



# Kansas School Wellness Policy Model Guidelines

**Child Nutrition & Wellness  
Kansas State Dept. of Education**

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## Why is there so much emphasis on wellness?

- ◆ Almost 9 million children and adolescents in the United States are overweight.
- ◆ The prevalence of overweight among children aged 6 to 11 years has more than doubled in the past 20 years, increasing from 7 percent in 1980 to 16 percent in 2002.
- ◆ Overweight among adolescents aged 12 to 19 years has tripled in the same time period, rising from 5 percent to 16 percent. African American and Hispanic American children and adolescents have even higher rates.
- ◆ Overweight children and teens are more likely to become overweight or obese adults.
- ◆ The consequences of overweight and obesity may include:
  - Type 2 diabetes
  - Heart disease
  - High blood pressure
  - Stroke
  - Some types of cancer
  - Gallbladder disease

According to the Kansas Health Institute, the cost of treating obesity related medical problems in Kansas in 2004 was \$657 million dollars. This level of spending cannot be sustained without serious financial implications.

Poor eating habits are of serious concern for many other reasons:

- ◆ Young people who do not get enough calcium are at greater risk for later development of osteoporosis.
- ◆ It is estimated that as many as 7 to 8 percent of females in the United States suffer from anorexia nervosa and/or bulimia nervosa in their lifetimes. These two eating disorders can cause many severe complications and have the highest mortality rates for any psychiatric disorder.
- ◆ Poor eating habits can contribute to dental caries, which remains a major cause of school absences.

**The great news is that all of these health problems are preventable with proper diet and adequate physical activity!** That's why having the knowledge and skills to practice a healthful lifestyle are so important!

## What are American children eating today?

Good nutrition during the school years is vitally important for helping children grow strong, succeed in school and establish healthy habits for a lifetime. Sadly, the current eating habits of many American children are falling short of the mark.

- ◆ More than 60 percent of children and adolescents in the United States eat too much fat and saturated fat and not enough fruits and vegetables.
- ◆ Only 39 percent of children eat enough fiber (found in fruits and vegetables, whole grains, and legumes such as lentils, chick peas and black beans).
- ◆ 85 percent of American females do not consume enough calcium. During the past 25 years, consumption of milk, the largest source of calcium, decreased 36 percent among adolescent females.
- ◆ At the same time, average daily soft drink consumption doubled among adolescent girls, increasing from 6 to 11 ounces, and almost tripled among adolescent boys, from 7 to 19 ounces.
- ◆ Between 18 and 20 percent of calories consumed by children and adolescents come from added sugars. The Dietary Guidelines for Americans express concern that consuming excess calories from foods high in added sugars may contribute to weight gain or lower consumption of more healthful foods.
- ◆ Poor eating habits may prevent American children from reaching their full potential. For example, research suggests that skipping breakfast can affect children's intellectual performance. Studies have also shown that students who participated in a school breakfast program were more likely to improve their school grades, classroom behavior, and psychological well-being than their peers who did not participate in the program.

Schools alone cannot solve the nutritional problems of children. It will take the combined efforts of families, schools, communities, government agencies, health providers, the food industry and the media to make significant progress. However, schools do play an especially critical role. The U.S. Congress and the Kansas Legislature recognized this important role when they passed the laws discussed on the following page.

## What is the law about wellness in our schools?

### 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 requires that not later than the beginning of the 2006-2007 school year, local educational agencies participating in the school meal programs must establish a local “school wellness policy” that, at a minimum:

1. Includes nutrition guidelines for all foods available on the school campus during the school day;
2. Provides an assurance that guidelines for school meals are not less restrictive than those set by the U.S. Secretary of Agriculture;
3. Includes goals for nutrition education, physical activity and other school-based activities designed to promote student wellness in a manner that the local educational agency determines appropriate;
4. Establishes a plan for measuring implementation of the local wellness policy; and
5. Involves parents, students and representatives of the “school food authority” (i.e. school nutrition program), the school board, school administration and the public in development of the local wellness policy.

### State Law

The 2005 Kansas Legislature passed SB154. This new 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...”



## What is KSDE doing to help schools meet the requirement?

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

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

Next steps are as follows:

- Sept. – Nov. 2005 .....KSDE and partners will provide regional statewide training on local wellness policies for school personnel. Twelve workshops are currently scheduled. Districts will be asked to send a team of representatives to these workshops.
- Ongoing.....KSDE and partners will provide technical assistance to school personnel to support their efforts to adopt and/or adapt the Kansas model wellness guidelines to meet local needs.
- July 2006.....All districts will have a local wellness policy in place. This policy will be incorporated into each district's 2006-2007 School Nutrition Program renewal agreement with KSDE.

The entire approach is designed to support schools' efforts to create a healthier environment for students based on highly credible guidelines, flexibility and local needs.

### How are the model guidelines structured?

Understanding the guidelines is the first step to using them. Schools are encouraged, but not required, to implement these guidelines. However, state law does require that each school board consider these guidelines when developing local wellness policies.

The model guidelines are divided into three parts:

- ◆ Nutrition
- ◆ Nutrition Education
- ◆ Physical Activity

Within each part, there are three levels:

- ◆ The **BASIC** level meets all requirements of current federal and state laws, regulations and policies.
- ◆ The **ADVANCED** level incorporates all guidelines for the basic level plus more healthful guidelines.
- ◆ The **EXEMPLARY** level incorporates all guidelines for the Basic and Advanced levels plus more healthful guidelines.

Each unique guideline is followed by an identifier which references the corresponding item on KSDE's *Wellness Policy Builder* tool.

### How are schools to use the guidelines?

The guidelines can serve as the foundation for establishing a flexible local wellness policy based on credible information. The steps to adopt a local wellness policy include:

- ◆ Recruit School Health Council members.
- ◆ Assess the existing situation.
- ◆ Communicate with local school board members.
- ◆ Review the Kansas model wellness policy guidelines.
- ◆ For each of the three parts of the wellness policy, select the items and levels to include.
- ◆ Complete KSDE's paper and online *Wellness Policy Builder* tool. The tool will provide an overall assessment of your local wellness policy goals, will print the selected goals, and will also document consideration of the model guidelines.
- ◆ Learn how to successfully develop a local wellness policy at a regional KSDE "Workshop On Wellness" (WOW). For further information, go to [www.kn-eat.org](http://www.kn-eat.org) and click on "What's New".

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

<b>CATEGORY</b>	<b>BASIC</b> (Minimum Requirements)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<p><b>SCHOOL MEALS</b> National School Lunch Program (NSLP) School Breakfast Program (SBP)</p>	<p>All school meals comply with USDA regulations and state policies. <i>(B1 &amp; C1)</i></p> <p>Barriers to student participation in the Child Nutrition Programs are eliminated:</p> <ul style="list-style-type: none"> <li>• Students have at least 10 minutes to eat breakfast <i>(B2)</i> and at least 15 minutes to eat lunch. <i>(C2a)</i> This does not include time spent walking to/from class or waiting in line.</li> <li>• The dining area is clean, orderly and inviting. <i>(A1, A2, A3, A4)</i></li> <li>• Adequate seating is available to accommodate all students served during each meal period. <i>(A5)</i></li> <li>• Adequate supervision is provided in the dining area. <i>(A6)</i></li> <li>• Students are allowed to converse with one another while they eat their meals. <i>(A7)</i></li> <li>• Whenever feasible, secondary schools should operate “closed” lunch periods to encourage students to eat a nutritious lunch. <i>(A8)</i></li> </ul>	<p><b>BREAKFAST: (B)</b> At least 50% of pre-packaged cereals offered contain: <i>(B3b)</i></p> <ul style="list-style-type: none"> <li>• 35% or less of weight from total sugar (or less than 9 g. per 100 calories), and</li> <li>• 1 g. or more of fiber per serving.</li> </ul>	<p><b>BREAKFAST: (B)</b> All pre-packaged cereals offered contain: <i>(B3c)</i></p> <ul style="list-style-type: none"> <li>• 35% or less of weight from total sugar (or less than 9 g. per 100 calories), and</li> <li>• 1 g. or more of fiber per serving.</li> </ul>
		Foods containing whole grains are offered at least 3 days a week. <i>(B4b)</i>	Foods containing whole grains are offered daily. <i>(B4c)</i>
		Fresh, canned, dried or frozen fruit or vegetables are offered at least 3 days a week. <i>(B5b)</i>	Fresh, canned, dried or frozen fruit or vegetables are offered daily. <i>(B5c)</i>
		Low-fat (1% or ½%) and/or skim (nonfat) milk is/are offered daily. <i>(B6b)</i>	Only low-fat (1% or ½%) and/or skim (nonfat) milk are offered. <i>(B6c)</i>
		<b>LUNCH: (C)</b>	<b>LUNCH: (C)</b>
		Students have at least 20 minutes to eat lunch. This does not include time spent walking to/from class or waiting in line. <i>(C2b)</i>	Students have at least 20 minutes to eat lunch. This does not include time spent walking to/from class or waiting in line. <i>(C2b)</i>
		An entrée choice with total fat of 16 g. or less per serving is offered at least 3 days a week. <i>(C3b)</i>	An entrée choice with total fat of 16 g. or less per serving is offered daily. <i>(C3c)</i>
		At least 3 choices of fruits and/or vegetables are offered daily. <i>(C4b)</i>	At least 4 choices of fruits and/or vegetables are offered daily. <i>(C4c)</i>
		Fresh fruit or vegetables are offered at least 3 days a week. <i>(C5b)</i>	Fresh fruit or vegetables are offered daily. <i>(C5c)</i>
		At least 5 different fruits and 5 different vegetables are offered weekly. <i>(C7)</i>	At least 10 different fruits and 10 different vegetables are offered monthly. <i>(C8)</i>
		A food item containing whole grain is offered at least 3 days a week. <i>(C9b)</i>	At least one food item containing whole grain is offered daily. <i>(C9c)</i>
		Low-fat (1% or ½%) and/or skim (nonfat) milk are offered daily. <i>(C10b)</i>	Only low-fat (1% or ½%) and/or skim (nonfat) milk are offered. <i>(C10c)</i>
		Salad dressings contain 12 g. or less of fat per ounce. <i>(C11b)</i>	Salad dressings contain 6 g. or less of fat per ounce. <i>(C11c)</i>
Desserts with more than 5 g. of fat per serving are offered no more than twice a week. <i>(C12b)</i>	Desserts with more than 5 g. of fat per serving are offered no more than twice a week. <i>(C12b)</i>		

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<p><b>A LA CARTE</b> All other 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</p>	<p>A la carte items comply with USDA regulations prohibiting the sale of “foods of minimal nutritional value” (see definition) where school meals are served or eaten during the meal period. <i>(D1)</i></p>	<p><b>A LA CARTE FOOD ITEMS</b> <i>(D)</i> are limited to:</p> <ul style="list-style-type: none"> <li>The same portion size of any food item served that day in the NSLP or SBP <i>(D2)</i></li> </ul>	<p><b>A LA CARTE FOOD ITEMS</b> <i>(D)</i> are limited to:</p> <ul style="list-style-type: none"> <li>The same portion size of any food item served that day in the NSLP or SBP <i>(D2)</i></li> </ul>
		<ul style="list-style-type: none"> <li>Fruits and/or vegetables <i>(D3)</i></li> </ul>	<ul style="list-style-type: none"> <li>Fruits and/or vegetables <i>(D3)</i></li> </ul>
		<ul style="list-style-type: none"> <li>Yogurt <i>(D4a)</i></li> </ul>	<ul style="list-style-type: none"> <li>Low-fat and/or nonfat yogurt <i>(D4b)</i></li> </ul>
		<ul style="list-style-type: none"> <li>Other items – At least 50% of items offered meet all of the following guidelines per serving: <i>(D5b)</i></li> </ul>	<ul style="list-style-type: none"> <li>Other items – All items offered meet all of the following guidelines per serving: <i>(D5c)</i></li> </ul>
		<ul style="list-style-type: none"> <li>Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories)</li> </ul>	<ul style="list-style-type: none"> <li>Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories)</li> </ul>
		<ul style="list-style-type: none"> <li>Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories)</li> </ul>	<ul style="list-style-type: none"> <li>Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories)</li> </ul>
		<ul style="list-style-type: none"> <li>Calories – 200 calories or less per selling unit</li> </ul>	<ul style="list-style-type: none"> <li>Calories – 200 calories or less per selling unit</li> </ul>
		<p><b>A LA CARTE BEVERAGES</b> are limited to:</p> <ul style="list-style-type: none"> <li>Water, non-caloric <i>(D6)</i></li> </ul>	<p><b>A LA CARTE BEVERAGES</b> are limited to:</p> <ul style="list-style-type: none"> <li>Water, non-caloric <i>(D6)</i></li> </ul>
		<ul style="list-style-type: none"> <li>Milk with less than 360 calories <i>(D7b)</i></li> </ul>	<ul style="list-style-type: none"> <li>Only low-fat (1% or ½%) and/or skim (nonfat) milk <i>(D7c)</i></li> </ul>
		<ul style="list-style-type: none"> <li>Soy or rice beverages with 35% or less of weight from total sugar (or less than 9 g. per 100 calories) <i>(D8)</i></li> </ul>	<ul style="list-style-type: none"> <li>Soy or rice beverages with 35% of weight from total sugar (or less than 9 g. per 100 calories) <i>(D8)</i></li> </ul>
<ul style="list-style-type: none"> <li>50-100% juice <i>(D9)</i></li> </ul>	<ul style="list-style-type: none"> <li>100% juice <i>(D9)</i></li> </ul>		

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

<b>CATEGORY</b>	<b>BASIC (Minimum Requirements)</b>	<b>ADVANCED (More Healthful than BASIC)</b>	<b>EXEMPLARY (More Healthful than ADVANCED)</b>
<b>VENDING Machines &amp; School Stores</b>	All vended foods and beverages are sold in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” (see definition) where school meals are served or eaten during the meal period. <i>(E1a)</i>	The sale of Foods of Minimal Nutritional Value (see definition) is not allowed on school property in areas accessible to students: <ul style="list-style-type: none"> <li>• in elementary and middle schools until after the end of the school day <i>(E1c)</i></li> <li>• in secondary schools until one hour after the end of the last lunch period <i>(E1b)</i></li> </ul>	The sale of Foods of Minimal Nutritional Value (see definition) is not allowed on school property in areas accessible to students: <ul style="list-style-type: none"> <li>• in elementary and middle schools <i>(E1d)</i></li> <li>• in secondary schools until after the end of the school day <i>(E1c)</i></li> </ul>
		<b>VENDED FOODS</b> - At least 50 percent of items offered meet all of the following guidelines per selling unit: <i>(E2b)</i>	<b>VENDED FOODS</b> - All items offered meet all of the following guidelines per selling unit: <i>(E2c)</i>
		<ul style="list-style-type: none"> <li>• Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories)</li> </ul>	<ul style="list-style-type: none"> <li>• Fat – Except for nuts, seeds and nut butters, 35% or less of total calories from fat (or less than 4 g. per 100 calories)</li> </ul>
		<ul style="list-style-type: none"> <li>• Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories)</li> </ul>	<ul style="list-style-type: none"> <li>• Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar (or less than 9 g. per 100 calories)</li> </ul>
		<ul style="list-style-type: none"> <li>• Calories – 200 calories or less</li> </ul>	<ul style="list-style-type: none"> <li>• Calories – 200 calories or less</li> </ul>
		<b>VENDED BEVERAGES</b> are limited to: <ul style="list-style-type: none"> <li>• Water, non-caloric <i>(E3)</i></li> </ul>	<b>VENDED BEVERAGES</b> are limited to: <ul style="list-style-type: none"> <li>• Water, non-caloric <i>(E3)</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Milk with 360 or less calories <i>(E4b)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Only low-fat (1% or ½%) and/or skim (nonfat) milk <i>(E4c)</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Soy or rice beverages with 35% or less of weight from total sugar (or less than 9 g. per 100 calories) <i>(E5)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Soy or rice beverages with 35% or less of weight from total sugar (or less than 9 g. per 100 calories) <i>(E5)</i></li> </ul>
		<ul style="list-style-type: none"> <li>• 50-100% juice <i>(E6a)</i></li> </ul>	<ul style="list-style-type: none"> <li>• 100% juice <i>(E6b)</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Electrolyte replacement beverages that contain 48 g. or less of sweetener per 20-ounce selling unit may be offered in drink machines located near high school athletic training centers. <i>(E7)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Electrolyte replacement beverages that contain 48 g. or less of sweetener per 20-ounce selling unit may be offered in drink machines located near high school athletic training centers. <i>(E7)</i></li> </ul>
All school employees serve as positive role models by adhering to the Advanced vending guidelines adopted for students. <i>(E8b)</i>	All school employees serve as positive role models by adhering to the Exemplary vending guidelines adopted for students. <i>(E8c)</i>		

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

<b>CATEGORY</b>	<b>BASIC (Minimum Requirements)</b>	<b>ADVANCED (More Healthful than BASIC)</b>	<b>EXEMPLARY (More Healthful than ADVANCED)</b>
<b>DURING THE SCHOOL DAY</b> <b>Classroom Parties &amp; Celebrations</b> <b>Classroom Rewards</b> <b>Fundraisers</b> <b>Intramural Events</b>	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. <i>(F1)</i>	Students are allowed to have individual water bottles in the classroom. <i>(F2a)</i>	Students are encouraged to have individual water bottles in the classroom. <i>(F2b)</i>
		Foods and beverages for classroom rewards, parties and celebrations will: <ul style="list-style-type: none"> <li>• meet the same guidelines as the Advanced level for a la carte foods <i>(F3b)</i></li> <li>• not be provided until at least one hour after the end of the last lunch period. <i>(F4)</i></li> </ul>	Foods and beverages for classroom rewards, parties and celebrations will: <ul style="list-style-type: none"> <li>• meet the same guidelines as the Exemplary level for a la carte foods <i>(F3c)</i></li> <li>• not be provided until at least one hour after the end of the last lunch period. <i>(F4)</i></li> </ul>
		At least 50 percent of fundraising activities will not involve the sale of food and/or beverages. <i>(F5b)</i>	At least 75 percent of fundraising activities will not involve the sale of food and/or beverages. <i>(F5c)</i>
		Fundraising activities involving the sale of food or beverages will not take place until after the end of the last lunch period. <i>(F6)</i>	Fundraising activities involving the sale of food or beverages will not take place until after the end of the last lunch period. <i>(F6)</i>
		Refreshments provided for students participating in school events adhere to the Advanced guidelines for vended foods and beverages. <i>(F7b)</i>	Refreshments provided for students participating in school events adhere to the Exemplary guidelines for vended foods and beverages. <i>(F7c)</i>
		Parents, teachers and organizations are informed about the guidelines and are encouraged to follow them. <i>(F8)</i>	Parents, teachers and organizations are informed about the guidelines and are encouraged to follow them. <i>(F8)</i>
		Snacks served under the USDA After School Care Snack Program comply with all applicable federal regulations and state policies. <i>(G1)</i>	“Snack” means two or more items that are served as a unit. On at least 3 days of the week, snacks meet the following standards: <i>(G2a)</i> <ul style="list-style-type: none"> <li>• Fat – Except for nuts, seeds and nut butters, not more than 35% of total calories from fat (or less than 4 g. per 100 calories)</li> <li>• Sugar – Except for fruit (without added sugar) and milk, not more than 35% of weight from total sugar (or less than 9 g. per 100 calories)</li> </ul>

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 1. Nutrition

## DEFINITIONS:

**Foods of Minimal Nutritional Value (FMNV)** are those foods as defined in federal regulations for the National School Lunch Program (7CFR Part 210) and the School Breakfast Program (7CFR Part 220). FMNV includes all soda water, water ices, chewing gum, certain candies, hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy coated popcorn; except for individual items in these categories that have been specifically exempted by the U.S. Department of Agriculture.

**Fruits** may be fresh, frozen, canned or dried and do NOT include juices. Snack foods (such as banana chips) and condiments (such as jam or jelly) made from fruit are not considered “fruit” under the Kansas Wellness Policy Guidelines for Nutrition. Canned fruit should be packed in light syrup, or preferably in juice.

**Foods Containing Whole Grain** - Whole grains include, but are not limited to, whole wheat flour, entire wheat flour, cracked wheat, graham flour, brown rice, old-fashioned oatmeal, and quick-cooking oats or whole-grain cornmeal. A commercially produced “food containing whole grain” would have a whole grain listed as one of the first three ingredients on the product’s Nutrition Facts Label. School-prepared products would have a whole grain as one of three ingredients with the greatest weight as shown on the recipe. The 2005 Dietary Guidelines for Americans recommend that at least half of an individual’s recommended grain servings should be whole grains.

**Kansas Nutrition Guidelines** defines three levels of nutrition standards for schools: basic, advanced, and exemplary. The basic level complies with the minimum requirements found in federal and state Child Nutrition Program laws, regulations and policies. The standards for each subsequent level are more healthful than those for the previous level.

**National School Lunch Program (NSLP)** is a federal Child Nutrition Program designed to provide students with healthful lunches that meet approximately 1/3 of their daily nutritional needs.

**Nonprofit food service program** refers to the National School Lunch Program and/or the School Breakfast Program, which are both federal Child Nutrition Programs.

**School Breakfast Program (SBP)** is a federal Child Nutrition Program designed to provide students with healthful breakfasts that meet approximately 1/4 of their daily nutritional needs.

**Selling Unit** is a pre-portioned or pre-packaged food or beverage item sold as one whole unit.

**Vegetables** may be fresh, frozen or canned and should not be fried. Snack foods (such as potato chips) and condiments (such as pickle relish, catsup and chili sauce) made from a vegetable are not considered a “vegetable” under the Kansas Nutrition Guidelines.

**Vended items** include foods and beverages sold through vending machines and school stores in competition with the school’s nonprofit food service program.

## Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

<b>CATEGORY</b>	<b>BASIC</b> (Minimum Requirements)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>GENERAL</b>	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. <i>(A1)</i>	<b>The Advanced level incorporates all guidelines for the Basic level plus the more healthful guidelines listed in this column.</b>	<b>The Exemplary level incorporates all guidelines for the Basic and Advanced levels plus the more healthful guidelines listed in this column.</b>
<b>CLASSROOM</b>	<p>The nutrition education curriculum is sequential and consistent with the current Kansas State Board of Education approved health education teaching standards for pre-kindergarten through grade 12. <i>(A2)</i></p> <p>Nutrition education is taught by a teacher licensed by the Kansas State Department of Education or under the direct supervision of such a teacher. <i>(A3)</i></p> <p>The licensed teacher must approve the instructional materials and method; and have ongoing, open communication with the individual providing instruction. <i>(A4)</i></p> <p>Schools are encouraged to use qualified personnel to provide nutrition education from organizations such as the Kansas State Department of Education, K-State Research and Extension, health and agriculture organizations, universities and consulting registered dietitians. <i>(A5)</i></p> <p>Nutrition education is based on the most recent Dietary Guidelines for Americans. <i>(A6)</i> Active learning experiences are provided for students. Whenever feasible, the active learning involves the students in food preparation. <i>(A7)</i></p>		
	<p>Annually, an updated list of nutrition resources is provided to each school principal by KSDE and this list is given to the teachers. <i>(A8)</i></p> <p>Teachers are able to secure recommended nutrition education resources in adequate quantities for their students. <i>(A9)</i></p>	<p>School administrators inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students. <i>(A10)</i></p> <p>School administrators encourage teachers to attend nutrition-related training at least once a year and support their participation. <i>(A11)</i></p>	
	<p>At least 5 hours of classroom nutrition education are provided each year for all students:</p> <ul style="list-style-type: none"> <li>• as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR</li> <li>• as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. <i>(A12a)</i></li> </ul>	<p>At least 10 hours of classroom nutrition education are provided each year for all students:</p> <ul style="list-style-type: none"> <li>• as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR</li> <li>• as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. <i>(A12b)</i></li> </ul>	<p>At least 15 hours of classroom nutrition education are provided each year for all students:</p> <ul style="list-style-type: none"> <li>• as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR</li> <li>• as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies. <i>(A12c)</i></li> </ul>

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

<b>CATEGORY</b>	<b>BASIC</b> (Minimum Requirements)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>CLASSROOM, continued</b>	At least 25 percent of nutrition education instruction involves hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory activities. <i>(A13a)</i>	At least 50 percent of nutrition education instruction involves hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory activities. <i>(A13b)</i>	
	<p><b>PRE-KINDERGARTEN –</b></p> <ul style="list-style-type: none"> <li>• Proper hand washing <i>(A14a)</i></li> <li>• Importance of drinking adequate water <i>(A14b)</i></li> <li>• Food groups <i>(A14c)</i></li> <li>• Trying new foods <i>(A14d)</i></li> <li>• Feeling full and chewing thoroughly <i>(A14e)</i></li> </ul> <p><b>ELEMENTARY –</b></p> <p>The topics below may be addressed at more than one grade level, and are to be covered with increasing depth in higher grades and at the Advanced and Exemplary levels.</p> <ul style="list-style-type: none"> <li>• Proper hand washing <i>(A14a)</i></li> <li>• Importance of drinking adequate water <i>(A14b)</i></li> <li>• Food groups <i>(A14c)</i></li> <li>• Importance of eating a variety of foods <i>(A14d)</i></li> <li>• Serving sizes <i>(A14f)</i></li> <li>• Relationship of food intake (energy input) and physical activity (energy output) <i>(A14g)</i></li> <li>• Nutrition Facts Label reading <i>(A14h)</i></li> <li>• Choosing healthful foods using cafeteria meals, vended items and a la carte items as examples <i>(A14i)</i></li> <li>• Foods that help keep the body healthy and foods that may contribute to poor health, including oral health <i>(A14j)</i></li> <li>• Healthy body image <i>(A14k)</i></li> <li>• Agricultural origins of common foods <i>(A14l)</i></li> <li>• Basic food preparation skills <i>(A14m)</i></li> <li>• Basic food safety (e.g. storing, cleaning) <i>(A14n)</i></li> </ul>		

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

<b>CATEGORY</b>	<b>BASIC</b> (Minimum Requirements)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>CLASSROOM, continued</b>	<p><b>MIDDLE – HIGH SCHOOL –</b> The topics below may be addressed at more than one grade level, and are to be covered with increasing depth in higher grades and at the Advanced and Exemplary levels.</p> <ul style="list-style-type: none"> <li>• Proper hand washing (A14a)</li> <li>• Importance of drinking adequate water (A14b)</li> <li>• Basic nutrient requirements (A14p)</li> <li>• Relationship of nutrients in food to good health and long-term risks of unhealthful food selections (A14q)</li> <li>• Dietary guidelines and personal eating plans (A14r)</li> <li>• Importance of meals and how meal time contributes to family life (A14s)</li> <li>• Eating patterns in various cultures (A14t)</li> <li>• Balanced and unbalanced meals in the student’s own eating pattern (A14u)</li> <li>• Healthy body image (A14k)</li> <li>• Relationship of food intake (energy input) and physical activity (energy output) (A14g)</li> <li>• Evaluating fad diets and healthful ways to lose/gain weight (A14v)</li> <li>• Eating disorders (A14w)</li> <li>• Basic food preparation skills (A14m)</li> <li>• Basic food safety (e.g., storing, cleaning, preparing, cooking, cooling, reheating) (A14o)</li> <li>• Evaluating health claims on food labels (A14x)</li> </ul>		
<b>CAFETERIA</b>	<p>Attractive, current nutrition education materials are prominently displayed in dining areas and are changed at least every 9 weeks. (B1)</p> <p>Students are encouraged to start each day with a healthful breakfast and to choose nutritious foods throughout the day. (B4)</p>	<p>Teachers discuss with students the nutrition education materials displayed in the dining areas. (B2)</p> <p>Students participate in taste tests and/or surveys to obtain their input on foods offered in the cafeteria. (B5)</p>	<p>Teachers collaborate with the school nutrition staff to use the cafeteria as a learning laboratory that allows students to apply critical thinking skills. (B3)</p> <p>Students learn about the nutrition requirements for school meals and some students are involved in helping plan menus. (B6)</p>
<b>EVENTS DURING THE SCHOOL DAY</b>	<p>Each year, some individual classrooms participate in one or more events that are either centered on nutrition or include nutrition as a main component. (C1)</p> <ul style="list-style-type: none"> <li>• Traveling health exhibit</li> <li>• Health professional as guest speaker</li> <li>• Health fair</li> <li>• Farm/food production field trips</li> <li>• School gardens</li> </ul>	<p>Each year, at least one school-wide interactive event is conducted that is either centered on nutrition or contains nutrition as a main component. After the event, related lessons are used to reinforce learning of the information presented at the event. (C2)</p>	<p>A community or media partner is involved in at least one school-wide event by helping with planning or actively participating in the event. Both before and after the event, related lessons are used to reinforce learning of the information presented at the event. (C3)</p>

## Kansas Pre-K-12 Wellness Policy Guidelines – Part 2. Nutrition Education

<b>CATEGORY</b>	<b>BASIC</b> (Minimum Requirements)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>AFTER SCHOOL PROGRAMS</b>	At least twice a week, the after school educator explains why the snack served is a healthful choice. <i>(D1)</i>	After school programs reinforce classroom learning by providing interactive nutrition education activities (e.g., making healthful snacks, measuring serving sizes, etc.). <i>(D2)</i>	Classroom teachers collaborate with after school program staff to reinforce and expand the lessons learned in the classroom. <i>(D3)</i>
<b>FAMILY &amp; COMMUNITY</b>	<p>Parents are invited to join students for school meals. <i>(E1)</i></p> <p>Families are provided with information that encourages them to teach their children about health and nutrition, and to provide nutritious meals for their families. <i>(E4)</i></p>	<p>Family members are encouraged to become actively involved in programs that provide nutrition education. <i>(E2)</i></p> <p>Opportunities are provided for parents to share their healthful food practices with the school and community. <i>(E5)</i></p>	<p>Community members are encouraged to become actively involved in school programs that provide nutrition education. <i>(E3)</i></p> <p>Nutrition information is provided to the broader community. <i>(E6)</i></p>
<b>STAFF WELLNESS</b>	The school encourages each member of the staff (both certified and non-certified) to serve as a healthy role model for students. <i>(F1)</i>	The school has a staff wellness committee (which may be a subcommittee of the school health council). The staff wellness committee plans and implements ongoing activities for school staff that promote health and wellness. <i>(F2)</i>	<p>The staff wellness committee develops, promotes and oversees a multifaceted plan to promote staff health and wellness. The plan is based on solicited input from school staff and outlines ways to encourage healthful eating, physical activity and other elements of a healthful lifestyle among school staff. <i>(F3)</i></p> <p>At least one school-wide activity is conducted each year that promotes staff wellness. <i>(F4)</i></p>

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 3. Physical Activity

## Background

The 2005 Dietary Guidelines for Americans recommend that children and adolescents engage in at least 60 minutes of moderate to vigorous physical activity on most, and preferably all, days of the week. Therefore, students should be physically active for at least 300 minutes during the five-day school week. At the Basic level, students would attain approximately one-fourth of the needed activity at school, one-third at the Advanced level and one-half at the Exemplary level. Therefore, even at the Exemplary level, students would receive only about half of the recommended activity during the school day. Physical education classes are a natural place for physical activity to occur. However, there are many other ways to incorporate physical activity into students' lives.

<b>CATEGORY</b>	<b>BASIC</b> (Essential Health Needs)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>GENERAL</b>	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 moderate to vigorous physical activity on a regularly scheduled basis each school week during the entire school year. (A1)	<b>The Advanced level incorporates all guidelines for the Basic level plus the more healthful guidelines listed in this column.</b>	<b>The Exemplary level incorporates all guidelines for the Basic and Advanced levels plus the more healthful guidelines listed in this column.</b>
<b>PHYSICAL EDUCATION CLASSES</b>	Students receive 100-150 minutes of physical education per week. (A2a)  During physical education classes, students engage in moderate to vigorous physical activity at least 15 minutes per day and/or 75 minutes per week. (A3a)	Students receive 151-200 minutes of physical education per week. (A2b)  During physical education classes, students engage in moderate to vigorous physical activity at least 20 minutes per day and/or 100 minutes per week. (A3b)	Students receive more than 200 minutes of physical education per week. (A2c)  During physical education classes, students engage in moderate to vigorous physical activity at least 30 minutes per day and/or 150 minutes per week. (A3c)
The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.). (A4)			
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. (A5)			
Physical education teachers are licensed by the Kansas State Department of Education. (A6)			
Physical education classes have a student/teacher ratio that is the same as other classes in the school. (A7)			

## Kansas Pre-K-12 Wellness Policy Guidelines – Part 3. Physical Activity

<b>CATEGORY</b>	<b>BASIC</b> (Essential Health Needs)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>PHYSICAL EDUCATION CLASSES, continued</b>	Adequate age-appropriate equipment is available for all students to participate in physical activity. (A8)		
	Physical activity facilities on school grounds are safe. (A9)		
<b>THROUGHOUT THE DAY</b>	Classroom health education reinforces the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. (B1)	When circumstances make it necessary for students to 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. (B2)	<p>Opportunities for physical activity are regularly incorporated into other subject areas (i.e. math, language arts, social studies, etc.). (B3)</p> <p>Classroom teachers provide short physical activity breaks between lessons or classes, as appropriate. (B4)</p>
<b>PUNISHMENT</b>	Physical activity is not used (e.g. running laps, pushups) or withheld (e.g. recess, physical education) as punishment. This guideline does not apply to extracurricular sports teams. (C1)		
<b>RECESS</b>	Elementary school students have at least 20 minutes a day of supervised recess, preferably outdoors. (D1)	Elementary school students have two 15-minute supervised recess periods daily. (D2)	
	Moderate to vigorous physical activity is encouraged verbally and through the provision of adequate space and age-appropriate equipment. (D3)	Recess provides at least one moderate to vigorous physical activity led by trained staff. (D4)	<p>Recess provides a variety of moderate to vigorous physical activities led by trained staff. (D5)</p> <p>Recess is offered before lunchtime. (D6)</p>

# Kansas Pre-K-12 Wellness Policy Guidelines – Part 3. Physical Activity

<b>CATEGORY</b>	<b>BASIC</b> (Essential Health Needs)	<b>ADVANCED</b> (More Healthful than BASIC)	<b>EXEMPLARY</b> (More Healthful than ADVANCED)
<b>BEFORE &amp; AFTER SCHOOL</b>	<p>Daily periods of moderate to vigorous physical activity for all students are encouraged by providing adequate space, equipment and opportunities. <i>(E1)</i></p> <p>The school complies with Quality Performance Accreditation Regulation 91-31-34: <i>Local Board of Education Requirement (g) "Athletic Practice"</i></p> <ol style="list-style-type: none"> <li>1. <i>Any elementary or middle school that includes any of the grades six through nine may conduct athletic practice during the school day only at times when one or more elective academic courses or a study period is offered to students</i></li> <li>2. <i>A high school shall <u>not</u> conduct athletic practice during the school day, and athletic practice shall not be counted for credit or as a part of the school term</i></li> <li>3. <i>A school shall neither offer credit for athletic practice nor count athletic practice as a physical education course. (E2)</i></li> </ol>	<p>All elementary, middle and high schools offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. <i>(E3)</i></p>	<p>A range of physical activities are offered that meet the needs, interests and abilities of all students, including boys, girls, students with disabilities and students with special health-care needs. <i>(E4)</i></p> <p>The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work with local public works, public safety and/or police departments in those efforts. <i>(E5)</i></p> <p>Students are provided the opportunity to be moderately to vigorously physically active each day. <i>(E6)</i></p>
<b>FAMILY &amp; COMMUNITY</b>	<p>Information is provided to help families incorporate physical activity into the lives of all household members. <i>(F1)</i></p>	<p>Families and community members are encouraged to institute programs that support physical activity, such as a walk to school program. <i>(F2)</i></p>	<p>Access is provided to community members to use the school's physical activity facilities outside the normal school day. School policies concerning safety will apply at all times. <i>(F3)</i></p> <p>School resources (such as a back-pack containing physical activity equipment) are loaned to families to support their efforts to be physically active. <i>(F4)</i></p>

# Eat Smart. Play Hard. Healthy Kids Learn Better!

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[www.kn-eat.org](http://www.kn-eat.org)

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[www.bodywalk.org](http://www.bodywalk.org)

[www.powerpanther.org](http://www.powerpanther.org)

Acknowledgment: The information on pages 1 and 2 is excerpted from *Making it Happen, School Nutrition Success Stories*, United States Department of Agriculture and Centers for Disease Control and Prevention, 2005. See this publication for a complete list of references.