



Book	Policy Manual
Section	400 Series: Students
Title	Rule: Wellness Plan
Code	458 School Wellness
Status	Active
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This local school wellness plan applies to all Almond-Bancroft District schools. The Wellness Plan outlines the District's approach to ensuring appropriate environments and purposeful opportunities for students to learn about and practice healthy eating and to engage in physical activity. The Plan seeks to provide opportunities for all interested members of the school and local community to become engaged in and contribute to this important work.

## **I. Designated In-District Wellness Plan Leadership**

The individuals who hold the following administrative or supervisory position(s) within the District have primary responsibility for the District-wide implementation and oversight of the District's Wellness Plan:

1. PreK-12 Principal/Other Administrative Designee
2. Member(s) of the Board of Education
3. Food Service Director

## **II. Locally-Selected Wellness Plan Goals**

To promote the health and well-being of District students, the District has adopted the following school wellness goals:

- Physical Activity Goals. The physical activity goals within this Wellness Plan are intended to help students develop their knowledge, experience, and interest in specific physical activities and to obtain and appreciate the short-term and long-term benefits of personal fitness. The goals listed below, which focus on students directly engaging in physical movement and exercise, will support and supplement the District's comprehensive physical education curriculum.
  - a. To provide students with increased opportunities for quality physical education and daily physical activity. (See Appendix A for background information and strategies for improvement)
  - b. Provide opportunities for each student in order to foster an understanding of the short and long-term benefits of a physical active and healthy lifestyle.
  - c. Classes are taught by a qualified Physical Education teacher.
- Nutrition Education Goals. The nutrition education goals established within this Wellness Plan are intended to support and supplement state-mandated curricular elements that relate to health and nutrition, for the purpose of providing students with the knowledge and skills necessary to appreciate the benefits of and make sound decisions related to eating habits and nutrition.
  - a. K-12 nutrition education will teach students the skills they need to adopt lifelong healthy eating behaviors.
  - b. Nutrition education will be offered in a systematic way (i.e. monthly, weekly, as a unit, as interactive activities) as opposed to one-time or occasional lessons.
  - c. The content of nutrition education will be age-appropriate and culturally sensitive.
  - d. Nutrition education will be provided at all grade levels.
  - e. Nutrition education will be included in other subject areas and in the cafeteria.
  - f. Staff will have access to up-to-date nutrition education resources.

- Nutrition Promotion Goals. By establishing nutrition promotion goals, the District intends to provide resources and opportunities for students, staff, and others that will help students to recognize, develop, and practice healthy eating habits within the school environment, at home, and/or in other community settings.
  - a. Use “The 6 Guiding Principles to Improving Eating Behaviors” to see where improvements can still be made. (See Appendix B for further information concerning the 6 Guiding Principles)
  - b. Review the Smarter Lunchroom Scorecard to assess our current practices and look for other new practices we’d like to implement. <https://www.healthyeating.org/docs>
  - c. Nonfood incentives and rewards should be used by all staff. (See Appendix B for sample incentives)
- Goals for Other School-Based Activities that Promote Student Wellness. By establishing goals for other school-based activities that promote student wellness within this Wellness Plan, the District attempts to recognize that wellness initiatives can be integrated across a variety of school-related settings and can extend beyond the school food service venues and the facilities that are specifically intended for engaging in physical activity. In addition, it is possible to promote student wellness through programs that facilitate parent/family engagement or that involve partnerships or coordination with other public and private entities.
  - a. The District will work to build relationships with community partners, including UW-Extension, our local farms, our local hospital, and organizations such as Farmshed, in support of this wellness policy implementation.
  - b. The District will promote to parents/caregivers, families, and the community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be invited to participate in school and/or community events and will receive information about health promotion via the school newsletter, school website, and social media.
  - c. The District values the health and well-being of every staff member and will encourage and support staff to plan and implement activities that promote healthy lifestyles.
  - d. The District will integrate wellness activities across the entire school setting including after school activities/programming, not just in the cafeteria, other food and beverage venues, and physical activity facilities. This includes promotion of smart snack options at school based events.
  - e. The District will convene the district wellness committee and/or subcommittees at least four times per year to review the wellness plan; including development, implementation, periodic review, and add any necessary updates.

### III. Standards and Nutrition Guidelines for Foods and Beverages Available to Students

- Foods Sold to Students at School. The following nutrition standards and guidelines apply to foods and beverages offered for sale to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:
  - a. Reimbursable meals offered in any federally-subsidized school meal program shall meet the statutory and regulatory nutrition standards established for such meals.
  - b. Foods and beverages sold to students outside of the school meal programs shall meet at least the USDA’s minimum nutrition standards for such items (also called the “smart snacks” or “competitive food” standards), including all permissible exemptions and exceptions that are identified in the regulations or otherwise expressly allowed by the USDA. These standards apply, for example, to a la carte options in cafeterias, vending machines that are accessible to students, and items sold in school stores or on snack carts.
  - c. Both the federal standards and this Wellness Plan allow a building principal, or another administrative-level designee, to approve (to the extent authorized by the Department of Public Instruction) a limited number of exempt student organization fundraisers involving the sale of food or beverage items that do not meet any minimum nutrition standards. DPI currently allows up to two (2) approved exempt fundraisers per student organization per school year, with each such fundraiser lasting no longer than two (2) weeks. However, an approved exempt fundraiser may not take place in the food service area during any school meal period. In addition, an authorized exempt fundraiser must adhere to all other District policies and procedures related to fundraisers.
  - d. Foods that, with appropriate District approval, are ordered and delivered at school or through a school-related activity, but that are not intended to be (and that due to packaging, preparation requirements, etc., cannot reasonably be) consumed on school premises (such as a frozen pizza fundraiser) are not subject to any specific nutrition standards or time or location restrictions regarding orders or deliveries under this local Wellness Plan.
- Foods Provided or Distributed, but Not Sold, to Students. The following standards and guidelines apply to foods and beverages that are provided or distributed (but not sold) to students on school premises before the start of the school day, during the official school day, and within 30 minutes after the official school day:
  - a. Beverages – Any beverages that are not on the approved list of beverages to be sold on the school campus during the school day should not be served or distributed to students during the school day without first

receiving written permission from the PreK-12 Principal. All schools must also be aware of and adhere to federal requirements regarding the availability of free drinking water for students.

- b. Classroom Celebrations, Receptions for Special Events, and Similar Special Occasions – Teachers and students are encouraged to offer or distribute healthy snacks and treats for student birthday celebrations, classroom parties, and other similar events. A healthy snack list that is based on sound nutrition facts and principles will be developed and maintained under the coordination of the PreK-12 Principal or designee and made available to staff and parents. This list may include, but is not limited to, items such as the following:

Fresh fruit or fruit cups	Trail/cereal mixes (no candy included)
Fresh vegetables and low-fat dip	Yogurt
Dried fruits	Pretzels
String cheese/cheese cubes	Popcorn
Whole grain crackers	Low-fat muffins
Other low-fat crackers	

During occasional celebrations (i.e. birthday observances, classroom parties, etc.) items of minimal nutritional value that do not meet the federal nutrition standards for “competitive food” sold to students and that also would not qualify as a healthy snack option as defined by District standards may, in moderation, be served or distributed to students unless otherwise restricted by a directive of the building principal. However, unless the building principal or his/her administrative designee approves an exception, whenever school staff are involved in organizing such an occasional celebration (e.g., for a class or club party, a brief reception following an intra-day performance, etc.), staff shall ensure that one or more healthy alternatives are offered in conjunction with any items of minimal nutritional value that may be offered. Whenever a student’s parent or guardian is primarily responsible for initiating such an occasional celebration, the schools shall encourage parents and guardians to provide a healthy snack item to be offered in conjunction with any offering of minimal nutritional value.

Staff are strongly encouraged to schedule occasional celebrations and other events, where food is served or distributed, to occur after the students’ scheduled lunch period.

Staff will send home a letter to parents/guardians at the start of the year to encourage parents to provide healthy snack choices for their child as well as healthy snack choices for whole class snack events. This letter will include several healthy snack options for parents/guardians to consider.

As needed and while maintaining an appropriate degree of confidentiality, staff will also make parents, guardians and students aware of restricted foods to be avoided as a means of accommodating any identified food allergies or similar dietary restriction within the relevant class or other student group.

- c. Teacher-Initiated Rewards or Learning Incentives – Staff members use of foods of minimal nutritional value as student rewards or learning incentives should be kept to a minimum (e.g., not regularly and using minimal serving sizes). Healthy food choices or non-food items are preferred. Should teachers or other staff members feel compelled to utilize food items as an incentive, they are strongly encouraged to select an option from the District’s list of healthy snack options for foods served or distributed during the school day, as outlined above.
- d. Other Meetings and Events – At any other school-sponsored meeting/event that occurs before, during, or up to 30 minutes after a school day, that involves student participation, and that has not otherwise been addressed in this section of the Wellness Plan, any food or beverage that is provided by the District and served to the attendees shall either (1) adhere to the District’s nutrition guidelines for food and beverages sold on school campus during the school day, as identified above; or (2) adhere to the District’s list of healthy snack options for items served or distributed to students during the school day, as mentioned above. The building principal or his/her administrative-level designee may, at his/her discretion, approve an exception to this restriction if requested and approved in advance of the event.
- e. Food an Individual Student Brings from Home – Nothing in this Wellness Plan attempts to create or modify any District or school rules for the foods and beverages that a student brings to school for his/her own consumption.

#### **IV. Marketing of Food and Beverages.**

No District official, employee, or agent shall prospectively authorize or allow the marketing of any foods or beverages on a school campus during the school day (including before school and 30 minutes after the close of the instructional day for students) that do not meet the minimum federal nutritional standards for foods and beverages that are sold to students outside of the school meal programs. “School campus” means any area of District property that is accessible to students during the school day. “Marketing” means advertising and other promotions, and can include oral, written, or graphic statements/materials that are presented with the purpose of encouraging the sale or

consumption of a particular product. Examples of items on which marketing may sometimes be proposed include the exterior of vending machines, trash cans, cups, tray liners, posters, etc.

The prohibition on the marketing of certain foods and beverages established in the previous paragraph is clarified and limited as follows:

1. The limitations on food and beverage marketing do not apply to events or activities that occur on non-school days or more than 30 minutes after the end of the official school day for students.
2. The limitations do not apply to materials used for educational purposes in the classroom.
3. The prospective aspect of the limitations means, for example, that any stock-on-hand of non-compliant materials may be exhausted and that any non-compliant durable equipment (such as a menu board or a scoreboard in a gymnasium) can continue to be used until it is replaced.
4. The limitations do not categorically prohibit the display or presentation of marketing materials that identify a general brand that is widely associated with specific products that are considered healthy and other specific products that would be considered unhealthy (i.e., that would not meet the minimum federal standards for "competitive food" sold in schools). However, the degree to which a general brand may be more strongly associated with unhealthy products should be considered in evaluating any specific marketing-related proposal.
5. Because the minimum federal nutritional standards for foods and beverages that are sold to students at school and outside of the school meal programs include a provision allowing a limited number of approved, exempt fundraisers, the marketing limitations do not apply to materials that relate to such fundraisers.
6. Although students and staff remain subject to any other applicable District rules, the marketing limitations in this Wellness Plan are not intended to be enforced with respect to personal items, such as clothing worn by a student, a lunch bag, a water bottle or thermos, or the packaging on items that are brought from home for personal consumption.

## V. Stakeholder Involvement

School districts are required to provide opportunities for school administrators, teachers (including physical education and health education teachers), school food service staff, school health professionals (e.g., a registered nurse serving the schools), students, parents and guardians, School Board members, and other interested members of the community to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan.

The manner in which such opportunities will be provided will include, but are not necessarily limited to the following:

### 1. Wellness Steering Committee.

The Wellness Steering Committee is a formal committee that shall consist of not more than 13 members and that shall be chaired by the PreK-12 Principal. The committee's primary charge is to be involved in the periodic assessment, review, and updating of this Wellness Plan, with a particular emphasis on recommending steps to improve District-wide knowledge of and compliance with the Plan and on recommending possible changes to the Plan (e.g., new or revised goals). The chairperson:

- a. Shall have the power to identify and recommend individuals to be appointed as formal members of the committee, including filling vacancies, while giving due attention to representation among the specific stakeholder groups identified in applicable federal regulations. However, not every stakeholder group must be represented at all times—particularly when there is a lack of interest. The appointment of any District employee to the committee shall be subject to the approval of the employee's supervisor, the appointment of any School Board member to the committee shall be made directly by the Board, and all other recommendations for committee membership shall be approved by the District Administrator. Any student appointee(s) shall be at least in 7<sup>th</sup> grade. An appointment may be for a defined term, or if no specific term is designated at the time of appointment, then the appointment shall be considered ongoing until the committee member is removed (including being replaced to accommodate additional interest in serving) or resigns. Employees serving on the committee in their official District-related capacity may resign their committee membership only with supervisory approval.
- b. Shall maintain a list of current and historical committee members for at least the period required by the Wisconsin public records law.
- c. May recommend the removal of any currently-serving committee member to the District Administrator, who shall either approve or reject the recommendation. However, only the School Board may approve the removal of a Board representative when the Board member in question is still actively serving on the Board.
- d. Shall convene the committee as needed on dates established by the committee or chosen by the chair.
- e. Shall ensure that the meetings of the Wellness Steering Committee are noticed in compliance with the Open Meetings Law.
- f. May determine the extent to which minority positions or multiple options may be presented to District officials for further consideration in situations where there is a disagreement or lack of sufficient consensus

among the committee members in regard to particular issues.

## 2. Meetings Designed as Stakeholder Awareness and Input Sessions.

The PreK-12 Principal will periodically hold, attend, and/or help organize meetings for the purpose of gathering input related to this Wellness Plan and its implementation.

## 3. Goal-Driven Events and Activities.

In formulating and implementing action steps related to the goals identified in this Wellness Plan, District-level and school-level personnel will attempt to identify specific opportunities for stakeholder input and participation.

## **VI. Assessing the Wellness Plan and Its Implementation**

The primary means of measuring the implementation of and schools' compliance with this Wellness Plan is through a formal assessment that will occur at least once every three (3) years. Such assessments shall be completed under the direction of the PreK-12 Principal. A report shall be generated in conjunction with each such formal assessment that addresses at least all of the following:

1. The extent to which the District and District schools are in compliance with the Wellness Plan;
2. A description of the progress made in attaining the goals of the Wellness Plan, as assessed quantitatively and qualitatively to the extent practical and appropriate;
3. The extent to which the District's Wellness Plan compares to one or more model local school wellness policies/plans; and
4. A statement of any recommended changes to the District Wellness Plan, or a statement that no specific changes are recommended, shall be forwarded for formal District-level consideration and possible District-level approval. This statement may be forwarded by school officials who have school wellness leadership responsibilities and/or on behalf of the Wellness Steering Committee. When developing such recommendations, the remainder of the assessment report shall be reviewed and considered.

The written report that is created in conjunction with each formal, periodic assessment of this Wellness Plan shall be presented to the School Board. Notwithstanding the formal assessment and reporting process, recommendations to update or modify this Wellness Plan (e.g., to replace a goal that has been achieved) may be brought forward for District-level consideration and possible action (i.e., approval, rejection, or modification) at any time.

As a further means of evaluating the implementation of this Wellness Plan, including school compliance, the PreK-12 Principal will:

1. Identify the data and other records that will be required to reasonably document and evaluate the progress that is being made with the specific goals, nutritional standards, and other requirements outlined in this Wellness Plan. Particularly with respect to the Wellness Plan goals and related action steps that have specific near-term target dates or that are otherwise short-term in nature, progress should be monitored and informally evaluated on an interim basis between the years of the formal evaluations described above. Ultimately, information from and the results of any such interim assessments will inform and can be incorporated into the next triennial assessment.
2. Communicate expectations to school-based personnel related to tracking school-level data and preparing and organizing other school-level records that will be needed for assessment purposes, emphasizing when such documentation should occur.
3. Periodically meet with school-based personnel to serve as a support resource regarding Wellness Plan implementation and to review and discuss the school's compliance and progress to date.

## **VII. Reports and Other Communications Related to the District Wellness Plan**

The primary means that the District will use to inform the public of the content of this Wellness Plan, the status of implementation efforts, and the outcome of formal assessments will be through a prominent, wellness-themed web page or microsite that is part of the District's official website. Minimally, the following information will be prominently displayed or clearly linked on a continuous basis and without requiring any login or similar restriction on access:

1. The names, positions, and contact information of the District-level and/or school-level officials who have been designated as local wellness program leaders.
2. A complete copy of this Wellness Plan.
3. An executive-level summary of current Wellness Plan goals.
4. An executive-level summary of the most recent updates or modifications to the Wellness Plan, if applicable.
5. A complete copy of at least the two most recent triennial assessment reports (once available).
6. Information regarding how interested stakeholders can become involved in the development, implementation, review, and updating of the Wellness Plan.

When electronically posting the above-identified information, the District will give due attention to using accessible formats and to the possible need to provide information in languages in addition to English.

In addition to electronic posting, at least once annually, the District will actively notify staff and school households of the Wellness Plan and how it can be accessed, and a similar active notice shall be given of the availability of each formal (triennial) assessment report at the time each such report is completed.

Additional steps may be taken to draw attention to the web-based resources identified above, including (1) featuring prominent links to the resources on the home pages of school-specific websites or web pages; (2) further promoting the availability of the information through school newsletters, District-approved social media accounts, or other District or school communications, and (3) mentioning the resources in connection with health and wellness-related presentations to parents and other community groups.

### **USDA Nondiscrimination Statement and Complaint Information:**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **Appendix A: Physical Activity Goal References**

- Background:
  - Elementary: What we do now:
    - 4K- 30 minutes a week
    - K- 60 minutes a week
    - 1st through 4th grade- 100 minutes a week on average (every other Friday)
    - 5th grade- 120 minutes a week
  - Middle/High School: What we do now:
    - Middle School- 107 minutes a week on average (every other Friday)
    - High School- 215 minutes a week, classes meet every day for a semester.
    - Must have physical education class at least 3 semesters in the four years of high school
- Strategies for Improvement:
  - Almond-Bancroft School should establish guidelines that improve the quality of the physical education and physical activity programs provided. Suggested guidelines:
    - Physical Education credits should not be waived for other activities.
    - Physical activity should not be used as a punishment or physical activity taken away as a punishment.
    - Physical Education instructional strategies and other practices should meet the diverse needs and interests of all students.
    - Students will spend at least 50% of the time in physical education class participating in moderate to vigorous physical activity.
    - School facilities should be available for students and the community.

- Use programs like Fuel Up to Play 60 to improve the amount of physical activity during the school day and improve/teach healthy eating to students and staff.
- Class room teachers using brain breaks in their class rooms to increase student's physical activity and aid in improving each student's learning.
- There are several ways Almond-Bancroft can increase physical activity outside of a structured physical education class:
  - Daily Recess and Active Recess provides children with a guarantee on non-structured physical activity. Students will have recess preferably outdoors, during which the supervising staff will encourage moderate to vigorous physical activity. Indoor recess will be provided when weather prevents students from going outdoors with supervising staff encouraging physical activity in the gym. When indoor recess is in the classroom supervising staff can use videos, games, and exercise activities.
  - Active Classrooms integrate brain breaks into the classroom. Examples are exercise circuits, exercise videos made by physical education teacher or found on internet like "Go Noodle", and games. Fuel Up to Play 60 Fitness Fridays can gain an extra 5 to 10 minutes of physical activity each week for elementary students. Fitness Fridays could be expanded to middle school and high school, and be added more days of the week.
  - Intramural programs that ensure that all students have the opportunity to participate in physical activity regardless of athletic ability.
  - Before and After School activities may be offered to provide organized activities for students.
  - Physical Education homework that encourages students to be physically active outside of class and earn credit. It involves assigning homework for physical activity outside of PE class.
  - Open gym times on Sunday nights that are supervised by a community member.
  - Safe Routes to School Program creates safer walking and biking routes. Therefore parents will perceive few barriers to walking or biking to school, resulting in increased physical activity.
  - Active Transportation is an organized effort to provide adult supervision as children walk or bike to school, such as a walking school bus.

## Appendix B: Nutrition Promotion Goal References

1. Smaller Portions – Students serve themselves from smaller bowls with smaller utensils
2. Make healthy foods more convenient:
  - Milk at the front of the line and white milk first
  - Drinking water/cups available at lunch time
  - Salad bar up front
  - Whole fruit displayed
  - Fruit – make it easier for kids to eat by slicing, sectioning, peeling, etc.
3. Improve the visibility of healthy food choices
  - Milk at eye level
  - Veggies in clear cups or attractive packaging, right up front
  - Healthy entrees and side listed first on menu
  - Fruit displayed right next to scanner/register
4. Enhance taste expectations
  - How you "sell" it matters. Give healthy foods and entrees exciting names that make them more appealing.
  - Change menu wording to include the appealing names
5. Utilize suggestive selling
  - Talk up healthy foods, suggest things, offer a choice between 2 fruits, or vegetables, etc.
  - Use signage to promote delicious, healthy food choices
  - Magnetic food tray to display the day's meal offerings, etc., posted outside lunch line.
6. Smart Pricing Strategies
  - For ala carte items, bundle healthy foods at a great price

### Non Food Incentive Ideas:

- Weekly lunchroom drawings tied to positive lunchtime behaviors and habits and/or weekly good nutrition quiz questions. (Utilize FACS classes)

Prize box of donated items, school merchandise, extra recess time, designated "special" lunchroom eating area (round table with chairs, umbrella, lights, etc.) for weekly winners.