

USD 378 Riley County Wellness Policy Guidelines – Nutrition

| | Implementing | Transitioning | Modeling |
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| General Guidelines Level District is at - GREEN Goals 2023-24 – ORANGE Future Goals – BLUE GS, MS or HS- designates if there is a different level of performance (updated Fall 2023) | The food service area is clean, orderly, and has an inviting atmosphere. | | |
| | All school food service personnel receive required food safety training at a minimum of every 5 years. Continuing education training for all food service personnel meets federal and state requirements. | All school food service personnel receive required food safety training at a minimum of every 3 years. | All school food service personnel receive food safety training annually. |
| | The dining area has seating to accommodate all students during each serving period. | | |
| | | | High School: Closed campus. Students must remain at school during lunch periods. |
| | The dining area has adult supervision. | Food service personnel and supervisory staff use positive communication cues with students to promote consumption of foods served as part of Child Nutrition Programs. | Adults model healthy eating in the dining areas and encourage students to taste new and/or unfamiliar foods. |
| | The students are allowed to converse with one another at least part of the meal time. | Mealtime conversation is not prohibited for the entire meal time as disciplinary action. | |
| | Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action. | | |
| | One " Smarter Lunchroom " or a Behavioral Economics technique is used on the serving line to encourage healthy choices by students. | Two " Smarter Lunchroom " or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students. | Three " Smarter Lunchroom " or Behavioral Economics techniques are used on the serving line to encourage healthy choices by students. |
| | Identify content of reimbursable lunch and breakfast near or at the beginning of the serving line(s). | Identify Kansas food products that are served as part of the school meals program at the beginning or on the serving line. | Serve a locally procured product in the school meals program at least one time per week. |
| | Substitutions are provided for students with medical disabilities identified by a licensed physician that require meal modifications per the signed Meal Modification Form . | Substitutions are provided for students with allergies and intolerances that do not rise to the level of a disability, identified by a Recognized Medical Authority on the signed Meal Modification Form . | |

Hyperlinks are included within the model guidelines for additional information.

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| Breakfast | <p>All school breakfasts comply with USDA regulations and state policies. (MS)</p> <p>Students have at least 10 minutes "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line).</p> | <p>At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh.</p> <p>Students have at least 15 minutes "seat time" to eat breakfast (not including time spent walking to and from class or waiting in line).</p> | <p>At least five different fruits are offered each week. At least two fruits per week are served fresh.</p> <p>"Grab n Go" Breakfast, "Breakfast in the Classroom" or "Breakfast After First Period" is available. (HS only)</p> |
| Lunch | <p>All school lunches comply with USDA regulations and state policies. (MS)</p> | <p>At least three different fruits are offered each week. Two fruits per week are served fresh.</p> <p>Offer one additional 1/2 cup* vegetable offering weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).</p> | <p>At least five different fruits are offered each week. Four fruits per week are served fresh.</p> <p>Offer an additional 1 cup* vegetable offering weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas).</p> |
| | <p>*Schools may offer the additional 1/2 cup or 1 cup offerings, respectively, or they may spread the amount out over the course of the week with a minimum of at least 1/8 cup of the vegetable at a time. This can be met without adding to the total offerings required by the current meal pattern by offering Dark-Green, Red/Orange, and Dry Beans and Peas subgroup offerings as some of the "additional vegetables" needed to meet weekly total meal pattern requirements. Schools may also offer Dark-Green, Red/Orange and Dry Beans and Peas subgroup vegetables in place of vegetables from the "Other Vegetables" subgroup.</p> | | |
| | Students have at least 15 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line. | Students have at least 20 minutes "seat time" to eat lunch not including time spent walking to/from class or waiting in line. | "Grab & Go" or Vended Lunch Option is available. |
| All Foods Sold in Schools (a la carte, fundraising, school store) | <p>All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in School "All Foods Sold in Schools" Standards from the midnight before to 30 minutes after the end of the official school day.</p> | <p>All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in School "All Foods Sold in Schools" Standards from the midnight before to 5 pm.</p> | <p>All foods and beverages sold in schools are in compliance with USDA's Smart Snacks in School "All Foods Sold in Schools" Standards 24 hours a day.</p> |
| | | No energy drinks are sold on school property from midnight before to 30 minutes after the end of the official school day. | USDA's Smart Snacks in School Beverage Standards for middle schools apply to high school (only 100% juice, water, milk). |
| Other Child Nutrition Programs | Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program and/or Summer Food Service Program comply with all federal regulations and state policies. | Participate in two of four programs. (At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program or Summer Food Service Program) | Participate in three of the four programs. (At-Risk Afterschool Meals, Afterschool Care Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program) |

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| During the School Day | Students have access to free drinking water throughout the school day, including during meal service. Hygiene standards for all methods delivering drinking water will be maintained. | Students are allowed to have clear/translucent individual water bottles in the classroom. (HS) | Students have clear/translucent individual water bottles in the classroom. (GS) |
| | Teachers and parents are provided with information on healthy options for classroom rewards, parties and celebrations that meet Smart Snacks in School "All Foods Sold in Schools" Standards . | All foods and beverages provided by teachers and the school for classroom rewards, parties and celebrations meet Smart Snacks in School "All Foods Sold in Schools" Standards . | All foods and beverages brought in for classroom parties and celebrations meet Smart Snacks in School "All Foods Sold in Schools" Standards . The focus of classroom celebrations is not on food. |
| | | Foods and beverages for classroom rewards, parties and celebrations will not be provided within one hour before or after the end of the last lunch | Foods and beverages provided for students participating in school events adhere to the Smart Snacks in School "All Foods Sold in Schools" Standards . |
| | Fundraising within the school day meets "All Foods Sold in Schools" Standards (sans the exempted fundraisers). | | Food is not used as a reward. |
| | | Fundraising within the school day and until 5 pm meets "All Foods Sold in Schools" Standards (sans the exempted fundraisers). (HS) | No exempted fundraisers. All fundraisers involving foods or beverages meet the "All Foods Sold in Schools" Standards . (GS) |
| | | Fundraising activities involving the sale of food or beverages that meet "All Foods Sold in Schools" Standards and/or exempted fundraisers will not take place until after the end of last lunch period. | Fundraising activities support nutrition, nutrition education and physical activity messaging. |
| | | Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria. | Meals purchased at fast food outlet to be consumed at school must not be brought to school in their original containers. Caffeinated beverages are not allowed in sack lunches to be consumed in the cafeteria. (High School) |

Hyperlinks are included within the model guidelines for additional information.

USD 378 Riley County Wellness Policy Guidelines – Nutrition Promotion and Education

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| Nutrition Promotion | School promotes participation in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) if applicable and to choose nutritious foods and beverages throughout the day. Menus are posted on school website and/or distributed to families. | Students provide input on foods offered in the cafeteria. | Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus. |
| | Marketing and advertising of nutritious foods and beverages to students is implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, | | |
| | Allow* marketing** (oral, written, or graphics) of only those foods and beverages sold on the school campus during the school day that meet the requirements set forth in the Smart Snacks Rule . | | Allow* marketing** (oral, written, or graphics) of only those foods and beverages that meet the requirements set forth in the Smart Snacks Rule on the school campus at all times. |
| | <p><i>*Schools are <u>not</u> required to allow food or beverage marketing on campus.</i></p> <p><i>**School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings, athletic fields, school buses, parking lots, or other facilities).</i></p> | | |
| Nutrition Education | All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, will have the opportunity to participate in culturally relevant participatory activities and a variety of learning experiences that support development of healthful eating habits that are based on the most | School administrators inform teachers and other school personnel about opportunities to attend training on nutrition and encourage them to attend training on teaching nutrition. (HS) | Teachers and other school personnel participate in nutrition education-related training at least once a year. |
| | Include nutrition education as part of health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development. (GS) (HS) | Active learning experiences are provided such as involving students in food preparation or other hands-on activities. (HS) | School uses qualified personnel or organizations from the community to provide nutrition education to students such as the Kansas State Department of Education, K-State Research and Extension, health and agriculture organizations, universities and consulting registered dietitians or other qualified individuals or organizations. Education should be provided under the direct supervision of a teacher. |

Hyperlinks are included within the model guidelines for additional information.

USD 378 Riley County Wellness Policy Guidelines – Nutrition Promotion and Education

| | Implementing | Transitioning | Modeling |
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| Nutrition Education (cont) | Integrate nutrition education into other core subjects such as math, science, language arts, and social sciences, as well as in non-core and elective subjects. | Integrate nutrition education into two or more core subjects such as math, science, language arts, and social sciences as well as in two or more non-core and elective subjects. | Integrate nutrition education into all core subjects such as math, science, language arts, and social sciences as well as in three or more non-core and elective subjects. |
| | Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasium, and/or bulletin boards that are rotated, updated or changed quarterly. | School personnel discuss with students the nutrition education materials displayed. | School personnel collaborate with the school nutrition staff to use the cafeteria as a learning laboratory that allows students to apply critical thinking skills. |
| | Offer information to families at least once per semester that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families. (MS) | Offer information to families at least once per quarter that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families. | Offer information to families at least once per month that encourages them to teach their children about health and nutrition, and assists them in planning nutritious meals for their families. |

USD 378 Riley County Wellness Policy Guidelines – Physical Activity

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| General Guidelines | All students in grades K - 12, including those with disabilities, special health care needs and in alternative education settings, have the opportunity to participate in moderate to vigorous physical activity at least 2 times per week during the entire school year. (HS) | All students in grades K - 12, including those with disabilities, special health care needs and in alternative education settings, have the opportunity to participate in moderate to vigorous physical activity 3 or more times per week during the entire school year. | All students in grades K - 12, including those with disabilities, special health care needs and in alternative education settings, have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year. |
| | Physical activity facilities in and on school property are safe with sufficient age-appropriate equipment for all students, including those with disabilities. Adequate adult supervision is provided. (HS) | | |
| | School prohibits the use of physical activity as a punishment. Schools prohibit withholding physically activity, including recess and physical education, as punishment. (HS) | School encourages extra physical activity time is an option for classroom rewards. (GS) | |
| | School offers lifetime physical activity that teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health. Students learn the benefits of and an appreciation for regular physical activity. (HS) | | |
| Throughout the Day | Elementary school students have at least 15 minutes a day of supervised recess (not including time spent getting to and from the playground), preferably outdoors. Supervisory staff encourage moderate to vigorous physical activity. | Elementary school students have two supervised recess periods per day (not including time spent getting to and from the playground), totaling at least 20 minutes. Supervisory staff encourage moderate to vigorous physical activity. | Elementary school students have two supervised recess periods per day, totaling at least 20 minutes (not including time spent getting to and from the playground), with one being offered in the morning. Supervisory staff encourage moderate to vigorous physical activity. |
| | School policy outlines guidance on conditions regulating indoor and outdoor recess during extreme weather conditions. | Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities. | |

Hyperlinks are included within the model guidelines for additional information.

USD 378 Riley County Wellness Policy Guidelines – Physical Activity

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| Throughout the Day (cont) | Structured physical activity opportunities, in addition to recess and physical education, are encouraged for all students. | Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 1 time daily. School staff are encouraged to participate. | Structured physical activity opportunities, in addition to recess and physical education, are offered to all students at least 2 times daily. School staff are encouraged to participate. |
| | Structured physical activities are planned by a licensed physical education teacher and integrated into health education and one or more core subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects. (HS) | Structured physical activities are planned by a licensed physical education teacher and integrated into two or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects. | Structured physical activities are planned by a licensed physical education teacher and integrated into all core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects. (GS) |
| | | Professional development on integrating physical activity into core/non-core subjects is provided to all staff. | |
| Physical Education | The physical education curriculum is sequential and consistent with Kansas State Board of Education approved physical education teaching standards for pre-kindergarten through grade 12. (HS) | | |
| | Elementary students receive 60-99 minutes of physical education per week, which includes at least 40 minutes of moderate to vigorous physical activity. | Elementary students receive 100-149 minutes of physical education per week, which includes at least 70 minutes of moderate to vigorous physical activity. | Elementary students receive 150+ minutes of physical education per week, which includes at least 100 minutes of moderate to vigorous physical activity. |
| | Middle school students are offered physical education at all grade levels and receive 90-119 minutes of physical education per week, which includes at least 60 minutes of moderate to vigorous intensity activity. | Middle school students are offered physical education at all grade levels and receive 120-149 minutes of physical education per week, which includes at least 80 minutes of moderate to vigorous intensity activity. | Middle school students are offered physical education at all grade levels and receive 150+ minutes of physical education per week, which includes at least 100 minutes of moderate to vigorous intensity activity. |
| | High school students are provided structured physical education in at least 1 course required for graduation. (HS) | High school students are provided structured physical education in at least 2 courses required for graduation. Additional opportunities for physical education as an elective are offered. | |
| | Physical education curriculum encourages a multi-dimensional fitness assessment. (HS) | Physical education curriculum includes fitness assessment of at least 50% of all students enrolled in physical education and student fitness reports are available to parents. (HS) | Physical education curriculum includes fitness assessment of at least 90% of all students enrolled in physical education and student fitness reports are available to parents. |

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| | Physical education is taught by teachers licensed by the Kansas State Department of Education. | Physical education teachers participate in physical education and/or physical activity specific professional | Physical education teachers have advanced certification and/or education. |
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| | | development every 2 years. | |
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| Before & After School | Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered. | Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered, with input from students, and meet the needs, interest and abilities of a diverse student body. (HS) | |
| | An assessment on walking and/or biking to school has been completed to determine safety and feasibility. | The school has developed a walk and/or bike to school plan and encourages students to walk and/or bike to school. (GS) | The school has implemented a walk and/or bike to school plan and has communicated it to the community. |
| Family & Community | Community members are provided access to the school's outdoor physical activity facilities. | Community members are provided access to the school's indoor and outdoor physical activity facilities at specified hours. | Community members are made aware of opportunities to access the school's indoor and outdoor physical activity facilities at specified hours. |
| | Offer information via multiple channels at least once per semester to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families. | Offer information via multiple channels and provide opportunities for physical activity at least once per quarter to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families. | Offer information via multiple channels and provide opportunities for physical activity at least once per month to all families that encourages them to teach their children about physical activity, and assists them in planning physical activity for their families. |

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| General Guidelines | Annual staff wellness activities and/or professional development opportunities related to nutrition, physical activity and abstaining from tobacco are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model . | Each semester provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity and abstaining from tobacco are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model . | Each quarter provide staff wellness activities and/or professional development opportunities related to nutrition, physical activity and abstaining from tobacco are provided to encourage school staff to serve as healthy role models. Staff wellness activities and training may also include additional components of the Whole School, Whole Community, Whole Child Model . |
| | School staff are aware of Team Nutrition and the HealthierUS School Challenge Award opportunity. | School staff collaborate to achieve Bronze or Silver HealthierUS School Challenge Award in at least 50% of schools. All schools are enrolled as a Team Nutrition school. | School Staff collaborate to achieve Gold or Gold with Distinction HealthierUS School Challenge Award in at least 50% of schools. |
| | | Complete the CDC School Health Index . | Results of the School Health Index are shared with the public. |
| | Annually, offer school-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model . | Each semester, offer school-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model . | Quarterly, offer school-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model . |
| | Annually partner with community health agencies/organizations and/or allow community use of school facilities for wellness activities. (GS) | Each semester, partner with community health agencies/organizations and/or allow community use of school facilities for wellness activities. | Quarterly, partner with community health agencies/organizations and/or allow community use of school facilities for wellness activities. (HS) |
| | Support the development of a farm to school program . | Facilitate the integration of a farm to school program and curricular activities including hands-on activities as appropriate to facilitate the nutritional and educational goals of the school. | District or individual schools apply for one or more farm to school grant opportunities to support farm to school activities. Farm to school activities are integrated into core subjects. |
| | | Farm to school activities conducted each semester. | Farm to school activities conducted quarterly. |
| | Each semester, health education is provided to families via handouts, postings on the school website, newsletters, presentations and workshops. | Quarterly, culturally relevant health education is provided to families via handouts, postings on the school website, newsletters, presentations and workshops. | Monthly, culturally relevant health education is provided to families via handouts, postings on the school website, newsletters, presentations and workshops. |
| | The local school wellness policy team meets at least twice per year. | The local school wellness policy team meets at least once per quarter. | The local school wellness policy team meets at least once per month during the school year. |
| | The school wellness policy and progress toward meeting the State Model Wellness Policy are made available to the public, including parents, students and the community. | The wellness policy and progress toward meeting the State Model Wellness Policy are presented to the local school board and school staff. | |