	Needs Improvement/Actions
Physical education is provided by state certified staff that regularly participates in continuing education.		
Physical education classes have a student to teacher ratio comparable to those in other curricular areas.		

Consistent School Activities and Environment-Physical Activity – cont'd

Policy Goals	Ok	Needs Improvement/Actions
The physical education program is coordinated with the overall school health program. Physical education topics are integrated within other curricular areas.		
Extended periods of inactivity are limited and students are provided activity breaks during long periods of inactivity.		
Community partnerships provide students with additional opportunities to be active.		
The school's physical activity facility is available to the community and students outside the normal school day.		
The physical activity facilities on school grounds is safe.		
The school works with the community to create a safe and supportive environment for students to walk or bike to school.		

Food or Physical Activity as a Reward or Punishment

Policy Goals	Ok	Needs Improvement/Actions
<p>School personnel are encouraged to use nonfood incentives or rewards with students, Attachment D, and do not withhold food from students as punishment.</p>		
<p>School personnel do not use physical activity as punishment or withhold participation in recess or physical education class as punishment.</p>		

Nutrition Guidelines For All Foods And Beverages Available On School Campuses During The School Day

Policy Goals	Ok	Needs Improvement/Actions
<p>Food providers offer a variety of age-appropriate, appealing foods and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the current Dietary Guidelines for Americans.</p>		
<p>All foods and beverages sold individually (apart from the reimbursable school meal) on school campuses during the school day meet the nutrition standards of Attachment A.</p>		
<p>Nutritious and appealing foods and beverages are available wherever and whenever food is sold or offered at school.</p>		

Guidelines For School Meals

Policy Goals	Ok	Needs Improvement/Actions
School meals served are consistent with the recommendations of the Dietary Guidelines and/or the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program and all applicable state and local laws and regulations.		

Measuring Implementation & Community Involvement

Policy Goals	Ok	Needs Improvement/Actions
The district superintendent ensures that each school meets the local wellness policy requirements.		

