
Lemont-Bromberek Combined School District 113A

District 113A Wellness Plan 2021-2024

District Wellness Committee:

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INTRODUCTION

Results from the 2003-2004 National Health and Nutrition Examination Survey (NHANES), using measured heights and weights, indicated that an estimated seventeen percent of children and adolescents ages 2-19 years are overweight.¹ Congress passed the Child Nutrition and WIC Reauthorization Act of 2004 on June 30, 2004.² Recognizing the role schools can play in health promotion, this law requires local education agencies participating in a program authorized by the National School Lunch Act or the Child Nutrition Act of 1966 to develop a local wellness policy. The objectives of the wellness policy are to improve the school nutrition environment, promote student health and reduce childhood obesity. In addition, Public Act 094-0199 amended the *Illinois School Code*, requiring the Illinois State Board of Education to establish a state goal that all districts have a wellness policy^{3,4}. Policies and procedures related to wellness must be developed in collaboration with representatives from all stakeholder groups. The District 113A Wellness Committee was initiated in 2006 and includes members of the following stakeholder groups: administrators, Board of Education, food service vendor, community members, nurses, parents, and teachers.

The Board of Education of Lemont-Bromberek Combined School District 113A is committed to providing a learning environment that supports and promotes wellness, good nutrition and an active lifestyle. The District also recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits that promote wellness, good nutrition and regular physical activity. The recommendations of the Wellness Committee will be implemented within the structures of federal and state statutes, as well as District 113A policies, the budget and the collective bargaining agreements that are currently in effect for all District 113A employee groups.

RATIONALE

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases. Schools and school communities have a responsibility to help students acquire the knowledge and skills necessary to establish and maintain lifelong healthy eating patterns. Well-planned and well-implemented wellness programs have been shown to positively influence children's health.

Schools also have a responsibility to help students establish and maintain lifelong habits of being physically active. According to the U.S. Surgeon General, regular physical activity is one of most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general as well as heart disease, high blood pressure, colon cancer, and diabetes.

WELLNESS COMMITTEE'S CHARGE STATEMENT

To provide guidance for school and district policies, procedures and activities related to:

- 1) improving the school nutrition environment;
 - 2) promoting student health; and
 - 3) reducing childhood obesity
- (PL 108-265, Sec.204; Public Act 094-0199)

WELLNESS PLAN GOALS FOR 2021-2024

I. Nutrition Education

- A. Provide nutrition education as part of a sequential program that is coordinated within the K-8 comprehensive health education curriculum.⁴ The program shall be designed to provide students with the knowledge and skills necessary to adopt healthy eating behaviors and aimed at influencing students' knowledge, attitudes and eating habits.
- B. To maximize classroom time and to achieve positive changes in students' eating behaviors, integrate nutrition instruction into the standards-based lesson plans of other school subjects like science, physical education, health, and social sciences.
- C. Encourage coaches and sponsors to promote healthy eating in conjunction with participation in athletic activities.
- D. To achieve positive changes in students' eating behaviors, strive to provide a minimum of fourteen to twenty contact hours of nutrition education opportunities for students each year.⁵ Contact hours

may include a combination of classroom instruction, nutrition education provided in the cafeteria or health/wellness fairs, field trips and assemblies providing nutrition education.

- E. Include enjoyable interactive activities such as contests, promotions and wellness walls.
- F. Use the Centers for Disease Control and Prevention (CDC) and/or National Institutes of Health (NIH) as resources for nutrition education programming.

II. Physical Activity

- A. Schedule daily movement activities in kindergarten and physical education classes for students in grades 1-8. Physical education helps students to achieve and maintain a high level of personal fitness. Classes will emphasize self-management skills, be consistent with state/district's standards/guidelines/framework and be coordinated within a comprehensive health education curriculum. The curriculum shall be consistent with and incorporate relevant Illinois Learning Standards.⁶ Should financial or other circumstances prevent the district from offering daily physical education, the district will follow the appropriate procedures to apply for a state waiver. **PEPA9**
- B. Strive to provide physical education for a minimum of 150 minutes per week in grades 1-5 and 225 minutes per week in middle school (National Association for Sport & Physical Education recommendations).⁷ Accommodations shall be made for students with disabilities, 504 plans and other limitations.
- C. Schools shall provide a daily supervised lunch recess period to elementary students (1-5).
- D. Students shall be provided opportunities for physical activity through a range of after-school programs including intramurals and interscholastic athletics.
- E. Encourage families to be our partners in providing physical activity beyond the school day.
- F. Require a specific medical waiver for students to be excluded from participation in physical education class for an extended period.
- G. Implement building use applications and procedures to provide community use of school facilities for physical activity outside of the school day.

III. Mindfulness, Sleep, and Stress Management

- A. Students shall be provided opportunities for physical activity through a range of after-school programs including non-competitive sports such as yoga and walking
- B. Additional activities related to stress management and mindfulness will be encouraged.
- C. Positive mental health will be promoted in addition to physical health.

IV. Other School-based Activities Designed to Promote Student Wellness

Parent Partnerships

- A. Provide information to help families incorporate healthy eating and physical activity into their students' lives. This information may be provided in the form of handouts, social media, postings on the district website, information provided in school/district newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching parents.
- B. Promote awareness of the dangers of excessive screen time in health classes and with parents/guardians; suggest limiting screen time during after-school hours.

Consistent School Activities and Environment-Healthy Eating

- C. Food providers shall share information about the nutritional content of school meals with students, families and school staff.

- D. Serve school meals in a clean, safe and pleasant setting, with adequate time provided for students to eat in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time to eat, relax and socialize for at least 20 minutes after sitting down for lunch.⁸ Students at the elementary levels will be provided with adequate time to eat; provisions will be made for students who need more time than the majority of students in a lunch period.
- E. Take every measure to ensure that students' access to foods and beverages on school campuses meets federal, state and local laws and guidelines.
- F. Ensure that students, parents, school staff and community members bringing foods and beverages to school for parties/celebrations/meetings follow established procedures for approved foods.
- G. Encourage school-based organizations to raise funds through the sale of items other than food at all times, not only during the school day.
- H. Promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (MyPlate) such as fruits, vegetables, low-fat dairy foods and whole grain products.^{9,10}
- I. Comply with the federal, state and local food safety and sanitation regulations for all foods and beverages made available in the schools.
- J. Limit access to any area involved in storage, preparation or service of food on the school property to authorized personnel (food safety and sanitation).
- K. Promote student activities related to healthy eating such as nutrition/healthy cooking classes.

Consistent School Activities and Environment-Physical Activity

- L. Provide physical education by trained and well-supported staff who are licensed by the state to teach physical education. All physical education teachers shall regularly participate in continuing education/in-service activities that impart the knowledge and skills needed to effectively promote enjoyable lifelong healthy eating and physical activity among students.
- M. Strive to maintain student-to-teacher ratios for physical education classes that are comparable to those in other curricular areas.
- N. Ensure that the physical education program is coordinated with the other components of the overall school health program.
- O. Limit extended periods of inactivity in classrooms. Teachers will be encouraged to take activity breaks if students are sitting for a time period over 45 minutes.
- P. Maintain a positive partnership with the park district and work to build additional connections in the community.
- Q. Provide safe and adequate physical activity facilities and equipment on school grounds; P.E. teachers will continue to carry radios and first-aid equipment. **PEPA6**

Food or Physical Activity as a Reward or Punishment

- R. Use non-food incentives and rewards with students.
- S. Eliminate the use of physical activity as a punishment; avoid withholding participation in recess or physical education class as a consequence for inappropriate behavior.

V. Nutrition Guidelines for All Foods and Beverages Available on School Campuses during the School Day: Food Service Vendor

- A. Offer a variety of age-appropriate, appealing foods and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the current Dietary Guidelines for Americans.
- B. Offer nutritious and appealing foods and beverages wherever and whenever food is sold or offered at school.
- C. Limit the sugar content, fat content, sodium content and calorie content per serving size of foods sold/served outside of USDA meals (applies to school district, as well).
- D. Increase “whole foods” (whole grains, unprocessed foods, or fresh produce) sold/served outside of USDA meals (applies to school district, as well).
- E. Ensure that the food service director has adequate nutrition training. **US5**

VI. Guidelines for School Meals: Food Service Vendor

- A. Serve school meals that are consistent with the recommendations of the Dietary Guidelines for Americans and/or shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and all applicable state and local law regulations. (This includes meals provided under the School Breakfast Program, if the district becomes eligible).^{11, 12, 13} **US1**
- B. Provide access to free drinking water during the lunch periods and at other times throughout the school day (applies to school district, as well).
- C. Work with building and district administrators and food service coordinator to identify opportunities to showcase nutritious foods that are served in the school lunch program (e.g., at Family Fitness Night, during staff wellness institutes, through nutritious food incentives like recipe contests). **US3**

VII. Measuring Implementation and Community Involvement: Wellness Committee

- A. Include community members- parents/guardians or other interested parties in the Wellness Committee, acknowledging that their expertise and collaboration can only augment the committee’s work.
- B. Ensure that each school meets the local wellness policy requirements.
- C. Follow its charge statement.
- D. Assess the current school environment.
- E. Present to the school board requests for approval and/or updates.
- F. Measure the implementation of the wellness policy.
- G. Recommend revision of policies and procedures, as necessary.
- H. Report to the superintendent and school board minimally on an annual basis the progress of the Wellness Committee and the status of compliance by the campuses.

Three-Year Action Plan

The Wellness Committee used the WellSAT 3.0 (Wellness School Assessment Tool) from the University of Connecticut's Rudd Center to evaluate the district's policies, procedures and practices related to wellness during the '20-'21 school year. The following action plan and timeline reflect necessary improvements and ongoing priorities that were identified during the evaluation.

Year 1: 2021-2022	Year 2: 2022-2023	Year 3: 2023-2024
<ul style="list-style-type: none"> A. Continue daily physical activity in grades K-8 (movement breaks in K and PE classes in grades 1-8). B. Continue to promote staff use of physical breaks during the instructional day (e.g. GoNoodle, Brain Gym). C. Encourage healthy eating during lunchroom, classroom, and extracurricular activities. D. Enhance nutrition education lessons delivered in physical education, health and science classes. E. Promote increased opportunities for non-competitive and culturally responsive extracurricular activities at all schools. F. Enhance awareness of and response to student mental health using the classroom tools provided by Panorama as well as those developed by the social workers G. Develop a subgroup of committee members and school staff to organize training a trainer of CPR and extend training to interested staff members H. Support staff physical and social-emotional wellness by offering activities during Institute Day and increasing access to resources pertaining to meditation, mindfulness, sleep, stress management, self-care, etc. I. Implement trauma-informed practices more systemically 	<ul style="list-style-type: none"> A. Continue daily physical activity in grades K-8 (movement breaks in K and PE classes in grades 1-8 and PE in K-8 once we go full-day). B. Continue to promote staff use of physical breaks during the instructional day (e.g. GoNoodle, Brain Gym). C. Encourage healthy eating during lunchroom, classroom, and extracurricular activities. D. Enhance nutrition education lessons delivered in physical education, health and science classes. E. Promote increased opportunities for non-competitive and culturally responsive extracurricular activities at all schools. F. Enhance awareness of and response to student mental health using the classroom tools provided by Panorama as well as those developed by the social workers G. Maintain a subgroup of committee members and school staff to organize ongoing CPR training to interested staff members H. Support staff physical and social-emotional wellness by offering activities during Institute Day and increasing access to resources pertaining to meditation, mindfulness, sleep, stress management, self-care, etc. I. Implement trauma-informed practices more systemically 	<ul style="list-style-type: none"> A. Continue daily physical activity in grades K-8 (PE classes in grades K-8). B. Continue to promote staff use of physical breaks during the instructional day (e.g. GoNoodle, Brain Gym). C. Encourage healthy eating during lunchroom, classroom, and extracurricular activities. D. Enhance nutrition education lessons delivered in physical education, health and science classes. E. Promote increased opportunities for non-competitive and culturally responsive extracurricular activities at all schools. F. Enhance awareness of and response to student mental health using the classroom tools provided by Panorama as well as those developed by the social workers G. Maintain a subgroup of committee members and school staff to organize ongoing CPR training to interested staff members H. Support staff physical and social-emotional wellness by offering activities during Institute Day and increasing access to resources pertaining to meditation, mindfulness, sleep, stress management, self-care, etc. I. Implement trauma-informed practices more systemically J. Conduct 3-year Wellness Policy/Plan evaluation. K. Present evaluation and recommendations for improvement to the Board of Education. L. Develop future planning for inclusion in next Three-Year plan

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