

# U-46 Local Wellness Administrative Procedure Triennial Assessment

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

District Name: **School District U-46**

*Comprehensive Review of the following schools' programs as it relates to the District's Local Wellness Administrative Procedure document*

School Name:

**HIGH SCHOOLS:** Bartlett, Dream Academy, Elgin, Larkin, South Elgin and Streamwood

Date Completed: **6/25/21**

Completed by: **District Wellness Committee**

## Part I: Content Checklist

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

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|---|---|---|
| <input checked="" type="checkbox"/> Goals for Nutrition Education                       | <input checked="" type="checkbox"/> Nutrition Standards for School Meals                        | <input checked="" type="checkbox"/> Wellness Leadership   |
| <input checked="" type="checkbox"/> Goals for Nutrition Promotion                       | <input checked="" type="checkbox"/> Nutrition Standards for Competitive Foods                   | <input checked="" type="checkbox"/> Public Involvement    |
| <input checked="" type="checkbox"/> Goals for Physical Activity                         | <input checked="" type="checkbox"/> Standards for All Foods/Beverages<br>Provided, but Not Sold | <input checked="" type="checkbox"/> Triennial Assessments |
| <input checked="" type="checkbox"/> Goals for Other School-Based<br>Wellness Activities | <input checked="" type="checkbox"/> Food & Beverage Marketing                                   | <input checked="" type="checkbox"/> Reporting             |

**Part II: Goal Assessment**

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

Goals	Meeting	Partially Meeting	Not Meeting	N/A	Next Steps (If Applicable)   COMMENTS
<b>Nutrition</b>					
<b>NUTRITION EDUCATION:</b> The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:					
<i>Is designed to provide students with the knowledge and skills necessary to promote and protect their health</i>		<b>X</b>			
<i>Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens</i>		<b>X</b>			<i>Strive towards making connections between the FNS department or community partner groups and U-46 teachers in the high schools to offer more hands-on nutrition education opportunities, including cooking demos, garden development/visits, farm visits, taste testing opportunities and much more.</i>
<i>Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy foods and healthy food preparation methods</i>		<b>X</b>			<i>Meals offered in the high schools meet the USDA National School Lunch Program requirements, which emphasize the offering of:</i> <ul style="list-style-type: none"> <li>• <i>Whole grains</i></li> <li>• <i>Variety of colorful vegetables</i></li> <li>• <i>Variety of fruit</i></li> <li>• <i>Low/non-fat milk and dairy foods</i></li> </ul>

					<i>Healthful preparation of meals (i.e., baking/steaming, NO frying) is standard practice and in the best interest of the U-46 students' health.</i>
<i>Emphasizes balance between food intake and energy expenditure (promotes physical activity/exercise);</i>		<b>X</b>			<i>In upcoming school years, District Dietitian will strive to work with teachers to integrate this topic more into classroom/ curriculum.</i>
<i>Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services</i>		<b>X</b>			<i>In upcoming school years, will strive towards making stronger, more clear connections</i>
<i>Teaches media literacy with an emphasis on food and beverage marketing</i>		<b>X</b>			<i>Technology utilized in upper secondary lessons, with limited focus on food and beverage marketing. Consider expanding the focus of this goal.</i>
<i>Includes nutrition education training for teachers and other staff</i>			<b>X</b>		<i>Currently, U-46, does not have specific nutrition education for health or PE teachers. This is something to explore and work towards in the near future.</i>
<b>Health education teachers:</b> <i>will provide opportunities for students to practice or rehearse the skills taught through the health education curricula</i>		<b>X</b>			<i>U-46 has a new skills-based health education curriculum that is moving towards not just learning but also practicing the skills. COVID year delayed full implementation of this curriculum.</i>
<b>Elementary schools:</b> <i>nutrition education will be offered as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.</i>				<b>X</b>	<i>U-46 implements nutrition education into our one day a week elementary PE curriculum in grades K-3. We are working on approval of a K-6 Health Education Curriculum.</i>
<b>ALL LEVELS:</b> <i>Food and Nutrition staff will assist in providing nutrition education to students throughout the school year, including during Youth Advisory Council (YAC) meetings</i>		<b>X</b>			<i>YAC groups not as active in secondary schools as in the elementary. Will strive towards working with high school teachers and FNS staff on the best way to form a teen nutrition</i>

<i>(elementary only) and National School Lunch and Breakfast Weeks</i>					<i>advisory group. High School FNS staff participates in National School Lunch and Breakfast Weeks during the year and provides “nutrition nugget” information during this time along with through the school year, as appropriate. Strive towards increasing methods and opportunities to offer more useful and relevant nutrition education.</i>
<b>Health Education</b>					
<p><i>The District will integrate the following essential topics on healthy eating throughout the K-12 health education curriculum, aligning also with the Illinois State Standards. Additional essential healthy eating topics can be included as able.</i></p> <ul style="list-style-type: none"> <li>● <i>Food groups (fruits, vegetables, whole grains, meat/meat alternates, dairy/dairy alternatives)</i></li> <li>● <i>Creating a healthy plate (MyPlate)</i></li> <li>● <i>Making balanced foods choices at home, school and when out to eat</i></li> <li>● <i>Importance of choosing healthful foods more often (how they have a positive influence on body)</i></li> <li>● <i>Food safety</i></li> <li>● <i>Importance of water consumption</i></li> <li>● <i>Importance of eating breakfast</i></li> <li>● <i>Eating healthy at every size (eating disorders/body size)</i></li> <li>● <i>Reducing sodium intake</i></li> <li>● <i>Social influences on healthy eating, including media, family, peers and culture</i></li> </ul>	<b>X</b>				<p><i>U-46 implements most of these concepts in our 8-10 Health Education curriculum and our K-3 Elem PE curriculum.</i></p> <p><i>U-46 is working to approve and staff a K-6 Health Education Curriculum which will support more nutrition education, resisting peer pressure skills, as well as understanding the connection between disease/nutrition and exercise.</i></p>

<ul style="list-style-type: none"> <li>● Identifying valid information related to nutrition and dietary behavior</li> <li>● How to develop a nutrition/wellness plan and track progress toward achieving a personal goal to eat healthfully (SMART goals)</li> <li>● Resisting peer pressure related to unhealthy dietary behavior</li> <li>● Influencing, supporting, or advocating for others' healthy dietary behavior</li> </ul>					
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Goals	Meeting	Partially Meeting	Not Meeting	N/A	Next Steps (If Applicable)   COMMENTS
<b>NUTRITION PROMOTION:</b> The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:					
<i>Students and staff receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias</i>		<b>X</b>			<i>Strive towards more consistent nutrition messaging through the schools, potentially including in the classrooms, cafeteria, hallways and gymnasium.</i>
<i>Implement several healthy food promotion techniques noted in the School Meals section of the LWAP during each of the school meal programs. Some techniques include:</i> <ul style="list-style-type: none"> <li>● Whole fruit options are displayed in attractive bowls or baskets.</li> <li>● Sliced, cut or whole fruit available daily.</li> <li>● Daily fruit options are displayed in a location in the line of sight and reach of students.</li> <li>● Give vegetable options creative or descriptive names, when able and makes sense.</li> <li>● Daily vegetable options are bundled into all grab-and-go meals available to students.</li> <li>● Food and Nutrition staff members, especially those serving, have been trained to politely prompt students to select and</li> </ul>	<b>X</b>				<i>Aim to conduct student surveys or other avenues of student input (i.e., taste tests) throughout the year to obtain their insights on food served, service quality, potential new menu items, etc.</i>

<p><i>consume the daily fruit and vegetable options with their meal.</i></p> <ul style="list-style-type: none"> <li>• <i>Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.</i></li> <li>• <i>A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.) in middle and high schools only.</i></li> <li>• <i>Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.</i></li> <li>• <i>Student artwork is displayed in the service areas.</i></li> <li>• <i>Daily announcements to promote/market menu options.</i></li> </ul>					
<p><i>Ensure 100% of foods and beverages promoted (outside CNPs) to students meet the USDA Smart Snacks in School nutrition standards. Use the Smart Snack Calculator to ensure foods and beverages sold meet the Smart Snack requirements.</i></p>		X			<p><i>Work with schools/outside vendors to ensure food and beverages sold in vending machines meet Smart Snack requirements.</i></p>
<b>Goals</b>	<b>Meeting</b>	<b>Partially Meeting</b>	<b>Not Meeting</b>	<b>N/A</b>	<b>Next Steps (If Applicable)   COMMENTS</b>
<b>Physical Activity</b>					
<p><b>ELEMENTARY SCHOOLS ONLY:</b> <i>All elementary schools will offer at least 20 minutes of recess on all days during the school year.</i></p>				NA	
<p><b>ELEMENTARY AND SECONDARY SCHOOLS:</b> <i>The District recommends teachers provide short (3-5-minute), structured physical activity breaks to students during key times of day at least three days per week.</i></p>		X			
<p><i>The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources,</i></p>			X		<p><i>U-46 does not have planned professional development for HS teachers on this topic. It is encouraged, but no deliberate or planned professional development is provided.</i></p>

<p><i>The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.</i></p>		<b>X</b>			<p><i>All of the U-46 high schools have after school athletics for students to participate in. An increase in non-sport-related after school clubs would be a next step to support students who are not athletes.</i></p>
<p><i>The District will encourage this behavior by engaging in six or more of the activities below; including but not limited to:</i></p> <ul style="list-style-type: none"> <li><i>• Designate safe or preferred routes to school</i></li> <li><i>• Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week</i></li> <li><i>• Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)</i></li> <li><i>• Use crossing guards</i></li> <li><i>• Use crosswalks on streets leading to schools</i></li> <li><i>• Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)</i></li> </ul>		<b>X</b>			<p><i>Many of the U-46 school communities have crosswalks leading to schools, crossing guards and have bike racks (at schools), which help to encourage student activity outside of school. In the upcoming school years, U-46 can strive towards promoting maps and preferred routes to school for walkers/bikers and participate in such activities as Walk and/or Bike to School Weeks.</i></p>
<b>Physical Education</b>					
<p><i>The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.</i></p>		<b>X</b>			<p><i>Currently, U-46 has this for grades 9-11 and finalizing the curriculum for grade 12 this summer (2021).</i></p>
<p><i>The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.</i></p>	<b>X</b>				<p><i>U-46 has full inclusion for our students who general education is the least restrictive environment. We then provide a modified/adapted PE class</i></p>

					for all students not in gen ed PE. These classes meet the same weekly time requirement at gen ed classes.
<b>ELEMENTARY SCHOOLS ONLY:</b> All District elementary students in each grade will receive physical education for at least 40 minutes per week throughout the school year in grades 1st - 6th. And 60 minutes for kindergarten students.				<b>NA</b>	
<b>MIDDLE SCHOOLS ONLY:</b> All District U-46 middle school students (Grades 7 and 8) are required to take at least three semesters of physical education.				<b>NA</b>	
<b>MIDDLES SCHOOLS ONLY:</b> All District U-46 secondary middle school students aim to take <b>225 minutes per week</b> of physical education.				<b>NA</b>	
<b>HIGH SCHOOLS ONLY:</b> All District U-46 high school students (Grades 9-12) are required to take at least seven semesters of physical education.	<b>X</b>				
<b>HIGH SCHOOLS ONLY:</b> All District U-46 high school secondary students aim to take <b>250 minutes per week</b> of physical education.	<b>X</b>				
The District physical education program will promote student physical fitness through <b>individualized fitness and activity assessments</b> (via the Presidential Youth Fitness Program or other appropriate assessment tool) and <b>will use criterion-based reporting</b> for each student	<b>X</b>				U-46 uses state mandated fitness testing for annual assessment in grades 3-12.
Students will be <b>moderately to vigorously active for at least 50% of class time</b> during most or all physical education class sessions		<b>X</b>			All of U-46's high school physical education classes have a goal of 50% moderate to vigorous daily physical activity. All but Team sports and Lifeguarding have no trouble meeting that goal.



<p>All physical education teachers in the District will be required to <b>participate in professional development at least a once a year</b> in education</p>			<p><b>X</b></p>	<p>This is not required. Teachers can choose their Professional Development and if they are teachers of more than just PE they can choose that content area to attend instead of the PE Professional Development. Suggest to update this goal to have it read as “encouraged” vs. required.</p>
<p>All physical education classes in the District are <b>taught by licensed teachers who are certified or endorsed to teach physical education.</b></p>	<p><b>X</b></p>			
<p>All of the following essential topics are integrated within the physical education and/or health education experience students receive in grades K-12.</p> <ul style="list-style-type: none"> <li>● The physical, psychological, or social benefits of physical activity</li> <li>● How physical activity can contribute to a healthy weight and the academic learning process</li> <li>● How an inactive lifestyle contributes to chronic disease</li> <li>● Health-related fitness</li> <li>● Differences between physical activity, exercise and fitness</li> <li>● Phases of an exercise session</li> <li>● Overcoming barriers to physical activity</li> <li>● Decreasing sedentary activities</li> <li>● Opportunities for physical activity in the community</li> <li>● Preventing injury during physical activity</li> <li>● Weather-related safety</li> <li>● How much physical activity is enough</li> <li>● Developing an individualized physical activity and fitness plan</li> </ul>		<p><b>X</b></p>		<p>U-46 is still working on teachers making a deliberate connection between activity and academics in 9-12 physical education as well as how social influences impact physical activity.</p>

<ul style="list-style-type: none"> <li>● <i>Monitoring progress toward reaching goals in an individualized physical activity plan</i></li> <li>● <i>Dangers of using performance-enhancing drugs</i></li> <li>● <i>Social influences on physical activity</i></li> <li>● <i>How to find valid information or services related to physical activity and fitness</i></li> <li>● <i>How to influence, support, or advocate for others to engage in physical activity</i></li> <li>● <i>How to resist peer pressure that discourages physical activity.</i></li> </ul>					
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Goals	Meeting	Partially Meeting	Not Meeting	N/A	Next Steps (If Applicable)   COMMENTS
<b>Other School-Based Wellness Activities</b>					
<p><i>The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year.</i></p>		<b>X</b>			<p><i>Strive towards increasing and enhancing promotion and program opportunities focusing on healthful eating and activity to the U-46 families. Curbside meals and meal box distribution over this past year has helped to initiate the conversation; however, U-46 can work to further develop and enrich the discussion.</i></p>
<p><i>The District will continue to enhance relationships with community partners in support of this wellness document's implementation.</i></p>		<b>X</b>			<p><i>New partnerships have been developed and established relationships have been enhanced throughout this past year as part of the LWAP process. Looking into</i></p>

				<p><i>the next school year (2021-22), U-46 can strive towards enhancing these partnerships to further collaborate and provide programs, grants, etc. to our U-46 community (parents, students and staff).</i></p> <p><i>Several U-46 high schools (x5) have been successful in earning grants from Midwest Dairy Association's Fuel Up to Play 60 program over the past 11 years, but challenged with providing robust programming. Strive towards continuing this collaboration and increasing programming opportunities with this partner and others.</i></p>
<p><i>As part of the District's health plan, there is a wellness program which provides incentives to plan participants for completing certain preventive health activities, such as routine physicals, biometric screenings and health surveys.</i></p>	<b>X</b>			<p><i>Current program is RALLY. It's an intuitive and can be personalized with programs for losing weight, reducing stress, quitting smoking, and much more. It provides daily recommendations tailored to support staff. U-46 staff can earn rewards as they go and can easily track their progress.</i></p>

<p><i>The District's Human Resources Department provides monthly Benefit Newsletters, which focus on staff wellness issues and disseminates wellness resources from the health plan administrator and other health-related organizations</i></p>		<p><b>X</b></p>		<p><i>Benefits newsletters were monthly up until September 2018, then transitioned to quarterly. Suggest to update this goal to reflect current practice. Newsletter still contains updates on wellness programs, benefits and other health-related resources/updates.</i></p>
<p><i>The District offers:</i></p> <ul style="list-style-type: none"> <li>● <i>A robust Employee Assistance Program (EAP)</i></li> <li>● <i>Eight free face-to-face counseling sessions per year for the staff member and all family members residing with the staff member</i></li> <li>● <i>Non-electronic mechanisms, to ensure that all families are actively notified of opportunities to participate in school-</i></li> </ul> <p><i>Illinois State Board of Education, Nutrition Department</i></p>	<p><b>X</b></p>			<p><i>The EAP is continuously offered each year to District staff and families. Keep in place</i></p>

**Part III: Model Policy Comparison**

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

- Alliance for a Healthier Generation's Model Wellness Policy
- [Rudd Center's WellSAT 3.0](#)
- Other: \_\_\_\_\_

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

- Pre-COVID, the high schools offered a wide array of meal choices that met the USDA NSLP and NSP nutrition guidelines, which allowed them to “build their own” meals.
- Bartlett HS had a garden bar that offered students that a beautiful assortment of fresh fruit and vegetable options for the students.
- Colorful marketing of meal choices and promotions were found in the schools’ cafeteria
- The health and physical education curriculum were recently updated to provide more opportunity for activity and nutrition to be integrated into the lessons.
- An in-depth resource guide was developed with the assistance of the LWAP Committee, which includes a variety of free or low-cost resources that staff can utilize to help meet the LWAP goals/objectives.
- Guidance for providing healthful meals that meet the USDA child nutrition program requirements
- Variety of ideas on how to market meals program to students
- Expectations for health/nutrition education and physical activity/education topics
- District staff modeling healthful habits, i.e., wearing fitbits, eating healthy food and promoting physical activity/movement
- GREAT collaboration with community partners, i.e., Midwest Dairy Association (Fuel Up to Play 60). Elgin Park District (Activate Elgin & Walk with the Mayor during the summers) and University of Illinois Extension (nutrition ed programs).

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

- Standardized compliance district-wide for food allowed for in-school celebrations
- Implementation of programs, lessons and activities continuously throughout the year.
- Update the goal for the staff newsletters to be quarterly vs. monthly.
- Increase the collaboration between the community partners and schools throughout the school year
- As able, utilize Certified School Nurses and District Dietitian for nutrition education opportunity in a variety of settings/opportunities, including the classrooms, cafeteria and physical education classes.
- Training opportunities for District staff on nutrition education integration in to core curriculum
- Bring salad bars back to the elementary schools that previously had them in place pre-COVID and bring in salad bars to elementary schools that were expecting them prior to COVID shutdown
- As able, offer more quick scratch, less processed food choice options to students

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

- Reach out and engage the community partners regularly (i.e., monthly/quarterly) to inquire about opportunities to collaborate
- Update goal/objective in LWAP for the employee/staff newsletter to be quarterly.
- Offer training opportunities at district Institute/Training Days for how to integrate nutrition education into core curriculum, notably in elementary and middle schools
- Investigate food choices with vendor for food items with minimal ingredients and/or are minimally processed
- Make connections with teachers/school staff to assist with YAC meetings/events