

## North Palos School District 117 Local Wellness Policy 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.

Schools/Sites: Conrady Junior High, Dorn Elementary,  
Glen Oaks Elementary, Oak Ridge  
Elementary, Sorrick Elementary

Date Completed: 6/7/2021

Completed by: Asst. Supt of Business Operations, Asst. Supt of Pupil  
Personnel Services, Director of Curriculum and  
Instruction

### Part I: Compliance

All of the District's schools are in compliance with the local wellness policy, related policies, and administrative procedures.



**Part II: Goal Assessment**

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Nutrition Education</b>				
<p>Nutrition education will be part of the District’s comprehensive health education curriculum. See Board policy <a href="#">6:60, Curriculum Content</a>.</p> <p>In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body. -6:60</p>	Yes			

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Nutrition Promotion</b>				
Schools will support and promote sound nutrition for students.	Yes			
Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.	Yes			

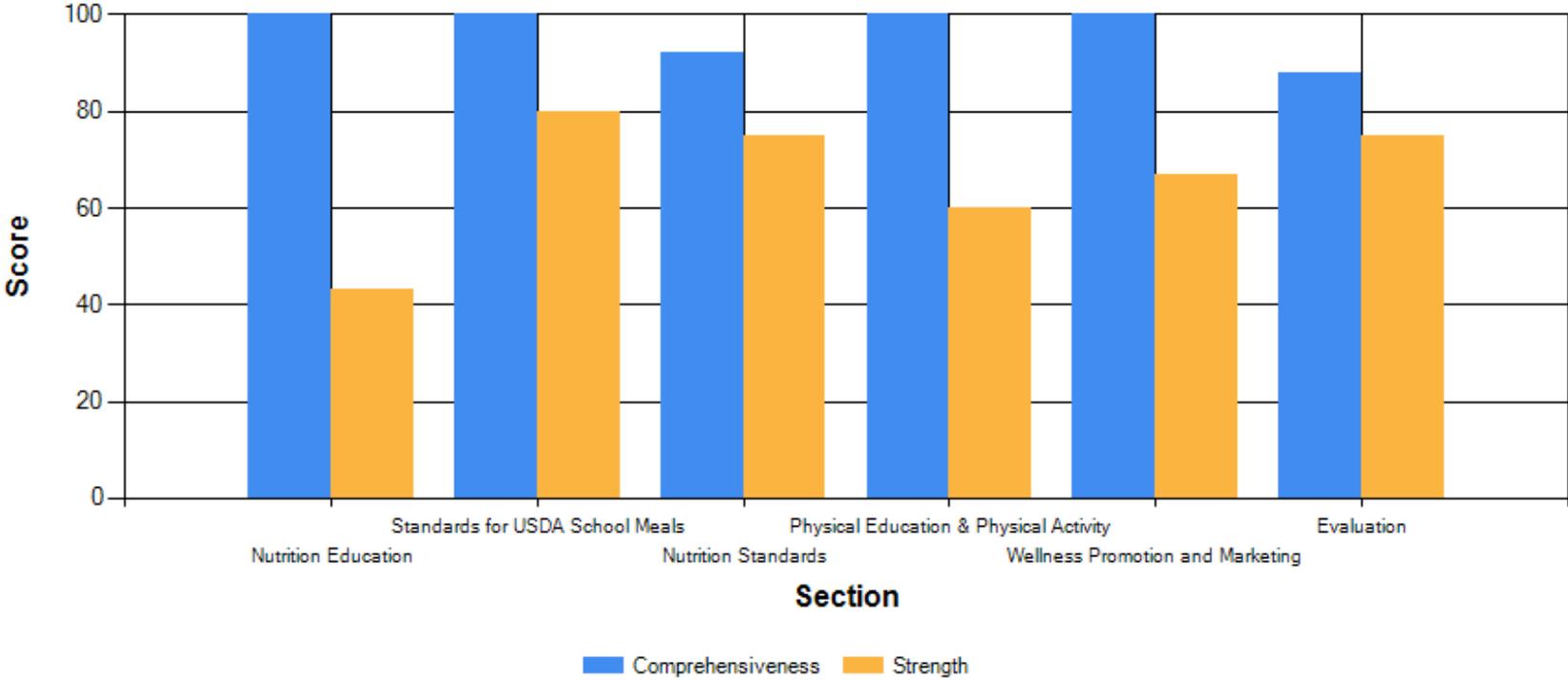


Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Physical Activity</b>				
Schools will support and promote an active lifestyle for students.	Yes			
Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters 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 and Board policy 7:260, Exemption from Physical Education.	Yes			
During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, Curriculum Content and Board policy 7:260, Exemption from Physical Education.	Yes			
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 (ISBE).	Yes			



**Part III: Model Policy Comparison**

The Administration chose the Rudd Center’s WellSAT 3.0 to compare the local wellness policy to a model wellness policy. \_\_\_\_\_





## 1. Local Wellness Policy Strengths

- a. Nutrition Education
  - i. NE 1: Includes goals for nutrition education that are designed to promote student wellness.
    - 1. Our wellness policy has clear goals for the nutrition education program that promote student wellness. These goals include the following:
      - a. Schools will support and promote sound nutrition for students.
      - b. Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
      - c. Nutrition education will be part of the District’s comprehensive health education curriculum.
- b. Standards for USDA Meals
  - i. SM1: Assures compliance with USDA nutrition standards for reimbursable school meals.
  - ii. SM2: Addresses access to the USDA School Breakfast Program.
  - iii. SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals.
  - iv. SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.
  - v. SM5: Specifies how families are provided information about determining eligibility for free/reduced priced meals.
  - vi. SM6: Specifies strategies to increase participation in school meal programs.
  - vii. SM9: Free drinking water is available during meals.
- c. Nutrition Standards
  - i. NS1: Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.
  - ii. NS2: USDA Smart Snack standards are easily accessed in the policy.
  - iii. NS3: Regulates food and beverages sold in a la carte.
  - iv. NS4: Regulates food and beverages sold in vending machines.
  - v. NS5: Regulates food and beverages sold in school stores.



## North Palos

### School District 117

- vi. NS6: Addresses fundraising with food to be consumed during the school day.
- vii. NS7: Exemptions for infrequent school-sponsored fundraisers.
- viii. NS10: Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.
- ix. NS13: Addresses availability of free drinking water throughout the school day.
- d. Physical Education & Physical Activity
  - i. PEPA 1: There is a written physical education curriculum for grades K-12.
  - ii. PEPA 2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.
  - iii. PEPA 3: Physical education promotes a physically active lifestyle.
  - iv. PEPA 4: Addresses time per week of physical education instruction for all elementary school students.
  - v. PEPA 5: Addresses time per week of physical education instruction for all middle school students.
  - vi. PEPA 9: Addresses physical education exemption requirements for all students. An exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons.
  - vii. PEPA 10: Addresses physical education substitution for all students. A substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports.
  - viii. PEPA 13: Addresses recess for all elementary school students.
- e. Wellness Promotion and Marketing
  - i. WPM2: Addresses strategies to support employee wellness.
  - ii. WPM4: Addresses physical activity not being used as a punishment.
  - iii. WPM6: Specifies marketing to promote healthy food and beverage choices
  - iv. WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.
  - v. WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).
  - vi. WPM10:



## North Palos

### School District 117

- vii. Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).
- viii. WPM11: Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).
- ix. WPM12: Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).
- f. Evaluation
  - i. IEC1: Addresses the establishment of an ongoing district wellness committee.
  - ii. IEC3: Identifies the officials responsible for the implementation and compliance of the local wellness policy.
  - iii. IEC4: Addresses making the wellness policy available to the public.
  - iv. IEC5: Addresses the assessment of district implementation of the local wellness policy at least once every three years.
  - v. IEC6: Triennial assessment results will be made available to the public and will include:
  - vi. IEC7: Addresses a plan for updating policy based on results of the triennial assessment.

## 2. Potential Local Wellness Policy Areas of Improvement

### a. Nutrition Education

- i. NE 2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.
  - 1. This area may be improved by adding language that requires teachers to incorporate lessons that are behavior focused, interactive, and participatory. An example of this could include reading food labels, selecting nutritious foods from a menu, and planning meals that incorporate a variety of foods.
- ii. NE 3: All elementary school students receive sequential and comprehensive nutrition education.
  - 1. Currently, the elementary nutrition curriculum includes the following topics:



## North Palos School District 117

- a. Kindergarten - Second Grade
  - i. Healthy food versus unhealthy food
  - ii. Food groups
- b. Third - Fifth Grade
  - i. Understanding high calorie versus low calorie foods
  - ii. Understanding nutrients and their function
  - iii. Understanding how your diet affects the body system
  - iv. Reading food labels
2. In order to improve in this area, we would need to revisit our units of study to ensure that nutrition education is sequential and comprehensive.
- iii. NE 4: All middle school students receive sequential and comprehensive nutrition education.
  1. Currently, the middle school nutrition curriculum includes the following topics:
    - a. Demonstrate knowledge of diseases
    - b. Demonstrate the function and food sources for each of the six basic nutrients
    - c. Identify and define the components of the digestive system to illustrate how food is processed through and moves through the digestive system
    - d. Discuss the impact of eating too many high calorie foods
    - e. Identify portion sizes and number of servings suggested to fulfill basic nutritional needs
    - f. Explain the effects of diet and exercise on body weight and composition
  2. All of these topics are taught in 7th grade health. In order to improve in this area, we would need to revise our scope and sequence to include nutrition education at every grade level.
- iv. NE 6: Nutrition education is integrated into other subjects beyond health.
  1. This area may be improved by adding language that states that nutrition education will be integrated into the broader curriculum, where appropriate.
- v. NE 7: Links nutrition education with the food environment.
  1. This area may be improved by adding language that states that the entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.



## North Palos

### School District 117

- vi. NE 8: Nutrition education addresses agriculture and the food system.
  - 1. This area may be improved by adding language that states that school gardens and nutrition instruction are encouraged as part of the academic curriculum.
- b. Standards for USDA Meals
  - i. SM7: Addresses the amount of "seat time" students have to eat school meals
    - 1. This area may be improved by listing specific seat times.
  - ii. SM10: Addresses purchasing local foods for the school meals program.
    - 1. This area may be improved by adding language that requires promotion of locally grown foods within the cafeteria.
- c. Nutrition Standards
  - i. NS9: Regulates food and beverages served at class parties and other school celebrations in elementary schools.
    - 1. This area may be improved by adding language to forbid food during class celebrations.
  - ii. NS11: Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.
    - 1. This area may be improved by adding language to meet Smart Snacks standards.
  - iii. NS12: Addresses food not being used as a reward.
    - 1. This area may be improved by adding language to prohibit food being used as a reward.
- d. Physical Education & Physical Activity
  - i. PEPA 7: All students are taught by certified physical education teachers.
    - 1. This area may be improved by adding language that requires physical education to be taught by a certified/licensed teacher.
  - ii. PEPA 8: Addresses providing physical education training for physical education teachers.
    - 1. This area may be improved by adding language that requires the district administration to provide annual professional development opportunities that are focused on physical education topics.
  - iii. PEPA 11: Addresses family and community engagement in physical activity opportunities at all schools.
    - 1. This area may be improved by requiring schools to develop comprehensive school physical activity programs.



## North Palos

### School District 117

- iv. PEPA 12: Addresses before and after school physical activity for all students, including clubs, intramural, interscholastic opportunities.
  - 1. This area may be improved by adding language that requires the district administration to provide physical activity opportunities.
- v. PEPA 14: Addresses physical activity breaks during school.
  - 1. This area may be improved by adding language that requires all K-8 students be provided with daily physical activity breaks.
- vi. PEPA 15: Joint or shared-use agreements for physical activity participation at all schools.
  - 1. This area may be improved by adding language that requires schools to develop joint-use agreements with community partners.
- vii. PEPA 16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.
  - 1. This area may be improved by adding language that encourages schools to promote walking and biking to school.
- e. Wellness Promotion and Marketing
  - i. WPM1: Encourages staff to model healthy eating and physical activity behaviors.
    - 1. This area may be improved by adding language that requires the district administration to encourage staff to model healthy eating and physical activity.
  - ii. WPM3: Addresses using physical activity as a reward.
    - 1. This area may be improved by adding language that requires physical activity as a reward over food.
  - iii. WPM5: Addresses physical activity not being withheld as a punishment.
    - 1. This area may be improved by adding language that prohibits withholding physical activity as a punishment.
  - iv. WPM8: Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).
    - 1. This area may be improved by adding language that prohibits advertising food and beverages that do not meet the Smart Snack standards.
- f. Evaluation



## North Palos

### School District 117

- i. IEC2: Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.
  1. This area may be improved by stating a plan to actively recruit parents, students, PE teachers, school food authority representatives, school health professionals, school board members, administrators, and members of the public.
- ii. IEC8: Addresses the establishment of an ongoing school building level wellness committee.
  1. This area may be improved by stating that all schools in the district have ongoing wellness committees.
  - 2.

### 3. Conclusion

The local wellness policy meets all federal requirements. It should be noted that when using the WellSAT 3.0 tool, the District viewed related Board Policies and Administrative Procedures as part of the wellness policy as assessed by WellSAT 3.0. The list of possible changes above will be shared with the applicable district department leadership and the Wellness Committee for consideration of changes to Board Policy and or Administrative Procedures. The Administration and Wellness Committee may make recommended policy changes to the Board of Education. Updates to Board Policy or Administrative Procedures are shared with the appropriate stakeholders and training will be provided where appropriate.