Guidelines and Resources for Implementing The Chicago Public Schools Local School Wellness and Healthy Snack and Beverage Policies
INTRODUCTION

The mission of the Office of Student Health and Wellness (OSHW) at Chicago Public Schools (CPS) is to remove health related barriers to learning for all CPS students. We know, and research shows, that healthy students are better learners and that the school environment plays an integral role. This includes, not only promoting wellness during the school day, but establishing healthy habits that will continue beyond a student’s time at CPS.

To support healthy school environments, the Board passed an updated Local School Wellness Policy and Healthy Snack and Beverage Policy in the fall of 2012. The policy guidelines are informed by national best practices and federal legislation. In addition, the policies were vetted by CPS parents, students, teachers, principals and many community partners, reflecting the district and the community’s commitment to setting a high bar for nutrition and physical activity in all CPS schools.

The implementation of these robust policies will be supported by LearnWELL, an initiative to improve the well-being of every CPS student by helping schools align with the updated Local School Wellness Policy and Healthy Snack and Beverage Policy. The LearnWELL toolkit is one of many ways that OSHW will support policy implementation so that every CPS student has a healthy school environment in which to learn and play. Together we can enhance students’ well-being and develop the next generation of healthy, high-achieving students. As Dr. Jocelyn Elders stated, “You can’t educate a child who isn’t healthy, and you can’t keep a child healthy who isn’t educated.”

Regards,

Chicago Public Schools
Office of Student Health and Wellness
and Nutrition Support Services
ACKNOWLEDGEMENTS

The Office of Student Health and Wellness (OSHW) would like to thank the following stakeholders for their critical role in ensuring that all students have access to a healthy school environment.

- Action for Healthy Kids
- Alliance for a Healthier Generation
- Chicago Department of Public Health
- Consortium to Lower Obesity in Chicago Children
- Healthy Schools Campaign
- Mikva Challenge

Additionally, OSHW would like to thank Dr. Jamie Chriqui, as she was integral in providing a national perspective of effective practices for wellness in schools.

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- Alliance for a Healthier Generation - healthiergeneration.org
- Chicago Department of Public Health - cityofchicago.org/health
- Consortium to Lower Obesity in Chicago Children - clocc.net
- Healthy Schools Campaign - healthyschoolscampaign.org
- Mikva Challenge - mikvachallenge.org

Additionally, OSHW would like to thank Dr. Jamie Chriqui, as she was integral in providing a national perspective of effective practices for wellness in schools.
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HOW TO USE THE LEARNWELL TOOLKIT

This toolkit was designed for School Wellness Champions. However, this toolkit can be used as a resource for any CPS stakeholder aiming to help schools become “LearnWELL.” This means assisting schools in meeting the requirements established in the Local School Wellness, Healthy Snack and Beverage and Physical Education Policies. Specifically, this toolkit can be a helpful guide for the School Wellness Champion—the school staff person who has been nominated by the principal to take the lead on implementing these policies and serve as the liaison to the CPS Office of Student Health and Wellness (OSHW).

There are three important goals for the LearnWELL Toolkit:

1. Explain and clarify each key area of CPS wellness policies.
2. Engage school stakeholders and communicate the policy requirements by providing resources and next steps.
3. Provide tools and best practices for implementing the policies.
LEARNWELL
ROLES & RESPONSIBILITIES

Becoming a LearnWELL School takes a coordinated effort. To ensure that wellness initiatives are effectively put into action and to encourage communication among school stakeholders, the Local School Wellness and Healthy Snack and Beverage Policies require distinct roles and responsibilities of the individuals and groups below.

Principal
Role: Oversee policy implementation and communicate the Local School Wellness Policy and Healthy Snack and Beverage Policy requirements to the school community.
Responsibilities
· Nominate a Wellness Champion annually.
· At a minimum, provide a quarterly report to the Local School Council (LSC) regarding school health and wellness activities (prepared by the Wellness Champion/School Wellness Team).
· Support and communicate policy requirements to students, families and the school community.

Wellness Champion
Role: The Champion is the school’s expert on health and wellness, including facilitating the implementation of the policies and programs that promote a LearnWELL school. They are the point of contact at each school for the Office of Student Health and Wellness (OSHW).
Responsibilities
· Convene or join the existing local School Wellness Team.
· In collaboration with the School Wellness Team, communicate the schools wellness efforts with the CPS OSHW by annually completing the School Healthy CPS Survey and other requested reporting.
· Attend meetings or trainings—including “Wellness Workshops” provided by the OSHW—regarding implementing CPS wellness policies and achieving HealthierUS School Challenge Certification.
· At a minimum, provide a quarterly report to the school principal and Local School Council (LSC) regarding the School Wellness Team’s activities.

For Your Information
Principals should nominate or update the school wellness champion information annually.
For questions or further assistance in nominating a Wellness Champion email studentwellness@cps.edu.
School Wellness Team

**Role:** The School Wellness Team is an essential advisory group concerned with the health and wellbeing of students and staff. These groups have anywhere from three to twenty members and should include representatives from school staff, the community, families, and students. Wellness Teams plan and implement school initiatives concerned with the health and wellbeing of students.

**Responsibilities**
- Assess the health and wellness needs of students, families and staff.
- Implement programs, activities and policy changes to meet identified needs.
- Ensure that the school is in alignment with the *Local School Wellness Policy* and *Healthy Snack and Beverage Policy*.
- Support the schools’ effort to become HUSSC Certified.
- Ensure sustainability measures around HUSSC certification and policy requirements.

Local School Council

**Role:** The Local School Council approves receipts and expenditures for internal accounts (including vending machines sales and fundraising activities for non-school organizations) and oversees the school continuous improvement plan, among other important decisions for the school.

**Responsibilities**
- Request and review a quarterly report from the Principal and School Wellness Champion/School Wellness Team regarding school wellness initiatives.
- Ensure that vendors for food and beverage items sold through vending machines meet the *Healthy Snack and Beverage Policy* nutrition standards.
- Oversee community partners who are working on school property and ensure they are abiding by the *Healthy Snack and Beverage Policy* nutrition standards and requirements.
- Include wellness goals in the school’s improvement plan, where possible.
WELLNESS CHAMPION ACTION ITEMS

Congratulations! You’ve been nominated as the School Wellness Champion. To get started see the checklist below:

- Start by asking administration and school staff about what current wellness initiatives are going on at the school.
- Convene or School Wellness Team at least quarterly.
- Complete the LearnWELL Checklist to see which criteria your school is already meeting and which areas need to be addressed.
- Complete the annual Healthy CPS Survey distributed by the Office of Student Health and Wellness. Schools must complete the survey to be considered “LearnWELL” and will receive a report back from the OSHW to help identify areas where additional support may be needed in order to be aligned with LearnWELL (and the district’s policies).
- Get your school certified. If your school is not already HealthierUS School Challenge (HUSSC) certified, working toward that certification is a tangible goal for your Wellness Team. Your principal and LSC will be interested in ensuring the school’s CPS School Progress Report shows that the school has been “Healthy School Certified.”
- Attend Wellness Workshops. These professional development sessions will provide in-person support and best practices for implementing the policies.
- Let your principal and Local School Council (LSC) know about your good work! At a minimum, ensure the School Wellness Team reports quarterly to the school principal and LSC. Every small action toward meeting the policy requirements is an important one! Make sure you are capturing it and informing school leadership about what they can do to help your efforts by regularly reporting.
LEAD WELL
BUILDING YOUR SCHOOL WELLNESS TEAM

A Wellness Team allows a diverse set of stakeholders to be engaged in LearnWELL initiatives and helps maximize wellness efforts by distributing activities amongst the group.

CPS Policy Requirement for Wellness Teams

The CPS Local School Wellness Policy and Healthy Snack and Beverage Policy require all schools to convene a School Wellness Team and report quarterly on wellness to the Local School Council. The policy also recommends that staff model healthy choices in school.

What is a Wellness Team?
A wellness team is an essential advisory group concerned with the health and wellbeing of students and staff. These groups have anywhere from 3 to 20 members and should include representatives from school staff, students, the community and families.

What are the responsibilities of a Wellness Team?
The purpose of the Wellness Team is to develop and implement an action plan around health and wellness activities and priorities that support becoming a LearnWELL school.

This includes the following:
- Becoming a LearnWELL School by aligning with the district Local School Wellness Policy and Healthy Snack and Beverage Policy.
- Assessing the health and wellness needs of the school community.
- Implementing programs, activities and policies that meet these needs.
- Helping your school to become Healthy CPS.
- Planning sustainability measures around wellness initiatives.
- Reporting your efforts to the school (Local School Council) quarterly and district (through the survey distributed by the Office of Student Health and Wellness) annually.
Who is on a Wellness Team?

There are many different ways schools may start a school wellness team. Each school should determine who the key health and wellness stakeholders are to ensure that they have a sustainable and comprehensive wellness team. Engaging a broad and diverse group of school stakeholders who are invested in improving health and wellness is key to the success of the team!

Suggested members of a wellness team include:

- Principal
- School Nurse
- Physical Education teacher
- Early Childhood representative (required where applicable)
- Parents/guardians
- Classroom teachers
- Dining Manager
- Students
- Partner Organizations

How do I form a Wellness Team at my school?

You should start forming your wellness team through the following steps:

1. The principal nominates a Wellness Champion within the school.
2. The Wellness Champion identifies key stakeholders and uses the “Wellness Team Worksheet” to brainstorm who to engage, including school health representatives (i.e. nurse), school food representatives, PE representatives, students, parents/guardians, school leadership and invites those interested to the wellness team meeting.

What are the responsibilities of a Wellness Team?

3. Convene the first wellness team meeting and present the Local School Wellness and Healthy Snack and Beverage Policy and identify school priorities of the LearnWELL initiative.
5. Report health and wellness progress to the Local School Council quarterly.

Resources Available

Wellness Champions and Teams can find more resources regarding building and sustaining a Wellness Team through the Alliance for a Healthier Generation.

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WELLNESS TEAM MODELS

As the liaison between the CPS Office of Student Health and Wellness and their school, Wellness Champions are able to communicate about priorities and opportunities. Convening a team ensures that the Wellness Team is representative of the school and gives Wellness Champions the opportunities to distribute responsibilities of meeting the policies among key stakeholders. Additionally, having other types of Wellness Teams in your school ensures that all voices are being represented and heard.

CPS Policy Requirement for Wellness Teams
For schools that have never had a School Wellness Team the Wellness Champion, nominated by the school Principal, will be responsible for developing a team in order to meet the requirements of the Local School Wellness Policy and Healthy Snack and Beverage Policy.

Youth Wellness Teams
A Youth Wellness Team is a group of passionate student leaders who promote healthy living, create and implement school health and wellness programs, develop youth leadership and amplify youth voice. While Youth Wellness Teams are highly encouraged, please note that it does not replace a Wellness Team that is representative of all school stakeholders. In schools with active Youth Wellness Teams, a representative from the Youth Team should participate in the larger school Wellness Team (facilitated by the Wellness Champion).

All students ages 12 to 18 are encouraged to start youth-led wellness teams at their school. The team actively advises school administration in shaping health policies and implementing effective school based health and wellness programs.

Why should youth get involved?
- Students provide a different perspective to the school environment
- Students get the opportunity to identify, analyze and take action on issues that affect their ability to learn
- Students are able to creatively influence health and wellness issues for sustainable change
- Students have the opportunity to gain confidence, build character and become youth activists

For Your Information
Schools that are interested in engaging students in forming student wellness teams should refer to EngageWELL, the Student Engagement section of this toolkit and the Student Wellness Team guide provided by Mikva Challenge (http://www.mikvachallenge.org/).

**Parent-Led Wellness Teams**

Parent and guardian groups have been a vital force behind initiating health and wellness programs and policies across the district. In some schools, parents and family members have already organized groups of individuals to focus on and improve health and wellness. Wellness Champions should be aware of these teams and engage at least one parent/guardian representative on the school Wellness Team.

**Why should parents get involved?**

- Parents and guardians have unique perspectives on health and wellness needs of students
- Parents and guardians can effectively support and reinforce health and wellness initiatives both in the school and in their homes
- Parents and guardians are key stakeholders in creating healthier school environments and need to be engaged in the process

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**For Your Information**

Parents and guardians interested in receiving training and strategies for forming parent-led wellness teams can receive resources and information from [Parents United for Healthy Schools](#).

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### SCHOOL WELLNESS TEAM WORKSHEET

List the Wellness Team Members you think would be experts or have interest in taking action on the categories below.

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<th>Category</th>
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<td>Healthy Celebrations, Classroom Rewards and Healthy Fundraising</td>
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<td>Physical Activity, Physical Education, Recess</td>
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<td>School Gardens</td>
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<td>Nutrition Education</td>
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<td>Healthy Snacks and Beverages</td>
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<td>Engaging Parents, Students and Partners</td>
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WELLNESS TEAM ACTION PLAN

The purpose of the Wellness Team is to assess the needs of students, families and staff and develop and implement an action plan in order to become a LearnWELL school. The main work of the Wellness Team includes:

- Aligning the school with the district Local School Wellness Policy and Healthy Snack and Beverage Policy.
- Implementing programs, activities and policy changes to meet these needs.
- Helping achieve Healthy School Certification.
- Planning sustainability measures around wellness initiatives.
- Reporting efforts to the school (Local School Council) and district.

CPS Wellness Team Action Plan

Step 1: Build Your Wellness Team
The Action Plan, found below, will help guide your efforts of building a wellness team.

Step 2: Assess Your School
The Wellness Champion will assess the current status of health and wellness in the school through completing the LearnWELL Checklist and the annual District Healthy CPS Survey.

Step 3: Create and Implement an Action Plan
The results from the checklist and survey will help identify areas of need or priority at the school. The Wellness Team should use this information to create wellness goals for the school.

Step 4: Report and tailor your efforts
A report on wellness initiatives at the school should be presented at least quarterly to the Local School Council. This is a chance to celebrate and publicize success as well as to get feedback from important stakeholders. Please see the Assessing and Reporting section of this toolkit for more information.

Wellness Team Action Plan Template
Wellness Champions and Teams can use the Wellness Team Action Plan Template, available for download on the Knowledge Center.
WELLNESS TEAM ACTION PLAN WORKSHEET

GOAL | ACTION STEPS | LEAD PERSON(S) | BY WHEN? | RESOURCES | EVIDENCE OF SUCCESS
--- | --- | --- | --- | --- | ---
Fill in based on CPS LearnWELL criteria and the school’s wellness goals. | What steps need to be taken to accomplish the goals? | Who will take responsibility to ensure steps are accomplished? | By what date will you accomplish each step for achievement? | What resources (people, tools, technical support, funding) are needed to accomplish action steps? | What evidence is needed to show policy alignment?

**LeadWELL**
The Wellness Team will meet at least quarterly and provide quarterly updates to the Principal and Local School Council regarding the school’s health and wellness initiatives and implementation of policy.

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**EngageWELL**
Schools should engage parents, students and partners in wellness activities at the school.

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<th>GOAL</th>
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<td><strong>FocusWELL</strong></td>
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<td>Schools should integrate physical activity throughout the school day outside of recess and physical education.</td>
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<td><strong>MoveWELL</strong></td>
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<td>Schools should offer health-optimizing PE classes that include life-skills and health education for at least 30 minutes daily. 2/3 must be spent on moderate to vigorous activity.</td>
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<td><strong>PlayWELL</strong></td>
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<td>Elementary and Middle Schools must provide 20 minutes of active recess daily and schedule it before lunch whenever possible.</td>
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<td><strong>EatWELL</strong></td>
<td><strong>Schools must integrate nutrition education into every grade level in K-8 schools, two grades in middle school, and two courses required for graduation in high schools. Nutrition education should also be provided in the dining center.</strong></td>
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<td><strong>DineWELL</strong></td>
<td><strong>Schools must follow nutrition guidelines for food or beverages sold on school grounds including: Vending machines, school stores, à la carte. Foods may not be sold in competition with the National School Meal Program.</strong></td>
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<td><strong>CelebrateWELL</strong></td>
<td><strong>Schools must submit a Healthy Fundraising and Celebration Plan or follow the district plan, which limits unhealthy celebrations to a maximum of 2 per year.</strong></td>
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### FundraiserWELL

Schools must submit a Healthy Fundraising and Celebrations Plan or follow the district plan. Schools should strive for non-food fundraisers. When fundraisers include food, ensure that it is healthy and not sold in competition with school meals.

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### RewardWELL

School staff is required to reward students with non-food items. It is prohibited to withhold physical activity or food as punishment and to give physical activity as punishment.

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### StartWELL

Schools that have pre-k programs should align to the StartWELL criteria.

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## GrowWELL

Schools that have gardens should ensure the garden is maintained and integrated into the school environment. School should have a garden team and have a representative on the School Wellness Team.

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ASSESSING AND REPORTING SCHOOL WELLNESS EFFORTS

The CPS Local School Wellness Policy requires schools to report their health and wellness efforts at least quarterly.

Communicating school progress on action plan activities to your Local School Council (LSC) and the district (via the Healthy CPS Survey) positions your school to receive resources and support to improve your health and wellness efforts. In addition, the LSC can make better informed decisions regarding health and wellness efforts to support your work.

Reporting to the District and the Local School Council

Quarterly: Submit a report that details updates related to your Wellness Team Action Plan to your principal, which in turn should be shared with the school’s Local School Council (LSC).

Annually: Each school should complete the annual Healthy CPS Survey administered by the Office of Student Health and Wellness (OSHW).
PHYSICAL ACTIVITY

The Centers for Disease Control and Prevention (CDC) recommend children and adolescents spend at least 60 minutes per day engaged in physical activity in order to achieve and maintain optimal health and well-being.1 Beyond the obvious health benefits, physically active students are better learners. Research shows that increasing physical activity in school can positively affect students’ academic performance, attendance and on-task behavior.2

Integrating physical activity into the school day has many positive effects on students’ health and their ability to learn. Below are some examples:

- Physical activity increases blood flow to the brain, which needs more oxygen than any other part of the body.
- Physical activity is a tool for differentiating instruction, engaging all learners and anchoring learning concepts. Up to 85% of school-aged children are predominantly kinesthetic learners.3
- Physical activity reduces student stress and anxiety.
- Physically fit students perform better on standardized tests.
- Physical activity can reset student focus during longer learning blocks. Brain function goes down after sitting for 20 minutes.
- Physical activity that includes cross lateral movement improves brain function.
- Aerobic physical activity grows brain cells.

60 minutes of physical activity per day: Comprehensive School Physical Activity Program

In 2013, the CDC recommended4 that all schools should develop a Comprehensive School Physical Activity Program (CSPAP), an approach that uses multiple components to achieve a school culture that contributes to increasing student physical activity. Let’s Move Active Schools, Michelle Obama’s active schools initiative, identifies five components for CSPAP: 1) physical education, 2) physical activity during school, 3) physical activity before and after school, 4) staff involvement and 5) family and community

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Physical Education Class

Physical Education (PE) is the foundation of a comprehensive physical activity program. Other programs such as recess and physical activity in the classroom should NEVER replace PE. Please refer to MoveWELL, the PE chapter of this toolkit, that outlines the major goals for a quality PE program.

Physical Activity during the School Day

Recess

Recess is not just free time; it is free time with a purpose. CPS requires 20 minutes of recess daily for elementary students and recommends that it is scheduled prior to lunch. For more information on recess, please see PlayWELL, the recess chapter of this toolkit.

School-Wide Activity

The first 10-15 minutes of the day are an excellent time to engage in movement as a whole school community. Movement first thing in the morning:

- Prepares the mind and body for learning.
- Sets the tone for an active day.
- Builds physical activity habits for a lifetime.

There are many different ways to start a morning movement program at your school, including:

- The PE teacher calling out fitness routines during morning announcements.
- The PE teacher preparing fitness stations on the blacktop, in the gym or even the cafeteria.
- Teachers and/or school staff leading students through a simple exercise routine or put on a video for students to follow.

Physical Activity in the Classroom

Including physical activity in lessons, procedures and routines is an excellent strategy that will help teachers achieve many of their goals and objectives in the classroom. Physical activity can create positive classroom community, reduce student stress and anxiety, and serve as a tool to engage all learners in the curriculum.

Physical activity in the classroom will be most successful if procedures are taught prior to beginning the activity. Procedures for movement activities must be clear, structured, taught to the students and practiced over time. For example, it is important to teach the students a clear start and stop cue such as “go”, and say “freeze”.

Comprehensive School Physical Activity Program Resources

Additional Comprehensive School Physical Activity Program resources can be found through the Centers for Disease Control and Prevention.

IDEAS TO INCORPORATE MOVEMENT IN THE CLASSROOM

Focus reset, or brain breaks: Reenergize students with 2-5 minutes of physical activity. Try some of these ideas to refocus students.

Beach Ball: Students pass a balloon or beach ball between them and whenever the ball/balloon hits the ground, students do 10 jumping jacks.

Balancing Act: Students walk around the classroom balancing a paper plate on their head.

Stand-up/Sit-down: Students are given a cue to listen for, such as an initial consonant sound or part of speech. When the teacher reads a passage, students respond to the cue by standing up. When they hear the cue again, they will sit down. Repeat as many times as the cue is said.

Thumb and pointer switch: Students extend right pointer finger and do a “thumbs up” with their left hand. When the teacher calls “switch”, students switch hands.

Integrating physical activity across the curriculum: Physical activity is a great instructional tool to get and keep student attention and to anchor learning with experience.

Count and Jump: Practice counting or multiplication tables by having students jump for each number.

Gallery Walk High and Low: Set up stations for students to work at, but put one up high and the next one low on the ground so that they move up and down throughout the class.

Corners: For lessons that include discussions, assign different topics to corners of the room and have students choose a corner that represents their opinion.

True or False: Review content by assigning a cardio movement to “true” statements, and a strength movement to “false” statements. The teacher reads a statement and the students respond with the appropriate movement.

Increasing Heart Rate: Aerobic activity primes the brain for learning. Doing moderate to vigorous physical activity before a test or other challenging learning experience can improve student performance.

Morning Jog: Students jog in place while doing activities signaled by the teacher, such as wiggling their fingers, putting their arms over their head, wiggling their wrists, etc.

Act it Out: Teacher reads sentences to the class and students act out each sentence for 30 seconds. For example, “jog in place as if a big scary bear is chasing you,” “jump in place as if you are popcorn popping,” and “shake your body as if you are a wet dog.”

Work it Out: Do each of the following for 10 reps: 1) march in place, 2) face chair, tap toes on chair, 3) feet together and hop side to side and 4) sit on chair and stand up.

Help teachers include more movement into their lessons. See the flier at the end of this section and distribute it to your school staff for movement integration in the classroom.
IDEAS TO INCORPORATE PHYSICAL ACTIVITY IN HIGH SCHOOLS*

In-Class Physical Activity Ideas for High Schools
Teachers are encouraged to incorporate physical activity into their lesson plans. Below are ideas for activities that integrate movement.

Classroom Physical Activity Calendar
As a group, students will provide ideas for completing a monthly “Classroom Physical Activity Calendar.” Once the calendar is complete, the teacher will post the calendar in the room and/or provide each student with a copy of the calendar. Students will participate in the classroom physical activities according to what is listed on the calendar.

Variation: The number of activities, time allocated to activities, number of days per month can vary based on teacher preference.¹

Opposite Hunt
Divide the class in half. Half of the class writes a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student. The students must move around the classroom and match the word with the definition. Try math problems and solutions as well.

Deep Breaths Tradition
Make it a classroom tradition to take 3 deep breaths, each held for 3 seconds, before a big test or a presentation.

Breathing Deep
Host a “break” for breathing. For 6 total breaths, have students: Breathe in slowly (4 count), hold for 4 seconds, breathe out slowly (4 count) and hold for 4 seconds.¹

Calm Down
Lead students in stretches to help loosen up tension. Have students hold each stretch for 15-20 seconds²:

- Reach for the sky
- Touch toes
- Arm circles
- Neck circles
- Knee to chest
- Quad stretch, etc

Gallery Walk
Tape large worksheets on wall with markers throughout the classroom. Students move from worksheet to worksheet and answer the different questions. You can adjust this exercise so that sheets are placed at different levels in the classroom, requiring students to stretch and/or bend.

No Stress Test
Make it a classroom tradition to have a 2-5-minute walking break before a test to help everyone unwind and relax.²

Quiz Me
While reviewing for a test, ask the students a series of true-or-false questions. If the question is true students should jump in place for 15 seconds. If it is false they should touch their toes. The physical activity can change as desired (i.e. mini jumping jacks, knees to chest).

Walk and Talk
Break students into groups of 2 or 3, and assign a topic related to a current lesson plan that students need to discuss while taking a 5-minute walk. They should report their discussion back to the class.

Rock-Paper-Scissors with Feet
Have students stand up and pair up. Rock is with the feet together. Paper is with the feet spread apart. Scissors is placing the feet in a crisscrossed position. To start, jump and count: 1-2-3 go.

Play Cards
Using a deck of cards, assign an activity to each of the four suits (ex: jumping in place, running in place, sit-ups, squats). Pass out a card to each student and have them do the corresponding activity for that suit for 20 seconds. Have students pass their cards to their neighbor and repeat for 5 passes. Add a twist: have students perform the activity the number of times designated on the card.

Shake It
Students remain seated and raise their hands in the air. Get out any jitters and have them start by shaking their:
- Right hand 10 times
- Left hand 10 times
- Left foot 10 times
- Right foot 10 times
Repeat counting down the number of shakes from 9-1. Speed up or slow down the counting to keep it interesting.

Promote an Active High School Community
It is important to involve the entire school community in physical activity including students, staff, parents and guardians. Some ideas include:
- Hold a walking and/or biking to school competition. Celebrate the winning students, homeroom class, or grade level with a dance party in the gym.
- Create a list of 60-second physical activities and make weekly PA announcements for the entire school to participate.
- Plan a 3K Walk/Run as a school fundraiser. Offer students Service Learning Hours for their help in planning the event.
- Host a Wellness Fair filled with physical activities (Zumba, Yoga, Pilates, Salsa Dance, Aerobics, etc).
- Celebrate class successes and reward positive student behavior with open gym time or a monthly dance class in the gym.
- Organize a students vs staff sports or obstacle course competition. This can also be used as a fundraiser.

TIPS FOR INCORPORATING PHYSICAL ACTIVITY INTO THE SCHOOL DAY

**Make it intentional.** Put physical activity into classroom lesson plans. Plan a focus reset each time you transition to a new subject or activity. Aim for at least one movement activity in the morning and one in the afternoon.

**Make it fun.** Movement can be a great way to build community in the classroom, especially if the teacher participates with the students.

**Make it routine.** Just like any other classroom routines, procedures for including movement in the classroom need to be taught and practiced.

**Include student choice.** Students are more likely to participate if they have some involvement in choosing or leading the activities.

**Track your progress and create an incentive.** Use a physical activity tracker chart. Challenge a neighboring classroom to see who can do more physical activity in one week.

**Use transition times for opportunities to do activity.** Instead of just waiting in line, do a wall sit or balance on one foot. Jump or crab walk to the rug instead of walking.

**Physical Activity Before and After School**

Physical activity should continue beyond school hours. One great way to include physical activity before or after school is to encourage active transportation that is safe and supervised. The *Local School Wellness Policy* encourages schools to promote and support walking or biking to and from school.

These local and national resources can assist schools in planning and promoting safe walking and biking for students.

- **Active Transportation Alliance** is an OSHW Food and Fitness partner and expert for developing Safe Routes to School plans in local communities.
- **Safe Routes to Schools** programs work to improve the health and well-being of children by enabling and encouraging them to walk and bicycle to/from school.
- **Walk Bike to School** helps promote active transportation through national walk and bike to school days.

**Staff Involvement**

It is essential to have staff involvement for a Comprehensive School Physical Activity Program. Staff buy-in and investment can create a school culture that promotes movement throughout the school day. School staff can also be positive role models for students by participating in physical activity with students and demonstrating their own commitment to physical activity. Try including physical activity during staff meetings or professional development sessions.

**Family and Community Involvement**

Incorporate movement activities into family and community nights or events to support bringing physical activity from the classroom to the home.

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INTEGRATING PHYSICAL ACTIVITY INTO THE CLASSROOM

Cross lateral movement improves brain function
85% of students are kinesthetic learners
Research shows that physically fit students may perform better on standardized tests

**AEROBIC ACTIVITY CAN GROW BRAIN CELLS**

Physical activity breaks up longer learning blocks
20 MIN Brain function goes down after sitting for 20 minutes
The brain needs more oxygen than any other part of the body

Follow these tips for integrating physical activity in the classroom successfully.

**Space**
- All movement should be able to be performed in a medium to small space and be classroom appropriate.
- Every student should stay in his/her personal space during the activity (unless clearly stated otherwise).
- Modify familiar movements to accommodate a smaller space, e.g., mini jumping jacks or desk push-ups.

**Transition Back to Traditional Learning**
- **Movement Cues:** Develop a routine with your students that includes clear start and stop cues, such as “go” and “freeze.”
- **Transition routine:** Have a routine that signals the transition back to traditional learning. For example: the teacher calls out an action and the class responds with 3 of that action; 3 claps, 3 deep breaths, etc.
- **Anchor with a calm movement:** Before sending students back to their desks, anchor the experience with a calming movement. For example: butterfly breaths, yoga pose, tiptoe back to their desk.
Physical Activity Resources
See resources provided below for assistance with incorporating physical activity into your school:

**ABC Fitness** provides a guide for classroom-based physical activities for grades K-5 broken-up into different subject areas and grade bands.

**Active Transportation Alliance** provides resources and sample lesson plans to promote physical health and protect the environment through sustainable transportation.

**JAM School Program** brings physical activity and health education into the classroom and offers free wellness resources for schools.

**K-5 Energizers** helps teachers integrate physical activity with academic learning.

**Math Middle-School Energizers** provides ideas for classroom-based physical activity and ways teachers can integrate physical activity within academic concepts.

**Math and Movement** provides resources for using movement as a component of math curriculum that can help kids learn more, retain more and gain valuable basic skills while engaging in physical activity.

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PHYSICAL EDUCATION

CPS aims to develop physically literate individuals who have the knowledge, skills and confidence for academic success and lifelong health. Physical education is recognized by CPS as a core curricular class that is a foundation for health and academic achievement.

CPS Policy Requirements for Physical Education

**CPS PE Policy**
Elementary schools must provide daily physical education in grades K-8 for a minimum of 30 minutes daily or the equivalent of 150 minutes per week. High schools must provide daily physical education in the same time increments as other courses in grades 9-12.

**Local School Wellness Policy**
The Local School Wellness Policy creates standards to ensure each student receives quality health-optimizing PE instruction as part of their CPS education. The policy requires that the majority of PE class time is spent in moderate to vigorous physical activity (MVPA).

What are the characteristics of quality Physical Education?
The CDC identifies four main areas of focus to ensure a high quality PE program is being implemented. These four areas are:

1. Curriculum
2. Policies and Environment
3. Instruction
4. Student Assessment

**Curriculum**
- Utilization of the CPS PE Scope and Sequence and Framework in lesson planning. The CPS Scope and Sequence and Curriculum Maps can be found by school staff on the Knowledge Center (kc.cps.edu)
- Inclusion of a variety of motor skills designed to enhance physical, mental and social/emotional well-being
- Promotion of regular amounts of physical activity now and throughout life
- Provides opportunities for students to practice social and cooperative skills

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Policies and Environment
- Adequate instructional time provided in school schedules in accordance with the CPS PE Policy
- All classes taught by qualified Physical Education teachers
- Reasonable PE class sizes that are comparable to other subject areas and in alignment with the Chicago Teachers Union Collective Bargaining Agreement
- Safe, functional equipment and facilities provided for PE class

Instruction
- Inclusion of all students in classroom activities
- Adaptations of lessons and activities for diverse learners
- Opportunities for students to be physically active most of class time
- Well-designed lesson plans with clear learning objectives
- Out-of-school assignments provided to support learning
- Physical activity participation is not given or withheld as a punishment

Assessment
- Instruction is informed by regular and varied assessments. Sample assessments can be found on the Knowledge Center (kc.cps.edu)
- On-going opportunities for students to self-assess and practice self-monitoring
- Communication of assessment results with students and parents/guardians
- Clearly defined grading criteria based on instructional objectives, that are objective in nature

What strategies can be used to meet the MVPA Wellness Policy requirement?
The Office of Student Health and Wellness (OSHW) suggests employing strategies to increase the amount of time students spend engaged in MVPA while participating in PE class. This can be achieved in many ways including:
- Modifying traditional games to make them more active
- Avoiding elimination games
- Starting class immediately with an active warm up while doing procedures such as attendance during this time
- Establishing procedures to minimize management time
- Keeping “talk time” to a minimum and giving clear and quick instructions
- Ensuring adequate equipment and facilities so students do not have to wait for turns
- Creating active transitions between activities

For Your Information
For more information related to implementation of the CPS Physical Education Policy, please refer to the PE Manual, found on the PE Page of the Knowledge Center (kc.cps.edu).

ADDITIONAL PE RESOURCES

CPS Physical Education Scope and Sequence
The Scope and Sequence, which launched in February 2013, serves as a curriculum roadmap for PreK-12 physical education. It also serves as a guide that illustrates the range of topics and skills to be taught as well as their appropriate sequence. The Scope and Sequence can be modified to meet the needs of each CPS school's student body and personnel as well as issues with facilities and equipment.

CPS Physical Education Curriculum Framework
In the Fall 2014 CPS released K-12 Curriculum Maps that provide a framework for physical educators to plan their instruction by including student learning objectives, learning standards, suggested activities and suggested assessments.

CPS Physical Education PE Policy Manual
The PE Policy Manual is intended to guide administrators and physical educators on how to implement the CPS Physical Education Policy. The manual can be found on the PE Page of the Knowledge Center.

REACH Assessments
Physical Education REACH assessments are required for all CPS teachers in every subject area. CPS PE teachers developed the pre- and post-skill assessments that are to be conducted at the beginning and the end of the school year as a measure of student growth. PE teachers can find detailed information, instructional videos and materials regarding REACH assessments on the CPS Knowledge Center.

The Movement Movement: A Strategic Plan to Strengthen Physical Education in Chicago Public Schools
The CPS mission is to create a system of schools that prepares every student in every community to succeed in college, career and life. Health and education research point to a clear relationship between academic achievement and health. As the nation's third largest school district, CPS recognizes that it can be a model for the nation in delivering programs that maximize the intersection of education and health.

Physical activity is an important contributor to health, and in turn, physical education is a critical element to ensuring that children learn to practice and enjoy physical activity, helping them to establish the foundation for an active and healthy life.

This report reflects the collaborative efforts of CPS and local organizations including the Consortium to Lower Obesity in Chicago Children (CLOCC) working to ensure that CPS students have access to high quality physical education and other opportunities for physical activity throughout the school day.

Download The Movement Movement report on the Knowledge Center.

Contact Us
For more information regarding CPS Physical Education, refer to the PE Page on the Knowledge Center or email physicaleducation@cps.edu.
PLAY WELL
RECESS

Providing opportunities for recess during the day increases the likelihood that children will be successful in school and fosters the physical and social development of children. Recess should be a valued and seamless part of the school day that engages all students and requires commitment from all staff.

CPS Policy Requirements for Recess

The Local School Wellness Policy requires minimum of 20 minutes of daily recess for all CPS elementary schools, middle schools and elementary grades of K-12 schools. It is recommended that recess is offered before lunch.

What is high quality recess?

Recess is a non-instructional activity during the school day that provides students the opportunity to engage in physical activity as well as activities that promote social development. Recess may include structured activities, organized games, fitness activities and/or free play but may not be instructional in nature.

Strategies for implementing high-quality recess

- Offer recess for a minimum of 20 minutes daily before lunch.
- Recess supervisors should be trained and engaged. Ensure that your recess supervisors attend trainings provided by the Office of Student Health and Wellness (OSHW).
- Establish and maintain daily recess procedures. Similar to the classroom, students should learn procedures for recess. Recess is a collective responsibility and all school staff can help support recess by continuing to use themes for conflict resolution on the playground throughout the school day.
- Students will thrive in an organized recess environment, especially when there is some amount of choice built in. Organize recess so that students have defined and specific choices in games.
- Establish school-wide positive behavior expectations for recess and beyond. Check out the CPS Positive Behavior Support website for more strategies.
**Recess should not be withheld as punishment**

Recess is viewed as a necessary and foundational component for all children—students should not be denied recess because of behavior in class or so they can complete class work as punishment. Alternatives for withholding recess as punishment include:

- Focus on positive rewards rather than punishment, such as offering extra recess for good behavior
- Have students do service learning rather than participate in recess
- Limit students’ game or activity choices during recess
- Complement physical activity and instruction children receive in PE with recess. The primary goal of PE is to help students acquire the knowledge, skills and confidence needed to engage in physical activity throughout their lifetime. Recess is an ideal setting for students to practice and reinforce skills and concepts taught during PE classes whenever possible.

**Aim to schedule recess before lunch**

Recess should be scheduled before lunch. Studies and pilot programs, such as the Montana Office of Public Instruction School Nutrition Programs pilot program, indicate that recess before lunch can result in the following benefits:

- Less food wasted by students
- Increased nutrient intake (increased consumption of milk and food)
- Students are less inclined to rush to finish their lunch
- Improved student behavior on the playground, in the cafeteria and in the classroom
- Students are calmer and more focused upon returning to the classroom

**Creating an Organized Recess Plan**

Elementary schools should develop a recess plan that outlines all logistics and procedures of their recess program. The plan should include the following:

- Supervision schedules
- Supervisor roles and responsibilities clearly defined
- Transition protocols
- Clear procedures for minor injuries or bathroom/water breaks
- Indoor recess plan

In addition, schools should also create a Recess Command Center, which can be a centrally located bulletin board that outlines recess expectations and procedures for all students, staff, and parents. The Recess Command Center should include:

- Recess schedule
- Location of recess (whether indoor or outdoor)
- Goals of recess
- Activity zones and options for games to play during recess
Bright Ideas for CPS Schools: Recess in Practice

**Supervision**

Peterson Elementary — a CPS school — works with Playworks, a non-profit organization, to provide a trained recess coordinator. Education support staff (ESPs), caregiver volunteers and ancillary teachers also serve as recess supervisors. There is one lead at every recess; the lead has a walkie talkie that allows him/her to communicate with the principal, AP, clerk and security as well as a clipboard with misconduct and injury reports.

**Expectations/Setting the Tone**

Universal expectations for classroom time, recess and lunch are taught during the first two weeks at Peterson. During the first two weeks, the principal and the assistant principal are at recess everyday reinforcing expectations for students and modeling behavior for supervisors. During advisory, teachers cover problem solving with students and frequently discuss recess during that time.

**Training**

The school’s recess coordinator provides students, supervisors and teachers with training on new activities throughout the year. They also provide training to student junior coaches, who also help facilitate recess activities. The principal and assistant principal monitor recess throughout the school year and supervisors are provided with additional training on an as-needed basis.

**Resources**

The PE teacher helps coordinate recess resources. Crates with equipment (balls, jump ropes, cones, etc.) are available during recess and supervisors set up and host stations.

**Challenges**

While students go outside for recess nearly every day, indoor recess with about 200 students at one time is a challenge. Initially, there was a spike in incidents on indoor recess days. However, the school worked with their coordinator and supervisors to reduce the number of incidents through various strategies, including introducing students to new indoor activities every two weeks.

**Benefits**

With recess, students are more focused in the afternoon and they learn to play and problem solve with their peers. Student leaders are also developed through recess implementation. Students, teachers and caregivers rave about recess at Peterson.
# CPS RECESS WEATHER GUIDELINES

Outdoor recess allows children to get fresh air, provides an opportunity for children to engage in moderate to vigorous physical activity and gives students more activity options than most indoor spaces. Recess Weather Guidelines are as follows:

## Cold Weather Guidelines

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<th>Weather</th>
<th>Recess Held:</th>
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<tr>
<td>Above 32°F with or without wind chill</td>
<td>Outdoors</td>
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| Principal Discretion based on the following:  
  - Precipitation: Snowy and icy conditions should be evaluated for student safety and attire.  
  - Student preparedness: Students should have appropriate outdoor attire to stay warm and dry during recess.  
  - Playground safety: The playground equipment and surface (i.e., icy conditions) should be evaluated to determine whether students can safely play outdoors. |
| 15°F to 32°F with or without windchill | Outdoors |
|  Below 15°F with or without windchill | Indoors |

## Warm Weather Guidelines

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<th>Weather</th>
<th>Recess Held:</th>
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<td>Heat index of 90°F or below</td>
<td>Outdoors</td>
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| Principal discretion. However, schools should exercise the following precautionary measures if holding recess outdoors:  
  - Activity level: Students should participate in only light to moderate physical activity.  
  - Student preparedness: Students should wear appropriate attire during warm weather. It is recommended that students wear sunscreen when outdoors.  
  - Playground equipment: The playground equipment and surfaces should be checked prior to recess. Supervisors should ensure that students do not play on equipment that is extremely hot to the touch.  
  - Water access: Students should have access to water before and/or after recess. Additionally, students who show any signs of heat exhaustion or a heat-related illness (i.e., heavy sweating, weakness, muscle cramps, nausea, weak pulse, clammy skin, etc.) should be provided with immediate access to water. |
| Heat index between 91°F and 94°F | Outdoors |
| Heat index above 95°F | Indoors in a cool location |

## Space and Equipment

Ideally, recess should take place outdoors on school grounds as weather, space and safety permit. In all cases, the school administration must consider the safety of children during recess. Schools can utilize playgrounds as well as pavement and grass spaces on school grounds.
EAT WELL
NUTRITION EDUCATION

By including lessons about nutrition in core curriculum, schools can impact students’ decisions about healthy eating throughout their lifetime and reinforce other school wellness activities.

CPS Policy Requirements for Nutrition Education
- All students K-8 must receive nutrition education at all grade levels
- Middle Schools must provide nutrition education in at least two grade levels
- High Schools must provide nutrition education in two required courses

What is Nutrition Education?
Nutrition Education is a planned, sequential, K-12 curriculum or supplemental education program that addresses physical, mental, emotional and social dimensions of health related to nutrition. Nutrition Education should be incorporated into core subjects and multiple settings throughout the school (i.e. dining center, school garden, classroom).

Where should Nutrition Education take place?
Nutrition Education should be integrated into multiple channels, including but not limited to:
- Classrooms: Teachers can provide nutrition education lessons, handouts and worksheets; display posters; or conduct class discussions and presentations.
- Dining Centers: Dining center staff can display posters; feature a food of the month or menu item of the week; and conduct taste tests with students.
- School Gardens: Students can learn how food grows; garden harvest can be served in dining centers (Eat What You Grow certification is required - See GrowWELL toolkit section); and garden harvest can facilitate taste tests with students.
- Family Outreach: Develop a health corner of the school newsletter or host a school health and wellness fair; conduct taste tests with parents/guardians (see below).
Why should family outreach occur?

Parents and guardians play a vital role in the development of students’ eating habits both in and out of school. In order to develop and support student nutrition, schools should engage parents and guardians in creative ways such as:

- **Health Corner of the Parent Newsletter:** Dedicate a section of the school newsletter to communicate health and wellness initiatives that the school is undertaking. Suggest ways parents and guardians may get involved in school health and wellness so that they can encourage and reinforce healthy behaviors at home.

- **Cooking Demonstrations and Classes:** Reach out to community partners or local chefs that provide nutrition education classes and ask them to provide a class or cooking demo for a parent/guardian meeting.

- **School Health and Wellness Fair:** Host a wellness fair at your school to promote community services and resources that are available for your students and families. This can engage both students and families in wellness practices outside of school hours, as well build relationships with families.

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**Nutrition Education Resources:**

**HealthTeacher.com:** [www.healthteacher.com](http://www.healthteacher.com)

A FREE online classroom resource of health education tools including lessons, interactive presentations and additional resources to integrate health into any classroom. Lessons are comprehensive and aligned with Common Core standards and National Health Education Standards.

1. Go to [www.healthteacher.com/activate](http://www.healthteacher.com/activate)
2. Activation code is CPS-1
3. Create account

**MyPlate**

Materials designed for children ages 2-5 and ages 6-11 including: coloring sheets, recipes, sample menus, posters, tips for families, MyPlate webgame and materials in Spanish.

**USDA Team Nutrition**

Resource library for grades 1-5 including: lesson plans that align with core subjects, nutrition songs/music, posters, webgames, caregiver resources and materials in Spanish.

**Kids Health in the Classroom**

Teacher’s guides for grades: PreK-2; 3-5; 6-8; and 9-12. Lessons are divided into three categories: Human Body, Health Problems and Personal Health. Topics include: alcohol, tobacco, drugs, emotions, behavioral health, infections, diseases and conditions.

**USDA Team Nutrition**

Free USDA Team Nutrition materials that can be ordered and delivered to your school including: posters, handouts, curricula and food service materials.

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DINE WELL
HEALTHY SNACKS AND DRINKS

Availability of chips, candy and sugary drinks during the school day can affect concentration in the classroom and decrease student consumption of healthful foods such as fruits and vegetables. Calories from snacks and beverages purchased from vending machines, à la carte or school stores often replace nutrient-dense meals available to students in the school dining center and provided by parents and guardians. It is important that vending machines are appropriately placed within the school building and that food and drinks sold through these venues meet the Healthy Snack and Beverage Policy nutrition requirements.

CPS Policy Requirements for Snacks and Drinks

The Healthy Snack and Beverage Policy requires that all foods and drinks sold on school grounds, including items in vending machines, à la carte and school stores, meet the nutritional criteria outlined in the policy (see below).

Snack Criteria
- No more than 35% of total calories from fat per serving
- Zero trans fat
- 10% or less of total calories from saturated fat
- Total sugar must be at or below 35% by weight
- Less than 230 mg of sodium for a snack or side dish

Snack portion sizes
- Elementary: 150 calories
- High School: 200 calories
- Canned fruit must be packed in juice or light syrup
- Dried fruit and nut snacks are exempt from the “less than 35% of total calories from fat” rule, but must meet all other requirements

Drink Criteria
- Low-fat or fat free milk
- Milk limited to 8 ounce portions
- Fruit and vegetable juices must be 100% juice with no added sweeteners
- Plain water
- 100% juice serving size requirements:
  - Elementary: 6 ounces
  - High School: 8 ounces
HEALTHY SNACK AND DRINK IDEAS

**Snacks**

**Fruits & Veggies**
- Prepared fresh vegetable tray with low-fat dressing and/or hummus for dipping*
- Prepared fresh fruit tray with low-fat yogurt for dipping
- Washed, uncut whole fruits like oranges, apples, pears and bananas
- Individual fruit cups packaged in 100% juice (calories should not exceed 150 for elementary students, 180 for middle school students and 200 for high school students)
- Fruit parfaits — With adult assistance, allow students to dish up their own choice of washed, uncut fruits like berries, canned pineapple, low-fat yogurt and whole grain granola
- Mini Fruit Kabobs — Give each student a bowl of washed, uncut fruit like berries, grapes and canned pineapple and a few toothpicks in order for students to make mini fruit kabobs by putting the fruit on their toothpicks in colorful patterns
- Wacky Bananas – Provide students with their own banana and a dish of “decoration” such as whole grain rice cereal, coconut flakes, dried fruit and invite students to “decorate” their bananas before they eat them

**Low-fat or Non-fat Dairy**
- Individual cups of low-fat plain or flavored yogurt (calories should not exceed 150 for elementary and middle school students and 200 for high school students)
- Individual serving of light (reduced fat, low-sodium) cheese, such as string cheese or Mini Babybel*

**Whole Grains**
- Whole grain snacks should have “whole grain” listed as the first ingredient, such as “whole wheat” or “whole corn”
- Whole grain animal crackers and cups of no-sugar added applesauce for dipping
- Whole wheat pretzels with mustard
- Baked, whole grain corn or grain chips can be served with guacamole or other low-fat bean dips
- Prepared popcorn (such as Trader Joe’s Kettle corn, or Skinnypop)*
- 100 calorie granola bars or granola thins
- Whole Grain Graham Cracker Sandwiches — Allow students to build their own sandwich out of whole grain graham crackers, nut butter, low-fat cream cheese and/or honey*
- Whole grain crackers such as Wheat Thins, whole grain Goldfish and reduced fat Triscuits*

**Dried Fruit and Nuts**
- Trail mix or dried, unsweetened fruit and nuts, sodium should not exceed 230 calories
**Drinks**
- Cold, refreshing water
- Make it fun for students to drink their water by having options of fresh fruit and vegetables, like cucumber, mint, strawberries, lemon and lime to add to their cups or water bottles and allow them to create their own flavors.
- 6 ounce 100% juice boxes or bottles
- 6 ounce low-sodium vegetable juice cans
- 8 ounce 1% or skim milk boxes, plain or flavored — sugars should not exceed 22 grams
- 8 ounces soy or rice milk substitutes, plain or flavored — sugars should not exceed 22 grams

* Any reference to name brands included on this document is strictly an example for the convenience of teachers, staff and parents/guardians in choosing approved foods and beverages for students. Such references are not an endorsement or suggestion of Chicago Public Schools.

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**For Your Information**

In order to ensure food safety, CPS follows Illinois Public Health guidelines that require that all foods and beverages served to students at school should not be prepared in private homes and should be pre-packaged or prepared by a certified food handler. To comply with **CPS Food Allergy Policy** snacks and beverages served to students should, whenever possible, have a nutrition label to ensure students, teachers, staff and parents/guardians are aware of the ingredients being served to students.
# SNACK AND BEVERAGE VENDING

According to United States Department of Agriculture and district rules, elementary, middle and high schools must meet the following guidance below for vending machine operation.

## Grade Level Vending Machine Operation

<table>
<thead>
<tr>
<th></th>
<th>Elementary &amp; Middle Schools</th>
<th>Snack Vending</th>
<th>Beverage Vending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permitted</td>
<td></td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Machine Placement</td>
<td>Snack vending should not be available to students anywhere on school grounds during the school day.</td>
<td>Beverage vending machine placement at principal discretion.</td>
<td></td>
</tr>
<tr>
<td>Nutrition Requirements</td>
<td>Snack vending should not be available to students anywhere on school grounds during the school day.</td>
<td>Low-fat milk — not to exceed 8 oz.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% juice — not to exceed 6 oz.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Water (no flavor, sweeteners, or caffeine)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>High Schools</th>
<th>Snack Vending</th>
<th>Beverage Vending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permitted</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Machine Placement</td>
<td>Snack vending machines should not be in the dining center and must be at least 100 feet from the meal service line.</td>
<td>Beverage vending machine placement at principal discretion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ALL snack machines should be turned off during meal service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition Requirements</td>
<td>Snacks sold in vending machines should meet the Healthy Snack and Beverage Policy requirements.</td>
<td>Low-fat milk — not to exceed 8 oz.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% juice — not to exceed 8 oz.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Water (no flavor, sweeteners, or caffeine)</td>
<td></td>
</tr>
</tbody>
</table>
Vending Products Available to CPS

**Beverages**
Current vendors do not offer milk vending and cannot provide juice in the permissible sizes (6 oz. for Elementary, 8 oz for High Schools). As a result, schools that have beverage vending have two options under the *Healthy Snack and Beverage Policy* until further notice:

- **Turn off beverage vending machines** until they can be replaced. Schools across the country are adopting similar serving size standards for beverages. Vendors are expected to adjust serving sizes based on this shift.
- **Restock beverage vending machines with only water.** This provides students with accessible water throughout the school day and can provide continued revenue from beverage vending machines. It is recommended that all vending machines are restocked with water at the same time/day.

**Snacks (High School Only)**
High Schools are responsible for ensuring that the food in school vending machines meet the nutrition requirements of the *Healthy Snack and Beverage Policy*. Principals, school staff and students should make clear to snack vendors that ONLY food products that meet these standards are to be made available to students in vending machines. For a list of available products to request from snack vendors, please refer to the *Healthy Snack List*. 
## HEALTHY SNACK LIST

### Chips
- Athenos Pita Chips (Whole Wheat)
- Skinny Pop Popcorn (Snack Size)
- Baked Naturals Cracker Chips (Simply Multigrain)
- Baked Regular Potato Crisps
- Baked Regular Ruffles Brand Potato Chips
- Baked Tostitos Original Bite
- GeniSoy Soy Crisps (Deep Sea Salted)
- Popchips
  - Parmesan Garlic
  - Sweet Potato
  - Sea Salt and Vinegar
  - BBQ
  - Sour Cream and Onion
  - Original
  - Snack Factory Pretzel Crisps (all varieties)
  - Quaker Rice Cakes

### Dips
- Oasis Lentil Dip
- Marzetti Caramel Dip
  - Fat Free
  - Old Fashioned
- Sabra Classic Guacamole
- Hummus
  - Athenos Hummus (all varieties)
  - Sabra Hummus (all varieties)
  - Marzetti Otria Hummus Veggie Dip
  - Tribe Hummus (all varieties)
- Salsa (Brands)
  - Amy’s
  - Chi-Chi’s
  - Desert Pepper
  - Frontera
  - La Preferida
  - La Victoria
  - Nature’s Promise
  - Newman’s Own

### Crackers
- Elf Grahams Original Graham Snacks (Keebler)
- Elf Grahams Chocolate Chip Graham Snacks (Keebler)
- Goldfish Crackers Whole Grain Cheddar Cheese
- Honey Maid Graham Crackers (Nabisco)
- Honey Maid Cinnamon Graham Crackers (Nabisco)
- Zoo Animal Crackers (Austin Quality Foods)
- Teddy Grahams (Nabisco)

### Cookies
- Otis Spunkmeyer Low-Fat Wild Blueberry Muffin
- Otis Spunkmeyer Sweet Discovery Reduced Fat Chocolate Chip Cookie
- Fig Newtons (Nabisco)
- Fig Newtons Raspberry (Nabisco)
- Nilla Wafers (Reduced Fat)
- Pepperidge Farm Soft Baked Cookies Oatmeal Raisin
  - Honey
  - Cinnamon
  - Chocolate
  - Chocolaty Chip
**Snack Bars**
Nutrigrain Cereal Bars
- Apple
- Blueberry
- Strawberry
Kashi Soft Baked Cereal Bar
- Cherry Vanilla
- Ripe Strawberry
- Honey Almond Flax
General Mills Fiber One Chewy Bar
- Peanut Peanut Butter
Nature Valley Bar
- Chewy Trail Mix
Kellogg’s Special K Cereal Bar
- Blueberry
- Strawberry
- Vanilla Crisp

**Dried Fruit**
Sun-Maid Raisins
Sun sweet Raisins
Ocean Spray Cranberries
Nature’s Promise Cranberries
Made in Nature Apricots
Made in Nature Apples
Brothers Peach Crisps
Brothers Pineapple Crisps
Brothers Asian Pear Crisps
Brothers Strawberry/Banana Crisps
Sunsweet Prunes
Mariani Cherries
Stretch Island Fruit Co. Fruit Leathers
- Apricot
- Cherry
- Mixed Berry
- Apple
- Grape
- Raspberry
- Strawberry

**Fresh Fruit**
Apples
Applesauce
Clementine
Oranges
Nectarines
Peaches
Grapes
Strawberries
Blueberries
Raspberries
Blackberries
Suggested pairings: Fruit yogurt dip, low-fat caramel dip.

**Fresh Vegetables**
Carrot sticks
Celery
Grape tomatoes
Cherry tomatoes
Peppers
Snap peas
Broccoli florets
Cauliflower florets
Suggested pairings: Hummus, low fat salad dressing, Greek yogurt vegetable dip.
Dairy
Greek Yogurt
- Chobani Non Fat Greek Yogurt (all varieties)
- Oikos Non Fat Greek Yogurt (all varieties)
- Yoplait Greek Yogurt (all varieties)

Nuts
Emerald Almonds Natural (100 Calorie Packs)
Emerald Cashews Whole (160 Calories)
Emerald Walnuts & Almonds Natural (100 Calorie Packs)
Planters Peanuts Dry Roasted (160 Calories)
Wonderful Pistachios Roasted Salted in Shell (170 Calories)

Any reference to name brands included on this document is strictly an example for the convenience of teachers, staff and parents/guardians in choosing approved foods and beverages for students. Such references are not an endorsement or suggestion of Chicago Public Schools.

Per CPS guidelines, reformulated cereals and snack products are prohibited.
À LA CARTE

À la carte items are individually priced food items available for sale in the school dining center that are not part of the school meal program. These items such as cookies, drinks and additional sides are available for students to purchase. À la carte items are considered a “competitive food,” as students may choose to purchase à la carte items rather than consuming a full and balanced meal through the National School Lunch Program.

CPS Policy Requirements for à la carte

The Healthy Snack and Beverage Policy requires that all à la carte items sold must meet the nutrition criteria.

Dining Center Staff

School Dining Manager: School dining managers oversee food service at your school and are responsible for ensuring that all foods served meet USDA and district nutrition requirements.

Manager of Retail Operations: Each school has a representative assigned to oversee meal service at the school. This person is referred to at the Manager of Retail Operations or “MRO.” The MRO supports dining managers to meet the necessary standards.

As you develop or continue your Wellness Team, make sure to urge the school dining manager to join the team. The dining manager is key to ensuring that nutrition messages that are taught to students are reinforced during school meal times. To find out more about à la carte and what additional items are available to students at your school, invite the dining manager to the next Wellness Team meeting!

For Your Information

The Wellness Team and other school stakeholders can request that your Principal or School Dining Manager arrange a meeting with the Dining Manager and your school’s Area Manager. The Area Manager can provide a list of acceptable à la carte items and ensure that the dining center services align with the school’s efforts to encourage nutrition education and healthy food choices.
SCHOOL FOOD

Students who eat meals served through the National School Lunch or Breakfast Program are more likely to be at a healthy weight and consume more fruits and vegetables. Over 72% percent of CPS students enjoy healthy lunch at school each day.

Additionally, Breakfast in the Classroom supports a positive school environment. According to a Food Research and Action Council (FRAC) report published in January 2012, it reduces hunger, absenteeism, tardiness, nurse visits and improves nutrition and student achievement.¹

CPS Policy Requirements for School Food

The CPS Local School Wellness Policy requires that all schools serving National School Lunch and Breakfast adhere to the required federal, state and local laws. The policy also requires that all schools which CPS serves as their school food authority are required to meet the CPS Food Service Guidelines for school meals provided through the dining center. Additionally, the policy continues CPS’ commitment to local procurement for school food.

CPS requires all schools to provide universal free breakfast for students beginning on the first day of school.

What are the CPS Food Service Guidelines?

Chicago is one of the first major school districts to declare improved nutrition standards, which exceed the U.S. Department of Agriculture (USDA) Gold Standard of the HealthierUS School Challenge Guidelines. These revised standards, which became effective July 1, 2010, were developed by an advisory group composed of dieticians, food service operational experts and community partners. The advisory group collected best nutrition practices across the country and promising strategies around school food. CPS’ goal is to engage students and raise their level of awareness about healthy eating and to make healthy choices part of their daily practice. By incorporating these nutrition standards into the school breakfast and lunch programs, CPS took an important step in creating healthy environments that support healthy students.

The CPS Food Service Guidelines

**Vegetables daily**  Offer a different vegetable every day. Specific vegetable categories are menued weekly, based on USDA requirements. Limit starchy vegetables to 1 cup per week; limit potato items (i.e., French fries, tater tots, hashbrowns, etc.) to one time per week in elementary schools and two times per week in high schools.

**Whole grains**  All grains served at lunch must be whole grain and there is a 70% whole grain requirement for breakfast. No desserts offered.

**Fruit daily**  A different fresh or cupped fruit should be served daily. There are limits on 100% juice at breakfast and canned or frozen fruits should be in natural juices or light syrups.

**Trans fats allowed**  No trans fats allowed.

**Fiber requirement**  Breakfast: minimum of 3 grams averaged weekly. Lunch: minimum of 7 grams averaged daily.

**Sodium standard**  Sodium levels must meet the USDA target for school year 2014-2015. No sodium added in meal preparation.

**Deep fat frying**  Deep fat frying prohibited.

**Breakfast product restrictions**  No donuts, breakfast pastries, or Pop Tarts. No items containing “dessert or candy type” ingredients or flavors.

**Cereal standards**  Prescribed standard: no more than 5 grams of sugar, unless it provides three (3) or more grams of fiber. No reformulated cereals.

**Local produce**  Preference to locally grown and processed fruits and vegetables when economically feasible.

**Condiments**  All salad dressing and mayonnaise must be reduced fat.

**Treats**  Treats are not served.

**Nachos**  Once a month in elementary schools; once a week in high schools as part of reimbursable meal.

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For Your Information

For additional information about school lunch and breakfast menus at your school visit: www.cps.edu/menu
Monthly Menus
In an effort to save paper and supplies CPS has moved to posting core menus electronically. Menus are posted on the first of the month and can be found at www.cpsmeals.org. Aramark Area Managers will also send monthly emails to principals with the menu attached. Schools are encouraged to share the menu with students and community members by posting the menu on school specific webpages, sending the menu to the parent/guardian listserv, and encouraging teachers to post a menu in the classroom for students to review.

Local Procurement
Locally sourced food is fresher, often tastier, and has better nutrition. Additionally, procuring locally allows the opportunities to teach students about supporting local farmers, benefiting the environment, and connecting to the food they eat. CPS, in partnership with ARAMARK and Farm Logix, has made a commitment to offer students more foods that are grown within 250 miles of Chicago. CPS indicates which items are local by placing an “L” next to the menu item. Each monthly menu features:

- Locally sourced fresh frozen items once each week
- Locally sourced fresh items twice each month
- Local chicken raised without antibiotics twice each month

For Your Information
Local procurement data, as well as the monthly local foods menu, are posted on the website www.cpsfarmtoschoolmarket.com. There are also learning tools on the website including farmer videos, information on local crops, and a farmer pen pal program. The website is used to provide transparency and can be used as a learning tool for parents, the community, and for teachers to use in the classroom.

CPS takes part in both the Urban School Food Alliance and School Food FOCUS Upper Midwest Regional Learning Lab. Both of these groups aim to capitalize on the buying power of larger school districts to make a change in the items available in the marketplace. Some examples of the products being worked on through these groups are compostable trays, chicken raised without antibiotics, nitrite and nitrate-free deli meat, and clean label, local burrito.
Nutrition Education in the Dining Center
Each month CPS, in partnership with ARAMARK, will highlight one locally grown produce item on the menu. Wellness Champions will receive posters for each month that are to be placed in the dining center. Along with the larger posters, all local menu items will be highlighted on the service line through farmer specific marketing materials. School Dining Managers (SDMs) and Aramark Area Managers will be responsible for placing these materials on the line.

School Food Advisory Committees
To reflect the community voice accurately, CPS has convened two advisory committees:

School Food Advisory Group and the Parent School Food Advisory Group
The Stakeholder Group includes representatives from various community and professional organizations. The Parent Group includes 25 parents from schools that features different cafeteria styles and are representative of the Chicago community.

The purpose of both of these groups is to both inform CPS decision making related to school food as well as hold CPS accountable for providing healthy, delicious, and appealing school meals for all CPS students.

For Your Information
A report on CPS School Food recommendations was generated based upon feedback and input of the advisory committees. The report can be found here: http://healthyschoolscampaign.org/news/pathways-to-excellence-in-school-nutrition/

School Salad Bars
In an effort to increase student access to healthy food options in the school dining center, CPS is working to implement salad bar programs in schools throughout the district. Due to the large number of school requests to participate in the program and a limited supply of salad bars available, schools must apply for consideration in the program. Schools will be required to provide nutrition education and a plan for sustainability to obtain a salad bar. For more information about salad bars or to obtain an application, please contact studentwellness@cps.edu.
## SCHOOL FOOD GUIDELINES

### Breakfast

<table>
<thead>
<tr>
<th></th>
<th>USDA GUIDELINES</th>
<th>CPS GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRUIT</strong></td>
<td>· Offer 1 cup of fruit (fresh, frozen, and/or canned) daily for grades K-12.</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td></td>
<td>· 4 ounce portion of 100% fruit juice may be counted as a fruit</td>
<td>· Offer a different fruit daily and at least two fresh fruits per week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· 100% juice may be counted as a fruit only once per week.</td>
</tr>
<tr>
<td><strong>VEGETABLES</strong></td>
<td>· No USDA requirements for vegetables in the breakfast meal</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Vegetables from the dark green, red/orange, beans and peas, and other sub-groups may be substituted for fruits to meet the breakfast fruit requirement.</td>
</tr>
<tr>
<td><strong>GRAINS</strong></td>
<td>· As of July 1, 2014 all grains must be whole grain-rich (at least 50% whole grain).</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td></td>
<td>· One ounce of grains daily for grades K-12.</td>
<td>· No dessert-like foods offered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· No reformulated breakfast cereals</td>
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<tr>
<td></td>
<td></td>
<td>· French toast, waffles, or pancakes only allowed with one syrup packet or fruit topping.</td>
</tr>
<tr>
<td><strong>PROTEIN (MEAT OR MEAT ALTERNATIVE)</strong></td>
<td>· Schools may substitute meat or meat alternate for grains after the minimum daily grains requirement is met.</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td></td>
<td>· Tofu and soy yogurt are allowed as meat alternates.</td>
<td>· Only lean proteins such as turkey or chicken sausage served.</td>
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<tr>
<td></td>
<td></td>
<td>· No pork products served.</td>
</tr>
<tr>
<td><strong>MILK</strong></td>
<td>· Offer 1 cup of milk to students grades K-12</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td></td>
<td>· Whole milk or milk alternatives can be available when medically necessary with documentation by a medical professional.</td>
<td>· Offer only low-fat (1%) and skim unflavored milk.</td>
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<tr>
<td></td>
<td></td>
<td>· No chocolate milk served with breakfast.</td>
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<tr>
<td></td>
<td></td>
<td>· Milk must be free of added water, preservatives, neutralizers, rGHB, BST (bovine somatotropin), or other foreign matter.</td>
</tr>
</tbody>
</table>
### Lunch

<table>
<thead>
<tr>
<th>USDA GUIDELINES</th>
<th>CPS GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRUIT</strong></td>
<td></td>
</tr>
<tr>
<td>· Offer 1/2 cup of fruit daily for grades K-8 and 1 cup of fruit daily for grades 9-12.</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td>· Fruits may be fresh, frozen, canned in fruit juice, water or light syrup, or dried without added sugar or sweeteners.</td>
<td>· Serve five different fruits including at least three fresh fruits per week.</td>
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<tr>
<td>· No 100% juice is served at lunch.</td>
<td></td>
</tr>
<tr>
<td><strong>VEGETABLES</strong></td>
<td></td>
</tr>
<tr>
<td>· Serve nutrient-rich, dark green or orange vegetables every day.</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td>· Vegetables may be fresh, frozen, or canned.</td>
<td>· Limit starchy vegetables to 1 cup per week.</td>
</tr>
<tr>
<td>· Legumes may be used to meet the protein requirement of the lunch meal.</td>
<td>· Limit potato items (i.e. french fries, tater tots, hashbrowns, etc.) to one time per week in elementary schools, and two times per week in high schools.</td>
</tr>
<tr>
<td><strong>GRAINS</strong></td>
<td></td>
</tr>
<tr>
<td>· Beginning July 1, 2014, all grains must be whole grain-rich (at least 50% whole grains).</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td>· Only two creditable grain-based desserts are allowed per week.</td>
<td>· No desserts offered.</td>
</tr>
<tr>
<td></td>
<td>· Promote whole grain-rich variety by offering at least three different types of whole grain-rich foods per week.</td>
</tr>
<tr>
<td><strong>PROTEIN (MEAT OR MEAT ALTERNATIVE)</strong></td>
<td></td>
</tr>
<tr>
<td>· Offer 1 ounce of protein for younger students and 2 ounces for students grades 9-12.</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td>· Portion sizes are tailored for each age group.</td>
<td>· Increase scratch-cooking.</td>
</tr>
<tr>
<td>· Tofu, soy yogurt and Greek yogurt are allowed as a meat alternate.</td>
<td>· Offer a variety of lean protein each week and one meatless entrée each day.</td>
</tr>
<tr>
<td></td>
<td>· Limit nachos to once a week in high schools and once a month at elementary schools.</td>
</tr>
<tr>
<td><strong>MILK</strong></td>
<td></td>
</tr>
<tr>
<td>· Offer 1 cup of milk daily to students in grades K-12.</td>
<td>Meet USDA guidelines plus:</td>
</tr>
<tr>
<td>· Whole milk or milk alternative can be made available where medically necessary with documentation by a medical professional.</td>
<td>· Offer low-fat (1%) and skim unflavored milk, and skim flavored.</td>
</tr>
<tr>
<td></td>
<td>· Milk must be free of added water, preservatives, neutralizers, rGHB, BST (bovine somatotropin), or other foreign matter.</td>
</tr>
</tbody>
</table>
CELEBRATE WELL
HEALTHY CELEBRATIONS

Birthday parties and holiday celebrations at school provide a unique opportunity to make healthy eating fun and exciting for students. Schools can take advantage of classroom celebrations to promote healthy choices among students that reduce health risks and improve learning.

CPS Policy Requirements for Celebrations

The CPS Healthy Snack and Beverage Policy establishes guidance for CPS schools regarding school celebrations:

- Schools should focus on FUN rather than food for celebrations.
- Schools may not serve food in competition with service of the National School Breakfast or National School Lunch Programs.
- Schools that have not adopted a Healthy Celebrations and Fundraising Plan will be expected to ensure all foods served during celebrations adhere to the Healthy Snack and Beverage Policy nutrition guidelines with the exception of two celebrations per year.
- A maximum of two celebrations per year may include foods of minimal nutritional value.
- Schools are expected to ensure all food celebrations during the school day comply with United States Department of Agriculture (USDA) 1 and CPS nutrition guidelines.
- The USDA defines the school day as 12:00 am until 30 minutes after the last bell 2.

What is a healthy celebration?

Healthy Celebrations include parties that acknowledge students’ achievements, birthdays and holidays, while providing an opportunity to focus on FUN rather than food. Celebrating in healthful, student-centered ways can ensure schools send consistent health messages and create an environment that positively influences student health and learning. Healthy Celebrations can also teach healthy lifestyle choices that will continue into adulthood.

Why establish a Healthy School Celebrations Plan?

Every school has celebrations and festivities that are important to school culture and morale. The CPS Healthy Snack and Beverage Policy requires each school to adopt a Healthy Celebrations and Fundraising Plan that ensures students have the healthiest school environment possible. If a school has not adopted their own Healthy Celebrations and Fundraising Plan, they must follow the district plan.

The district Healthy Celebrations and Fundraising Plan can be found in FundraiseWELL Section of this toolkit.

Bright Ideas for CPS Schools: Healthy Celebrations

School celebrations are an ideal time to reinforce the nutrition education that is being taught in the classroom. Class parties and other school festivities do not have to detract from a healthy school environment. Fun activities and creative snacks and drinks can ensure that school is celebrating in healthy and exciting ways.

Celebrations for Elementary, Middle and High School Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Theme</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>End of the year</td>
<td>Farmer’s market visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Look up your local farmer’s market and take a tour.</td>
</tr>
<tr>
<td>K-12</td>
<td>Fall</td>
<td>Apple picking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take students on a field trip to a local apple orchard.</td>
</tr>
<tr>
<td>K-12</td>
<td>General</td>
<td>Dances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Host a dance party for a fun and active celebration.</td>
</tr>
<tr>
<td>K-12</td>
<td>Seasonal</td>
<td>Nature walk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact a local park to arrange for a seasonal nature walk.</td>
</tr>
<tr>
<td>K-12</td>
<td>St. Patrick’s Day</td>
<td>Irish step dancing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Throw an Irish step dancing party.</td>
</tr>
<tr>
<td>K-12</td>
<td>Thanksgiving</td>
<td>Service project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take the class on a field trip to serve others.</td>
</tr>
<tr>
<td>K-12</td>
<td>Valentine’s Day</td>
<td>Singing grams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Get a student group together to learn Valentine’s Day songs. Students can request that these songs be sung to certain friends at lunch or recess.</td>
</tr>
</tbody>
</table>
### Celebrations for Elementary and Middle School Students

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Celebration Type</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>Birthday</td>
<td>Birthday crown</td>
</tr>
<tr>
<td>K-8</td>
<td>General</td>
<td>Scavenger Hunt</td>
</tr>
<tr>
<td>K-8</td>
<td>End of the year</td>
<td>End of the year collage party</td>
</tr>
<tr>
<td>K-5</td>
<td>Halloween</td>
<td>Halloween mask</td>
</tr>
<tr>
<td>K-5</td>
<td>Halloween</td>
<td>Pumpkin party</td>
</tr>
<tr>
<td>K-5</td>
<td>St. Patrick’s Day</td>
<td>Pot of gold scavenger hunt</td>
</tr>
<tr>
<td>K-5</td>
<td>Thanksgiving</td>
<td>Garland of gratitude</td>
</tr>
<tr>
<td>K-5</td>
<td>Valentine’s Day</td>
<td>Valentine card party</td>
</tr>
<tr>
<td>K-5</td>
<td>Winter Holidays</td>
<td>Snowflake decorating party</td>
</tr>
<tr>
<td>K-5</td>
<td>Winter Holidays</td>
<td>Snow globes</td>
</tr>
</tbody>
</table>

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HEALTHY REWARDS AND CELEBRATIONS

Help students make nutritious food choices all day long! When schools reinforce healthy habits in the classroom, students learn consistent lessons that can last a lifetime. According to the Healthy Snack and Beverage Policy, teachers may not provide food as a reward and must follow the guidelines in our school’s Healthy Celebrations and Fundraising Plan.

What Teachers Can Do
Because students spend the majority of their day in the classroom, it is important that student achievements are celebrated in a positive and healthful way. The school’s Healthy Celebrations and Fundraising Plan asks that teachers support healthy eating in the following ways.

Be sure to
- Honor students’ birthdays or achievements with non-food rewards such as stickers, pencils or special privileges.
- Reiterate to parents and guardians that healthy items are encouraged in your classroom.

Do Not
- Use candy or other unhealthful treats as rewards for good student behavior.
- Allow “junk food” as snacks, birthday treats, or holiday celebrations in the classroom.

Suggestions for Teachers

Classroom Parties
- Schedule parties after lunch rather than in the morning to increase participation in the school lunch program to ensure students are eating a nutritious meal at lunch.
- Focus on FUN rather than food — plan activities such as dancing, games, crafts, or singing.
- Involve students and their parents/guardians in planning parties.
- Replace birthday treats with something new like drawing a birthday mural, creating a birthday hat, choosing a birthday book to read to the class or allowing students special privileges like line leader or teacher’s helper for the day.
- Celebrate birthdays once a month or combine the month’s birthdays with a national cultural celebration such as Chinese New Year (January), Black History Month (February), etc.

Classroom Rewards and Incentives
- Highlight healthy classroom practices and rewards in notes and newsletters you send home with students.
- Incentivize individual students with inexpensive rewards like stickers, slinkies, magnets, buttons, pencils or recognition in front of the entire class for personal achievements.
- Utilize free or low-cost ways to reward the entire class for good behavior such as extra art or recess time, fun games or brainteaser activities, or getting to eat lunch with the Teacher or another adult like the Principal at the school.
FUNDRAISE WELL
HEALTHY FUNDRAISING

Healthy food or non-food fundraisers enable schools to send consistent, positive health messages, reinforce classroom education and contribute to student health by supporting a healthy school environment as well as promoting healthy choices. Fundraisers that involve either healthy food choices or non-food items, such as hosting a walk-a-thon versus a candy sale, can yield significant fundraising revenue and build a sense of community. By engaging in Healthy Fundraising, schools can further their mission of creating environments with students who are prepared to learn.

CPS Policy Requirements for Fundraising

The CPS Healthy Snack and Beverage Policy established guidance for CPS schools regarding school fundraisers:

- Schools should avoid food fundraisers and focus on non-food items.
- Schools may not sell food in competition with service of the National School Breakfast or National School Lunch Programs.
- Schools that have not adopted a Healthy Celebration and Fundraising Plan will be expected to ensure all foods sold to students as part of school fundraisers during the school day adhere to the Healthy Snack and Beverage Policy nutrition guidelines.
- Schools are expected to ensure all food sales on school grounds and during the school day comply with United States Department of Agriculture (USDA) and CPS nutrition guidelines.
- The USDA defines the school day as 12:00 am until 30 minutes after the last bell.

BRIGHT IDEAS FOR HEALTHY FUNDRAISING

Healthy fundraisers can raise as much money as traditional food fundraisers while transforming the school into a healthier environment.

Healthy Fundraising Ideas from CPS Schools

Light Bulb Sale: Sell light bulbs to parents as a fundraiser. Selling items that everyone needs is a brilliant idea! (K-12)

Walk-a-thons and “fun runs”: Promote physical activity by hosting walk-a-thons and 1-5Ks. Students can raise funds through sponsorship or the school can charge admission. (K-12)

Bike Raffle: Purchase a bike or have one donated, and sell tickets to raffle it off. (K-12)

Flower/Plant Sale: Sell plants that are in season for holidays, such as poinsettias for Christmas and other winter holidays or roses for Valentine’s Day. (K-12)

Dress Down Day: Encourage students to donate a small amount to wear jeans or to be out of uniform for a day. Some schools ask students to donate $0.50 to dress down. (K-12)

Book Fair: Sell popular or donated used books. (K-12)

School Dance and Dance-a-thons: Many students have utilized dances as a fundraiser. This is a great way to promote physical activity within a safe environment. You can charge an entry fee for the School Dance or have students collect pledges or donations for the Dance-a-thon. (5-12)

Healthy Movie or Game Night: Invite families and students out to watch educational, popular movies or play board games and charge admission. (K-12)

Staff versus Students Sporting Events: Host a friendly competition between students and staff and charge admission. (K-12)

Design T-shirts and Buttons: Use a silk-screen or button maker to create printed t-shirts or buttons with your school logo. Have students design the print and promote items to their teachers, friends, and family. (K-12)

Community Flea Market: Have parents and the community sell items from their homes they may no longer need and all proceeds can go back to the school. (K-12)

Resources

For additional ideas for creative fundraising, schools can take inspiration from the following guides:

Healthy Fundraisers for Schools - New York City Department of Health and Mental Hygiene¹

School Fundraising Can Be Healthy and Profitable - Center for Science in the Public Interest²

Alternative Fundraising Ideas - Alliance for a Healthier Generation³

BRIGHT IDEAS FROM OTHER SCHOOL DISTRICTS

Bracelet/Jewelry Sale: Have students make jewelry and then sell it to raise funds for the school. (K-12)

Sale of school-related promotional items: Selling t-shirts, sweatshirts, pens, pencils, book covers, water bottles, and other items branded with the school logo can help build school spirit and raise funds. (K-12)

Gift Wrap Sales: Ask gift wrap companies for catalogs that do not include candy and other low-nutrition foods in addition to wrapping paper. (K-12)

Singing Grams: Have students create ‘singing grams’ to be delivered to a teacher or other students. Members of the school choir or music class perform a short skit or jingle for the recipient. (K-12)

Recycling fundraisers: Recycling companies purchase used items, such as clothing, printer cartridges, and cell phones, from schools. (K-12)

Grocery Store Fundraisers: Grocery stores give a percentage of community members’ purchases to a designated local school. (K-12)

Auctions: Can be very profitable, though also labor intensive, and ideally include several big-ticket items donated by local businesses. (K-12)

Battle of the Bands: Student bands compete for title of Best Band based on audience applause. Charge a cover for audience members to watch and to participate in judging.

For more information about healthy fundraising please contact studentwellness@cps.edu and visit CPS Knowledge Center.
WRITING A HEALTHY CELEBRATIONS AND FUNDRAISING PLAN

Schools must either adopt a Healthy Celebrations and Fundraising Plan or they will be expected to adhere to the CPS District Healthy Celebrations and Fundraising Plan, which can be found at the end of this section.

1. **Start with a reason for the plan.**
   
   For example: The Neighborhood School supports lifelong healthy eating habits for all students and staff. We are committed to providing a healthy environment for students to learn and play. Beginning September 1, 2013, the following plan will take effect to ensure that students have the opportunity to learn in a healthy school environment.

2. **Define celebrations and fundraisers.**
   
   This is important to define so school staff are clear as to which events and activities this plan applies. If there are exceptions to the plan be sure to list them here. The *CPS Healthy Snack and Beverage Policy* uses the following definitions:
   
   **Celebrations:** Special events or activities occurring at school, convened in a classroom or elsewhere at school as part of a festivity or ceremony or as part of a before, during or after school activity.
   
   **Fundraiser:** Any activity, event or sale to raise funds by or for a school occurring on school grounds whether before, during or after school hours including any direct sales activity by students on school grounds.

3. **Define permitted activity.**
   
   Using the list of celebrations and fundraisers identified on the *Healthy Celebrations and Healthy Fundraising Planning tool*, describe what is permitted for each. Be sure to include clear expectations for the following:
   
   **Fundraisers**
   - Any fundraiser where students are involved in the direct sales of foods or beverages
   - School events provided for students that include food sales, like school carnivals, festivals or fairs
   - School stores or other venues that sell food to students during the school day

   **Celebrations**
   - Holiday parties
   - Birthday celebrations
   - Classroom and school-time rewards
   - Out of school time events
   - School events, festivals, etc.
4. **Provide next steps.**

Provide a clear list of steps that will be taken in order to mobilize the plan in the school.

For example:

- Send a letter home to parents/guardians from the principal that explains the new Healthy Celebrations and Fundraising Plan and offers resources to help everyone adhere to the plan.
- Provide a presentation to teachers regarding the new plan at an upcoming staff meeting.
- Distribute a list of Healthy Celebration and Fundraising ideas to teachers, coaches, and club leaders.
- Inform parent volunteers of the new plan and engage in alternative ideas for planning annual celebrations and fundraisers.
- Assign a contact for questions

5. **Identify who will be leading the implementation of the Healthy Celebrations and Fundraising Plan.**

Clearly state what group or person will be responsible for questions and implementation of the plan.

6. **Review Healthy Celebrations and Fundraising Plan annually.**

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**Important things to keep in mind while developing the Healthy Celebrations and Fundraising Plan:**

- Keep it short and concise.
- Keep in mind which celebrations and fundraisers are priorities for the school and set realistic expectations accordingly. For example, if classroom birthdays are especially important, think about immediate actions the school can take to make them healthier, not eliminate them altogether.
- Include stakeholders beyond the School Wellness Team, such as your School Principal, student groups (like the student council), parent organizations and the Local School Council (LSC) in getting support for and developing the plan. The more voices engaged in the process, the more effective the plan will be in practice!
- Seek the LSC’s support and approval of the plan. The LSC approves receipts and expenditures for internal accounts which include vending machine sales and fundraising activities for non-school organizations.
- Each school's individual plan must adhere to the district’s Food Allergy Policy (bit.ly/cps-allergy-policy) and the restriction on home-baked/prepared foods.
Chicago Public Schools Healthy Celebrations & Fundraising Plan

Chicago Public Schools (CPS) supports lifelong healthy eating habits for all students and staff. We are committed to providing a healthy environment for students to learn and play. Beginning September 1, 2013, the following plan will take effect to ensure that students have the opportunity to learn in a healthy school environment and that our school aligns with the CPS Healthy Snack and Beverage Policy.

School rewards and celebrations are defined as:

- Celebrations: Special events or activities occurring at school, convened in a classroom or elsewhere at school as part of a festivity or ceremony or as part of a before, during or after school activity.
- Fundraiser: Any activity, event or sale to raise funds by or for a school occurring on school grounds whether before, during or after school hours including any direct sales activity by students on school grounds.

Holiday Parties

Parties will consist of primarily non-food centered activities. Food provided for celebrations may not be served at the same time as school meal service. Healthy snacks and beverages will be provided by teaching staff, parents and caretakers for the annual Halloween and end of the year classroom parties. During class parties healthy beverages including water and 100% juices that meet the nutrition requirements of the CPS Healthy Snack and Beverages Policy. Sugar-sweetened beverages such as Sunny D, Capri Sun, Gatorade and other sports drinks will not be provided. Candies and baked goods may not be served. Teachers, parents and caretakers will ensure that snacks served to students during student parties are wholesome and are on the approved list of snacks made available by the School Wellness Team.

Birthday Celebrations

Parents & caretakers are encouraged to focus on fun rather than food for birthday celebrations. Sugar-sweetened beverages, cakes, cookies, and ice cream may not be served as part of class birthday parties. Parents/guardians and teachers should use non-food treats like stickers and pencils or allow students special birthday privileges instead of serving foods and beverages high in sugar, sodium and fat.

Direct Food Sales by Students

Fundraisers that sell unhealthy foods for student to eat during the school day are not permitted during the school day (12:00 am to 30 minutes after dismissal).

School clubs, teams and programs are discouraged to raise funds by asking students to participate in the direct sale of unhealthy food by students. This includes the sale of junk foods like baked goods, frozen pizza and cookie dough. Instead consider raising funds by selling wrapping paper and candles to generate revenue for school programs.

School Store and Food Sales during the School Day

According to United States Department of Agriculture policy, the school store must not operate in competition to the school lunch or breakfast. Additionally, the school store may not sell candy and other snacks of minimal nutritional value to students during the school day (defined as 12:00 am to 30 minutes after dismissal). Teachers may not sell snacks high in sugar, salt and fat to students to raise funds for school programs, projects or clubs. Instead, the school store will make available for sale school supplies and other non-food items.

Food at School Events
With the exception of concession stands at sporting and concert events, foods of minimal nutritional value will not be sold to students and their families during school events in order to raise funds for school purposes.

Action Steps
Carrying out the school’s Healthy Celebration and Fundraising Plan is the responsibility of our entire community of staff, students, parents and caretakers. To that end the following steps will be taken to support our commitment to the health and wellness of our students.

1. Annual Letter to Parents School principal and/or administration will send home an annual letter to parents and guardians explaining the Healthy Celebrations and Fundraising Plan, accompanied with a list of approved fundraisers and items for celebrations.

2. Resource Lists Comprehensive lists of healthy snacks and healthy fundraising ideas will be made available annually to teachers, coaches, student and parent groups.

Leadership
The Wellness Champion, School Wellness Team and principal will be leading the implementation of this plan. The plan will be reviewed annually for updates.
SAMPLE PARENT LETTER

Below is a sample letter to parents from the principal regarding celebrations and fundraisers. Attach the Healthy Snacks List in the DineWELL section as a resource for parents.

Dear Chicago Public Schools Parents and Guardians,

{School Name} understands the important link between health and academic performance. In addition to the hard work our teachers and staff do every day to prepare students for success in the classroom, we are working to encourage healthy eating and physical activity. By starting these healthy habits early in life, we can help reduce our children’s health risks and increase their chances for longer, healthier lives.

To ensure all students have a healthy school environment in which to learn and play, CPS established LearnWELL: an initiative to support all schools in achieving the criteria of the district’s wellness policies. These policies include guidelines for recess, physical education, nutrition education, physical activity, and all foods available on school grounds. Please review the following summary of the CPS Healthy Snack & Beverage Policy.

Fundraisers:
- Foods may not be served or sold on school grounds at ANY TIME during the scheduled meal times of the National School Breakfast and Lunch Programs, including food sold for fundraisers, in vending machines, or school stores. Meal times refer to the span of time that all grades are scheduled to eat lunch or breakfast.
- Only foods that meet nutritional criteria can be offered on school grounds during the school day. The school day is defined as 12:00am to 30 minutes after final dismissal.

Celebrations:
- The Healthy Snack and Beverage Policy requires that schools adopt local school celebration guidelines. If guidelines are not established schools will default to providing foods and beverages of minimal nutritional value only twice per year. The two celebrations must be approved and documented by the Office of Student Health and Wellness (OSHW).
- Schools should celebrate student achievements, holidays, and birthdays by focusing on fun rather than food.
- Student birthday celebration treats should be non-food items (i.e. pencils, stickers, erasers).
- Foods cannot be homemade and must be purchased with an ingredient label and provided in sealed container(s).

Rewards:
- Teachers and staff should not use food as a reward. Food may not be withheld from any student for any reason.
- In the case of student detention, students must be allowed to go through the dining center service line and select a meal.

Parents/guardians should:
- Honor their child’s birthday by sending non-food treats such as stickers or pencils.
- Ensure all food sent to school for birthday celebrations promote healthy food choices (see the list of healthy snack ideas attached to this letter).
- Ask your child’s teacher what non-food or healthy rewards/incentives they are utilizing in the classroom. (Art parties, dance parties, etc.)
- Become involved in planning school holiday parties that include games, crafts and healthy foods and beverages.
- Participate in brainstorming ideas for healthy, non-food focused fundraisers for the school.

We encourage your support of this plan and attached to this letter you will find the CPS Approved Snack List. These items meet CPS nutrition guidelines and will promote healthy eating among our students. As educators, caregivers and loved ones we all want the best for our students. Thank you for joining us in giving students healthy opportunities to celebrate important events and achievements.

In health,

{Principal Name}
REWARD WELL
STUDENT REWARDS & PUNISHMENT

Reinforcing good behavior with non-food motivators can support the school’s efforts to provide a healthy environment for students to learn and play.

CPS Policy Requirements for Rewards and Punishments

The Local School Wellness and Healthy Snack and Beverage Policies require that all school staff, teachers and administration do not distribute or withhold food or physical activity as a punishment for student behavior.

CPS Local School Wellness Policy:

- Prohibits taking away recess, PE or physical activity time as a consequence.
- Prohibits the withholding of food as a punishment, including providing an alternative lunch option.
- Requires teachers, staff and administration to use creative, positive incentives instead of food to reward student behavior.
- Recommends offering physical activity as a reward for good behavior.

Punishments: Negative Health Effects of Withholding Food and Physical Activity

Punishing students by taking away recess or PE class reduces their opportunities for physical activity during the school day. Additionally, imposing physical activity as a punishment—such as making students run laps or do push-ups as a consequence of negative behavior—can lead to students disliking the activities used as punishments.

Positive Reinforcement

While prizes and tokens can help contribute to a fun learning environment, non-tangible rewards such as verbal praise or feedback, can also benefit both students and teachers. Positive reinforcement can help build self-esteem while encouraging and developing good behavior in students. Such incentives can help to foster students’ intrinsic motivation (i.e., motivation that comes from within the student instead of from the promise of a reward). This can have long-lasting effects on their interest in a particular subject as well as their desire to learn in general.

Non-tangible rewards must be used thoughtfully and sincerely. Specific encouragement or a compliment after a particularly challenging task is more effective than a vague “Good job!” Some examples of beneficial non-tangible rewards include extra free time, allowing a student to select a book or activity to share with the class, or a phone call to a parent or guardian to tell them about their child’s improvement in the classroom.

For Your Information

Withholding food as a punishment for any child enrolled in the school meal programs is prohibited by the U.S. Department of Agriculture. This includes serving separate or modified meals to students as a form of punishment.

Bright Ideas from CPS Schools: Healthy Rewards in Practice

Schools in Chicago and around the country are adopting healthy practices to reward students. Below is a list of low or no cost ideas from schools that are already making simple changes to the way they reward students in order to enhance their school wellness environment.

Rewards for Individual Student

No-Cost

- A call home with a positive report
- A “game day” when students can choose to play educational games
- Sit by friends
- Shadow the principal
- Act as the teacher’s aide for the day
- Homework Pass Coupons
- Teacher performs special skill (singing, cartwheel, musical instrument, etc.)
- Listen to music during class work
- Extra Credit Points
- Earn extra credit assignments
- Hold class or lunch outdoors
- Take care of class pet
- Read school-wide morning announcements
- Show and Tell
- Class leader for a project
- Line Leader
- Choose the class activity for the day
- Choose the read-aloud book
- School-wide recognition of the student
- School-wide recognition of the class
- An extra physical activity break
- Free choice time at the end of the day
- Extended recess
- Eat lunch outdoors
- Teach class outdoors
- 5 minute social break at end of class
- Extra time for read-aloud by the teacher
- Extra computer time
- Extra art time
- Detention waiver

Low-Cost

- Print certificates of recognition
- Stickers
- Pencils
- Water bottles
- Friday Spirit Day
- Journals, notepads
- Erasers
- Stamps
- Small gift cards
- Books
School-Wide or Classroom Rewards
- A field trip for the school or classroom
- Create or buy a school award for which individual teams can compete to win
- First class to the auditorium or cafeteria

Prize System
Students accumulate tokens to use toward larger rewards such as extra credit points, pencils, homework passes etc. (Example: “scholar dollars” or raffle tickets)

Take-Home Mascot
Throughout the week, classroom teachers can give students a token for good behavior. The student with the most tokens at the end of the week can take home the class mascot, such as a toy animal or a picture of an animal. The student gets to write and present a story about what they did with the mascot over the weekend when they return to class on Monday. This reward promotes individual writing skills and gives students the opportunity to be spotlighted, while creating an incentive for positive behavior for the entire class or school.

Students in the Spotlight
Each week the school may select a student(s) from each grade level to be recognized within the local newspaper or school newsletter. They may be further honored that week and receive a coupon that enables them to be the first one in line.

Out of Uniform Day
Students may dress out of uniform for good behavior. Some schools also use this as a healthy fundraiser.

Scholarship Award
Students may be selected for a community or local scholarship for great behavior and grades. This is a fantastic opportunity for high school students.

Game Day
Students earn letters to spell G.A.M.E. D.A.Y. After the letters have been earned, the class may participate in reading or phonics-type board games.

Reward Magic
Create a poster board with a 5x6 grid on it and write a reward in each square with a white Crayola® Color Changeables marker. When the student earns a reward, they color in a square with one of the colored Crayola® Color Changeables markers and the reward magically appears!

Additional Resources for Healthy Rewards
School districts across the country have made efforts to ensure that student rewards and punishments promote health and wellness. Thanks to Boston Public Schools and KC Healthy Kids for sharing many of the above ideas. For more resources and information, access the full Boston Public Schools and KC Healthy Kids toolkits at: bit.ly/boston-ps-ideas

EARLY CHILDHOOD WELLNESS

In Chicago, 22% of children ages 3-7 are obese—twice the national average.¹ Research shows that attitudes about nutrition and physical activity develop from a very early age. Early Childhood Education is often children’s first exposure outside the home. This is an ideal opportunity to start building healthy behaviors right from the beginning that will set children up for success as they enter primary school and throughout their education. StartWELL defines early childhood program criteria for LearnWELL and encompasses a variety of components that support healthy learning environments for preschoolers.

CPS Policy Guidelines for Early Childhood Education

Early childhood programs within CPS will strive to meet the guidelines set forth in the CPS Local School Wellness and Healthy Snack and Beverage policies by addressing the following:

- School Leadership: Choose an early childhood representative to serve on the School Wellness Team.
- Physical Activity: Create opportunities for physical activity throughout the program each day, including outdoor play and structured physical activity.
- Nutrition Education: Integrate nutrition education into the program day, in addition to healthy food and drink options.
- Healthy Celebrations and Rewards: Focus on fun rather than food for celebrations and provide non-food rewards for students.
- Parent Engagement: Provide at least one annual parent engagement that includes health and wellness content.

Physical Activity: Include 30 minutes of daily indoor or outdoor gross motor time as well as frequent movement activities integrated with academic learning.

StartWELL recommends at least 10 minutes of structured physical activity daily. The Centers for Disease Control Physical Activity Guidelines for preschool-aged children include at least 120 minutes of active play per day, 60 minutes of which should be structured and guided by a caregiver. Teachers and caregivers should provide students with opportunities to learn and practice age-appropriate motor and movement skills. Physical activity should include several bouts of vigorous or breathless play and 2-3 sessions of daily outdoor play.

Integrating physical activity that align with the Teaching Strategies GOLD objectives:

- Encourage students to vote on a song and dance at the carpet.
- Create an obstacle course in the block area.
- Give different locomotor directives such as “Jump to the carpet” or “Side slide to line up.”
- Show a numeral and prompt students to respond with a movement (e.g., hold up a 4 and students perform four jumping jacks).
- Use floor tape to create a hopscotch area or lines for walking, jumping and balancing.
- Act out movements during story time.
- Take yoga breaks in between whole group activities.
- Practice throwing and catching lightweight objects like balloons or scarves.

Nutrition Education: Integrate nutrition education into learning activities.

Young children are notorious for being picky eaters. Research shows that new foods may need to be introduced up to ten times before children will try them, which can cause difficulties in providing a varied diet. In the United States, almost one third of infants and toddlers receive no discrete fruit or vegetable daily, and french fries are the most common vegetable consumed. The Illinois Health and Physical Development Early Learning Standards are a useful resource in planning nutrition education in the classroom.

Ways to incorporate nutrition education into an early childhood classroom:

- Make predictions about new foods in a shared writing activity and record descriptions after tasting to see if the predictions were correct.
- Sort foods by color, size and food group.
- Turn the dramatic play area into a farmer’s market or restaurant.
- Make a bar graph of the number of fruits, vegetables and grains your school’s program serves each week and discuss why each food group is important.
- Read stories featuring different foods.
- Take a field trip to a local grocery store.

The Illinois Health and Physical Development Early Learning Standards are a useful resource in planning nutrition education in the classroom.

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Physical Activity Resources

- Let’s Move! Child Care offers physical activities, nutrition guides and goal-based action plans to fight obesity among young children.
- Head Start Body Start helps families and classrooms capitalize on outdoor play spaces with physical activities, games, and resources.
- Nemour’s Best Practices for Physical Activity Guide outlines physical activity recommendations for children from birth through 18 years of age.
- Get Moving Today provides a calendar with creative activities.
Nutrition Resources

- **Healthy Habits for Life: Food and Drink to Grow On** suggests recipes, games and learning activities to help introduce children to a nutritious lifestyle.
- **Cooking Matters: Exploring Food Together** offers detailed activity plans to guide children in identifying, purchasing and preparing foods from around the world.
- **Grow It, Try It, Like It** uses a garden-themed unit to introduce fruits and vegetables to children, complete with planting instructions and recipes.

Healthy Celebrations and Rewards: Early childhood classrooms affiliated with K-8 elementary schools will adopt and implement the school’s Healthy Celebration Plan. Food and physical activity may not be withheld as a punishment, and non-food rewards are recommended.

Celebration is an important part of the classroom culture in early childhood. Celebrations and rewards can focus on fun rather than food. Furthermore, bringing outside food into the classroom can put students at risk of having an allergic reaction, especially for young children who may be undiagnosed.

**Ways to incorporate healthy celebration into an early childhood classroom:**

- Students celebrating a birthday could wear a favorite costume to school.
- Parents could bring in kazooes, games or party hats to celebrate a birthday.
- Reward the class with a bubble-blowing party or an outdoor science experiment.
- For holidays, students could celebrate by wearing pajamas or dressing like their favorite athletes or animals.

Healthy Celebration and Rewards Resources

- **Blue Cross Blue Shield’s Healthy Alternatives for Snacks and Rewards** offers tips for celebrations, rewards and fundraising that don’t rely on food.
- **The National Association of Child Care Resource and Referral Agencies’ Alternatives to Using Food as a Reward** lists techniques for avoiding the use of food as a reward, comfort or punishment.

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Parent Engagement: Health and wellness content will be included in at least one parent engagement each year.

Healthy habits and attitudes start at home. Parents have the greatest influence on young children, both as role models and children’s first educators. For parents, early childhood education is likely their first encounter with the school system since attending school as children. For these reasons, parents tend to be more engaged at the early childhood level than any other stage of a child’s education. Teachers should take this opportunity to educate parents about their children’s physical activity and nutritional needs, as well as provide resources to help their students develop healthy behaviors.

Ways to incorporate parent engagement into an early childhood classroom:

- Offer parent workshops with topics like cooking for preschool students, reading food labels, movement activities for children and developing healthy eating habits.
- Include information about StartWELL policies in parent orientation.
- Designate an area within parent newsletters devoted to health and wellness resources or education.
- Create a health and wellness bulletin board featuring tips for promoting healthy behaviors for families.

Parent Engagement Resources

- Healthy Habits for Life: Every Day is a Healthy Day1 provides ideas to help families promote wellness throughout a child’s home and community.
- Vanderbilt University’s Growing Right Onto Wellness (GROW)2 partners with parents and families to promote healthy habits outside of school.

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STARTWELL CHECKLIST

Wellness Teams
- The School Wellness team includes an early childhood representative, which could be a teacher, teacher’s assistant or parent.

Physical Activity
- All students are provided with the opportunity to participate in age-appropriate physical activity, including 30 minutes of daily outdoor play or gross motor time. (Gross motor time: Students are engaged in activities that allow them to move their entire body.)
- Teachers integrate structured and guided physical activity into daily learning activities and routines in order to develop age-appropriate motor skills.
- Students engage in frequent movement breaks and should not be inactive, or sitting, for periods longer than 30 minutes.

Nutrition Education
- Teachers provide nutrition education in accordance with the Illinois Physical Development and Health Early Learning Standards.

Healthy Snacks and Drinks
- When schools provide snacks, all items must align with the CPS Healthy Snack and Beverage Policy.

Healthy Celebrations & Fundraising
- Classrooms follow their school’s K-8 School Healthy Celebrations and Fundraising Plan.
- Standalone preschool buildings submit a Healthy Celebrations and Fundraising Plan to the Office of Student Health and Wellness.

Healthy Rewards
- School staff does not use physical activity or food as a punishment.
- School staff reinforces positive behavior with non-food rewards.

Engaging students and families in school wellness initiatives
- Teachers offer at least one parent engagement incorporating health and wellness content each year.
- Teachers communicate with parents about wellness initiatives happening at the school.
SCHOOL GARDENS

A thriving edible garden can awaken students’ natural curiosity, help increase fruit and vegetable consumption, and engage faculty and parents across the curriculum and community. GrowWELL provides resources to support the maintenance and academic integration. Additionally, GrowWELL outlines strategies to use your school garden to become LearnWELL and align with the Chicago Public Schools (CPS) wellness policies. Whether you are a seasoned green thumb or have trouble using a watering can, GrowWELL provides tools for the full spectrum of gardeners.

CPS School Garden Policy Recommendations

The Office of Student Health and Wellness (OSHW) recommends that all school gardens are well-maintained and fully integrated into the classroom and school culture. Additionally, schools should:

- Review the CPS Food Safety requirements if you are or plan to serve produce in the dining center.
- Integrate your garden into every grade level and content area to create as many learning opportunities for your garden as possible.
- Maintain a garden team of at least three staff members to coordinate the upkeep of the garden.
- Use your garden for community engagement.
- Ensure staff attend at least two school garden professional development opportunities annually.
- Allocate resources for garden upkeep on an annual basis.
- Weave the garden into the school culture.

The School Garden Team

The backbone of a successful and sustainable garden program is the garden team. Your garden team should include students, parents, community partners, administrators, school dining staff and volunteers. A great way to organize your team is designate responsibilities for the following roles:

- Community outreach
- Volunteer Coordinator
- Event logistics/planning
- Supplies
- Food safety
- Maintenance scheduling and communications
Tips:
- **Push for broad attendance at garden meetings.** Many hands make for light work - the bigger the team, the better!
- **Stick to a consistent schedule and meeting location.** Consistency makes it easier for new comers to participate and the team to plan; try every Tuesday right after school.
- **Incentivize participation when possible.** Include healthy snacks or fun games during gardening sessions. Snacks can be provided by a different team member each week, or it can be a potluck!
- **Host meetings in the garden.** Staff meetings, garden team meetings, department meetings; meet in the garden as often as possible, a lot of weeding can happen just before and after your session. This is a simple way to engage staff that may not be comfortable with utilizing the garden.
- **Visit other gardens and urban farms in your community.** You can even organize weekend bike tours!
- **Utilize technology!** A shared google calendar can be a great way to organize work days, regular maintenance, and garden meetings.

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**Gardening Questions and Curricular Connections**

These resources are a great place to start when you can’t find someone to ask:
- **U of IL Extension Horticulture page** provides links to many horticulture resources.
- **GrowVeg.com** has an online garden planner with tips, calendars, and other resources.
- **American Community Gardening Association** offers resources to support community gardening.
- **KidsGardening.org** is a resource of the National Gardening Association with garden grant programs and curriculum materials.
- **Cornell Extension** offers resources for gardeners and educators.
- **Growing Minds** shares tips on gardening with students.
- **National School Garden Network** is an online forum for school garden community.
- **Life Lab** garden classroom resources for educators.

**Online Curriculum Connections**

Try these websites for lessons and activities for every grade level and subject area:
- **University of Georgia Extension Service - K-8 All Subjects**
- **Eat.Think.Grow - K-5 All Subjects**
- **Edible Schoolyard: K-12 All Subjects**
- **Good Food: K-12 Ag, Science, Environmental Ed**

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Maintenance

A well maintained garden is seeded, weeded, pruned and watered regularly. Gardens can come in any shape and size, but it is important to plan as a team. Starting small will allow the garden to expand as the team expands. Crop selection can dramatically affect your maintenance needs. Please see the “Bright Ideas for Garden Planning” for suggestions on choosing plants appropriate to your school’s maintenance capacity.

Tips:

- Water regularly - delegate responsibilities among the team and plan to water every other day.
- Water consistently. Inconsistent watering can lead to issues, like root-rot, that will cut your garden season short.
- Consider drip irrigation and mulch to suppress weed growth and conserve water.
- Weed regularly to minimize competition for the nutrients in the soil and help avoid pests.
- Check for pests every time you are in the garden - remove them when you see them; if they persist, consult the “Gardening Questions” resource section.
- Give your plants enough space, go up for extra room - train your tomatoes and trellis your vines.
- Put your garden to bed if you do not have capacity to maintain it during the summer. Select crops that grow quickly, plant in the spring, and harvest. Once you’ve finished your final harvest of the school year, remove all plants (roots, weeds, everything), gently till your soil, and cover your garden with a light layer or leaves or mulch. This helps prevent insects and diseases, retain soil quality and generally keeps your garden looking great all year round!
- Plan ahead for the garden’s annual needs - mulch, compost, seeds and seedlings. Be sure to allocate a budget, fundraise, solicit donations or produce it all yourself!

Funding Opportunities

Keep a wishlist of your garden needs and share it often - with the LSC, with parents, with local businesses - it can also be a great way to spur conversation about your garden!

Check out these sites for fundraising ideas:

- School Garden Wizard
- KidsGardening.org

These sites are a great place to begin searching for grants:

- SPARK
- Garden ABCs
- KidsGardening.org

*Please purchase supplies through CPS preferred vendors when possible.

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Integration
A school garden is a dynamic space to learn and play. Learning in all core subject areas can be enhanced by anchoring projects to the garden and its cycle. Read in the garden, make observations in the garden, measure the garden, practice yoga in the garden, discuss the history of the plants - there are many educational components within a garden that can align with Common Core Learning Standards. The garden is a space to be creative, to grow food and to enjoy!

Classroom Resources
Check out the resources on the GrowWELL Knowledge Center page for books, lessons and curriculum portals.

Wellness
Use your garden to become LearnWELL and align with CPS Wellness policies using the following strategies.

- **School Leadership:** Connect your garden team with your wellness team.
- **Parent Engagement:** Have at least one non-staff volunteer on the garden team.
- **Physical Education:** Discuss the muscles and movements required for turning soil, getting near the ground, weeding and other garden activities.
- **Frequent Movement Breaks:** Take your students on at least one weeding blitz a month, get active and maintain the garden - all at the same time!
- **Outdoor Play/Outdoor Learning:** Teach in the garden, enjoy recess in the garden - the garden is part of a larger outdoor space that should be explored.
- **Nutrition Education:** The garden is a natural place for nutrition education. Regularly incorporate nutrition education into any garden activities.

Eat What You Grow!
The Eat What You Grow school garden food safety program provides protocols and guidance that, once completed, certifies schools to eat garden produce with their students. The program involves:

- Orientation to food safety - live presentation
- Comprehensive food safety manual
- Technical Assistance and follow-up support

To register for the next training, please contact Student Wellness at studentwellness@cps.edu.
GARDEN PLANNING GUIDES

Below are three recommended vegetable garden models that feature plants appropriate for students, incorporation into the dining center and the Chicago growing seasons.

If your school is or plans to become certified and participate in the *Eat What You Grow* program, it is recommended to grow a **30-Day Salad Garden**. This model also works well when the garden is put to bed for the summer (removing all plants and covering your garden with a light layer or leaves or mulch), avoiding the perils of extreme heat and infrequent watering.

If your school is still trying to establish a robust garden team, the **Perennial Salad Garden** requires little maintenance and keeps your edible garden looking great. These plants will grow back year after year without the need to seed!

If you are using your garden as a tool for parent or community engagement, the **Community Salad Garden** is useful because it requires a dedicated team willing to volunteer over the summer to ensure its survival.

### 30-Day Salad Garden

<table>
<thead>
<tr>
<th>Variety</th>
<th>Direct Seed</th>
<th>Plants/sq ft</th>
<th>Harvest</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arugula</td>
<td>Early April</td>
<td>6 plants spaced 4 inches apart</td>
<td>Clip one inch above soil.</td>
<td>Harvest early, when leaves are 4-6 inches.</td>
</tr>
<tr>
<td>Cilantro</td>
<td>Mid-April</td>
<td>4 plants spaced 6 inches apart</td>
<td>Clip the outside stalks and allow the inner ones to grow.</td>
<td>Cilantro loves water. When it’s ready to seed, you have coriander.</td>
</tr>
<tr>
<td>Dill</td>
<td>Late April</td>
<td>4 plants spaced 6 inches apart</td>
<td>Harvest the stalk before flowers bloom.</td>
<td>Save the seeds for next year’s harvest.</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Mid April</td>
<td>4 plants spaced 6 inches apart</td>
<td>Clip two inches above the soil.</td>
<td>Lettuce can be harvested up to three times, about every two weeks after the first harvest.</td>
</tr>
<tr>
<td>Mustard Greens</td>
<td>Early April</td>
<td>4 plants spaced 6 inches apart</td>
<td>Clip one inch above the soil.</td>
<td>Greens can be harvested up to three times, about every two weeks after the first harvest.</td>
</tr>
<tr>
<td>Radish</td>
<td>Early April</td>
<td>6 plants spaced 4 inches apart</td>
<td>Clean off the “shoulders” then twist and pull.</td>
<td>Be sure to give them space.</td>
</tr>
<tr>
<td>Rainbow Chard</td>
<td>Early April</td>
<td>2 plants spaced 8 inches apart</td>
<td>Harvest at the base of the colorful stem.</td>
<td>Harvest the outer stalks and allow the inner ones to continue to grow.</td>
</tr>
<tr>
<td>Spinach</td>
<td>Early April</td>
<td>4 plants spaced 6 inches apart</td>
<td>Harvest outer leaves so inner leaves may grow for future harvests. Harvest the entire plant when seed stalks begin forming.</td>
<td>Plant broad-leaf spinach in the spring and fall and New Zealand spinach in the warm summer.</td>
</tr>
</tbody>
</table>
Perennial Salad Garden

Perennial crops come back year after year and are relatively low maintenance. These varieties can be difficult to cultivate from seed - consider purchasing pre-started plants, or better yet, ask a fellow gardener to dig up a portion of their plants (don’t feel bad, they’ll grow back next year!) that you can transplant into your garden. Transplant crops in early spring, after the last frost date.

<table>
<thead>
<tr>
<th>Variety</th>
<th>Variety</th>
<th>Harvest</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peppermint Leaves</td>
<td>Peppermint Leaves</td>
<td>Leaves can be eaten raw or steeped in tea.</td>
<td>Monitor as they spread or this will take over!</td>
</tr>
<tr>
<td>New Zealand Spinach</td>
<td>Spinach</td>
<td>Harvest outer leaves so inner leaves may grow for future harvests. Harvest the entire plant when seed stalks begin forming.</td>
<td>Harvest leaves when they are young.</td>
</tr>
<tr>
<td>Ground Cherries</td>
<td>Ground Cherries</td>
<td>When the fruit begin to soften inside their thin paper shell.</td>
<td>Monitor as they spread or this will take over!</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Strawberries</td>
<td>When the fruit becomes deep red and soften.</td>
<td>Monitor as they spread or this will take over!</td>
</tr>
<tr>
<td>Walking Onion</td>
<td>Walking Onion</td>
<td>Try them at different stages for different flavors.</td>
<td>Monitor as they spread or this will take over!</td>
</tr>
<tr>
<td>Asparagus</td>
<td>Asparagus</td>
<td>Harvest early when the shoots are 3-6 inches.</td>
<td>You’ll have to wait a couple years for your first harvest but after that it keeps on coming!</td>
</tr>
</tbody>
</table>

Favorite Salad Garden

These popular crops are easily identifiable and incredibly productive!

<table>
<thead>
<tr>
<th>Variety</th>
<th>Start/Transplant</th>
<th>Plants/sq ft</th>
<th>Harvest</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kale</td>
<td>Early March/ April</td>
<td>6 plants spaced 4-5 inches apart</td>
<td>Harvest outer/lower leaves to allow new growth for future harvests.</td>
<td>Let the plant go to seed in the fall. It will seed itself!</td>
</tr>
<tr>
<td>Cucumber</td>
<td>Early March/ April</td>
<td>1 plant</td>
<td>Harvest when small for best flavor.</td>
<td>Trellis early to keep the fruit off the ground.</td>
</tr>
<tr>
<td>Cherry Tomatoes</td>
<td>Mid-March/ April</td>
<td>1 plant</td>
<td>Harvest as soon as tomatoes turn deep red - if they begin to split they are over ripe.</td>
<td>Prune early to encourage a strong central stalk.</td>
</tr>
<tr>
<td>Pole Beans</td>
<td>Mid-March/ April</td>
<td>2 plants spaced 8 inches apart</td>
<td>Harvest when beans are long, full and no longer sticky.</td>
<td>Trellis early to keep the fruit off the ground.</td>
</tr>
<tr>
<td>Carmen Peppers</td>
<td>Mid-March/ April</td>
<td>2 plants spaced 8 inches apart</td>
<td>Harvest as soon as peppers turn deep red.</td>
<td>This variety loves sun!</td>
</tr>
<tr>
<td>Collard Greens</td>
<td>Mid-March/ April</td>
<td>2 plants spaced 8 inches apart</td>
<td>Harvest when leaves are 6 inches or longer!</td>
<td>These greens stay good on the stalk for a long time. Don’t harvest them until you are ready to eat them!</td>
</tr>
</tbody>
</table>
Chicago Specific Gardening Resources

A variety of resources are available whether you’re planting your first seeds or are a seasoned grower. Check out these local resources or contact studentwellness@cps.edu to learn more about:

- Community-based garden partner organizations
- Green Teacher Network - ask questions of fellow school gardeners and learn about upcoming workshops and events
- Eat What You Grow certification program - become trained to safely eat garden produce with your students! Information available on the Knowledge Center.
- Advocates for Urban Agriculture1 - stay connected to the larger community of growers in Chicagoland
- University of Illinois Extension Master Gardener Program2
- On-site technical assistance from the Office of Student Health and Wellness

STUDENT ENGAGEMENT

Students have the capacity to challenge conventional thinking, advocate for policies and change the social norms about the state of health within their school. They play a unique and valuable role in advocating for healthier school environments that contribute to an effective and comprehensive wellness action plan.

Policy Requirements
The CPS Local School Wellness policy recommends that schools engage students in a variety of school wellness efforts, including starting a Student Wellness Team or having a student representative on the School Wellness Team.

Why is student engagement important?
Students are powerful allies and key partners in normalizing healthy lifestyles as well as important levers in determining the future of school health and wellness policies. Engaging students in this process will benefit the school as well as the students.

Schools benefit from student engagement in the following ways:
· Gain access to new and innovative ideas, strategies, and perspectives from students
· Unveil new energy and enthusiasm for a healthy school
· Evoke positive change that results in a healthier school environment
· Increase opportunities for students to make healthier choices
· Increase sustainability and support of wellness based programs and initiatives

In addition, students can benefit in the following ways:
· Learn the importance of living a healthy lifestyle
· Develop leadership and advocacy skills
· Enhance decision making skills
· Improve communication skills
· Build self-confidence and moral character development
· Foster critical and creative thinking
· Gain a sense of ownership over school policies
· Learn conflict resolution and problem solving skills
· Reduce risky and unhealthy behaviors
What does student engagement look like?
Student engagement looks different across all situations, however, using a Positive Youth Development Model is highly recommended to ensure the best outcomes for the school and the students. A Positive Youth Development Model is focused on a set of intentional strategies and practices that welcomes and encourages youth voice and participation. Creating an environment that is supportive of this model will engage and motivate students to become more actively involved in their education and school community.

While working in partnership with students can foster a variety of benefits, challenges will arise. Remember to invite the students to help find solutions in order to resolve any issue. As a result, this approach will warrant a greater student investment in learning and enrich the quality of the school culture.

How do I engage students using this model?
When engaging students in creating change for their school, it is very important that their role is clearly defined. Ideally, an open forum should be created for students and adults to learn from each other. This forum will foster a partnership between students and adults that is based upon mutual respect. The role of the student should be valued and recognized as an integral part of the mission. Students’ voices, opinions, interests, and struggles should contribute to the objective.

How do I recruit students?
It is important that students are not overlooked or undermined as valuable participants in school wellness efforts. Recruiting students to actively participate requires creativity and persistence.

1. Start by engaging a core group of students who are passionate about making their school a healthier place.

2. Use social networking sites, school clubs, service learning projects and community groups/events to recruit students.

3. Initiate a dialogue with students to understand their perspective and concerns. Adults should take a step back and allow the students to discuss what health related topics they are interested in or have questions about. Do not make assumptions or generalizations. Try these activities to initiate dialogue with students:
   · Ask direct questions
   · Discussion groups
   · Surveys
   · Reflective writing
   · Ice breaker activities

4. Adults must be intentional in using the information collected as the basis of discussions or future projects. Conversations with students should always have a purpose that relates back to the subject or goal. Students tend to feel more engaged when they see their voice is being heard and their opinions valued.

5. It is imperative that the partnership between adults and students be built on mutual respect and trust. This means holding students accountable as well as holding yourself accountable.

6. Offer incentives for participation or include interesting and fun activities to help recruit and retain participation.

7. Students can act as the main source of outreach to recruit more students. Remember, positive participation yields positive participation!
Use these resources to help recruit, launch, and build your Student Wellness Team:

· Use an initial survey to understand how your students feel about their health and the environment in which they learn. This will also give you an idea about who might be interested in participating in the Student Wellness Team and in what capacity.

· Asset maps can be an effective way to understand the resources and tools that are available at your school to support the efforts of the Student Wellness Team. Asset maps identify all of the positive aspects of the school and its community that can be utilized to organize change. This will help guide an asset-based approach to creating a successful Student Wellness Team.

· Identify your school Wellness Champion and determine if your school already has a Wellness Team that students can support or collaborate with. The Wellness Champion may also serve as a supportive adult for the Student Wellness Team.

· Create an action plan that focuses on student input and student voice. This action plan should include SMART goals (Specific, Measurable, Achievable, Realistic, Timely) and action steps directed at each goal. In addition to the action plan, creating group expectations will ensure your group is working together in the most effective ways.

How am I doing?
Roger Hart’s Ladder of Participation is the most widely used tool to measure the level of youth engagement and involvement within a group. This tool is very straightforward and easy to use. Ask the students where they believe they fall on the ladder and compare their perception of their involvement to your own. You should always be aiming for the top tier of the ladder.

Remember to check in frequently with the students to reassess and reevaluate the level of participation in the Student Wellness Team.

Mikva Challenge Teen Health Council Resources
Mikva Challenge is a local non-profit organization that develops youth to be informed, empowered, and active citizens. The Mikva Challenge Teen Health Council created the Youth Wellness Team Toolkit that provides great resources to help support your Student Wellness Team. This toolkit was created for students by students!

In addition, Mikva Challenge and the Chicago Department of Public Health present Be You Media, an online blog of young Chicago voice on health and wellness.
Bright Ideas for CPS Schools: Student-Led Wellness Efforts

Below are some practical suggestions to engage students in both small and large scale efforts to make your school a healthier and happier place to learn.

- Always have at least one student representative on your School Wellness Team.
- Create a youth led Wellness Team or youth based division of your School Wellness Team.
- Delegate a Wellness Chair on the Student Council.
- Host focus groups or create a forum or safe space for students to identify and discuss issues that are important to them.
- Encourage active transportation to and from school (i.e. biking or walking).
- Have students make daily or weekly healthy announcements.
- Allow students to create a wellness bulletin board to raise awareness about important issues or events.
- Ask students to create posters or flyers that promote healthy habits and display them around the school.
- Provide students with the opportunity to direct and perform skits or raps that focus on wellness related topics.
- Host (with the help of student organizers) events and activities that promote physical activity such as non-competitive sports events, dances or healthy fundraisers.
- Sponsor and support a youth led after school health club (i.e. walking club, fitness club, nutrition club).
- Ask students to create and lead classroom physical activity breaks or lunch time physical activity breaks.
- Offer a civic engagement class to focus on community wide health and wellness efforts.

Additional Student Engagement Resources

Use these resources as a guide to engage and support the invaluable work that students at your school can do to initiate a positive change toward a healthy school environment.

**Action for Healthy Kids: Students Taking Charge** is a national movement of high school students putting their passion for eating right, being active and living healthy into making their schools a healthier place. Visit the Students Taking Charge website to download the Students Taking Charge Facilitator’s Guide for more information.

**Alliance for a Healthier Generation** offers some great insight around empowering young people to take action around health and wellness.

**After School All Stars** provides a framework for youth empowered, health-based after school programming. This framework is primarily for elementary school children.

**Girls in the Game** is a local organization that provides and promotes sports and fitness opportunities, nutrition and health education, and leadership development to enhance overall health and well-being of girls. They offer a variety of programs to support your school community.

**HYPE: Healthy You, Positive Energy** is a youth campaign out of Philadelphia that is designed to engage students in setting and obtaining wellness goals. HYPE encourages middle school and high school students to get involved in making healthy changes in their schools and communities through Youth Wellness Councils.
ENGAGING PARENTS IN SCHOOL WELLNESS

Healthy, active and well-nourished children are more likely to attend school, be engaged and be ready to learn. And with strong family engagement, schools, together with parents, can help students achieve academically while being fueled by healthy habits that will last a lifetime. Although engaging parents can often be challenging for schools with many competing priorities, it’s important to build a school culture that works thoughtfully and deliberately to form respectful, reciprocal relationships with families.

EngageWELL offers six ways to work with families on school wellness, to increase student health and academic achievement.

Why is it important for parents to be engaged in their child’s school?
Studies have shown that students who have parents engaged in their school lives are more likely to have:

- Higher grades and test scores
- Better student behavior
- Enhanced social skills

In addition, students who have parents engaged in their school lives are less likely to

- Smoke cigarettes
- Drink alcohol
- Become pregnant
- Be physically inactive
- Be emotionally distressed

CPS Policy Guidance for Engaging Parents

The CPS Local School Wellness Policy recommends that schools engage parents in a variety of school wellness efforts, including serving on School Wellness Teams.
How Chicago Parents Have Engaged in School Wellness

Parent voices can transform education and school environments. In Chicago, Healthy Schools Campaign and a group of parents from Chicago’s Latino and African-American communities founded Parents United for Healthy Schools. Out of concern for health disparities and the skyrocketing rates of childhood obesity, Parents United brings together parents, educators and community leaders from across Chicago to speak up for school wellness from a social justice perspective. Since 2006, Parents United has garnered national recognition for its role in transforming food and fitness in Chicago’s schools. Its good work has been honored by the White House, celebrated by the W.K. Kellogg Foundation, one of the world’s largest philanthropic private foundations, and applauded by local leaders such as Cook County Commissioner Jesus “Chuy” Garcia and Cook County Board President Toni Preckwinkle.

CPS parents have been particularly key in helping their schools become “Healthy School Certified” and improve the food and fitness environment through Go for the Gold, a partnership of CPS and Healthy Schools Campaign which used the USDA’s HealthierUS School Challenge, a key element of First Lady Michelle Obama’s effort to address childhood obesity. By the end of the three year initiative, which successfully finished in Summer 2013, 120 schools received recognition from the USDA for meeting the HealthierUS School Challenge. As a result, over 90,000 students in more than 40 percent of CPS elementary schools are benefiting from significant improvements to school food, nutrition education, physical activity and physical education (PE).

Hundreds of parents have made a difference for children’s health by becoming leaders in the effort to create healthy school environments. Thousands more have lent their support by signing petitions, attending meetings and speaking up for school wellness.
SIX WAYS TO WORK WITH FAMILIES ON SCHOOL WELLNESS

STRATEGY ONE: Provide Parenting Support
Help parents learn and understand how nutrition and physical activity affect their child’s health and success in school. This step is critical to getting families involved in improving nutrition and physical activity opportunities at school, as well as supporting the implementation of CPS school wellness policies.

Actions schools can take:
Ask parents about their needs, interests and desired involvement. For example, your school may want to start out with a parent interest survey or fold one into an existing assessment that asks parents questions about their needs and interests. See the Parent Interest Survey on page 110.

Provide a variety of learning opportunities. Offer, or collaborate with nonprofits to provide, opportunities for families to learn about topics such as understanding child and adolescent development; the impact of nutrition and physical activity on a student’s ability to learn; setting expectations for appropriate healthy behavior and academic performance, and healthy cooking/fitness tips. These opportunities can be a workshop dedicated to a topic or can be softly folded into already-planned activities, such as report card pick-up day. See page 115 for a Parent Communication Calendar that includes suggestions of workshop topics.

Connect classroom learning to the home. Provide parents the opportunity to relate directly to lessons taught in student health and PE classes. Have teachers, both PE and classroom teachers, commit to hosting one learning opportunity for parents to understand the content being taught to students.

STRATEGY TWO: Communicate with Parents
Schools should actively incorporate wellness information and healthy messages into existing communication channels such as school newsletters, report cards, school web sites, and so on. The most common interactive communication between educators and parent may occur during parent-teacher conferences, open houses and various school-based community activities. Of course, communication also goes beyond just words. A friendly atmosphere allows parents to openly communicate with schools about their children’s health, wellness concerns and progress.

Actions schools can take:
Examine how the school currently communicates with parents and decide which channels will incorporate healthy messages and information about wellness activities. For example, add a “Wellness Corner” to the school’s monthly newsletters in Spanish and English.

Use a theme-based approach for parent communication around health and wellness initiatives. For example, in the spring schools can focus on healthy summer beverages and fun physical activities, as students are getting ready for summer vacation.

Provide opportunities for two-way feedback from parents on health-related topics. Establish multiple mechanisms for gathering opinions from parents such as on-site suggestion boxes, annual parent surveys, parent/teacher focus groups and school-sponsored parent blogs.
Communicate with Parents Tool + Resources:
· Parent Communication Calendar around Health and Wellness – In the Resource Section, a template outlines a possible theme-based approach towards parent communication about health and wellness.

STRATEGY THREE: Provide a Variety of Volunteer Opportunities
Engaging parents as school volunteers is essential to building capacity in the community and ultimately improving health and wellness. Parents can enrich health and PE classes, improve the delivery of health services and help create safe and healthy environments for students.

Actions schools can take:
· Involve parents and guardians in writing the required Healthy Celebrations and Fundraising policy. Involving parents at the onset of the creation of new plans will create more parent support for these positive changes.
· Encourage parents to serve as mentors, coaching assistants, monitors, chaperones, and tutors for school health activities. Parents can be excellent role models for students by modeling healthy behaviors to incorporate into daily life.
· Accommodate a variety of parents’ schedules and talents. Provide opportunities for parents to lead health and wellness activities with students on sports teams; to lead a lunchtime walk, or to lead an after-school health and wellness activity, such as school gardening. Offer volunteer work that can be completed at home. For example, enlist volunteers to coordinate phone call reminders about wellness events.

Provide a Variety of Volunteer Opportunities Tools + Resources:
· Parent Interest Survey: In the Resource Section, a survey is available for your school to modify and use to gauge parent interests, needs and skills about volunteering in the school.

STRATEGY FOUR: Support Learning at Home
Encouraging parents to maintain health and wellness activities in the home can increase the likelihood that students receive consistent messages at home and in school. Schools can support this learning through educational and community-based tools.

Actions schools can take:
Train staff to develop education strategies that involve parents in healthy learning experiences. Teachers can provide interactive health-homework assignments that encourage parent participation and increase the likelihood of health-related conversations with students and parents. Teachers can provide suggestions for health-related activities for families, including cooking dinner and packing lunch, shopping for healthy foods and exercising together.

Identify health promotion projects in the community that could involve parents. School staff can promote and advertise community health and wellness activities such as 5K’s, walkathons, farmers markets, and community clean-ups for families to participate in together.

Encourage students to teach their parents. Students can be the most important tool to engage parents around health and wellness. School staff can energize students to show their parents the health and wellness tools they learn in school and encourage them to use these tools at home.

Support Learning at Home Tools + Resources:
· Parent Communication Calendar around Health and Wellness: In the Resource Section, a template outlines a possible theme-based approach towards parent communication about health and wellness.
STRATEGY FIVE: Empower Parents to be Part of Decision-Making

Principals can reach out through organizations that have existing relationships with parents, such as Healthy Schools Campaign or other community-based nonprofit organizations. Parents can also be tapped as resources in health and wellness decisions such as developing school health policies; emergency crisis and safety plans; health and safety messages; health curriculum; and beverage selection for school breakfast and lunches.

Actions schools can take:

Partner with a community-based nonprofit. Community organizations and nonprofits often have strong track records of working with parents and can be valuable allies and assist with leadership development of parents.

Create a parent-led wellness team. By working as part of a wellness team, parents can be the face of health and wellness initiatives in your school. The ideal team is parent-driven helping address parents’ needs and concerns. The team can increase peer-to-peer interaction with other parents, creating a comfortable environment for parents to engage. Again, working with an experienced nonprofit organization such as Healthy Schools Campaign can make this happen.

Enlist parents in identifying school wellness and safety priorities. Parents have vital knowledge of communities’ needs, and they should be used as a resource for insight into how these issues can be addressed. Create opportunities for focus groups to receive feedback from parents on community-specific needs that can be addressed by schools. Or use the Parent Interest Survey in the Resource Section.

STRATEGY SIX: Collaborate with the Community

The work of schools can be strengthened by organizations that support students’ academic, physical, social and emotional development, as well as provide services and support to families and parents. School and district leaders must draw on all the resources of our city and neighborhoods: nonprofits and businesses; universities and community groups; faith-based leaders and government officials; philanthropists and activists.

Actions schools can take:

Create a system that links families to community health and social service resources, activities and events. Create a public bulletin area that allows families to search for community health and social service resources, activities and events.

Collaborate with community partners to provide health services at school that meet the needs of students and their families. Identify the health needs of students and their families (e.g. dental services, immunizations, health screenings, substance abuse treatment) and invite relevant community partners to talk with parents.

Encourage community businesses and organizations to sponsor service learning opportunities and other projects that enable students, staff and parents to contribute to the health of the school and community. Promote parent engagement through community-based events that encourage health and wellness. Encourage these events to be used as a “family volunteering” opportunity.

Collaborate with Community Tools + Resources:

· Steps to Creating a Wellness Fair – In the Resource Section, you will find a step-by-step guide to hosting a school wellness fair full of resources.
The third pillar of the Chicago Public Schools five-year action plan states:

For students to achieve at the highest level, the district needs engaged and empowered families and communities. Parents must be empowered as leaders who can advocate for their children and for all the community's children. Meanwhile, school and district leaders must be resourceful in identifying community partners who can support children's growth and learning.

Additional Tools And Resources
- Case Studies
- Parent Interest Survey
- Pulse Check: Your School + Parents
- Parent Communication Calendar around Health and Wellness
- Steps to Creating a Wellness Fair
Bright Ideas from CPS: Parenting Support

Madero Middle School: Helping Parents Be Role Models of Wellness

At Madero Middle School in Chicago, parents, school staff and Principal Jose Luis Illanes are all constantly looking for ways to create a healthier school environment. One of the parents in the Madero community suggested starting a series of healthy cooking classes for parents. Illanes liked the idea and began conversations with Jovita Flores of Parents United for Healthy Schools to begin the process of making that happen.

“I believe that as a principal, you have to be conscious about the importance of healthy eating so that you can promote it,” Illanes says. “I thought that it was something good for our families and was something that was going to change their eating habits in a positive way.”

Classes run once or twice a month, depending on participation, and always coincide with the Local School Council meetings, so parents who attend the meetings have easy access to class afterward. Between 40 and 50 parents from the community usually attend, and the classes are open to parents from other schools, not just Madero.

Flores says parents share beloved dishes from their traditions and culture, but then they also highlight ways to make simple ingredient substitutions that promote healthier eating.

“We wanted to make people aware of the importance of using healthy ingredients in their cooking,” Illanes says. “For example, let’s say if rice is part of the home cooking tradition, they can always have wild rice or brown rice instead of refined white rice, for more fiber.”

Two of the keys to making the Healthy Cooking Club successful: The classes were initially held in parents’ homes, until parents worked with Illanes to secure Madero’s culinary arts classroom, which the school had originally planned to get rid of. Also, in the first year of the Cooking Club, the school partnered with St. Anthony Hospital to supply an instructor and valuable wellness resources for parents. Now, parents have taken over the club. Parents United for Healthy Schools has assumed leadership, with parents from the community sharing their delicious, healthy recipes.

What advice do you have for other principals to engage families around integrating wellness education into the school day?

- Remember to be a role model. Flores advises principals to remember that they should work together and model healthy habits at home and at school.

- Schedule wellness-focused events on the same day as other meetings. The Madero Healthy Cooking Club classes were typically held on days where there was also a Local School Council meeting.

- Always put the wellbeing of students first. “We are living in a society and at a time when obesity is becoming a real concern,” Illanes says. “Anything we can do at the local schools to help parents develop a good conscience around healthy eating is part of our responsibility.”

What resources would you recommend on this issue?

- Illanes cites the work of Parents United for Healthy Schools as a powerful resource. “It’s a large group of people with ideas and resources to help schools,” he says.

- Flores advises principals to reach out to other community organizations. Partnerships with a local hospital, local chefs and culinary organizations have been particularly helpful.
Bright Ideas from CPS: Provide a Variety of Volunteer Opportunities

Greene Elementary: Parents Unite for Community Health Fair

When parents share and implement ideas, they can help make entire communities healthier. In 2012, the parent-driven wellness team at Nathanael Greene Elementary School organized a school health fair, bringing together parents, students and community partners for this dynamic event.

The wellness team’s members served as role models for other parents and provided resources to support families in making healthy choices at home. “It’s really impressive to see the vision from the adults and their desire to make it real and do whatever it takes,” Heidkamp says.

The fair highlighted the parent wellness team as a resource for the whole school. Parents, teachers and other school leaders look to the committee for information and encouragement in making healthy decisions for the school and students. They worked with community partners to bring in vision and blood glucose testing and with cafeteria staff to provide healthy snacks.

Students provided the entertainment for the evening, with presentations from the karate, soccer, yoga, and folkloric dance after-school physical activity programs. Heidkamp found combining the student performance with the health fair to be especially advantageous: proud parents would attend to see their children perform, leading to more parents participating and learning about these great wellness resources.

What advice do you have for other principals to engage families on integrating wellness education into the school day?

- Incorporate wellness into already popular school events. When Greene held a school science fair earlier this year, Heidkamp and parent organizers worked to include a wellness component. Integrating wellness into existing events makes the inclusion feel more natural and reinforces wellness as a cornerstone of school culture.

- Understand and respect the culture and traditions of the communities you serve. “Our communities bring a real history and tradition that we need to understand as part of creating change,” Heidkamp says. “The first step is an appreciation of what is already there.”

What resources would you recommend on this issue?

- Heidkamp says his greatest resources have been Healthy Schools Campaign, the parents at Greene who have been some of the school’s strongest wellness advocates and other principals who have shared their experiences and ideas.
ADDITIONAL PARENT ENGAGEMENT RESOURCES
TOOLS SCHOOLS CAN USE

Parent Health And Wellness Survey: How To Use This Tool

Purpose
This tool provides a snapshot of the types of wellness activities that interest parents.

Customizing The Survey
The survey is available in English and in Spanish. The survey can also be modified to fit your school’s needs. Please feel free to add, modify and remove questions.

Who To Survey
Distribute the survey to a manageable but representative group of parents at large. Plan ahead and coordinate to conduct the survey at an existing meeting where parents are already in attendance. You can enlist the help of the Wellness Team to explain the purpose of the survey, distribute it and collect and analyze results.

When To Survey
We suggest that the Parent Health and Wellness Survey be distributed at the start of the school year so that activities and learning opportunities can be planned accordingly for the remainder of the school year.

Use The Data To Create A Plan Of Action
Survey participants expect to be informed about the survey results. With the help of your Wellness Team, collect and analyze survey results, then use the data to inform the types of parent wellness activities and learning opportunities that your school will offer throughout the year. Create your plan of action and share with survey participants and others.

Did you know?
Today’s students are likely to eat more than 4,000 school meals by the time they graduate from high school. With each meal comes the opportunity to guide students toward a lifelong relationship with healthy food. Learn more at bit.ly/CPS-Pathways.
# Handout: Parent Health and Wellness Survey

<table>
<thead>
<tr>
<th>Overall Wellness</th>
<th>Not Interested</th>
<th>Somewhat Interested</th>
<th>Neutral</th>
<th>Interested</th>
<th>Very Interested</th>
<th>Don't Know</th>
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<tbody>
<tr>
<td>Screening Programs</td>
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<td>BMI-wellness testing (Body mass index, BMI, is a measure of body fat based on height and weight that applies to adult men and women, and can be useful in gauging fitness levels.)</td>
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<td>Blood pressure checks</td>
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<td>Growth screening</td>
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<td>Vision/hearing screening</td>
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<td>Family Assistance Programs</td>
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<td>Emotional support</td>
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<td>Financial management</td>
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<td>Stress/anger management (e.g. understanding child and adolescent development, the impact of nutrition and physical activity on a student's ability to learn, setting expectations for appropriate healthy behavior and academic performance, and modeling healthy behaviors around healthy cooking and fitness tips)</td>
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<td>Fitness</td>
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<td>Family fitness classes (opportunities for families to spend time together while being active and leading a healthy lifestyle by example)</td>
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<td>Presentations on fitness (tips for properly exercising)</td>
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<td>Learning about your student's PE program and how to reinforce the learning at home</td>
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### HANDOUT: PARENT HEALTH AND WELLNESS SURVEY

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<thead>
<tr>
<th>ON-SITE FITNESS PROGRAMS</th>
<th>NOT INTERESTED</th>
<th>SOMETHAT INTERESTED</th>
<th>NEUTRAL</th>
<th>INTERESTED</th>
<th>VERY INTERESTED</th>
<th>DON’T KNOW</th>
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<tr>
<td>Strength/resistance exercise program that improves muscle and bone strength.</td>
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<td>Free weights: Routines with barbells, dumbbells</td>
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<td>Strength training with bodyweight: exercises using little or no equipment like pushups,</td>
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<td>pull-ups, abdominal crunches and leg squats.</td>
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<td>Weight machines: Routines done inside the school’s fitness center</td>
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<td>Flexibility exercise program that improves joint and muscle flexibility.</td>
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<td>Yoga</td>
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<td>Stretching Routines</td>
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<td>Exercise program that improves endurance and stamina, such as Brisk walking or jogging</td>
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<td>club</td>
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<td>Zumba, aerobics</td>
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<td>team sports (i.e. basketball, volleyball)</td>
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<td>NUTRITION</td>
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<td>Healthy cooking classes (healthy family meal planning, healthy snacks, and more)</td>
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<td>Weight management programs (diet and exercise)</td>
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<tr>
<td>Presentations on nutrition, nutrition label reading</td>
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<td>Learning about the school meal program, including nutrition standards and menus.</td>
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<td>Strategies to reinforce classroom learning around healthy habits at home</td>
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HANDOUT: PARENT HEALTH AND WELLNESS SURVEY

<table>
<thead>
<tr>
<th>PARTICIPATION IN PROGRAMS</th>
<th>NOT INTERESTED</th>
<th>SOMewhat INTERESTED</th>
<th>NEUTRAL</th>
<th>INTERESTED</th>
<th>VERY INTERESTED</th>
<th>DON’T KNOW</th>
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<tr>
<td>During school hours</td>
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<td>After school hours</td>
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<td>Weekends</td>
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Helping With School Wellness
Are you interested in these volunteer opportunities?

<table>
<thead>
<tr>
<th>VOLUNTEERING TO IMPROVE SCHOOL WELLNESS</th>
<th>DEFINITELY</th>
<th>MAYBE</th>
<th>I WOULD NOT VOLUNTEER</th>
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<tbody>
<tr>
<td>Become a member of the Wellness Team</td>
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<td>Volunteer to monitor recess</td>
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<td>Volunteer at the annual Wellness Fair</td>
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<td>Help organize health-promoting fundraisers</td>
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<tr>
<td>Help organize monthly health and wellness seminars or workshops</td>
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Your input is very important to our school’s success. Please provide any other interests or suggestions you may have for health promotion programs on the back of this page.
PULSE CHECK:
YOUR SCHOOL AND PARENTS

This is a quick and easy survey to assess how well your school is engaging and involving parents in school wellness activities. The checklist takes less than 5 minutes to complete!

Engaging parents in their children's school lives is essential to children’s success in the classroom and to their overall health. Studies have shown that parent engagement in schools can promote positive education and health behaviors among children and adolescents. In addition, school efforts to promote learning and health among students have been shown to be more successful when parents are involved. How is your school doing?

<table>
<thead>
<tr>
<th>ACTIONS TO CONNECT WITH PARENTS</th>
<th>YES/NO</th>
<th>WOULD LIKE TO ADDRESS</th>
<th>WHAT CAN YOUR SCHOOL DO?</th>
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</thead>
<tbody>
<tr>
<td>Does the school have a friendly, welcoming environment for parents to participate in and contribute? Do parents have a dedicated space in the school?</td>
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<tr>
<td>Do school staff view parents as assets to their mission and, subsequently, as assets to the school wellness mission? Does the school mission reflect the importance of parent engagement?</td>
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<tr>
<td>Is there an established school parent engagement plan? For example, the school established a parent engagement plan with the help of a dedicated team that assists in implementing, and continually improving the school parent engagement plan. This plan would include parent activities, workshops and outgoing communication around health and wellness for the entire school year.</td>
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<tr>
<td>Does your school ask parents about their skills and talents, as well as needs, interests regarding the health of their children, healthy family lifestyles, and other wellness topics parents may be interested in learning more about? See the Parent Wellness Interest Survey in the Resource Section.</td>
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<tr>
<td>Does your school ask parents how they would like to be involved? Does the school provide a variety of volunteer opportunities (e.g. encourage parents to serve as mentors, coaching assistants, monitors, chaperones, help with phone call reminders, school fundraising)?</td>
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## PULSE CHECK: YOUR SCHOOL AND PARENTS

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<th></th>
<th>YES/NO</th>
<th>WOULD LIKE TO ADDRESS</th>
<th>WHAT CAN YOUR SCHOOL DO?</th>
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<tbody>
<tr>
<td>Does the school have clear, consistent communication channels that encourage parents to get involved? For example, the school has a parent event and communication calendar for the entire school year announcing events and helpful information. Please see the following sample communication calendar.</td>
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<td>Is school staff required to create a parent engagement plan for their respective classrooms? Do school staff members develop and implement family-based education strategies that involve parents in discussions that relate directly to lessons taught in-class and in PE class (e.g., homework assignments that involve parent participation and health-promotion projects in the community)?</td>
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<tr>
<td>Does the school involve parents on the school Wellness Team and/or other school groups dedicated to helping the school make decisions that improve the health and wellbeing of students?</td>
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<tr>
<td>Does your school offer or collaborate with nonprofits to provide parents with seminars, workshops, and information on health and wellness topics, such as understanding child and adolescent development; the impact of nutrition and physical activity on a student’s ability to learn; or workshops that relate directly to lessons taught in health education and PE classes?</td>
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PARENT COMMUNICATION CALENDAR AROUND SCHOOL WELLNESS

AUGUST
Theme: Get parents on board! Kick off the School Year in a Healthier Way by setting parent expectations about school wellness initiatives and the required wellness policies.

- As part of the back-to-school days, inform parents about the required wellness policies, especially the fundraising, celebrations and rewards requirements. This is also a good opportunity to lay out the health and wellness activities that will be available regularly throughout the year, and what health and wellness curriculum students will be experiencing.
- Having beginning of the year staff meetings? Conduct a meeting dedicated to parent communication around health and wellness for teachers. Delegate tasks to staff related to health and wellness communication. For example, establish who will write a health and wellness section of the newsletter.

Suggested Workshop and Activities:
- Invite parents to join the school Wellness Team, along with the Local School Council, to create the required Healthy Celebration and Fundraising Plan. This plan will guide the school’s efforts in promoting healthy fundraisers that minimize the use of candy and snacks for fundraising purposes. Host an informative and action-planning workshop on the topic.
- Distribute the Parent Health and Wellness Survey, found on page 102.

SEPTEMBER
Theme: Healthy and Ready to Learn
Establishing a school environment that encourages all students and their families to make healthy eating choices and be physically active throughout the school year.

- The beginning of the year is a great time to inform parents about upcoming and regularly scheduled wellness activities, such as workshops, wellness team meetings and health screenings. By providing learning opportunities for parents to learn about and practice healthier lifestyles, schools can engage families in the school’s nutrition education initiatives and expand parent awareness, support and involvement around the nutrition education goals in their child’s school, as well as create a greater understanding of the wellness policy requirements the school must adhere to.
- Nationally, the month of September is designated as a time to raise awareness about childhood obesity and the importance of fruits and veggies, whole grains, and family fitness. Through multiple channels communicate to parents this month’s national campaigns and how they can help celebrate them at school or at home. For example, send home tips on how to incorporate more fruits and veggies at home, plus a list of fruits and vegetables that are in season.

Suggested Workshop and Activities:
- Healthy Students are Better Learners Workshop: Have school staff host an interactive workshop with parents on how childhood obesity negatively impacts the child’s quality of life and school performance.
· Healthy Cooking for You and the Family: Invite families for a night of healthy cooking. Demonstrate how a favorite household recipe can be made healthier.

· Yoga and You: Host an introduction to yoga class for parents and demonstrate how teachers can incorporate yoga in the classroom, too.

· Family Fitness: Promote family fitness day as an opportunity for families to exercise together! Bring in a personal trainer to demonstrate workouts that families can do together and give more information on the importance of physical exercise.

**OCTOBER**

**Theme:** What’s for Breakfast and Lunch? Understanding the School Meal Program.
The issue of healthy school meals is of great importance given that more than 85 percent of Chicago Public Schools students are low-income and qualify for federally subsidized meals, with many of these students relying on schools for most of their meals.

· Through the school’s communication channels send information to parents on the nutrition standards for school meals and how they can encourage their child to eat more of the fruits and veggies at school and at home.

· As part of National School Lunch Week, which is celebrated in October, invite parents for a tour of the cafeteria or an opportunity to learn more about the school meals program, and perhaps even sample the school meals! You may want to even organize a Take your Parent to Lunch day. Follow this link, to get a downloadable summary of the CPS School Meal program: bit.ly/CPS-Pathways.

· Be sure to communicate with parents in the newsletter, calendar and through social media to reinforce celebration policies; provide alternatives to unhealthy food and beverages at Halloween parties; and suggest healthier ways to celebrate the holiday at home.

**Suggested Workshop and Activities:**

· School Food 101: Create a learning opportunity for parents to learn about the school meal program by inviting a representative CPS Nutrition Support Services to come speak at your school. In particular, have CPS highlight the farm-to-school efforts in the school meal program.

· Take your Parent to Lunch Day: Invite parents for a tour of the cafeteria or an opportunity to learn more about the school meals program, and perhaps even sample the school meals!

· Healthy Halloween Fall Festival: Instead of the usual candy-filled Halloween celebrations, invite parents to help the school host a no-candy Halloween Fall Festival where the eighth graders create different stations with activities and games, such as face painting, hula hooping, a bean-bag toss, “guess the body part,” and a scarecrow photo station. Students buy tickets for the different activities or a wristband which will give them unlimited access to all the activities.

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**National Campaigns**

School Nutrition Week October 13-19
schoolnutrition.org
NOVEMBER
Theme: Connect Healthy Classroom Learning to the Home
Parent-teacher conferences are this month. This is a great time to have teachers utilize face-to-face communication to tell parents about health and wellness initiatives in their classrooms and invite them to be a part of it. This also provides an opportunity for parents to ask questions!

Suggested Workshop and Activities:
· Provide parents the opportunity to relate directly to lessons taught in student health and PE classes. Have teachers, both PE and classroom teachers, commit to hosting one learning opportunity this month for parents to understand the content being taught to students, but also to engage them in learning about tips for better nutrition and physical activity.

DECEMBER
Theme: Healthy Celebrations Make for Life Lessons
Remind parents about the school’s policy on healthy celebrations. Give guidance to parents on finding a fun focus, other than food, at celebrations. When schools reinforce healthy habits in the classroom, students learn consistent lessons that can last a lifetime.

Suggested Workshops and Activities:
· In a pre-holiday newsletter, reinforce healthy celebration policies for holiday parties, as well as health and wellness activities that will be coming up after the holiday break.
· Have classroom teachers invite parents to support the classroom celebration plan by designating tasks and responsibilities.

JANUARY
Theme: A Healthier New You! Commit to Being Fit.
The new year has started! Motivate parents to get reinvigorated and on track with their wellness goals by generating excitement for upcoming events, fundraisers, and more.

Suggested Workshops and Activities:
· Halfway through the school year is also an excellent time to gain feedback from parents on how school and staff members are promoting health and wellness to students and families. Hold an evening meeting that allows parents to talk face-to-face with teachers and staff to provide feedback.
· New Year’s resolutions are popular during this time of year, so create resolutions around health and wellness for your school and families. Promote these goals through existing communication channels and provide a documentation system so families can show their progress. Provide prizes for families who meet these goals!

FEBRUARY
Theme: School Fundraising That’s Healthy for Our Community and the Bottom Line
School fundraising sends a strong message that can either support or detract from school-wide wellness efforts. Experience shows that schools have many options for successfully raising money while keeping school wellness a priority — without relying on sales of unhealthy foods. Invite parents to support a health-promoting fundraiser! February is designated Heart Month by the American Heart Association, perhaps the school can sponsor a “Jump Rope for Hearts” event with the help of parents.

Suggested Workshops and Activities:
· Invite parents to organize a healthy fundraiser. Ideas can include any number of [Fill in the blank!]-athon, a healthy kids dance or creating and selling edible fruit arrangements.
MARCH

Theme: The Benefits of Breakfast: Health & Academics
The month of March features National School Breakfast Week. Research shows that eating breakfast is critical to student health and learning. There is significant evidence of positive academic effects due to breakfast consumption. Schools experience improvements in standardized test scores and improvements in school attendance in addition to other outcomes that create positive learning environments. The federally-funded School Breakfast Program is a cost-effective strategy to help all students learn, grow, and achieve. Invite parents in for breakfast to learn how they can make sure their student is eating breakfast, not only on standardized testing days but for the entire school year.

Suggested Workshops and Activities:
· National School Breakfast Week: Hold a morning event so parents can eat with their children and hold a brief discussion with families on the importance of breakfast and how it can improve academic performance. Work with your school dining manager to send tip sheets home with students that provide info for making and eating a healthy breakfast every day.
· National Nutrition Month: Utilize email and social media to promote national nutrition month. Incorporate nutrition into all of your contact with parents. Hold a seminar on nutrition standards and how these can be met in a low-cost, efficient way.

APRIL

Theme: Greening our Schools for our Kids and our Planet
Green schools save money, conserve energy and water, and foster better-performing, healthier students. In the month of April, focus on how the school community can enhance environmental education and civic engagement. Great ways to involve the community and students in developing a respectful and admiring relationship with our planet include: growing a garden, hosting a recycling fair, or starting a no food waste initiative. Incorporate information on environmental education this month as we move into the spring months. Hold an event, or promote events that serve as volunteer opportunities for parents and students to celebrate Earth Day and the environment. Provide information on the benefits of protecting the environment on an individual, family and community level. Include what your school is doing to improve the school environment.

Suggested Workshops and Activities:
· The ABC’s of School Gardens Workshop: April is a great time to start thinking about a summer garden. Provide parents with an overview of the benefits and responsibilities of a school garden, and decide if the school would like to have one.
· Host a Recycling Drive a Green Fundraiser, such as selling energy efficient light bulbs or similar items.
· Inquire about CPS programs that aim to decrease school meal food waste and increase healthy food access, such as Love Food Hate Waste.

National Campaigns
National Environmental Education Week April 14-20
Earth Day April 22
MAY
Theme: Active Communities, Healthier Students
May is the month to promote physical activity! National Bike Month, National Physical Education Week, National Physical Fitness and Sports Month and Bike to Work Week are all held in May. The weather is also getting warmer, so now is a great time to get parents to school where they can engage with their children in physical activity events. Hold a walkathon and offer informational seminars to parents on physical activity-related topics.

Suggested Workshop and Activities:
· Organize and invite families to take the Presidential Active Lifestyles Award Challenge, along with their students. The challenge is for six short weeks, and the school will be more active, making better food choices and feeling great. Adults commit to meeting the daily activity goal of 30 minutes of physical activity a day, at least five days a week, for six weeks. Students commit to meeting the daily activity goal of 60 minutes of physical activity a day, at least five days a week, for six out of eight weeks. As an alternative, they can count daily activity steps using a pedometer (girls’ goal: 11,000; boys’ goal: 13,000).
· Physical Education Workshop: Invite parents to experience a PE class with their kids and provide information about PE and the benefits to academic performance.
· Family Fitness: Promote family fitness day as an opportunity for families to exercise together! Bring in a personal trainer to demonstrate workouts that families can do together and give more information on the importance of physical exercise.

JUNE
Theme: Celebrating Success
It’s important to celebrate the health promoting journey your school has embarked on this year. Provide an opportunity to celebrate success and for parents to share feedback and offer suggestions concerning school wellness for the next school year. Also share ideas with families to enjoy the sun and stay healthy for the next few months, while school is out.

Suggested Workshops and Activities:
· Wellness Party: Throw a celebratory event for all those involved in the school’s wellness efforts. Have fun relaxing activities planned, as well as delicious treats available.
· Communicate to families about resources for physical activity, along with health and wellness.

National Campaigns
Asthma and Allergy Awareness Month
www.aafa.org
National Bike Month
Bike to Work Week May 13-17
bikeleague.org
National Physical Fitness and Sports Month
fitness.gov
National Physical Education and Sports Week May 1-7
aahperd.org
programming over the summer.

- Inform families about free summer meal programs funded by the USDA that will be operating at hundreds of sites, including public schools, community and recreation centers, churches and parks. Even after schools close their doors to prepare for the new school year, many other public sites remain open through August. For information about locations and dates in your area, contact the Illinois Hunger Coalition at 1-800-359-2163 or visit the CPS Summer Food Program website.
10 STEPS TO HOSTING A SCHOOL WELLNESS FAIR

A school wellness fair can be a great way to engage the whole school community around promoting a healthy lifestyle. Here’s a quick guide to the basic steps required.

1. Form a team, including parents, staff, school dining managers, the school nurse, and others to determine the purpose and goals of the Wellness Fair. Be sure to establish a budget.
   a. Work with your wellness team to establish the health needs of your school and of the surrounding community. What are services that are lacking that this wellness fair could provide? Make sure your fair will be an activity-oriented health fair – this type of fair will inspire more learning than a passive look-and-see wellness fair. Topic choices are limitless.¹
   b. Delegate responsibilities, including those related to site logistics, parking, partner/vendor recruitment, communication materials, volunteer recruitment, refreshments, room setup/breakdown/cleaning, contracts and donations.
   c. Establish a timeline, as well as a regular meeting time for the wellness fair team to check-in periodically.
   d. Will you be applying for a grant to fund your health fair? Be sure to research potential funding opportunities.

2. Determine the date and confirm the location with your school principal and staff.²
   a. When deciding on the date with your wellness team, make sure it coincides with another event that parents have to attend. For example, report card pick-up, parent-teacher conferences, a school performance, play or sporting event.

3. Invite community partners.
   a. The Wellness Fair should include organizations in your community that help improve wellness. See the list below of local Chicago organizations that have participated in fairs and the list of CPS Food and Fitness Partners who may be willing to participate and host activities at the fair.
   b. With your established wellness team and those helping arrange the event, be sure to plan fun activities and presentations for all age groups, and make it family-friendly. Make sure to provide healthy snacks! Some ideas for activities include:
      i. Physical Activity: Have a local aerobics, fitness, or karate expert provide a free, participatory activity, such as beginning step aerobics, or a workshop on the advantages of strength training, etc. Try contacting your local YMCA for this and other related programs. Ask the PE Teacher or a sports trainer to explain how to find a person’s target heart rate, teach participants about safely exercising in heat and cold extremes and explain age-appropriate exercises.

ii. Nutrition: Have a mix of activities and exhibits that teach the community about proper diet, cutting down fat and reading food labels. Some ideas include having an interactive Sugar Awareness table where student and adults guess how much sugar is in popular drinks and snacks. Nearby, host a healthy snack table that showcases easy and fun recipes for healthy eating. Teachers and students from different grade levels can take turns staffing different tables. Work with your school dining manager to utilize produce that is being served in your school’s cafeteria to highlight the healthy foods kids are eating! Provide samples.

4. Contact health screening vendors.
   a. Determine the number and type of vendors your location can accommodate to increase access to health screenings.
   b. Maintain communication with vendors during the entire planning process with telephone calls and emails. Make sure to send a written email outlining everything that was agreed upon at the start, send a reminder a few days before the event and a thank-you note after the event.

**Here are some organizations that have participated in local health fairs:**
- The American Heart Association
- The National Alzheimer's Association
- The American Cancer Society
- The American Diabetes Association
- Chicago Health Corps
- Consortium to Lower Obesity in Chicago Children (CLOCC)
- The Center for Disease Control
- Chicago Department of Public Health
- Illinois Department of Health Services
- Local Initiatives Support Corporation of Chicago (LISC/Chicago)
- University of Illinois Extension Program
- Curves
- Loyola University Chicago
- Athletico
- Action for Healthy Kids
- Cook County Health Department
- Chicago Christian Center Mobile Clinic

**Vendors that provide free health screenings in Chicago:**
- CVS Pharmacy
- Walgreens Pharmacy
- American Kidney Fund
- Chicago Department of Public Health and partner health clinics
- Mobile clinics can be great for wellness fairs. Search for local Chicago mobile health clinics for dentistry, immunizations or other needs. Plus! Many local hospitals and universities may be willing to offer their services and resources.

5. Create the action and staffing plan for the Wellness Fair and effectively communicate it to all.
   a. Plan to accommodate the needs of your community partners and health screening vendors. Will your partners need any supplies, access to an outlet or have special requests? Make sure to ask them what they will need the day of the event.
   b. Create a staffing and volunteer plan for the day of the wellness fair. Always keep the school principal informed about the plan. Responsibilities to be delegated include designating a main contact for partners, another for vendors, and another for volunteers; providing refreshments in the morning or afternoon; setting up; cleaning up; giving out event bags; and distributing and
collecting evaluation forms. Designate volunteers evenly throughout the space to make sure any questions are answered and challenges are solved.

6. Spread the word! Promote the wellness fair
   a. Use your preferred method of communication with parents and community members to promote the wellness fair. Include information about the time, location, and what health services will be offered. Post details about the wellness fair in the school newsletter and get in touch with local news outlets to publicize on the radio or newspaper.

7. Finalize logistical efforts, including those related to:
   a. Send out a confirmation to vendors and partners. Make sure to include directions and parking information, and where to check-in when they arrive at the event. Confirm donations and material delivery options (i.e. where to unload on the day of the event or where to ship).
   b. Confirm the room set-up and materials, including vendor display/table layout, event bags, signs, trash cans, reserved parking, time the room is accessible to volunteers and other tasks.
   c. Confirm that A/V equipment is set up, if needed. This can include a podium, microphone, and audio visual equipment.

8. Create an evaluation for wellness fair participants.
   a. First decide on the purpose of the evaluation (i.e., what should be learned from the evaluation), and confirm that an evaluation is necessary.
   b. Second, create a plan for distributing and collecting surveys from wellness fair participants.
   c. Lastly, gather survey results and share with your team, discussing implications for next year.

9. Have fun at the wellness fair!
   a. Smile. The day has finally arrived and all the school’s hard work has come to fruition. Make sure to enjoy the fair and remember it’s about improving school and community wellness.

10. Say thank you
    a. Be sure to send out thank you notes to all those that made the wellness fair possible. A simple note goes a long way, especially if the school does an annual fair.

Helpful Hints:
- Start planning early, and form the planning committee a year in advance.
- Pay attention to small details, including those related to trash cans, water locations, electrical outlets, smoke alarms, lost and found items, and name tags.
- Have a backup plan for last-minute vendor cancellations or no-shows. Always have a co-chair on the planning committee, and plan knowing you will probably lose some members of the committee during the planning process.
- If this is your first health fair, pay special attention to getting the word out about it in your community. Vendors and organizations that participate rely on having people with whom they can interact. Poor attendance should be avoided as much as possible.
- Prepare a binder of vendors, evaluation forms, timelines for each planning step, sample letters, publicity materials and lessons learned to help with future planning efforts.
APPENDIX
LOCAL SCHOOL WELLNESS POLICY

October 24, 2012

Rescind board reports 95-0527-PO1 and 06-0823-PO4 and adopt a new local school wellness policy for students.

The Chief Executive Officer recommends:
That the Board rescind Board Reports 95-0527-PO1 and 06-0826-PO4 and adopt a new Local School Wellness Policy For Students.

Purpose:
The purpose of this policy is to establish requirements for nutrition education, physical activity and the provision of healthy food choices at school and to ensure the Board’s expectations for student health and wellness are articulated and satisfied.

Belief Statement:
The Board recognizes the relationship that exists between academic achievement and student health and wellness. Accordingly, this policy reflects the Board’s commitment to removing health-related barriers to learning via health policy, promotion, education and services. The Board values (a) school-based activities designed to provide students with a school environment that supports and promotes wellness, healthy eating and an active lifestyle, (b) the inclusion of nutrition education, (c) nutrition requirements for all foods and beverages available on school property, (d) the integration of opportunities for physical activity, like recess, during the student day, (e) high-quality physical education programming, (f) school-based activities designed to promote health and reduce obesity, and (g) parents, guardians and family involvement in driving the success of school-based health, wellness and nutrition measures. In adopting a new policy with more rigorous standards, the Board sets a precedent for future health and wellness related policies and programs provided by the district.
Policy text:

Definitions

**Nutrition Education:** Nutrition education is a planned, sequential, K-12 curriculum or supplemental education program that addresses the physical, mental, emotional, and social dimensions of health related to nutrition. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated nutrition-related knowledge, attitudes, skills and practices.

**Physical Activity:** Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscle, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Physical activity is movement that reduces the risk of premature mortality in general and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular. Two levels of physical activity are commonly recommended including “Moderate” and “Vigorous.”

- Moderate: Movement activities in which participants breathe heavily and are able talk in complete sentences, but not sing.
- Vigorous: Movement activities in which participants perspire, breathe hard and are not able to say more than a few words without pausing for a breath.

**Physical Education (“PE”):** Physical education is a planned, sequential, curriculum (K-12) that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual, and individual sports; tumbling and gymnastics; health education; and aquatics.

**Nutrition Education**

In order to establish a standardized approach to nutrition education, schools shall provide nutrition education programming under the following framework in accordance with the CPS Student Wellness Guidelines.

**Grade Level Requirements:**

- Elementary Schools and campuses serving grades K-8 are required to integrate evidence-based nutrition education into the curriculum in all grade levels in the school. Elementary schools that do not serve all grades K-8 (e.g. K-3, K-4, K-5, etc.) are subject to the requirements of this section.

- Middle Schools serving grades 6-8 or 7-8, Academic Centers located in high schools serving grades 7-8 and High Schools serving grades 6, 7 or 8 are required to integrate evidence-based nutrition education into the curriculum at in at least two grade levels.

- High Schools serving grades 9-12 are required to integrate evidence-based nutrition education into the curriculum of at least two high school courses required for graduation.
Nutrition Education Implementation
The Principal shall ensure that the following requirements are satisfied in accordance with the CPS Student Wellness Guidelines when implementing nutrition education at their school:

1. Provide nutrition instruction that is consistent with or exceeds the U.S. Department of Agriculture (USDA)'s “Dietary Guidelines for Americans” and the most current “My Plate” plan.

2. Implement evidence-based nutrition instruction, supplemented by resources provided by the USDA’s Team Nutrition or other vetted sources.

3. Maximize classroom time by integrating nutrition education into lesson plans of other school subjects including math, science, language arts, physical education, health, and social sciences.

4. Provide students with consistent nutrition education messages through multiple channels in addition to classroom instruction, including nutrition information provided in the cafeteria, health fairs, field trips, after school programming, and assemblies.

5. Comply with the additional nutrition education requirements specified in the CPS Student Wellness Guidelines.

The Chief Education Officer or designee, in collaboration with the Office of Student Health and Wellness shall monitor and measure the extent to which schools utilize an evidence-based nutrition education curriculum under the framework described herein. A baseline standard shall be developed to enable measurement of growth in the number of schools using an evidence-based nutrition education curriculum over time.

Parent/Family Outreach
Schools shall provide parents/guardians with information to help them incorporate healthy eating and physical activity into their child’s lives in and outside of school. This information may be provided in the form of handouts, postings on the school website, information provided in school newsletters, presentations that focus on nutrition and healthy lifestyles and any other appropriate means available for reaching parents.
School Food Service

Compliance with Laws and Regulations
The food and beverages served on school campuses during the school day by CPS personnel as part of the National School Lunch Program (NSLP), National School Breakfast Program (NSBP), Seamless Summer Option (SSO) and Child and Adult Care Food Programs (CACFP) shall meet or exceed all applicable federal state and local laws and regulations as well as applicable Board policies and guidelines including, but not limited to:

- Applicable USDA regulations regarding all aspects of NSLP and NSBP, and all other federally-funded CPS food service programs;
- Applicable Illinois law that regulates the service or sale of foods and beverages on school grounds;
- Applicable law and regulations governing food safety and security for all foods made available on campus;
- CPS Food Service guidelines applicable to reimbursable school meals which shall not be less restrictive than federal regulations and guidance issued by the U.S. Secretary of Agriculture pursuant to the Child Nutrition Reauthorization Act and the Healthy, Hunger-Free Kids Act;
- Federal and state regulations to provide accommodations for dietary, cultural and religious preferences and needs of students; and
- Board policies governing Food Allergy Management; Diabetes Management; Administration of Medication; Healthy Snack and Beverage and all other Board Policies governing student health and nutrition.

Meal Planning: Schools shall offer students a variety of age-appropriate, healthy and appealing food and beverage choices in the dining center. Schools shall employ food preparation and meal planning practices consistent with federal guidelines, best practices and the CPS Nutrition Standards for school meals.

Breakfast: Elementary schools shall comply with the district’s Breakfast in the Classroom Policy in order to provide students with a nutritious meal to begin the school day, increasing student focus and attention in the classroom.

Foods Provided to Students by Parents/Guardians: Schools shall encourage parents to support the goals and objectives of this policy through providing students with healthy foods that will be consumed during the school day. Parents/guardians who elect to provide their child with meals outside of the NSLP and NSBP and are encouraged to send healthy foods in age-appropriate portions for their child and refrain from providing foods or snacks with minimal nutritional value.

Locally Grown: CPS is committed to using locally grown fruits and vegetables when available, in season, and economically feasible.

Feedback: CPS is committed to meeting the nutritional needs of students across the district. To that end, Nutrition Support Services and district food service providers in accordance with USDA requirements will solicit student and parent feedback that aims to improve the quality of, and student satisfaction with, school meals and increase overall participation.

Nutrition Education and Wellness in the School Dining Center: Nutrition Support Services, district food service providers, and School Dining Center staff shall be engaged in wellness activities that support taking nutrition lessons beyond the classrooms and into the school dining centers to encourage and promote healthy eating habits.
Schools must:

- Ensure that, through Nutrition Support Services, food service staff receive ongoing professional development opportunities that include training regarding nutrition, meal planning, and wellness in accordance with current contracts.
- Encourage creativity in menu planning and implementation of strategies that provide tasty, appealing, and healthy school meals.
- Serve school meals in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines.
- Reinforce healthy food messages in the dining center through printed materials like posters and nutrition pamphlets and/or presentations like taste-tests or cooking demonstrations.

**Physical Education**

Schools shall offer physical education programming that:

1. Is consistent with state learning standards and CPS Student Wellness Guidelines;
2. Is coordinated within a comprehensive health education curriculum;
3. Emphasizes self-management skills;
4. Is designed to foster engagement in physical activity that enables students to achieve and maintain a high level of personal fitness over their lifetime; and
5. Is consistent with Health-Optimizing Physical Education learning objectives and strategies established by the Chief Instruction Officer including, but not limited to:
   - Engages all students in moderate to vigorous activity during two-thirds of all physical education class time;
   - Utilizes an evidence-based physical education curriculum aligned with the state standards for physical education;
   - Integrates skill-based assessments into all elementary physical education curricula; and
   - Accommodates students with disabilities with a 504 plan or IEP.

**Physical Activity**

6. Weekly Physical Activity – In School: To improve academic outcomes and increase overall student fitness it is recommended that schools provide all students with a total of 90 minutes of moderate to vigorous physical activity per week, through a combination of:
   - Structured PE class taught by a certified PE teacher
   - Daily recess (elementary only)
   - Classroom physical activity
   - School activity assemblies
   - Other activities as specified in the CPS Student Wellness Guidelines
7. Curriculum Integration Goals: All core subjects including math, science, language arts, health, family and consumer science, and social sciences should maximize student attention and focus by integrating moderate to vigorous physical activity. All schools are encouraged to include increments of 10 minutes of physical activity at least one time per week into each core subject lesson plans.
8. Inactivity Reduction Goals: Schools shall discourage extended periods (two hours or more) of time when a student is not physically active. When activities, such as school testing, make it necessary for students to remain indoors for long periods of time, schools should provide periodic breaks during which students are encouraged to be moderately to vigorously active.
9. Weekly Physical Activity Goals – Out of School: Schools shall encourage students to engage in continuous physical activities (moderate to vigorous) outside of school hours for a minimum of 15 to 30 minutes on 5 or more days per week through participation in community programs, after school programs and/or before school programs.
**Active Transportation**

Schools shall encourage students to walk or bike to school when feasible. Schools should engage parents in organizing adult supervised groups to facilitate safe walking and biking. This may include assessing walking and biking access to school and exploring ways to improve access. Schools shall develop an arrival and dismissal plan to ensure, where possible, safer traffic, ingress and egress conditions for students in and around the school campus as part of their Facility Information Management Systems (FIMS) emergency and safety plan due October 1st of each year.

**Recess**

All elementary schools, middle schools, and high schools with elementary grades, shall provide elementary students (K-8) with a daily opportunity for recess. Recess is a non-instructional activity and shall occur during non-instructional time. Recess shall be at least 20 minutes in length per day. Recess, which provides students with a break from instruction and time to engage in play with peers, shall include physical activity and/or activities that promote social skill development. It is recommended that schools schedule recess prior to students’ lunch period. Schools shall implement recess in accordance with CPS Student Wellness Guidelines.

**Food and Physical Activity as Rewards or Punishment**

- Teachers and other school personnel must promote non-food rewards and must not withhold food or offer alternative lunch options (such as a brown bag lunch, serve lunch in the classroom) as punishment.
- Teachers and other school personnel shall not use physical activity (e.g., running laps, push-ups as a punishment) or withhold opportunities for physical activity (e.g., withholding recess, physical education) as punishment.
- Teachers and other school personnel are encouraged to use physical activity opportunities as rewards such as extra recess, special classroom privileges etc.
- Any food offered as a reward or part of a school celebration must meet the requirements of the Board’s Healthy Snack and Beverage Policy.

**Student Access to Nutritious Foods**

In order to increase student access to nutritious foods outside of the school-provided meals, schools are encouraged to:

- Refer all eligible students to CPS’ Children and Family Benefits Unit to enroll them in any appropriate state and federal benefits programs such as SNAP (food stamps) and All Kids.
- Promote student participation in the federally-funded summer food service programs and coordinate activities with city agencies to maximize student summer services and student participation in federally-funded summer food service programs.
- Promote student participation in after-school and summer programs that serve healthy snacks to children which meet federal and state regulations.
- Reduce waste from school meals by participating in the Love Food Hate Waste and FoodShare programs, the latter of which redistributes and promotes the consumption of wholesome foods after-school and in the school community.
- Conduct periodic reviews to ensure that items sold on school grounds in vending machines, school stores, by food vendors on school grounds, as fundraisers or as à la carte items comply with the Board’s Healthy Snack and Beverage Policy.
**Staff Wellness**
CPS encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school’s overall comprehensive health program.

**Local School Implementation**
**School Wellness Champion:** The principal will annually designate a school employee to serve as the School Wellness Champion who will (i) lead and coordinate their school’s efforts to increase healthy eating and physical activity for students, (ii) serve as the liaison to CPS Office of Student Health and Wellness regarding school level efforts to implement this policy and reporting as needed, and (iii) annually establish, serve on and lead a School Wellness Team that develops goals, strategies and initiatives for student health, wellness and physical activity during the school year.

**School Wellness Team:** The principal shall ensure that a School Wellness Team is formed annually to spearhead health and wellness initiatives at the school that are in compliance with this policy and ensure the school’s compliance with the Board’s Healthy Snack and Beverage Policy. The principal shall establish a system to annually identify School Wellness Team members which may include parents/guardians, teachers of physical education, classroom teachers, school health professionals, students, school administrators and community health and wellness partners.

**Reporting:** The principal shall provide quarterly updates to the Local School Council regarding the school’s health and wellness initiatives and the school’s implementation of this policy.

**Support and Oversight**
The Office of Student Health and Wellness shall oversee school implementation and compliance with this policy and in doing so shall:

1. Provide technical assistance and support to assist schools with implementation of the policy and improve programming functions;
2. Ensure schools are offered support services through various departments including the Office of Student Health and Wellness, Nutrition Support Services, and the Chief Instruction Office to ensure the full implementation of this policy;
3. Establish a process for identifying and distributing resources made available by qualified agencies and community organizations for the purpose of collaborating with schools to enhance implementation of this policy;
4. Establish a process to gather regular reporting and feedback from individual schools, community partners, students and parents on the implementation of the policy;
5. Conduct periodic evaluations and report on district-wide and individual schools’ compliance with the Policy; and
6. By January 2015, conduct a district-wide review and assessment of this Policy in conjunction with the Healthy Snack and Beverage Policy on the policies’ effectiveness and, based on this assessment, propose Policy revisions.

**School Progress Report Measure**
CPS shall provide an annual “Healthy Schools Certified” indicator on the CPS School Progress Report that is directly correlated with the school’s health and wellness environment and school’s compliance with this and the Healthy Snack and Beverage Policy.
Review of Policy Coordination Efforts
The Chief Health Officer shall designate individuals from central office departments, schools, as well as external stakeholders to convene at least annually, and on an as-need basis, to review CPS wellness and community coordination efforts and opportunities.

Guidelines
The Chief Health Officer or designee is authorized to develop and implement guidelines, standards and toolkits to ensure the effective implementation of this policy.

HEALTHY SNACK AND BEVERAGE POLICY

November 14, 2012

Rescind board report 04-0623-PO1 and adopt a new Healthy Snack and Beverage Policy.

The Chief Executive Officer recommends:
That the Board rescind Board Report 04-0623-PO1 and adopt a new Healthy Snack and Beverage Policy.

Purpose:
The purpose of this policy is to establish nutrition standards, requirements and recommendations for foods and beverages sold, provided or served to students at school that compete with food provided under the National School Lunch Program (NSLP), National School Breakfast Program (NSBP), Seamless Summer Option (SSO) and the Child and Adult Care Food Program (CACFP). This policy seeks to create a school environment that supports student nutrition and healthy food choices by ensuring nutrition standards for food and beverages sold as competitive foods in vending machines, school stores, food vendors on school grounds, à la carte items, or as part of a school fundraiser. The standards set forth in this policy are consistent with the USDA’s gold standard for competitive foods.

Policy Text:
Definitions
Food of Minimal Nutritional Value: Food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving (iron, calcium, protein, vitamin A, vitamin C, niacin, thiamine, or riboflavin).
À la carte: Individually priced food items available for sale in the school dining center that are not part of the NSLP, NSBP, SSO or CACFP.
Competitive Foods: Foods and/or beverages sold to students on school grounds that compete with the school’s operation of the NSLP, NSBP, SSO, or CACFP. Competitive foods include but are not limited to items sold in vending machines, school stores, food vendors on school grounds, in school dining centers as à la carte items, or as part of a school fundraiser.
Rewards: Incentives offered to students in recognition of good behavior or performance whether offered before, during or after school.
Fundraiser: Any activity, event or sale to raise funds by or for a school occurring on school grounds whether before, during or after school hours and also any direct sales activity by students, such as candy sale fundraisers, whether or not the direct sales activity occurs on or off school grounds.
Celebrations: Special events or activities occurring at school, convened in a classroom or elsewhere at school as part of a festivity or ceremony or as part of a before, during or after school activity.
Food Nutrition Criteria
All competitive foods available for purchase by students must meet the following nutrition criteria:

1. No more than 35% of total calories from fat per serving, (with the exception of nuts, seeds, nut butters, fruits or vegetables);

2. Zero trans fat (< 0.5 g per serving);

3. Have 10% or less of its total calories from saturated fat;

4. Have 35% or less of its weight from total sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy ingredients;

5. Less than 230 mg of sodium for a snack or side dish and less than 480 mg for a main dish;

6. Bread, cookies, baked goods, and other whole-grain based products shall have a whole grain (such as whole wheat) listed as the first ingredient or contain grains that are at least 51% whole grains;

7. Cheese must be low, reduced-fat and low sodium;

8. Serving size does not exceed the food served in the National School Lunch/School Breakfast Program; for other sales, item package or container is not to exceed 150 calories for elementary and 200 calories for high school students;

9. Fruits packaged in their own juice, light syrup or dried will not exceed 150 calories for elementary schools, 180 calories for middle schools, and 200 calories for high schools; and Dried fruit and nut combination products can be included within these guidelines if they meet the following standards:
   · The product includes only unsweetened dried fruit, nuts and or seeds,
   · The product contains no added sweeteners, and
   · The combination of the product is exempt from the less than 35% of total calories from fat requirement but must meet requirements for saturated fat, trans fat, sodium, sugar and positive nutrients.

Beverage Nutritional Criteria
All competitive beverages available for purchase by students must meet the following nutritional criteria:

General beverage requirements:

10. Schools may sell, provide or serve only plain water, 100% juice, and milk to students that:
   · Do not contain added sugars including high fructose corn syrup and non-nutritive sweeteners except as authorized below for flavored milk or flavored milk substitute,
   · Do not contain artificial sweeteners, and
   · Do not contain more than a trace amount of caffeine (4mg).

11. Beverages such as soft drinks, fruit drinks, vitamin water drinks and energy drinks with minimal nutritional value are prohibited.

12. Sports drinks are prohibited except when provided for student athletes participating in sport programs involving vigorous activity for at least one hour duration.
**Milk Requirements**

1. All milk, flavored milk and milk substitute products shall:
   - Be low fat (1%) or skim (fat free) milk,
   - Contain Vitamins A and D, and
   - Are in containers not to exceed 8 ounces.
2. Flavored milk shall be non-fat and contain no more than 22 grams total sugars per 8 ounces.
3. Soy and rice milk substitute drinks shall be calcium and vitamin fortified and shall be low-fat and contain no more than 22 grams total sugars per 8 ounces.

**Water Requirements**

Drinking water, whether provided in bottles, dispensers or water fountains, must:

- Be unflavored,
- Have 0 mg of sodium,
- Have no nutritive or non-nutritive sweeteners,
- Be noncarbonated,
- Be caffeine free, and
- Have no additives except those minerals normally added to tap water.

**Juice Requirements**

Schools may sell, provide or serve only fruit and/or vegetable based juice drinks that:

- Are composed of no less than 100% fruit/vegetable juices,
- Contain no added sweeteners,
- Are in containers not to exceed 6 ounces, for elementary and middle schools,
- Are in containers not to exceed 8 ounces in high school, and
- Contain no more than 120 calories/8oz and no more than 100 calories/6oz.

**State or Federal Requirements**

Foods and/or beverages sold, provided or served to students on school grounds that compete with the school’s operation of the NSLP, NSBP, SSO, or CACFP must comply with all applicable federal regulations. In the event the state or the USDA issue modified, more stringent, or additional nutritional standards for competitive food or beverages sold, served or provided in schools, the Chief Health Officer is authorized to update the nutritional criteria specified in this policy for conformance with new state and federal standards without further Board action. Any such modifications will be issued by the Chief Health Officer to schools for their compliance with the new applicable standards.

**Vending Machines**

Vending machines are permitted to operate on CPS property for the sale of food and beverage items to students subject to the nutrition criteria outlined in this policy and the following additional requirements.

**Beverage Vending Requirements:** Elementary, Middle and High Schools are permitted to operate beverage vending in compliance with the nutrition and other regulations outlined in this policy.
Beverage vending machines may, at the Unit/Building head’s discretion, be placed in any appropriate location within the building.

**Snack Vending Machine Placement**

- **Elementary or Middle Schools:** Snack vending machines may not be placed anywhere in the school building, including the lunchroom, where they would be accessible for student use during school hours. Such machines are, however, permitted in areas restricted to students such as the teachers’ lounge. If a snack machine is located in a school’s common area and cannot be re-located to a restricted area, the machine shall be rendered inoperable for the duration of the school day.

- **High Schools:** Snack vending machines may, at the Principal’s discretion, be placed in any appropriate location within the school that is accessible for student use, except not within the dining center and not in areas outside of the dining center that are located within 100 feet from the dining center serving line. Vending machines must be turned off when meals are being served during the school day.

**Compliance:** The Principal or their designee will select the snack and beverage products to be offered for sale in the school’s vending machines and will ensure that they meet the nutrition criteria specified in this policy. Schools that fail to comply by providing approved snacks shall be subject to:

- Vending machine removal;
- Forfeiting revenue from items being sold during meal periods.

**Staff Restricted Vending.** In vending machines that are restricted to students and are accessible to school staff/adults only, schools are encouraged to promote healthy snack and beverage options.

**Fundraisers**

Fried food, candy, sugar-sweetened beverages or other snacks of minimal nutritional value may not be sold as part of a school fundraiser. Any foods and beverages used or sold for school fundraising purposes on school grounds whether before, during or after school hours and also any direct sales of food or beverages by students, whether or not the direct sales activity occurs on or off school grounds, must meet the nutrition requirements set out in this policy.

**Rewards**

Principals, school staff, parent/guardians and before and after school program partners must promote non-food rewards and must not withhold food or offer alternative lunch options (such as a brown bag lunch, serve lunch in the classroom) as punishment. All schools must adhere to the Board’s Food Allergy Management Policy for any foods brought onto school grounds as part of a reward.

**Celebrations**

Principals, school staff, parents/guardians and before and after school program partners should promote healthy classroom and school celebrations by minimizing the use of candy and snacks of minimal nutritional value in the classroom or school celebrations. Each local school wellness team shall be responsible for establishing a healthy celebrations and rewards plan for their school outlining the measures the school will take to encourage healthy celebration food and beverage items. The local school healthy celebrations and rewards plan must conform with: (i) applicable federal regulations, (ii) the Board’s *Food Allergy Management Policy*; and (iii) Department of Public Health restrictions on home-baked goods in schools.

**Exceptions**
The nutrition criteria outlined in this policy are recommended, but not required for food or beverages sold, served or provided: (a) during a field trip or other school-sponsored activity or trip off school grounds, (b) at concession stands at a sports stadium, gym, field house or auditorium, whether on or off school grounds, (c) as part of a school sports game, performance or event where parents/guardians and other adults are a significant part of an audience, and (d) at school fundraising events held off school grounds. Nothing in this policy prohibits a school from serving snack foods or beverages to a student with diabetes or other health condition where physician's orders specify the intake of certain snack foods or beverages at school to manage their medical condition.

**School Staff and Administration**

Principals, school staff, partners and program providers shall promote a healthy eating environment in the school. Adults are encouraged to model healthy eating and serve nutritious food and beverages which meet the requirements in this policy at school meetings and staff-oriented events. Staff are encouraged to refrain from consuming foods of minimal nutritional value in the presence of students as a way of healthy role-modeling.

**School Coordination**

The local school wellness team established at each school in accordance with the Board's Local School Wellness Policy for Students will coordinate compliance plans and efforts for ensuring that competitive foods sold or served at their school satisfy the nutritional and other requirements of this policy. The local school wellness team shall provide progress, compliance and other reporting to the Office of Student Health and Wellness as specified in the guidelines.

**Support and Oversight**

The Office of Student Health and Wellness shall oversee school implementation and compliance with this policy and in doing so shall:

- Provide technical assistance and support to assist schools with implementation of the policy and improve programming functions; and
- Ensure schools are offered support services through various departments including the Office of Student Health and Wellness, Nutrition Support Services, and the Chief Instruction Office to allow for full implementation of this policy.
- By January 2015, conduct a district-wide review and assessment of this policy in conjunction with the Local School Wellness Policy for Students on the policies' effectiveness and, based on this assessment, propose Policy revisions.

**Guidelines**

The Chief Health Officer or designee is authorized to develop and implement guidelines, procedures and toolkits to ensure the effective implementation of this policy.

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Legal References: 23 Illinois Administrative Code 305.15; 7 CFR 210.11, 220.12 and Appendix B to Parts 210 and 220
POLICY OVERVIEWS
CPS LOCAL SCHOOL WELLNESS POLICY

The CPS Local School Wellness Policy supports a healthy school environment for all students. Schools will be required to align with the policy (criteria outlined below) beginning school year 2013/2014.

Local School Policy Implementation
· Principals will nominate a School Wellness Champion annually.
· Wellness Champions will convene a Local School Wellness Team that reports quarterly to the Local School Council (LSC) regarding the school’s health and wellness initiatives.

School Food
· CPS must meet all National School Lunch Program regulations, and currently meets the USDA’s Gold Standard.
· CPS has a continued commitment to local food procurement when possible.
· Schools should encourage parents to provide healthy meals and snacks to students to be consumed during the school day.

Student Rewards & Punishments
· Teachers and staff should limit unhealthy food given as a reward or incentive.
· Teachers and staff must not withhold food or physical activity as punishment to students (including recess and Physical Education class).

Nutrition Education
· All schools K-8 must integrate nutrition education at all grade levels as a systematic unit of instruction.
· Middle Schools must integrate nutrition education in two grade levels as a systematic unit of instruction.
· High Schools must provide nutrition education as an integrated systematic unit of instruction in two required course.
· All schools should engage parents and guardians in nutrition education.

Physical Education
· Schools should offer health-optimizing PE classes to students that are focused on lifelong fitness skills and includes health education and meet the requirements of the CPS Physical Education Policy.
· 2/3 of PE time should be spent in moderate to vigorous physical activity.
· Skill-level assessments should be conducted at the elementary level.

Recess
· All elementary schools must provide at least 20 minutes of daily recess.
· Schools should schedule recess before lunch to avoid students rushing through their meal to play.

Physical Activity
· Schools should encourage all students to engage in 60 minutes of physical activity per day – this includes the time students spend in PE, at recess and engaging in other physical activity throughout the school day.
· Schools should encourage and promote active transportation to and from school.
· Schools should encourage students to participate in out of school time physical activity.

For more information, contact studentwellness@cps.edu.
CPS HEALTHY SNACK AND BEVERAGE POLICY

The CPS Healthy Snack and Beverage Policy supports a healthy school food environment through establishment of nutritional standards for foods sold or served on school grounds, outside of the National School Breakfast and Lunch program. Schools will be required to align with the policy criteria outlined below by school year 2013/2014.

**Nutritional Snack Criteria**

- No more than 35% total calories from fat per serving
- Zero trans fat
- 10% or less of total calories from saturated fat
- Total sugar must be at or below 35% by weight
- Less than 230 mg of sodium for snack or side dish
- Less than 480 mg of sodium for a main dish
- À la carte serving size does not exceed the portions served in the National School Lunch or Breakfast Programs
- Snack portion sizes are limited to 150 calories for elementary and 200 calories for high school
- Canned fruit must be packed in juice or light syrup
- Dried fruit must have no added sweetener
- Dried fruit and nut snacks are exempt from fat restrictions, but must meet all other requirements

**Nutritional Beverage Criteria**

- Low-fat or fat free milk
- Milk limited to 8 ounce portions
- Fruit and vegetable juices must be 100% juice with no added sweeteners
- Plain water
- 100% juice serving sizes are restricted to 6 ounces for elementary school and 8 ounces for high school

**Vending, à la carte**

Food and beverages sold on school grounds must meet the nutrition criteria, including:

- Foods sold in vending machines
- À la carte items sold in the dining center

**Student Rewards & Punishments**

Teachers and staff may not give food as a reward

Schools should celebrate student achievements, holidays and birthdays by focusing on fun rather than food

**Student Celebrations and Fundraisers**

Schools must adopt healthy celebration guidelines to ensure celebrations and other festivities offer students the healthiest school environment possible. In lieu of a plan, schools must limit unhealthy celebrations to twice a year

Schools must adopt healthy fundraising guidelines to ensure that there is continuous messaging around wellness in the school community. In lieu of a plan, schools must offer healthy fundraising throughout the school day

Schools must submit their approved guidelines in their Healthy Celebrations and Fundraising Plans to studentwellness@cps.edu by the beginning of school year 2013/2014 or abide by the district guidelines

For more information, contact studentwellness@cps.edu.
HEALTHY SNACK AND BEVERAGE FAQ

Why does CPS need a policy about foods sold or served on school grounds?
Students consume over two-thirds of their daily calories at school. CPS is committed to student health and well-being because we know that healthy students are better learners. CPS students experience BMI rates that are almost twice the national average and making healthy food choices the easier choice can impact students’ nutrition decisions in and out of school, beyond their time as a CPS student.

Our school relies on food fundraising to raise money for important programs at our school. Won’t limiting fundraising to non-food and healthy fundraisers take away an important funding stream?
This policy should not affect the profitability of school fundraisers, but it might change the types of fundraisers you choose to do. There are a number of non-food fundraising ideas provided in the LearnWELL Toolkit and through the Office of Student Health and Wellness, “Wellness Workshop” training sessions.

Does this policy keep parents/guardians from sending lunch to school with students?
No. Schools are not responsible for monitoring what students bring from home to eat for lunch at school. Parents and families are an important part of nutrition education and schools should engage them to encourage consistent nutrition messages at school as well as at home. Schools can encourage parents and guardians to send age-appropriate portions of wholesome foods with students for lunch.

Are concession stand sales for sporting or other events affected by this policy?
Schools are not required to enforce nutrition standards for foods and beverages sold in concession stands operating at after-school events such as plays, concerts and sporting events. Additionally, after-school events in which adults and the outside community make up the majority of the intended audience are not required to serve foods that meet the policy’s nutrition requirements.

There is nothing wrong with celebrating with a special treat sometimes. Why does this policy make recommendations for healthy student celebrations?
Nutrition education is key to teaching students moderation. It is also important that when students are at school they are offered nutritious food and beverages that will enhance, and not distract from, their learning. This policy allows for each school to develop Healthy Celebration and Fundraising Plans that encourage healthy school food environments and address celebrations at their school. In a survey of over 700 CPS parents, 70% of parents reported they would support a local school policy that encourages teachers and schools to serve healthy snacks at school parties. School staff and parents can attend OSHW webinars and “Wellness Workshops” to learn about creative, student-centered ways to celebrate students’ birthdays or achievements that don’t involve food of minimal nutritional value.
This seems like a lot for schools to take on at once. How and when will schools be expected to put this policy into action?

Over 70 CPS schools are already meeting the requirements of the policy as part of the USDA’s HealthierUS School Challenge Certification. But for some schools the changes in the new policy can be a significant shift in how schools approach food sales. It will take an effort from many people at the school and the district to support these changes in every CPS school. Schools will convene or amend a current school-based committee to form a School Wellness Team. The team can include school-based staff, parents/guardians, students and community partners to coordinate and implement the policy. The OSHW will continue to support schools with resources, webinars and the “Wellness Workshop” trainings.

Do partner organizations that provide programming to schools have to abide by these rules as well?

Yes! Consistent nutrition messaging is key. Partners and other organizations that are providing services to schools or using school space before, during or after school must meet the same nutrition requirements and practices as the schools.