

Kansas School Wellness Policy Model Guidelines

Child Nutrition & Wellness
Kansas State Department of Education



KANSAS SCHOOL WELLNESS POLICY MODEL GUIDELINES

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Healthy School Environments Enhance Academic Success

“We can’t make kids smarter, but with improved nutrition and physical activity, we can put a better student in the chair.”

- Robert Murray, MD,
Department of Pediatrics,
The Ohio State University

The academic achievement and physical well-being of our students in Kansas today will impact the success of our communities, our state and the nation in the future. For all our sakes, we must provide these students with the tools they need to achieve and succeed. The good health that results from good nutrition and physical activity, and the learning that is made possible as a result, is primary among those tools.

Research continues to demonstrate the positive correlation between health and learning. Good health that results from adequate nutrition and physical activity is a pre-requisite, **perhaps the pre-requisite**, for optimal learning.

Health promoting behaviors cultivated in students can and must be turned into life-long positive habits. Good nutrition supports cognitive development. Nutrition also affects daily cognition in the classroom. Research links poor nutrition quality with absenteeism, hunger symptoms and psychosocial problems. Physical activity, regardless of whether it’s during recess, in the classroom or in physical education class, may improve school performance and achievement. Student fitness has been linked to higher test scores and lower absenteeism in Kansas schools.

Students with health-promoting behaviors perform better academically than those with poor health behaviors. Simply put healthy students are better students.

Local School Wellness Policies: Laws and Regulations

Federal Law

Public Law 108-265 reauthorized federal Child Nutrition Programs which include the National School Lunch Program and School Breakfast Program. Section 204 of this law required that not later than the beginning of the 2006-2007 school year, local educational agencies participating in the school meal programs establish a local school wellness policy.

Section 204 of the Healthy Hunger-Free Kids Act of 2010 (Public Law 111-296) added a new section 9A to the Richard B. Russell National School Lunch Act which expands the scope of wellness policies; brings additional stakeholders into the development, implementation and review of local school wellness policies; and requires public updates on the content and implementation of the wellness policies. Local educational agencies are required to establish local school wellness policies which, at a minimum, include:

- Goals for nutrition, nutrition promotion and education, physical activity, and integrated school-based activities that promote student wellness;
- Nutrition guidelines for all foods available on each school campus during the school day consistent with USDA's meal pattern requirements and the nutrition standards for competitive foods, and designed to promote student health and reduce childhood obesity;
- Designate one or more school officials to ensure that each school complies with the local wellness policy;

- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy, and
- Periodically measure and make available to the public an assessment on the implementation of the local school wellness policy.

State Law

The 2005 Kansas Legislature passed SB154 which is now KSA 72-5128. This law supports the federal requirement for local wellness policies by directing the Kansas State Board of Education to “develop nutrition guidelines for all foods and beverages made available to students in Kansas public schools during the school day...In developing such guidelines, particular attention shall be given to providing healthful foods and beverages, physical activities and wellness education with the goals of preventing and reducing childhood obesity.”

The state law also requires that “When establishing the wellness policy of the school district, the board of education of each district shall take into consideration the guidelines developed by the state board...”

The Kansas State Board of Education approved the updated Kansas School Model Wellness Policy Guidelines in November 2020.

Local School Wellness Policies: A Collaborative Effort

Child Nutrition & Wellness of the Kansas State Department of Education (KSDE) began working in January 2005 to develop model wellness policy guidelines that were:

- Built upon the best wellness policies from across our state and the nation;
- Reflected input from more than 120 national and Kansas experts in the fields of school food service, nutrition education, physical education and health;
- Considered feedback from the many groups impacted by the wellness policy guidelines; and
- Provided for consensus, flexibility and local control.

In school year 2005-2006, KSDE and partners provided a series of 15 regional workshops on local wellness policies for school personnel. Districts sent teams of representatives to these workshops to begin working on their local wellness policies. By school year 2006-2007, all Kansas school districts had a local wellness policy in place. Annual updating of this policy is incorporated into each district's School Nutrition Program renewal agreement with KSDE through the use of the Wellness Policy Builder. Beginning in 2009, KSDE developed reports to show change as reported by local school districts in the Wellness Policy Builder.

In school years 2012-13 and 2013-14, KSDE provided a total of 12 regional Recharging School Wellness Workshops for more than 680 school personnel to get feedback on updating the Kansas School Wellness Policy Model Guidelines and to provide training and technical assistance on implementation of requirements in the Healthy Hunger Free Kids Act.

A Wellness Policy Summit was held in March 2014 to obtain input from Kansas stakeholders on revision of the Kansas School Wellness Policy Model Guidelines. The Kansas State Board of Education reviewed a draft of the updated guidelines at the May 2014 State Board Meeting and approved at the June 2014 State Board Meeting.

In school years 2014-15, 2015-16 and 2016-17, technical assistance and training on implementation of wellness policies was provided by regional Wellness Coaches and KSDE Child Nutrition & Wellness staff members. Regional School Wellness Policy Workshops were conducted to provide training to Kansas school staff on implementation of wellness policies. A second Wellness Policy Summit was held February 2017 to obtain input or needed updates from Kansas stakeholders. The Kansas State Board of Education reviewed and approved the updated guidelines at the May 2017 state board meeting.

In school year 2019-20, Regional School Wellness Policy Workshops were conducted and stakeholders provided input on needed updates to the model guidelines. The Kansas State Board of Education reviewed and approved the updated guidelines at the November 2020 state board meeting.

What are the Kansas School Wellness Policy Model Guidelines?

The Kansas School Wellness Policy Model Guidelines were developed to assist Sponsors in establishing and implementing local school wellness policies that meet minimum standards designed to support a school environment that promotes sound nutrition and student health, reduces childhood obesity and provides transparency to the public on school wellness policy content and implementation.

State law requires that each school board consider these guidelines when developing local wellness policies. The model guidelines are divided into four categories of policy statements:

- Nutrition
- Nutrition Promotion and Education
- Physical Activity
- Integrated School Based Wellness

Each policy statement falls within one of three levels:

- The policy statements at the **IMPLEMENTING** level meet all requirements of current federal and state laws, regulations and policies. Policy statements **IN BOLD** are those required by federal and/or state law.
- The policy statements at the **TRANSITIONING** level show growth from the implementing level.
- The policy statements at the **MODELING** level reflect highly effective practices.

Note: See Appendix A for definitions. Click on hyperlinks within the guidelines for additional information.

How Can Schools Use the Guidelines?

The guidelines can serve as the foundation for establishing a local wellness policy by selecting which policy statements to include in the local wellness policy. The steps to build and implement a local wellness policy include:

- Recruit Wellness Committee members and identify a Wellness Committee chairperson.
- Review the Kansas School Wellness Policy Model Guidelines and assess the existing situation.
- Use the Kansas Wellness Impact Tool to create the wellness policy by selecting one of three status options for each policy statement:
 - Not in Policy
 - Developing Policy
 - Policy in Place
- Print the local school wellness policy from the Wellness Impact Tool and present to the local board of education for approval.
- At a minimum, annually assess compliance and report on the progress toward achieving Sponsor goals of the local wellness policy and progress toward achieving the Kansas School Model Wellness Policy Guidelines.
- Post current Wellness Policy Statement on school and/or district website for public access.

Visit the USDA FNS Local School Wellness Policy Page for Resources and Guidance, <https://www.fns.usda.gov/cn/local-school-wellness-policy>.

Kansas School Wellness Policy Guidelines – Nutrition

| | Implementing | Transitioning | Modeling |
|---------------------------------------|--|--|--|
| General Guidelines | 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. | The food service area is clean, orderly, and has an inviting atmosphere that encourages meal consumption. | High School: Closed campus. Students must remain at school during lunch periods. |
| | The dining area has adequate 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 mealtime. | Mealtime conversation is not prohibited for the entire mealtime as disciplinary action. | The students are allowed to converse during the entirety of the mealtime. |
| | Reimbursable meals and/or parts of a reimbursable meal are not withheld or denied as a disciplinary action. | Students are not disciplined by separating from other students in the dining area. | Students are not disciplined by being seated in a separate location. |
| | Content of reimbursable lunch and breakfast is identified near or at the beginning of the serving line(s). | One or more Kansas food products served as a part of the school meals program and identified at the beginning of the serving line each week. | Two or more Kansas food products served as a part of the school meals program and identified at the beginning of the serving line each week. |
| Other Child Nutrition Programs | Meals and snacks served under the USDA At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program and/or Summer Food Service Program comply with all federal regulations and state policies. | Participate in one of four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program or Summer Food Service Program) | Participate in two or more of the four programs. (At-Risk Afterschool Meals, Afterschool Snack Program, Fresh Fruit & Vegetable Program, or Summer Food Service Program) |
| 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 where appropriate. | Students have clear/translucent individual water bottles in the classroom where appropriate. |
| | District develops nutritional standards for non-sold food and beverages made available on school campus during the school day. | District adopts Smart Snacks in School "All Foods Sold in Schools" Standards for non-sold food and beverages made available on school campus during the school day. | Non-sold foods and beverages meet Smart Snacks in School "All Foods Sold in Schools" Standards . The focus of classroom celebrations is not on food. |
| | Schools provide staff information on non-food rewards. | Schools begin incorporating non-food rewards. | Food is not used as a reward in district schools unless the food meets Smart Snacks in School "All Foods Sold in Schools" Standards . |

Kansas School Wellness Policy Guidelines – Nutrition (continued)

| | Implementing | Transitioning | Modeling |
|--|---|--|---|
| Breakfast | All school breakfasts comply with USDA regulations and state policies. | At least three different fruits are offered each week on three different days. At least one fruit per week is served fresh. | At least five different fruits are offered each week. At least two fruits per week are served fresh. |
| | Students have the opportunity to eat breakfast. | District offers at least 15 minutes "seat time" for students to eat breakfast (not including time spent walking to and from class or waiting in line) or Grab n Go breakfast options are available. | District has implemented alternative 2 nd Chance Breakfast service options. "Breakfast in the Classroom" or "Breakfast After First Period" is available. |
| Lunch | All school lunches comply with USDA regulations and state policies. | At least three different fruits are offered each week. Two fruits per week are served fresh. | At least five different fruits are offered each week. Four fruits per week are served fresh. |
| | | One additional 1/2 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas). | An additional 1 cup* vegetable is offered weekly from any of three vegetable subgroups (dark-green, red/orange, dry beans and peas). |
| | *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. | | |
| | 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. | Students are offered recess before lunch and at least 20 minutes seat time to eat. |
| All Foods Sold in Schools (a la carte, fundraising, school store) | 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. | 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. | 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. |
| | No energy drinks are sold on school property from the midnight before to 30 minutes after the end of the official school day. | No energy drinks are sold on school property from the midnight before to 5 pm 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). |
| | Fundraising within the school day meets USDA's Smart Snacks in School "All Foods Sold in Schools" Standards (sans the exempted fundraisers). | Fundraising within the school day and until 5 PM meets USDA's Smart Snacks in School "All Foods Sold in Schools" Standards (sans the exempted fundraisers). | No exempted fundraisers. All fundraisers involving foods or beverages meet the USDA's Smart Snacks in School "All Foods Sold in Schools" Standards |
| | | Fundraising activities involving the sale of food or beverages that meet USDA's Smart Snacks in School "All Foods Sold in Schools" Standards and/or exempted fundraisers will not take place until after the end of the last lunch period. | Fundraising activities support nutrition, nutrition education and physical activity messaging. |

Kansas School Wellness Policy Guidelines – Nutrition Promotion and Education

| | Implementing | Transitioning | Modeling |
|----------------------------|--|--|--|
| Nutrition Promotion | 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 annually. | A student advisory council is formed and meets with a food service representative and school administration twice a year to provide input. |
| | District 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 via another method. | District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to school staff, teachers, parents, and students. | District implements marketing and advertising of nutritious foods and beverages consistently through a comprehensive and multi-channel approach to the community. |
| | District allows 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. (Schools are not required to allow food or beverage marketing on campus) | District allows 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 during school activities. | District allows 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. |
| | <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> | | |
| Nutrition Education | All students in grades K-12 will have the opportunity to participate in culturally relevant activities, as appropriate, and a variety of learning experiences that support development of healthful eating habits that are based on the most recent Dietary Guidelines for Americans and evidence-based information. | District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition. | The wellness committee, teachers and other school personnel participate in nutrition education-related professional development at least once a year. |
| | Include nutrition education as part of physical education/health education classes and/or stand-alone courses for all grade levels, including curricula that promote skill development. | Active classroom learning experiences are provided such as involving students in food preparation or other hands-on activities at least once a semester. | Active classroom learning experiences are provided such as involving students in food preparation or other hands-on activities at least once each quarter. |
| | District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/year. | District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/semester. | District uses qualified personnel or organizations from the community to provide nutrition education to students under the direct supervision of a teacher once/quarter. |

Kansas School Wellness Policy Guidelines – Nutrition Promotion and Education (continued)

| | Implementing | Transitioning | Modeling |
|--|---|--|--|
| Nutrition Education (continued) | Integrate age-appropriate nutrition education into at least one core subject such as math, science, language arts, and social sciences, as well as into at least one non-core/elective subject. | Integrate age-appropriate nutrition education into at least two core subjects such as math, science, language arts, and social sciences as well as in two or more non-core/elective subjects. | Integrate age-appropriate nutrition education into three or more 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 that are rotated, updated or changed quarterly. | Include nutrition and health posters, signage, or displays in classrooms, hallways, gymnasium, and/or bulletin boards that are rotated, updated or changed quarterly. | School personnel collaborate with the school nutrition staff to use the cafeteria as a nutrition 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, nutrition and agriculture education and assists them in planning nutritious meals for their families. | Offer information to families at least once per quarter that encourages them to teach their children about health, nutrition and agriculture education 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, nutrition and agriculture education and assists them in planning nutritious meals for their families. |

Kansas School Wellness Policy Guidelines – Physical Activity

| | Implementing | Transitioning | Modeling |
|---------------------------|--|---|--|
| General Guidelines | All students in grades K-12 have the opportunity to participate in moderate to vigorous physical activity at least 2 times per week during the entire school year. | All students in grades K-12 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 have the opportunity to participate in moderate to vigorous physical activity every day during the entire school year. |
| | District prohibits the use of physical activity as a punishment. District prohibits withholding physical activity, including recess and physical education, as punishment. | District encourages extra physical activity time as an option for classroom rewards. | District uses extra physical activity time as a classroom reward. |
| Physical Education | Physical education is taught by teachers licensed by the Kansas State Department of Education. | Physical education teachers are licensed and participate in physical education and/or physical activity specific professional development every 2 years. | Physical education teachers are licensed and have advanced certification and/or 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. | Physical Education teaches basic motor skills, enhances knowledge of concepts related to movement needed to achieve and maintain health for lifetime physical activity. | District offers lifetime sports and fitness classes/opportunities. |
| | Elementary students receive 90-119 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. | Elementary students receive 120-149 minutes of physical education per week, which includes at least 50% of the minutes engaged in moderate to vigorous physical activity. | Elementary students receive 150+ minutes of physical education per week, which includes at least 50% of the minutes engaged in 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 50% of the minutes engaged in moderate to vigorous physical 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 50% of the minutes engaged in moderate to vigorous physical 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 50% of the minutes engaged in moderate to vigorous physical activity. |
| | High school students are provided structured physical education in at least 1 course required for graduation. | Additional opportunities for physical education as an elective are offered. | High school students are provided structured physical education in at least 2 courses required for graduation. |
| | Physical education curriculum encourages a multi-dimensional fitness assessment. | 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. | 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. |
| | | | |

Kansas School Wellness Policy Guidelines – Physical Activity (continued)

| | Implementing | Transitioning | Modeling |
|----------------------------------|---|--|---|
| 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 30 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. | Each school provides equipment, instruction, and supervision for active indoor recess. | Students that participate in indoor recess are provided moderate to vigorous physical activity opportunities. |
| | 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. |
| | Professional development on integrating physical activity into core/non-core subjects is provided to licensed physical education teachers, school nurses, and building administrators. | Professional development on integrating physical activity into core/non-core subjects is provided to most staff. | Professional development on integrating physical activity into core/non-core subjects is provided to all staff. |
| | Structured physical activities are approved by a licensed physical education teacher and integrated into health education and at least one core subject, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects. | Structured physical activities are approved by a licensed physical education teacher and integrated into at least two 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 approved by a licensed physical education teacher and integrated into three or more core curriculum subjects, such as math, science, language arts, and social sciences, as well as in non-core and elective subjects. |
| | 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. | Extracurricular physical activity programs, such as a physical activity club or intramural programs, are offered through partnerships with community organizations and resources. |
| Before & After School | 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 based on a safety and feasibility assessment. | The school has implemented a walk and/or bike to school plan or implemented an alternative plan based on a safety and feasibility assessment and has communicated it to the community. |

Kansas School Wellness Policy Guidelines – Physical Activity (continued)

| | Implementing | Transitioning | Modeling |
|-------------------------------|---|--|--|
| Family & Community | Community members are provided access to the district’s outdoor physical activity facilities. | Community members are provided access to the district’s indoor and outdoor physical activity facilities at specified hours. | Community members are encouraged to access the district’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. |

Kansas School Wellness Policy Guidelines – Integrated School Based Wellness

| | Implementing | Transitioning | Modeling |
|---------------------------|---|---|---|
| General Guidelines | Annual staff wellness activities and/or professional development opportunities related to nutrition, physical activity, mental health, and abstaining from tobacco and e-cigarettes are provided to encourage district 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, mental health, and abstaining from tobacco and e-cigarettes are provided to encourage district 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, mental health and abstaining from tobacco and e-cigarettes 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 . |
| | Complete the CDC School Health Index , biannually. | Results of the CDC School Health Index are shared with the district administration and local school board. | Results of the School Health Index are shared with the public. |
| | Annually, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model . | Each semester, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model . | Quarterly, offer district-sponsored wellness family activities that address one or more components of the Whole School, Whole Community, Whole Child Model . |
| | Annually partner with local health agencies and community organizations. | Each semester, partner with local health agencies and community organizations. | Quarterly, partner with local health agencies and community organizations. |
| | District Wellness Committee will discuss 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 in 50% of the schools. | 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 in 75% of the schools. |
| | Farm to school activities conducted annually in one or more schools. | Farm to school activities conducted each semester in one or more schools. | Farm to school activities are integrated into one or more core subjects. |
| | Each semester, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops. | Quarterly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops. | Monthly, culturally relevant health information is provided to families via handouts, postings on the district website, newsletters, presentations and workshops. |
| | The local district wellness policy committee meets at least twice per year. | The local district wellness policy committee or subcommittee(s) meets at least once per quarter. | The local district wellness policy committee or subcommittee(s) meets at least once per month during the school year. |
| | The school wellness committee makes appropriate updates or modification to wellness policy based on assessment and an update on the progress toward meeting the State Model Wellness Policy is made available to the public, including parents, students and the community. | The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to school and district staff. | The wellness policy assessment and progress toward meeting the State Model Wellness Policy are presented to and approved by the local school board. |

Appendix A - Definitions

Child Nutrition Programs (CNPs): The following Federal CNPs are administered at the State-level by KSDE: National School Lunch Program (NSLP), School Breakfast Program (SBP), Special Milk Program, Cash-in-lieu-of Commodities, Child and Adult Care Food Program (CACFP), Fresh Fruit and Vegetable Program (FFVP), Seamless Summer, and Summer Food Service Program (SFSP). The Afterschool Snack Program is a provision of the NSLP. At-Risk Afterschool Meals (snack and/or supper) is a provision of the CACFP.

Afterschool Snack Program: The NSLP offers cash reimbursement to help schools serve snacks to children after their regular school day ends.

At-Risk Afterschool Meals: The At-Risk Afterschool Meals component of the CACFP offers Federal funding to afterschool programs that serve a meal and/or snack to children in low-income areas.

Fresh Fruit & Vegetable Program (FFVP): Provides all students in selected elementary schools with free fresh fruits and vegetables during the school day.

Summer Food Service Program (SFSP): Ensures that children continue to receive nutritious meals when school is not in session. When school is out, SFSP provides free meals to kids and teens in low-income areas.

Students: Children in grades Pre-K-12, including those with disabilities, special health care needs and in alternative education settings.

Child: A student of high school grade or under as determined by the State, who is enrolled in an educational unit of high school grade or under, including students who are mentally or physically handicapped as defined by the State and who are participating in a school program established for the mentally or physically disabled.

Smart Snacks Standards: Federal requirements for all foods sold outside the NSLP and SBP on the school campus during the school day.

Farm to School: The USDA program that connects schools and local farms with the objective of serving healthy school meals, improving student nutrition, educating students about health and wellness and where their food comes from, and supporting local and regional farmers.

Reimbursable Meal: A single priced meal unit that offers all of the USDA daily required meal pattern components for each age/grade group served in the minimum required amounts. Quantities vary by age/grade group, but components remain constant and necessary for all student meals claimed for reimbursement.

Breakfast in the Classroom: Meals are delivered to the classroom and students eat at their desks during the first 10–15 minutes of the school day.

Grab and Go Breakfast: Students generally pick up a bagged breakfast meal from carts in the hallway or from the cafeteria on the way to class and eat at their desks.

Second Chance Breakfast: Breakfast is served after first period during a morning nutrition break or between classroom periods, either in the cafeteria or from carts in the hallway, or in other locations.

Student Advisory Council: A group of students that meet with the Food Service Director to address the needs of students by testing new menu items, offering input on school meals and foods they like to eat. Students will generate interest and help market the program to their peers.

Physical Activity: Refers to all movement. Popular ways to be active include walking, cycling, wheeling, sports, active recreation and play, and can be done at any level of skill and for enjoyment by everybody.

Physical Education: Instruction in the development and care of the body ranging from simple calisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games

Moderate Physical Activity: Refers to activities equivalent in intensity to brisk walking or bicycling.

Vigorous Physical Activity: Produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill.