

**Kansas Local Education Agencies'  
Self-Reported Achievement on the  
Kansas School Wellness Policy Model Guidelines:  
A Comparison of 2006 and 2009 Statewide Aggregate Data**

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Child Nutrition & Wellness  
Kansas State Department of Education  
March 2010



# Kansas School Wellness Policy Model Guidelines

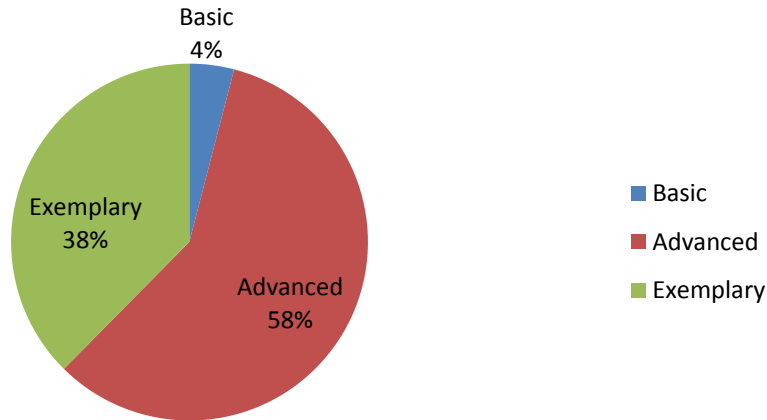
## NUTRITION

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**IMPORTANT:** At the BASIC level of the Wellness Policy Guidelines for Nutrition each of the above components is in compliance with existing policies, regulations and laws. The BASIC level for highly regulated school breakfasts, lunches and after school snacks are at a much higher standard than are those for the largely unregulated foods and beverages provided via a la carte programs, vending machines, school stores, classroom parties and celebrations, classroom rewards, fundraisers and intramural events.

## Kansas School Wellness Policy Model Guidelines

### 2006 Breakfast



The Kansas School Wellness Policy Model Guidelines require that *all school meals comply with USDA regulations and state policies*. The guidelines for *Breakfast* provide specific nutrition guidelines as well as information about the dining environment, include recommendations to provide students with at least 10 minutes to eat breakfast. Some key points to help define the different levels of *Nutrition at Breakfast* include:

**Basic:**

Schools have a clean, orderly dining area with adequate seating and supervision.

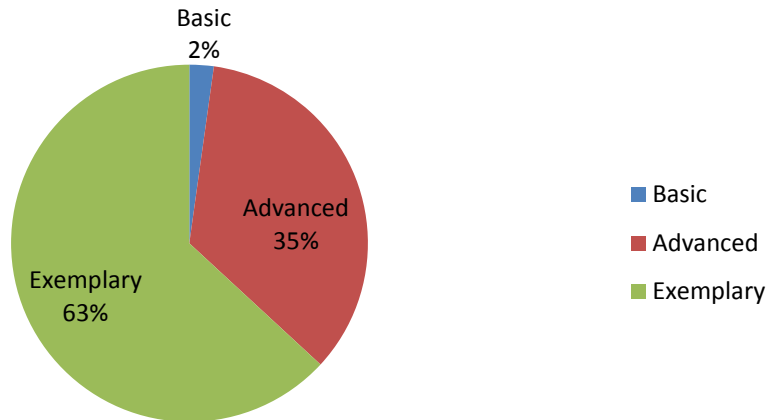
**Advanced:**

Schools follow specific nutrient requirements for pre-packaged cereals and milk, and require fruits/vegetables and whole grains to be offered at least 3 days a week.

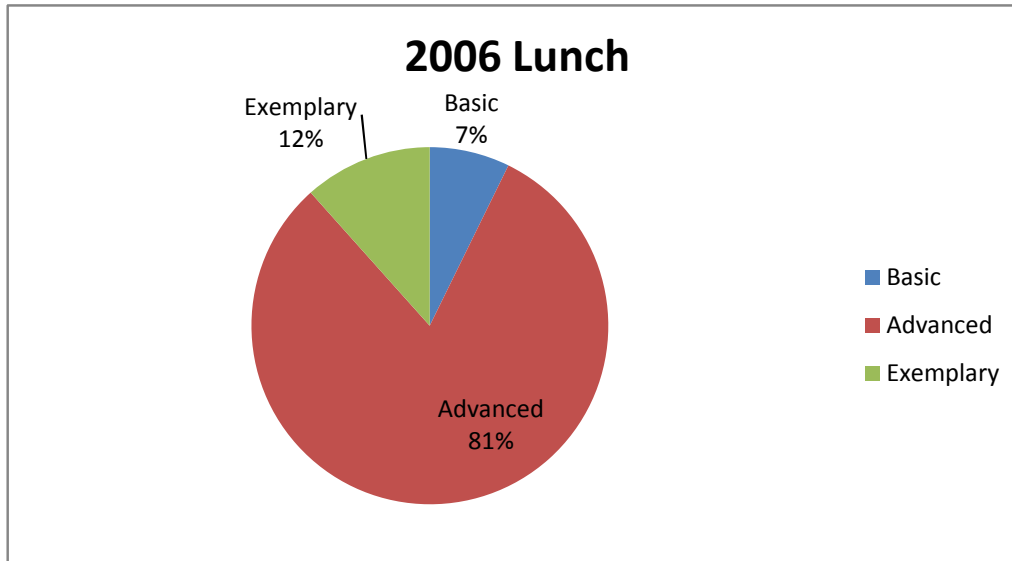
**Exemplary:**

Schools follow specific nutrient requirement for pre-packaged cereals, require fruits/vegetables and whole grains to be offered daily, and limit milk options to low-fat and skim only.

### 2009 Breakfast



## Kansas School Wellness Policy Model Guidelines



The Kansas School Wellness Policy Model Guidelines require that *all school meals comply with USDA regulations and state policies*. The guidelines for *Lunch* provide specific nutrition guidelines as well as information about the dining environment, include recommendations to operate “closed” lunch periods in order to encourage students to eat a nutritious lunch. Some key points to help define the different levels of *Nutrition at Lunch* include:

#### **Basic:**

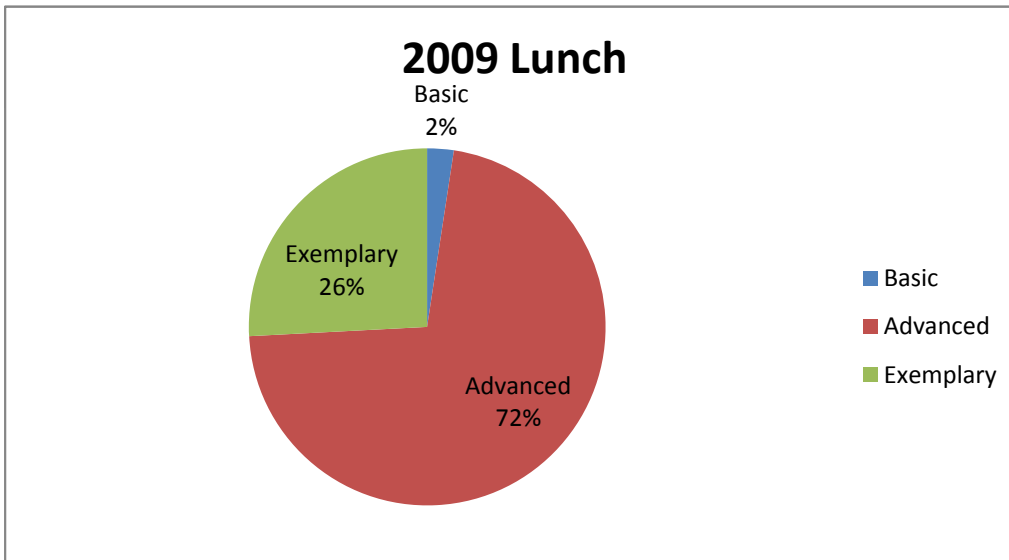
Schools give students at least 15 minutes to eat lunch, and have a clean, orderly dining area with adequate seating and supervision.

#### **Advanced:**

Schools give students at least 20 minutes to eat lunch, offer fresh fruits/vegetables and whole grains at least 3 days per week, and meet specific nutrient requirements for entrees, desserts, milk and salad dressings.

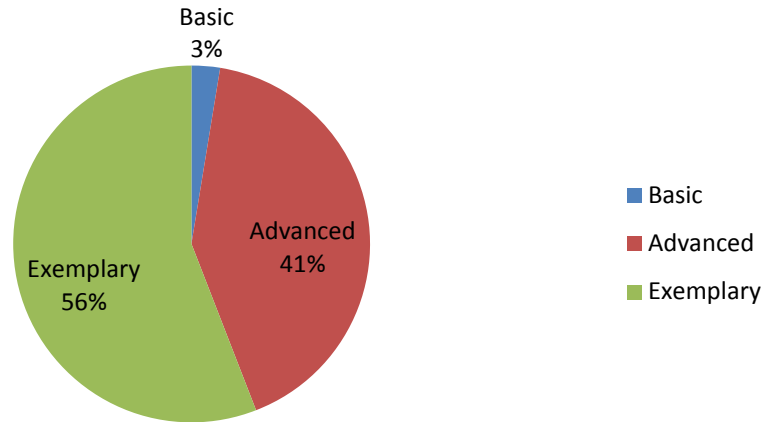
#### **Exemplary:**

Schools give students at least 20 minutes to eat lunch, offer fresh fruits/vegetables and whole grains daily, meet specific nutrient requirements for entrees, desserts, and salad dressings, and limit milk options to low-fat and skim only.



## Kansas School Wellness Policy Model Guidelines

### 2006 A la Carte



The term "a la carte" (ALC) refers to all non-reimbursable food and beverage items sold by the school food service program in the school cafeteria or other locations where school meals are served or eaten. *All ALC items must comply with USDA regulations prohibiting the sale of "foods of minimal nutritional value" where school meals are served or eaten during the meal period.* Some key points to help define the different levels of *Nutrition for A La Carte* items include:

**Basic:**

Meet USDA regulations.

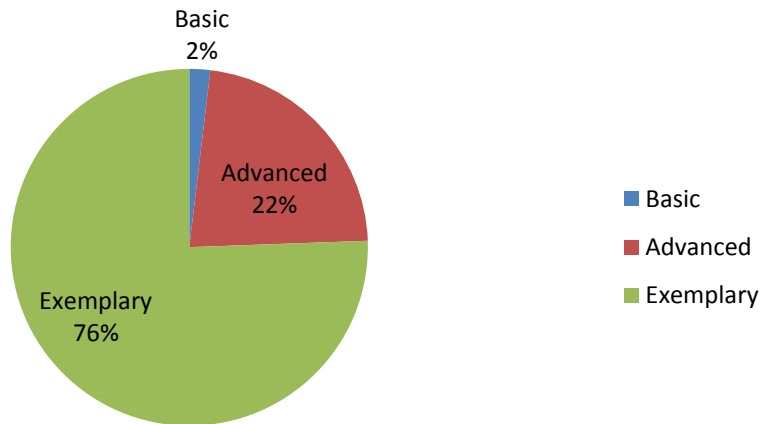
**Advanced:**

Limit ALC portion sizes for food, and limit beverages based on calories and sugar. Additionally, at least 50% of ALC items must also meet specific nutrient requirements for fat, sugar and calorie content.

**Exemplary:**

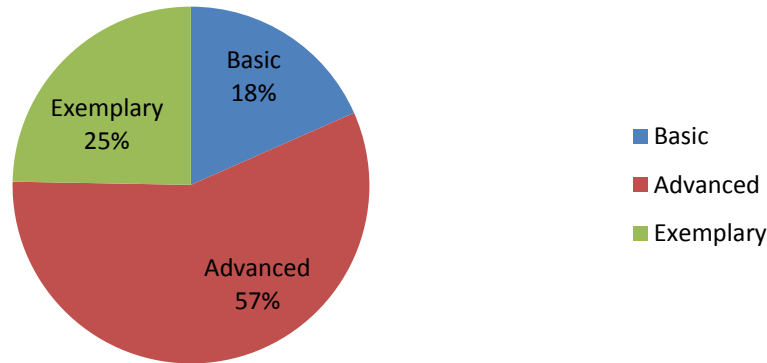
Limit ALC portion sizes for food; limit beverages based on calories and sugar; and limit milk and juice choices to low-fat or skim milk and 100% juice. Additionally, 100% of other ALC food items must also meet specific requirements for fat, sugar and calorie content.

### 2009 A la Carte



## Kansas School Wellness Policy Model Guidelines

### 2006 Vending & School Stores



All vended foods and beverages must be sold in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” where school meals are served or eaten during the meal period.

Some key points to help define the different levels of *Nutrition for Vending & School Stores* include:

**Basic:**

Meet USDA regulations.

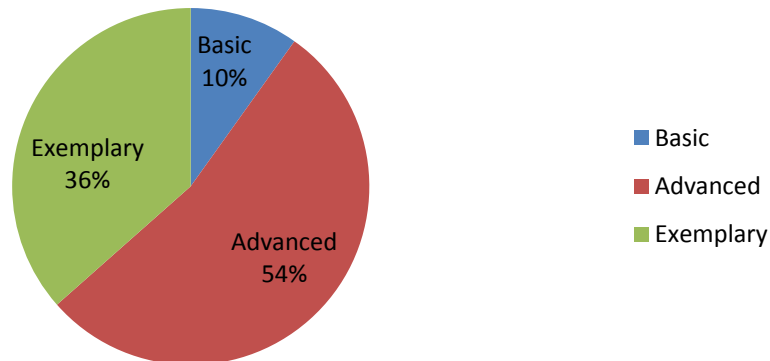
**Advanced:**

Limit times when vending is accessible to students, and limit beverages based on calories and sugar. Additionally, at least 50% of vending items must also meet specific nutrient requirements for fat, sugar and calorie content.

**Exemplary :**

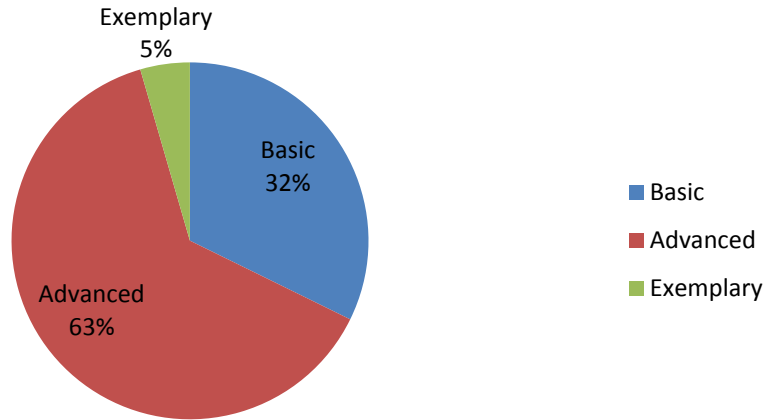
Eliminate access to vending machines in elementary and middle schools. Limit vending access to students in high schools. Limit beverages based on calories and sugar, and limit milk and juice choices to low-fat and or skim milk and 100% juice. Additionally, 100% of vending items must also meet specific nutrient requirements for fat, sugar and calorie content.

### 2009 Vending & School Stores



# Kansas School Wellness Policy Model Guidelines

## 2006 Nutrition During the School Day



Examples of *Nutrition During the School Day* include classroom parties and celebrations, classroom rewards, fundraisers and intramural events. *All foods and beverages are offered in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” where school meals are served or eaten during the meal period.* Some key points to help define the different levels of *Nutrition During the School Day* include:

**Basic:**

Meet USDA regulations.

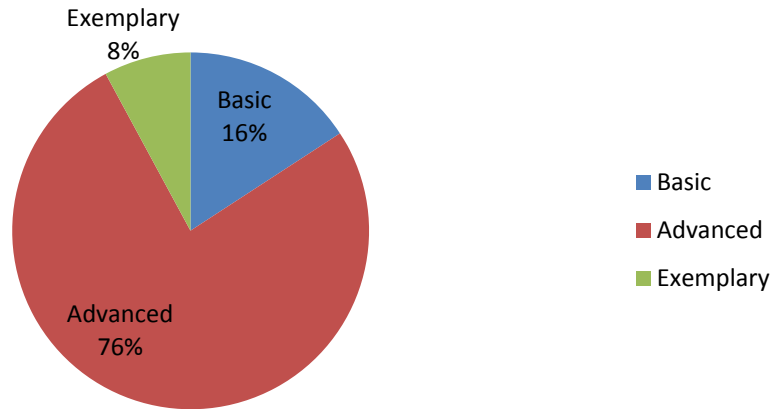
**Advanced:**

Allow students to have individual water bottles in the classroom, and require that foods and beverages for classroom rewards, parties and celebrations meet the same guidelines as the Advanced Level for a la carte foods. At least 50% of fundraising activities do not involve the sale of food and/or beverages.

**Exemplary:**

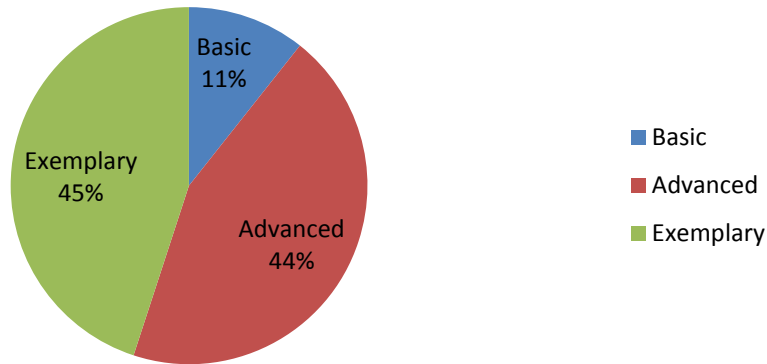
Encourage students to have individual water bottles in the classroom, and require that foods and beverages for classroom rewards, parties and celebrations meet the same guidelines as the Exemplary Level for a la carte foods. At least 75% of fundraising activities do not involve the sale of food and/or beverages.

## 2009 Nutrition During the School Day



## Kansas School Wellness Policy Model Guidelines

### 2006 Nutrition in After School Programs



The Kansas School Wellness Policy Model Guidelines require that *all snacks served under the USDA After School Snack Program comply with all applicable federal regulations and state policies*. A “snack” is defined as two or more items that are served as a unit. Some key points to help define the different levels of *Nutrition in After School Programs* include:

**Basic:**

Meet all federal regulations and state policies.

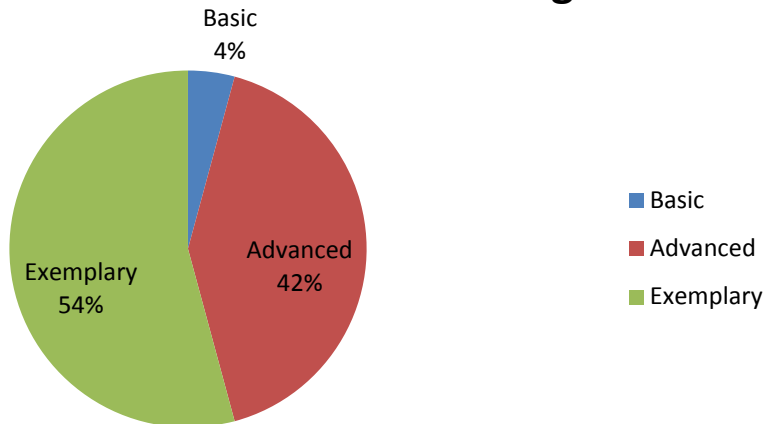
**Advanced:**

On at least 3 days of the week, snacks meet more stringent requirements for fat and sugar.

**Exemplary:**

On all days of the week, snacks meet more stringent requirements for fat and sugar.

### 2009 Nutrition in After School Programs



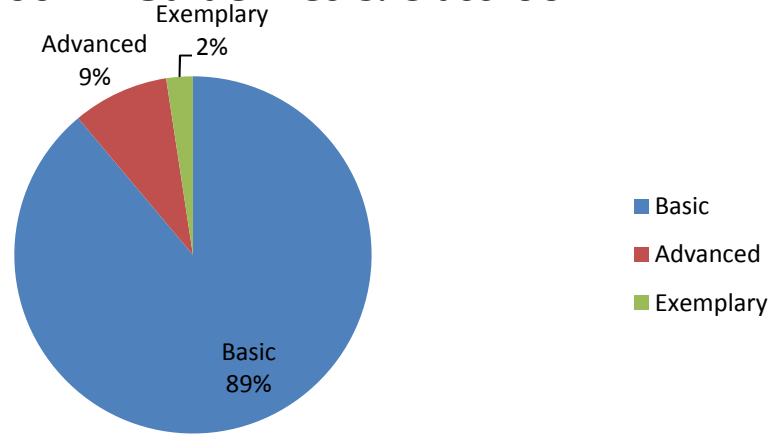
## Kansas School Wellness Policy Model Guidelines

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## Kansas School Wellness Policy Model Guidelines

### 2006 NE Guidelines & Classroom



The Kansas School Wellness Policy Model Guidelines state that all students in grades K-12, including students with disabilities, special health-care needs and in alternative education settings, have the opportunity to participate in a variety of learning experiences that support development of healthful eating habits. The *Guidelines for Nutrition Education in the Classroom* consist of numerous age/grade appropriate topics ranging from identifying and understanding the food groups to reading and understanding food labels. Some key points to help define the different levels of *Nutrition Education in the Classroom* include:

#### **Basic:**

Schools provide at least 5 hours of classroom nutrition education each year for all students, with at least 25% of that instruction involving hands-on activities.

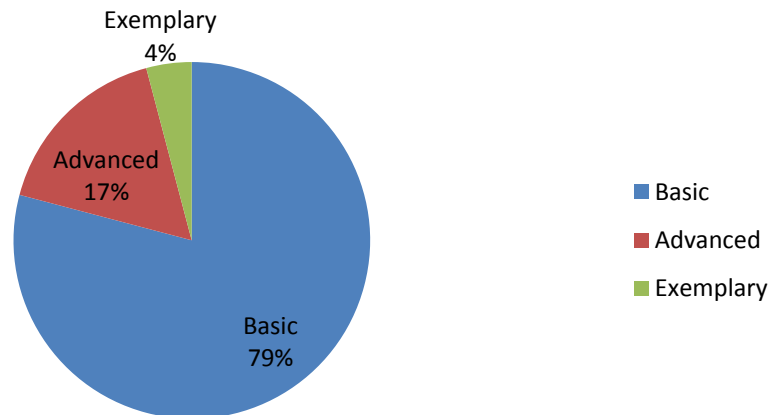
#### **Advanced:**

Schools provide at least 10 hours of classroom nutrition education each year for all students, with at least 50% of that instruction involving hands-on activities.

#### **Exemplary:**

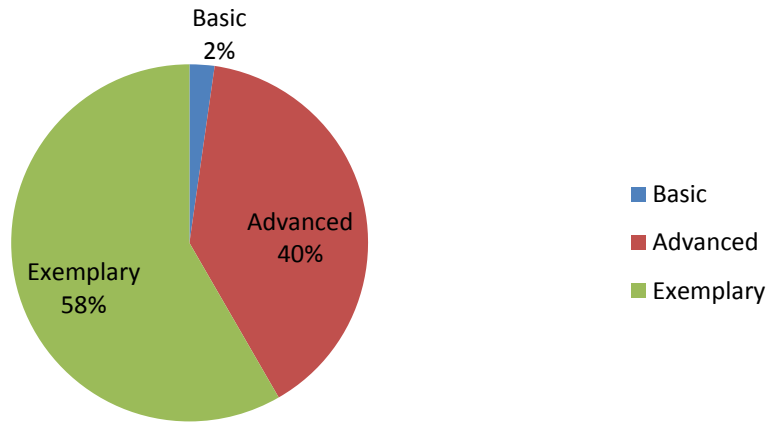
Schools provide at least 15 hours of classroom nutrition education for all students, with at least 50% of that instruction involving hands-on activities.

### 2009 NE Guidelines & Classroom



## Kansas School Wellness Policy Model Guidelines

### 2006 NE in the Cafeteria



The school cafeteria is an ideal environment in which to encourage healthy food and beverage choices. Some key points to help define the different levels of *Nutrition Education in the Cafeteria* include:

#### **Basic:**

Display attractive and current nutrition education materials and change them at least every 9 weeks. Additionally, students are encouraged to eat a healthy breakfast and to choose nutritious foods throughout the day.

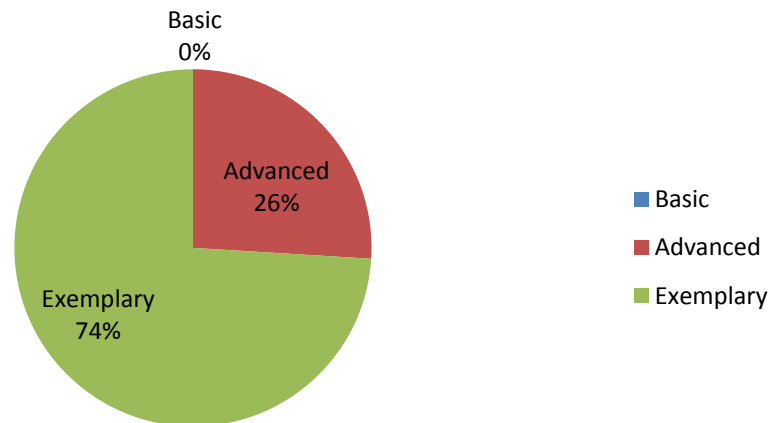
#### **Advanced:**

Teachers and students discuss the nutrition education materials in the dining areas, and students are given opportunities (i.e. taste tests and/or surveys) to have input on the foods offered in the cafeteria.

#### **Exemplary :**

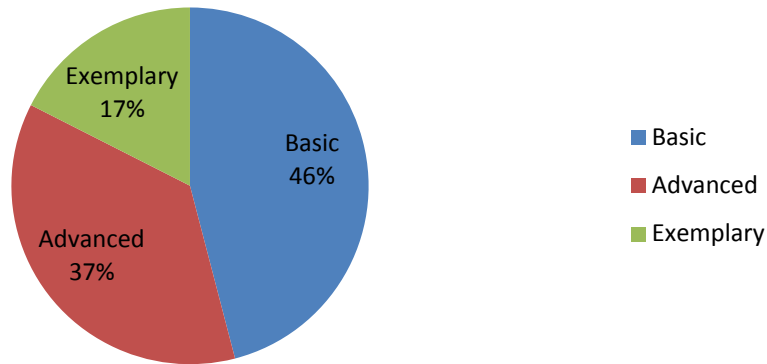
Teachers collaborate with school food service personnel to use the school cafeteria as a learning laboratory. Students learn about the nutrition requirements for school meals, and some students are involved in helping plan menus.

### 2009 NE in the Cafeteria



## Kansas School Wellness Policy Model Guidelines

### 2006 NE Events During the School Day



Examples of *Nutrition Education Events During the School Day* include traveling health exhibits, health professionals as guest speakers, health fairs, farm/food production field trips and school gardens. Some key points to help define the different levels of *Nutrition Education Events During the School Day* include:

**Basic:**

Some individual classrooms participate in one or more events that are either centered on nutrition or include nutrition as a main component.

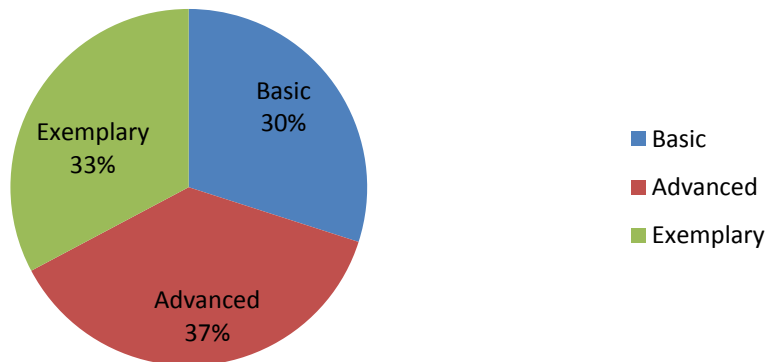
**Advanced:**

The school conducts at least one school-wide interactive event that is either centered on nutrition or includes nutrition as a main component. Additionally, after the event, related lessons are used to reinforce key concepts from the event.

**Exemplary :**

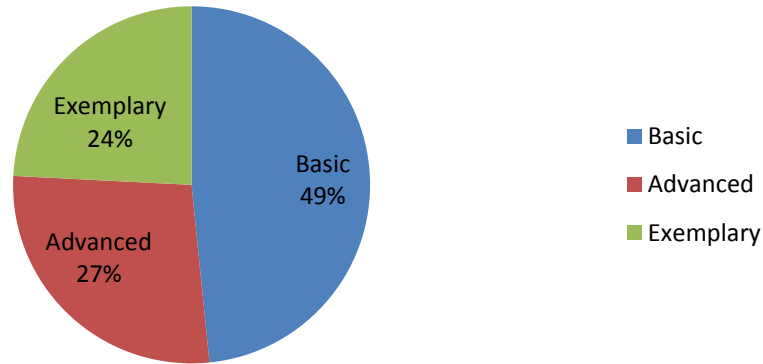
At least one school-wide interactive nutrition event involves community or media partners in the planning or as active event participants. Additionally, related lessons both before and after the event are used to reinforce key concepts from the event.

### 2009 NE Events During the School Day



## Kansas School Wellness Policy Model Guidelines

### 2006 NE in After School Programs



A growing number of students are participating in some kind of after school program, providing an ideal opportunity for nutrition education. Some key points to help define the different levels of *Nutrition Education in After School Programs* include:

**Basic :**

At least twice a week, the after school educator explains why the snack served is a healthful choice.

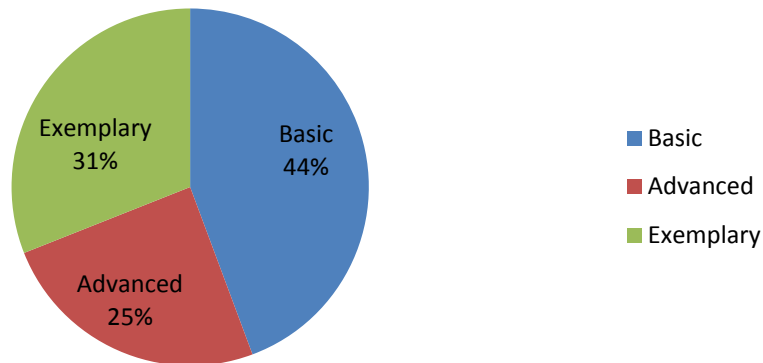
**Advanced :**

After school programs reinforce classroom learning by providing interactive nutrition education activities, like making healthful snacks.

**Exemplary :**

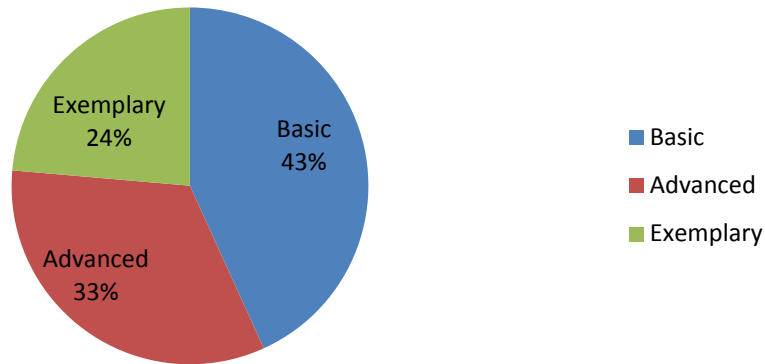
Classroom teachers and after school program staff collaborate to reinforce and expand upon the lessons learned in the classroom.

### 2009 NE in After School Programs



## Kansas School Wellness Policy Model Guidelines

### 2006 NE for Family & Community



The school is just one component of child wellness and the fight against childhood obesity. In order for any wellness initiative to have maximum impact, families and communities must be educated and involved. Some key points to help define the different levels of *Nutrition Education for Family & Community* include:

**Basic:**

Parents are invited to join students for school meals, and families are provided with information to help them provide healthy meals for their families and to teach their children about health and nutrition.

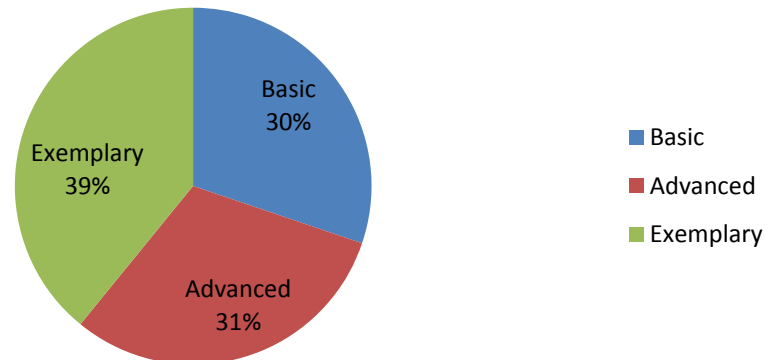
**Advanced:**

Families are encouraged to become actively involved in nutrition education programs at the school, and parents have opportunities to share their healthful food practices with the school and community.

**Exemplary:**

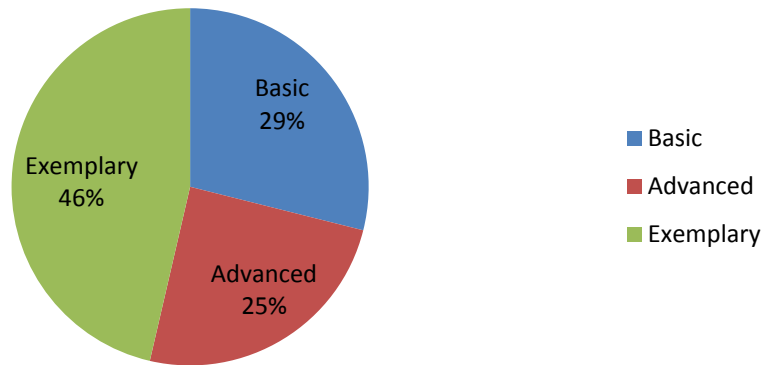
Community members are encouraged to become actively involved in nutrition education programs at the school, and nutrition information is provided to the broader community.

### 2009 NE for Family & Community



## Kansas School Wellness Policy Model Guidelines

### 2006 NE & Staff Wellness



The Kansas School Wellness Policy Model Guidelines recognize the importance of healthy role modeling, and include guidelines for staff wellness in order to maximize the role modeling potential of school faculty and staff members. Some key points to help define the different levels of *Nutrition Education through Staff Wellness* include:

**Basic:**

The school encourages all members of the staff to serve as healthy role models for students.

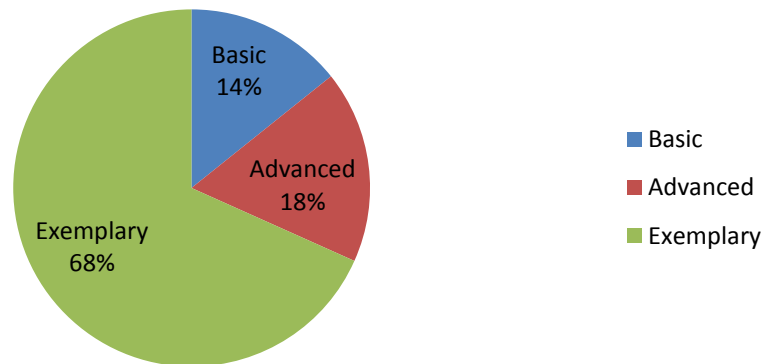
**Advanced:**

The school has a staff wellness committee that plans and implements ongoing activities for school staff that promote health and wellness.

**Exemplary:**

The staff wellness committee solicits input from school staff and develops, promotes and oversees a multifaceted plan to promote staff health and wellness. Additionally, at least one school-wide activity is conducted each year that promotes staff wellness.

### 2009 NE & Staff Wellness



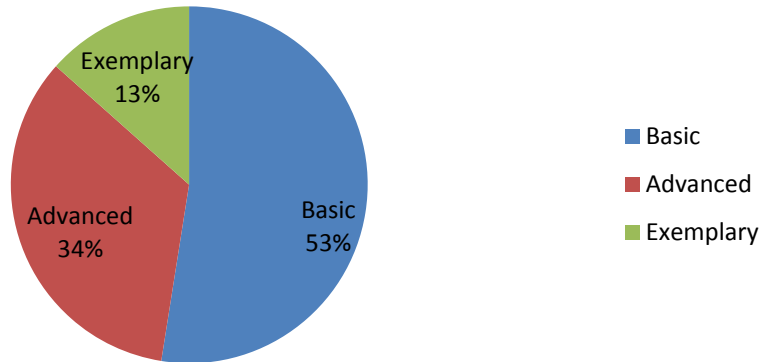
## Kansas School Wellness Policy Model Guidelines

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## Kansas School Wellness Policy Model Guidelines

### 2006 PA Guidelines & PE Classes



The Kansas School Wellness Policy Model Guidelines state that all students in grades K-12, including students with disabilities, special healthcare needs and in alternative education settings, should have the opportunity to participate in moderate to vigorous physical activity on a regularly scheduled basis each school week during the entire school year. The Guidelines include information regarding PE curriculum, student-to-teacher ratios, student safety, and encourage “lifetime physical activities” that can continue long after the students’ participation in PE. Some key points to help define the different levels of Physical Education Classes include:

#### **Basic:**

Students receive 100-150 minutes of PE per week and are engaged in moderate to vigorous physical activity at least 15 minutes per day and/or 75 minutes per week.

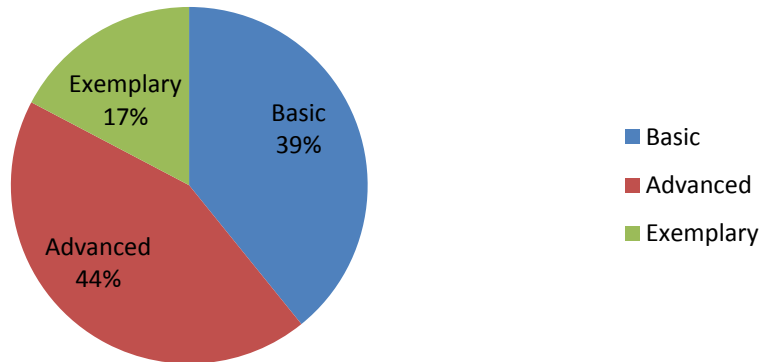
#### **Advanced:**

Students receive 151-200 minutes of PE per week and are engaged in moderate to vigorous physical activity at least 20 minutes per day and/or 100 minutes per week.

#### **Exemplary:**

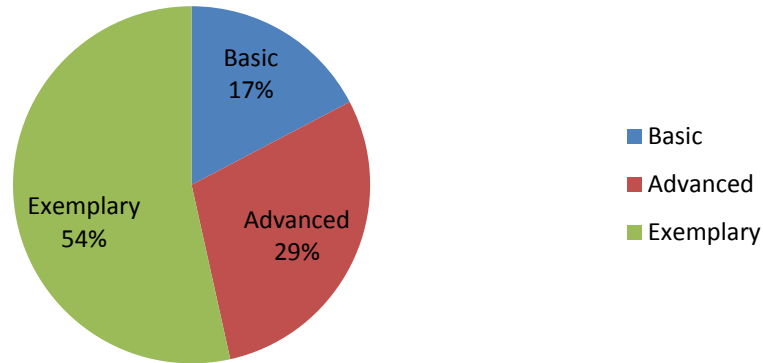
Students receive more than 200 minutes of PE per week and are engaged in moderate to vigorous physical activity at least 30 minutes per

### 2009 PA Guidelines & PE Classes



## Kansas School Wellness Policy Model Guidelines

### 2006 PA Throughout the Day



There are opportunities for physical activity throughout the school day. Some key points to help define the different levels of *Physical Activity Throughout the School Day* include:

#### **Basic:**

Classroom health education reinforces skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities.

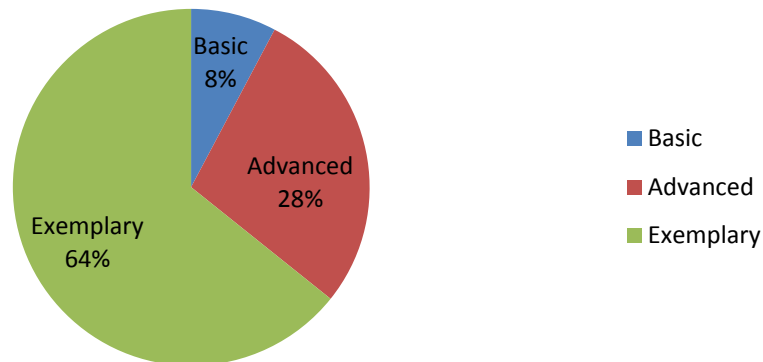
#### **Advanced:**

When students must remain indoors and inactive for two or more hours, the students are given periodic breaks during which they are encouraged to stand and be moderately active.

#### **Exemplary :**

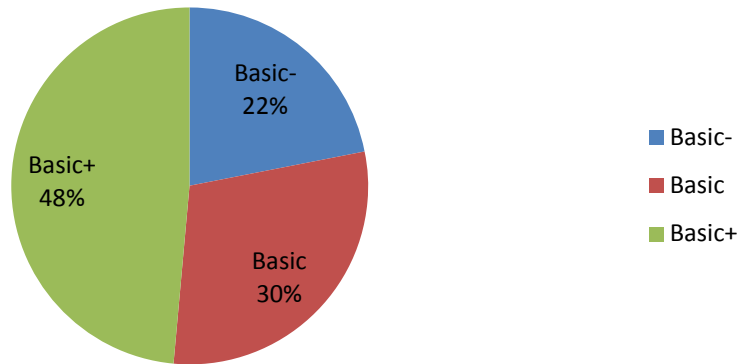
Opportunities for physical activity are regularly incorporated into other subject areas (i.e. math, language arts, social studies, etc.), and teachers provide short physical activity breaks between lessons or classes, as appropriate.

### 2009 PA Throughout the Day



## Kansas School Wellness Policy Model Guidelines

### 2006 PA and Punishment

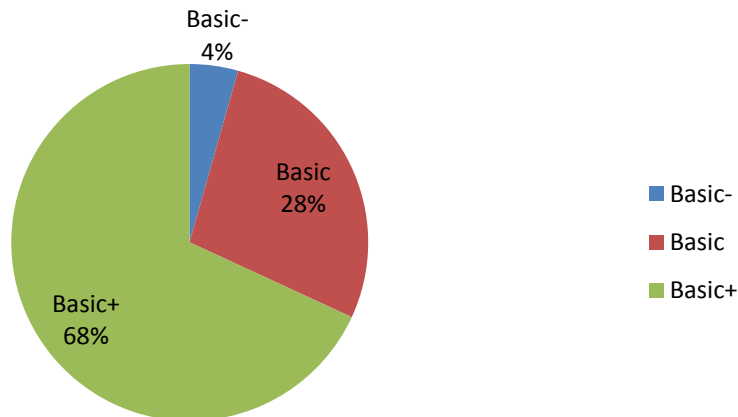


The Kansas School Wellness Policy Model Guidelines state that physical activity is not used (i.e. running laps, pushups) or withheld (i.e. recess, physical education) as punishment. This guideline does not apply to extracurricular sports teams.

Only the Basic level is defined for the *Physical Activity as Punishment* section of the Kansas School Wellness Policy Model Guidelines because this is a basic expectation.

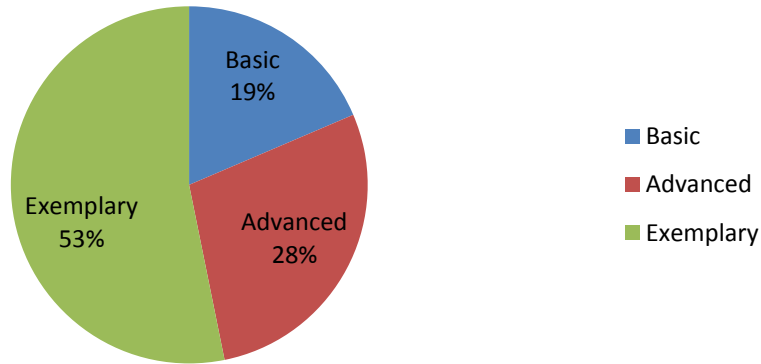
LEAs that scored "Basic-" indicated that this requirement is "Not Applicable" to them or is a "New Goal". Those scoring "Basic" reported that achieving this expectation is "In Progress", while those at the "Basic+" level reported that it is "Achieved".

### 2009 PA and Punishment



## Kansas School Wellness Policy Model Guidelines

### 2006 PA at Recess



The Kansas School Wellness Policy Model Guidelines recognize the opportunity for physical activity provided by regular recess time. Some key points to help define the different levels of *Physical Activity during Recess* include:

#### **Basic:**

Elementary students have at least 20 minutes a day of supervised recess, where moderate to vigorous activity is encouraged verbally and through the provision of adequate space and age-appropriate equipment.

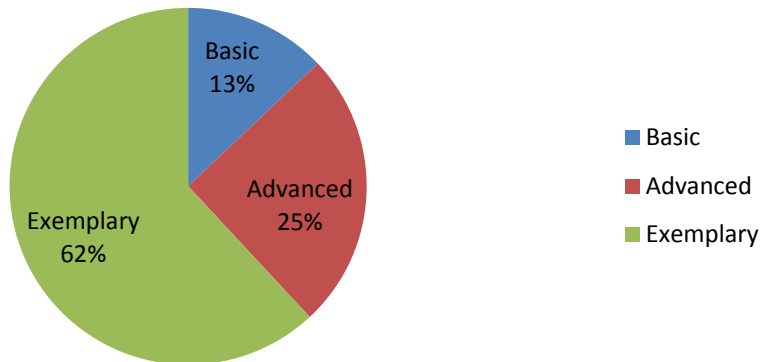
#### **Advanced:**

Elementary students have two 15-minute supervised recess periods daily where recess provides at least one moderate to vigorous physical activity led by trained staff.

#### **Exemplary:**

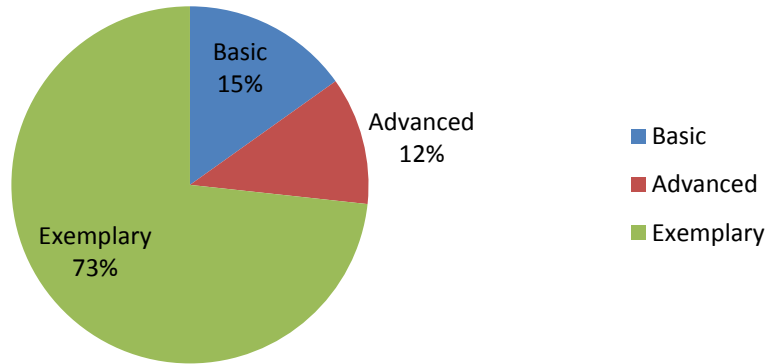
Elementary students have two 15-minute supervised recess periods daily where recess provides a variety of moderate to vigorous physical activities led by trained staff and recess is offered before lunchtime.

### 2009 PA at Recess



## Kansas School Wellness Policy Model Guidelines

### 2006 PA Before & After School



There are numerous opportunities for physical activity before and after school. Some key points to help define the different levels of *Physical Activity Before & After School* include:

#### **Basic:**

Students are encouraged to be moderately to vigorously physically active through adequate space, equipment and opportunities provided by the school. Additionally, the school complies with Quality Performance Accreditation Regulation 91-31-34: Local Board of Education Requirement (g) "Athletic Practice."

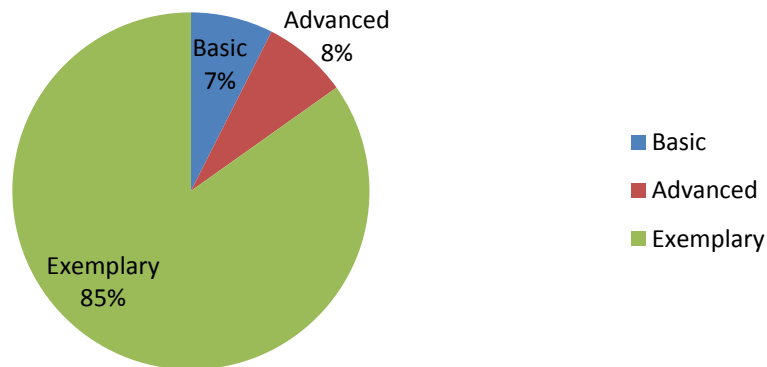
#### **Advanced:**

All schools in a district offer extracurricular physical activity programs, such as physical activity clubs or intramural programs.

#### **Exemplary:**

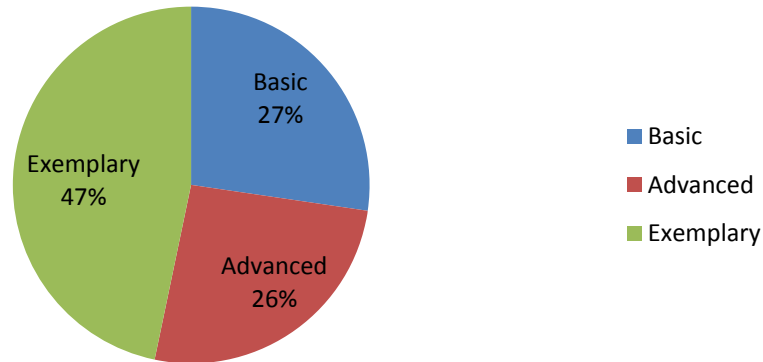
Schools offer a range of physical activities that meet the needs, interests and abilities of all students. Schools also assess and (to the extent possible) make improvements to make walking/biking to school safer and easier for students.

### 2009 PA Before & After School



## Kansas School Wellness Policy Model Guidelines

### 2006 PA for Families & Community



The school is just one component of child wellness and the fight against childhood obesity. In order for any wellness initiative to have maximum impact, families and communities must be educated and involved. Some key points to help define the different levels of *Physical Activity in the Family & Community* include:

**Basic:**

Schools provide information to help families incorporate physical activity into the lives of all household members.

**Advanced:**

Schools encourage families and community members to institute programs that support physical activity, such as a walk to school program.

**Exemplary :**

Schools allow community members access to physical activity facilities outside the normal school day. Additionally, school resources (such as a backpack containing physical activity equipment) are loaned to families to support their efforts to be physically active.

### 2009 PA for Families & Community

