

## Local Wellness Policy Triennial Assessment

Schools participating in the National School Lunch Program and/or School Breakfast Program are required to have a Local Wellness Policy. At a minimum, the Local Wellness Policy must be assessed once every three years; this is referred to as the Triennial Assessment. Triennial assessments must determine, for each participating school under its jurisdiction, 1) compliance with the wellness policy, 2) progress made in attaining the goals of the wellness policy, and 3) how the wellness policy compares to model wellness policies.

District Name: Chicago Public Schools

School Name:

Date Completed: 3/29/21

Completed by: Lauren Pett

### Part I: Content Checklist

Below is a list of items that must be addressed in Local Wellness Policies, based on U.S. Department of Agriculture (USDA) guidance. Check the box for each item included in your Local Wellness Policy. For any box that is not checked, consider taking steps to add the item(s) to the policy in the future. For more information, see [ISBE's Local Wellness Policy Content Checklist](#).

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|--|---|---|
| <input checked="" type="checkbox"/> Goals for Nutrition Education            | <input type="checkbox"/> Nutrition Standards for School Meals                                   | <input checked="" type="checkbox"/> Wellness Leadership   |
| <input checked="" type="checkbox"/> Goals for Nutrition Promotion            | <input checked="" type="checkbox"/> Nutrition Standards for Competitive Foods                   | <input checked="" type="checkbox"/> Public Involvement    |
| <input checked="" type="checkbox"/> Goals for Physical Activity              | <input checked="" type="checkbox"/> Standards for All Foods/Beverages<br>Provided, but Not Sold | <input checked="" type="checkbox"/> Triennial Assessments |
| <input type="checkbox"/> Goals for Other School-Based<br>Wellness Activities | <input checked="" type="checkbox"/> Food & Beverage Marketing                                   | <input checked="" type="checkbox"/> Reporting             |

## Part II: Goal Assessment

Input the goals of your Local Wellness Policy into the table below for the corresponding areas: Nutrition Education, Nutrition Promotion, Physical Activity, and Other School-Based Wellness Activities. Indicate if the school is meeting, partially meeting, or not meeting each goal listed. Include any next steps in attaining the goal(s), if applicable. Table rows may be added for additional goals.

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Nutrition Education</b>				
<i>All schools and campuses serving grades PK-8 are required to integrate evidence-based nutrition education into the curriculum <b>in all grade levels included therein.</b></i>		X (47%)		Create and/or curate available nutrition education curricula/resources to support schools in implementing evidence-based nutrition education
<i>High Schools serving grades 9-12 are required to integrate evidence-based nutrition education into the curriculum of <b>at least two high school courses required for graduation.</b></i>		X (47%)		Create and/or curate available nutrition education curricula/resources to support schools in implementing evidence-based nutrition education
Schools should utilize the school garden, if one exists, for nutrition education and ensure that all students have opportunities to interact with the garden throughout the growing season.		X (51%)		District- level garden staff turnover has led to gaps in communication and support; a new team is in place and can plan for training and resources to support school staff. Supporting documents (e.g. Healthy CPS Checklist) can be clarified to make the parameters of this goal more transparent for schools.

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Nutrition Promotion</b>				
<p><b><i>Nutrition Education and Wellness in School Dining Centers.</i></b> 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 school dining centers to encourage and promote healthy eating habits. Schools must:</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Encourage creativity in menu promotion and implementation of strategies that provide tasty, appealing and healthy school meals.</li> <li>c. 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.</li> <li>d. 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.</li> </ul>		X		<ul style="list-style-type: none"> <li>a. Expand PD opportunities for dining staff to include more wellness programming.</li> <li>b. Continue to collaborate with food service provider around creation and marketing of new menu items.</li> <li>c. Collaborate with Facilities to ensure ongoing communication and support; ensure schools understand minimum meal time requirements.</li> <li>d. Provide updated printed materials as needed; continue to host taste-test events when conditions allow (e.g. post-COVID).</li> </ul>
<p>All schools with edible gardens that intend to offer or serve food from the garden during the school day must adhere to the guidelines, policies and procedures outlined within the Eat What You Grow manual.</p>		X (87%)		<p>District- level garden staff turnover has led to gaps in communication and support; a new team is in place and can plan for training and resources to support school staff.</p>

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Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Physical Activity</b>				
<p>Schools must provide all students, PK-12 with daily opportunities for physical activity before, during and after school.</p> <p>PK Pre-K programs must provide a mix of structured physical activity and unstructured free play, including at least 30 minutes per day for half day programs and 60 minutes per day for full day programs.</p> <p>K-8 Schools must provide daily opportunities for moderate to vigorous physical activity for all students in addition to recess and physical education.</p> <p>9-12 High Schools are encouraged to maximize existing daily opportunities for physical activity (in addition to physical education) before, during, and after school.</p>		X (53%)		Provide resources and PD to school administrators and classroom teachers to expand opportunities for integrating physical activity throughout the school day.
All elementary schools, middle schools, and high schools with elementary grades, must provide elementary students (K-8) with a daily opportunity for recess. Recess is a non-instructional activity and must occur during non-instructional time. Recess must 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 periods. Schools must implement recess in accordance with guidelines set by the CPS Office of Student Health and Wellness		X (87%)		Provide resources and PD to recess staff
The District recognizes that Physical Education is an important part of overall physical activity in schools. Schools must offer physical education programming in accordance with the Illinois School		X (40%)		Collaborate with Health and P.E. department to streamline communications and support

Code and the CPS Physical Education Policy, as overseen and administered by the Office of Teaching and Learning				around the soon-to-be-updated P.E. policy.

Goals	Meeting	Partially Meeting	Not Meeting	Next Steps (If Applicable)
<b>Other School-Based Wellness Activities</b>				
A school may permit a maximum of two school-wide celebrations per school year with outside food (food that is not sourced or provided by the school's dining center, e.g. through the NSS Catering Menu)		X (67%)		Policy language has been updated to stress 'outside food' rather than the more subjective 'foods of minimal nutritional value;' CPS will continue to market the NSS catering menu and will create or curate resources to help schools celebrate with fun rather than food.
Rewards are incentives offered to students in recognition of good behavior or performance whether offered before, during or after school (See Definitions section for more information). Teachers and other school personnel are encouraged to promote non-food rewards. Individual student rewards using food are not permitted.		X (81%)		Update resources for non-food rewards.
Principals, school staff, parents/guardians and students are strongly encouraged to promote non-food fundraisers. Food fundraisers are not permitted during the school day. This includes sales from school stores and other methods of fundraising.		X (68%)		Update resources for non-food fundraisers.

### Part III: Model Policy Comparison

Indicate the Model Wellness Policy used for comparison against your Local Wellness Policy. Provide a narrative for each prompt below based on the findings.

- ☐ [Alliance for a Healthier Generation's Model Wellness Policy](#)
- ☒ [Rudd Center's WellSAT 3.0](#)
- ☐ Other: \_\_\_\_\_

#### 1. What strengths does your current Local Wellness Policy possess?

According to the WellSAT WSCC, Nutrition Environment and Services is the area with the most strengths, specifically around addressing the amount of “seat time” students have to eat meals, the Good Food Purchasing Policy criteria, and prohibiting the use of food for fundraisers and rewards. Other strengths include goals for nutrition education, recess, and wellness teams.

#### 2. What improvements could be made to your Local Wellness Policy?

Some changes have already been made to clarify language and make the goals easier for schools to understand and implement. Our team is working to create or curate new resources to support schools in implementing this policy, and we continue to engage stakeholders (school admin and staff, partners, District staff, and parents) to ensure the policy requirements are based in research and best practice while still being both attainable and equitable.

#### 3. List any next steps that can be taken to make the changes discussed above.

- a. Deep dive into Healthy CPS data to understand root cause of compliance issues
- b. Improve communications so schools better understand the policy requirements
- c. Ongoing stakeholder engagement to inform policy updates