

# Parents' Practical Guide for Healthy Schools

Creating Meaningful School-Based Change  
for Health and Wellness in Chicago

# Guía Práctica de Padres para Escuelas Saludables

Creando un Cambio Escolar Significante  
Para la Salud y el Bienestar de Chicago

**PARENTS UNITED  
PADRES UNIDOS**

**HEALTHY SCHOOLS  
CAMPAIGN**

**SECTION SIX  
SECCIÓN SEIS**

**CPS Policies  
Las Políticas de CPS**

**Política de Bienestar  
para las Escuelas  
Públicas de Chicago**



**RESCINDE INFORMES DE LA JUNTA 95-0527-PO1 Y 06-0823-PO4  
Y ADOPTA NUEVA POLÍTICA DE BIENESTAR PARA ESTUDAIANTES DE ESCUELAS LOCALES**

**LA DIRECTORA EJECUTIVA RECOMIENDA:**

Que la Junta rescinda los informes 95-0527-PO1 y 06-0826-PO4 y adopte una nueva Política de Bienestar para los Estudiantes de las Escuelas Locales.

**PROPÓSITO:** El propósito de esta política es establecer requisitos para la educación sobre nutrición, actividad física y oferta de opciones alimenticias saludables en las escuelas, asegurando la articulación y satisfacción de las expectativas de la Junta.

**DECLARACIÓN DE CREENCIAS:** La Junta reconoce la relación que existe entre los logros académicos y la salud y bienestar del estudiante. Por lo tanto, esta política refleja el compromiso de la Junta con la remoción de las barreras al aprendizaje relacionadas con la salud, mediante una política de promoción de la salud, educación y servicios. La Junta valora (a) las actividades realizadas en la escuela para ofrecer a los estudiantes un ambiente que apoye el bienestar, la alimentación saludable y una vida activa, (b) la inclusión de educación sobre nutrición (c) requisitos nutritivos para todos los alimentos y bebidas disponibles en las instalaciones escolares, (d) la integración de oportunidades de actividad física, como recreo, durante el día del estudiante, (e) un programa de educación física de alta calidad, (f) actividades en la escuela para promover la salud y reducir la obesidad, y (g) participación de los padres, tutores y familias en el éxito de las medidas adoptadas por la escuela sobre salud, bienestar y nutrición. Al adoptar una nueva política con estándares más rigurosos, la Junta establece un precedente para políticas futuras relacionadas con salud y bienestar, y programas ofrecidos por el distrito.

**TEXTO DE LA POLÍTICA:**

**A. Definiciones:**

**Educación sobre nutrición:** La educación sobre nutrición es un currículo o programa complementario educativo planificado y secuencial, del jardín escolar al 12o. grado, que aborda las dimensiones físicas, mentales, emocionales y sociales de la nutrición. El currículo está diseñado para motivar y ayudar a los estudiantes a mantener y mejorar su salud, prevenir las enfermedades y reducir conductas que son riesgosas para la salud. Permite que los estudiantes desarrollen y demuestran un conocimiento crecientemente sofisticado sobre nutrición, actitudes, habilidades y prácticas.

**Actividad física:** La actividad física regular en la niñez y adolescencia mejora la fortaleza y resistencia, ayuda a desarrollar huesos y músculos saludables, a controlar el peso, reduce la ansiedad y las tensiones, incrementa la autoestima y puede mejorar los niveles de presión arterial y colesterol. La actividad física es un movimiento que reduce los riesgos de mortalidad prematura en general y de enfermedades coronarias, hipertensión, cáncer de colon y diabetes mellitus en particular. Dos niveles de actividad física son recomendados habitualmente, incluyendo “Moderado” y “Enérgico”.

*Moderado:* Movimientos en los cuales los participantes jadean, pueden hablar completando frases, pero no pueden cantar.

*Enérgico:* Movimientos en los cuales los participantes sudan, respiran con dificultades y no pueden decir más de unas pocas palabras sin tener que detenerse para tomar aire.

**Educación física (“PE”):** La educación física es un currículo planificado y secuencial, del jardín escolar al 12o. grado, que ofrece contenido cognitivo y experiencias de aprendizaje en una variedad de áreas de actividades, tales como movimientos básicos; buen estado físico; ritmo y danza; juegos; deportes en equipo e individuales; volteretas y gimnasia; educación para la salud y deportes acuáticos.

**B. Educación sobre nutrición:** Para establecer un enfoque estandarizado de la educación sobre nutrición, las escuelas deberán ofrecer un programa educativo acorde al siguiente marco y en cumplimiento de los Lineamientos de CPS sobre Bienestar Estudiantil.

1. Requisitos por nivel de grado:

a. Las escuelas primarias y campos que sirvan los grados K-8 tienen que integrar la educación sobre nutrición en el programa **de todos los niveles de grado**. Las escuelas primarias que no sirvan a los grados K-8 (ej. K-3, K-4, K-5, etc.) están sujetas a los requisitos de esta sección.

b. Las escuelas intermedias que sirvan a los grados 6-8 o 7-8, Centros Académicos ubicados en escuelas secundarias que sirvan a los grados 7-8 y secundarias que sirvan los grados 6, 7 u 8 tienen que integrar la educación sobre nutrición en el programa de **por lo menos dos niveles de grado**.

c. Las secundarias que sirvan a los grados 9-12 tienen que integrar la educación sobre nutrición en el programa de **por lo menos dos de los cursos de secundaria requeridos para graduación**.

2. Implementación de la educación sobre nutrición.

a. El Director debe asegurar la satisfacción de los siguientes requisitos, en cumplimiento con los Lineamientos de CPS sobre Bienestar Estudiantil, cuando implemente la educación sobre nutrición en su escuela:

i. Ofrecer una educación que sea consistente, o superior, con los lineamientos del Departamento de Agricultura de los Estados Unidos (“Dietary Guidelines for Americans”) y el plan corriente de “My Plate”.

ii. Implementar educación sobre nutrición con base en evidencias, complementada con recursos ofrecidos por el Equipo de Nutrición del Departamento de Agricultura (USDA) u otras fuentes comprobadas.

iii. Maximizar el tiempo de instrucción, integrando la educación sobre nutrición en otras asignaturas escolares como matemáticas, ciencias, lenguaje artístico, educación física, salud y ciencias sociales.

iv. Ofrecer a los estudiantes mensajes consistentes sobre educación de nutrición por canales múltiples, además del salón de clases, incluyendo información en la cafetería, ferias de salud, viajes de estudio, programas para después de la escuela y asambleas.

v. Cumplir con los requisitos adicionales de educación sobre nutrición especificados en los Lineamientos de CPS sobre Bienestar Estudiantil.

b. La Directora Ejecutiva, o su designado, en colaboración con la Oficina de Salud y Bienestar Estudiantil, controlarán y medirán en qué medida las escuelas usan un programa de educación sobre nutrición en el marco aquí descrito. Deberá desarrollarse un estándar básico para poder medir el crecimiento en el tiempo de la cantidad de escuelas que apliquen la educación.

3. Información a padres/familias. Las escuelas deben proporcionar información a los padres/tutores para ayudarlos a incorporar la alimentación saludable y la actividad física en las vidas de sus hijos, dentro y fuera de la escuela. Esta información debe ser ofrecida en la forma de folletos, publicaciones en la página de la escuela en internet, información incluida en el boletín escolar, presentaciones relacionadas con nutrición y estilo de vida saludable y por cualquier otro medio apropiado y disponible.

**C. Servicios de alimentación en la escuela:**

1. Cumplimiento de leyes y reglamentos. Los alimentos y bebidas que se sirven en campus escolares durante el día escolar, a cargo de personal de CPS como parte del Programa Nacional de Almuerzo Escolar (NSLP), Programa Nacional de Desayuno Escolar (NSBP), Opción Seamless de Verano (SSO) y Programas Alimenticios para el Cuidado de Niños y Adultos (CACFP) deben cumplir o

superar todas las leyes y reglamentos federales, estatales y locales aplicables, incluyendo, pero no limitado a:

- a. Reglamentos aplicables del USDA sobre todos los aspectos del NSLP y NSBP, y los demás programas de alimentación de CPS que reciben fondos federales;
- b. Leyes aplicables de Illinois que regulen el servicio o venta de alimentos y bebidas en locales escolares;
- c. Leyes y reglamentos aplicables que gobiernen la seguridad y vigilancia de todos los alimentos disponibles en instalaciones escolares;
- d. Lineamientos de CPS sobre Servicios de Alimentación aplicables a los alimentos escolares reembolsables no deben ser menos restrictivos que los reglamentos federales y lineamientos emitidos por el Secretario de Agricultura de los Estados Unidos, en cumplimiento del Acta de Reautorización sobre Nutrición Infantil y el Acta sobre Niños Saludables y sin Hambre;
- e. Reglamentos federales y estatales para cumplir con las preferencias y necesidades dietéticas, culturales y religiosas de los estudiantes; y
- f. Políticas de la Junta sobre manejo de alergias alimenticias; de la diabetes; administración de medicamentos; venta de alimentos/bebidas competitivas y todas las demás políticas de la Junta sobre salud y nutrición de los estudiantes.

2. Planificación de comidas. Las escuelas deberán ofrecer a los estudiantes en el comedor una variedad de alimentos y bebidas apropiados para sus edades, que sean saludables y atractivos. Las escuelas utilizarán prácticas de preparación de alimentos, y de planificación de las comidas, consistente con los lineamientos federales, las mejores prácticas y los Estándares de Nutrición de CPS para los alimentos escolares.

3. Desayuno. Las escuelas primarias deberán cumplir con la política del Distrito para el Desayuno en el Salón, de manera de ofrecer a los estudiantes una comida nutritiva al comenzar el día escolar, incrementando la atención y dedicación del niño en el salón de clases.

4. Alimentos provistos a los estudiantes por padres/tutores. Las escuelas pedirán a los padres que apoyen las metas y objetivos de esta política, suministrando a los estudiantes alimentos saludables para ser consumidos durante el día escolar. A los padres/tutores que escojan suministrar alimentos para sus hijos, por fuera del NSLP y NSBP, se les pide que envíen alimentos saludables en proporciones adecuadas para la edad de sus niños, y que la merienda no sean alimentos o bocadillos que tengan un valor nutritivo mínimo.

5. Producción local. CPS está comprometida con el uso de frutas y vegetales de producción local, cuando estén disponibles, en estación y sea económicamente posible.

6. Opiniones. CPS está comprometida con las necesidades nutritivas de los estudiantes del distrito. Para ello, los Servicios de Apoyo Nutritivo y los proveedores de alimentos, en cumplimiento de los lineamientos de la USDA, solicitarán opiniones a los estudiantes y sus padres con la meta de mejorar la calidad y satisfacción con los alimentos que se sirven en las escuelas, e incrementar la participación general.

7. Educación sobre nutrición y bienestar en el comedor escolar. Los Servicios de Apoyo Nutritivo, los proveedores de alimentos y el personal del comedor escolar, deberán involucrarse en actividades de bienestar que apoyen lo que se aprenda en el salón, alentando a los alumnos y promoviendo hábitos alimenticios saludables. Las escuelas deben:

- a. Asegurarse que, a través de los Servicios de Apoyo Nutritivo, el personal del servicio de alimentación reciba capacitación profesional que incluya nutrición, planificación de comidas y bienestar, de acuerdo a los contratos vigentes.
- b. Alentar la creatividad en la planificación del menú e implementación de estrategias que ofrezcan comidas escolares saludables, sabrosas y atractivas.

- c. Servir los alimentos en un ambiente limpio, seguro y placentero, con tiempo suficiente para que los estudiantes coman, según los lineamientos estatales y federales.
- d. Reforzar los mensajes sobre alimentación saludable en el comedor, mediante materiales impresos como cartelera y folletos sobre nutrición, y/o presentaciones como pruebas de sabor o demostraciones de cocina.

**D. Educación física:** Las escuelas deben ofrecer una programación de educación física que:

1. Sea consistente con los estándares de aprendizaje y los lineamientos de CPS para el Bienestar del Estudiante;
2. Sea coordinada con un currículo integral de educación sanitaria;
3. Enfatique las habilidades de autogestión;
4. Esté diseñada para alentar la participación en actividades físicas que permitan al estudiante obtener y mantener un estado físico de alto nivel durante su vida; y
5. Sea consistente con los objetivos y estrategias de Educación Física Saludable establecidos por la Oficina de la Jefa de Instrucción, incluyendo pero no limitado a:
  - Involucrar a *todos* los estudiantes en actividad moderada a enérgica durante dos tercios del tiempo asignado a las clases de educación física;
  - Utilizar un currículo de educación física basado en evidencias y que esté alineado con los estándares estatales de educación física;
  - Integrar evaluaciones basadas en destrezas en el currículo de educación física de primaria; y
  - Facilitar la participación de los estudiantes con discapacidades que tengan plan 504 o IEP.

**E. Actividad física:**

1. *Actividad física semanal – En la escuela:* Para mejorar el rendimiento académico e incrementar el estado físico general de los estudiantes se recomienda que las escuelas ofrezcan a **todos** los estudiantes un total de 90 minutos por semana de actividad física moderada a enérgica, mediante una combinación de:
  - Clases de Educación Física estructuradas, a cargo de un profesor de certificado
  - Recreo diario (solamente en primaria)
  - Actividad física en el salón de clase
  - Asambleas sobre actividades escolares
  - Otras actividades especificadas en los Lineamientos de CPS para el Bienestar Estudiantil
2. *Metas de la integración curricular:* Todas las asignaturas básicas, incluyendo matemáticas, ciencias, lenguaje artístico, salud, familia y ciencias del consumidor, además de ciencias sociales, deben maximizar la atención del estudiante integrando la actividad física moderada a enérgica. Se alienta a todas las escuelas a incluir incrementos de 10 minutos de actividad física por lo menos una vez por semana en los planes de cada asignatura.
3. *Metas para reducir la inactividad:* Las escuelas evitarán los períodos extensos (dos horas o más) de inactividad física de los estudiantes. Cuando las actividades, como pruebas escolares, hagan necesaria la permanencia bajo techo por períodos prolongados, las escuelas deberán ofrecer intervalos periódicos para que los estudiantes estén activos, de forma moderada o enérgica.
4. *Metas de actividad física semanal – Fuera de la escuela:* Las escuelas alentarán a los estudiantes a participar en actividades físicas continuas (moderadas a enérgicas) fuera del horario de clases, por un mínimo de 15 a 30 minutos durante 5 o más días de la semana, mediante la participación en programas comunitarios, programas para después o antes del horario escolar.

**F. Transporte activo:** Las escuelas alentarán a sus alumnos a caminar o usar bicicletas cuando sea posible. Se involucrará a los padres a formar grupos organizados que supervisarán el traslado a pie o en bicicleta de los estudiantes. Esto puede incluir evaluar formas para mejorar el acceso a las escuelas. Las escuelas también deberán desarrollar un plan de ingreso y salida para asegurar, cuando sea posible, un tránsito que sea seguro para los estudiantes en el campus escolar y sus alrededores, como parte del plan de emergencia y seguridad o Sistema de Manejo de Información en las Instalaciones (FIMS), que debe ser presentado el 1 de octubre de cada año.

**G. Recreo:** Todas las escuelas primarias, intermedias y secundarias con grados de primaria, deberán ofrecer a sus alumnos de primaria (K-8) una oportunidad diaria de recreo. El recreo es una actividad fuera de la instrucción y debe registrarse fuera del tiempo dedicado a la enseñanza. El recreo debe ser de por lo menos 20 minutos diarios. El recreo, que ofrece a los estudiantes un descanso de la instrucción y tiempo para jugar con los compañeros, deberá incluir actividad física y/o actividades que promuevan el desarrollo social. Se recomienda que las escuelas programen el recreo antes del período de almuerzo. Las escuelas deben implementar el receso en cumplimiento de los Lineamientos de CPS para el Bienestar Estudiantil.

**H. Alimentos y actividad física como premio o castigo:**

1. Los maestros u otro personal escolar deben promover premios que no sean alimentos, y no retener u ofrecer opciones alternativas de almuerzo (como el almuerzo en bolsas, almuerzo servido en el salón de clase) como castigo.
2. Los maestros u otro personal escolar no deben usar la actividad física (ej. correr alrededor de la pista, flexiones) como castigo, o negar oportunidades de actividad física (ej., recreos, educación física) como castigo.
3. Los maestros u otro personal escolar son alentados a utilizar las oportunidades de actividad física como premio, tal como recreo extra, privilegios especiales en el salón, etc.
4. Cualquier alimento ofrecido como premio, o parte de una celebración escolar, debe cumplir con los requisitos de la Junta sobre manejo de las alergias alimenticias y otras políticas relacionadas con la salud y nutrición de los estudiantes.

**I. Acceso del estudiante a alimentos nutritivos:** Para incrementar el acceso de los estudiantes a alimentos nutritivos fuera de las comidas ofrecidas en la escuela, se alienta a las escuelas a:

1. Referir a todos los estudiantes elegibles a la Unidad de CPS para Beneficios de Niños y Familias y registrarlos en cualquier programa apropiado de beneficios, estatal o federal, tales como SNAP (cupones alimenticios) y All Kids.
2. Promover la participación de los estudiantes en programas de alimentación de verano financiados a nivel federal, y coordinar actividades con agencias municipales para maximizar los servicios al estudiante durante el verano y la participación de los estudiantes en programas alimenticios de verano con financiación federal.
3. Promover la participación de los estudiantes en programas después de la escuela y de verano que sirvan bocadillos saludables a los niños, en cumplimiento de los reglamentos federales y estatales.
4. Reducir el desperdicio en la alimentación escolar mediante la participación en programas como “Love Food Hate Waste” y “FoodShare”, el último de los cuales redistribuye y promueve el consumo de alimentos saludables después de clases y en la comunidad escolar.
5. Realizar revisiones periódicas para estar seguros de que los productos expendidos por máquinas en las instalaciones escolares, en tiendas escolares, vendidos por proveedores, en recaudaciones de fondos o fuera del menú, cumplan con todos los reglamentos federales aplicables, y la política de la Junta, sobre venta de alimentos competitivos en las escuelas.



**J. Bienestar del personal:** CPS alienta al personal escolar a llevar un estilo de vida saludable que contribuya a mejorar la salud, la moral y el compromiso con el programa general de salud de la escuela.

**K. Implementación en las escuelas locales:**

1. *Campeón de Bienestar Escolar:* El director nombrará anualmente a un empleado de la escuela que servirá como el Campeón de Bienestar Escolar y (i) encabezará y coordinará los esfuerzos de la escuela para incrementar los hábitos alimenticios saludables y la actividad física de los estudiantes, (ii) servirá como enlace con la Oficina de CPS para la Salud y Bienestar Estudiantil en la implementación de esta política e informará lo que sea necesario, y (iii) establecer, integrar y encabezar anualmente un equipo de bienestar de la escuela para desarrollar metas, estrategias e iniciativas para cuidar de la salud, bienestar y actividad física de los estudiantes durante el año escolar.

2. *Equipo de Bienestar Escolar:* El director se asegurará que el Equipo de Bienestar Escolar sea integrado anualmente para encabezar iniciativas de salud y bienestar en la escuela, en cumplimiento de lo dispuesto en esta política, y el cumplimiento de la escuela de cualquier reglamentación federal y/o política de la Junta aplicable sobre la venta de alimentos/bebidas competitivas en la escuela. El director establecerá un sistema para identificar anualmente a los miembros del equipo, que pueden ser padres/tutores, profesores de educación física, maestros, profesionales de salud, estudiantes, administradores escolares y socios comunitarios de salud y bienestar.

3. *Informes:* El director informará trimestralmente al Concilio Escolar Local sobre las iniciativas de la escuela en material de salud y bienestar, y la implementación de esta política.

**L. Apoyo y supervisión:** La Oficina de Salud y Bienestar Estudiantil supervisará la implementación y cumplimiento de esta política en las escuelas, y para ello:

1. Ofrecerá ayuda técnica y apoyo para asistir a las escuelas con la implementación de la política y mejorar los programas;
2. Asegurará que las escuelas reciban servicios de apoyo de varios departamentos, incluyendo la Oficina de Salud y Bienestar, Servicios de Apoyo a la Nutrición y Oficina de la Jefa de Instrucción, para lograr la implementación total de esta política;
3. Establecerá un proceso para identificar y distribuir recursos proporcionados por agencias calificadas y organizaciones comunitarias, con el propósito de colaborar con las escuelas y mejorar la implementación de esta política;
4. Establecerá un proceso para reunir reportes regulares y aportes de las escuelas, socios comunitarios y padres sobre la implementación de la política;
5. Conducirá evaluaciones periódicas y reportes sobre todo el cumplimiento de la política en todo el distrito y escuelas individuales; y
6. En enero de 2015, realizará un análisis y evaluación en todo el distrito de esta política y la efectividad de otras políticas relacionadas de la Junta sobre la venta de alimentos/bebidas competitivas en las escuelas, para proponer revisiones en la política.

**M. Medida del Informe de Progreso Escolar:** CPS proveerá un indicador anual de “Escuelas Saludables Certificadas” en el Informe de Progreso Escolar, vinculado directamente con el cumplimiento de las escuelas de éste o cualquier reglamentación federal o de la Junta sobre salud y bienestar aplicables a la venta de alimentos/bebidas competitivas en las escuelas.

**N. Revisión de los esfuerzos de coordinación de la Política:** El Oficial Jefe de Salud designará individuos de departamentos de las oficinas centrales, escuelas e interesados externos para que se reúnan por lo menos anualmente, en la medida de lo necesario, y examinen el bienestar en las escuelas, así como los esfuerzos de coordinación y oportunidades comunitarias.

**O. Lineamientos:** El Oficial Jefe de Salud o su designado está autorizado a desarrollar e implementar lineamientos, estándares y herramientas para asegurar la implementación efectiva de esta política.

**REFERENCIAS LEGALES:** Healthy Hunger Free Kids Act of 2010, 42 USC 1751; Illinois Critical Health Problems and Comprehensive Health Education Act 105 ILCS 110 *et seq.*; 105 ILCS 5/2-3.137.



# **Chicago Public Schools Wellness Policy**



# Chicago Public Schools Policy Manual

Title: LOCAL SCHOOL WELLNESS POLICY FOR STUDENTS

Section: 704.7

Board Report: 12-1024-PO1

Date Adopted: October 24, 2012

## Policy:

### 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:

#### A. 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 be 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.

**B. 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.

1. Grade Level Requirements:

- a. 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.
- b. 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**.
- c. 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**.

2. Nutrition Education Implementation.

- a. 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:
  - i. 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.
  - ii. Implement evidence-based nutrition instruction, supplemented by resources provided by the USDA's Team Nutrition or other vetted sources.
  - iii. 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.
  - iv. 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.
  - v. Comply with the additional nutrition education requirements specified in the CPS Student Wellness Guidelines.
- b. 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.

3. 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.

**C. School Food Service:**

1. 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:

- a. Applicable USDA regulations regarding all aspects of NSLP and NSBP, and all other federally-funded CPS food service programs;
- b. Applicable Illinois law that regulates the service or sale of foods and beverages on school grounds;
- c. Applicable law and regulations governing food safety and security for all foods made available on campus;
- d. 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;

- e. Federal and state regulations to provide accommodations for dietary, cultural and religious preferences and needs of students; and
- f. Board policies governing food allergy management; diabetes management; administration of medication; sale of competitive foods/beverages and all other Board policies governing student health and nutrition.

2. **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.

3. **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.

4. **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.

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

6. **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.

7. **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:

- 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.
- b. Encourage creativity in menu planning and implementation of strategies that provide tasty, appealing and healthy school meals.
- 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.
- 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.

**D. 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.



**E. Physical Activity:**

1. *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

2. *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.

3. *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.

4. *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.

**F. 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 1<sup>st</sup> of each year.

**G. 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.

**H. Food and Physical Activity as Rewards or Punishment:**

1. 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.

2. 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.

3. Teachers and other school personnel are encouraged to use physical activity opportunities as rewards such as extra recess, special classroom privileges etc.

4. Any food offered as a reward or part of a school celebration must meet the requirements of the Board's food allergy management policy and other Board policies regarding student health and nutrition.

**I. Student Access to Nutritious Foods:** In order to increase student access to nutritious foods outside of the school-provided meals, schools are encouraged to:

1. 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.
2. 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.
3. Promote student participation in after-school and summer programs that serve healthy snacks to children which meet federal and state regulations.
4. 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.
5. 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 a la carte items comply with any applicable federal regulations regarding the sale of competitive foods at school and related Board policy.

**J. 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.

**K. Local School Implementation:**

1. *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.
2. *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 any applicable federal regulations regarding the sale of competitive foods/beverages at school and/or related Board 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.
3. *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.

**L. 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 and other related Board policies regarding the sale of competitive foods/beverages at school on the policies' effectiveness and, based on this assessment, propose Policy revisions.

**M. 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 any applicable federal regulations regarding the sale of competitive foods/beverages at school and related Board policy.

**N. 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-needed basis, to review CPS wellness and community coordination efforts and opportunities.

**O. 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.

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**Amends/Rescinds:** Rescinds 06-0823-PO4 and 95-0527-PO1

**Cross References:**

**Legal References:** Healthy Hunger Free Kids Act of 2010, 42 USC 1751; Illinois Critical Health Problems and Comprehensive Health Education Act 105 ILCS 110 *et seq.*; 105 ILCS 5/2-3.137.

**Política de Bocadillos  
y Bebidas Saludables  
para las Escuelas  
Públicas de Chicago**



**RESCISIÓN DEL INFORME DE LA JUNTA 04-0623-PO1  
ADOPCIÓN DE UNA NUEVA POLÍTICA DE BOCADILLOS Y BEBIDAS SALUDABLES**

**LA DIRECTORA EJECUTIVA RECOMIENDA:**

Que la Junta rescinda el Informe de la Junta 04-0623-PO1 y adopte una nueva Política de Bocadillos y Bebidas Saludables.

**PROPÓSITO:** El propósito de esta política es establecer estándares nutritivos, requisitos y recomendaciones para los alimentos y bebidas vendidas, ofrecidas o servidas a los estudiantes en la escuela, que compitan con alimentos provistos según el Programa Nacional de Almuerzo Escolar (NSLP), el Programa Nacional de Desayuno Escolar (NSBP), La Opción Seamless de Verano (SSO) y el Programa Alimenticio para el Cuidado de Niños y Adultos (CACFP). Esta política busca crear un ambiente escolar que apoye las opciones de alimentación nutritiva y saludable de los estudiantes, ofreciéndoles estándares nutritivos para los alimentos y bebidas que se venden como alimentos competitivos en máquinas expendedoras, tiendas escolares, vendedores de alimentos en instalaciones escolares, ítems A la Carte (fuera del menú) o, en eventos de recaudación de fondos en la escuela, celebraciones o premios. Los estándares nutritivos establecidos por esta política son consistentes con el estándar dorado del Departamento de Agricultura de los EE.UU. (USDA) para alimentos competitivos.

**TEXTO DE LA POLÍTICA:**

**A. Definiciones:**

**Alimentos con un valor nutritivo mínimo:** Alimentos que ofrecen menos de cinco por ciento de la Ingesta Diaria de Referencia (RDI) en cada uno de los ocho nutrientes especificados por porción (hierro, calcio, proteína, vitamina A, vitamina C, niacina, tiamina o vitamina B).

**A La Carte:** Alimentos con precios individuales y disponibles para la venta en el comedor escolar que no integran el NSLP, NSBP, SSO o CACFP.

**Alimentos competitivos:** Alimentos y/o bebidas que se venden a los estudiantes en las instalaciones de la escuela y que compiten con la operación de la escuela en los programas NSLP, NSBP, SSO o CACFP. Los alimentos competitivos incluyen, pero no están limitados, los que se venden en las máquinas expendedoras, en tiendas escolares, vendedores de alimentos en instalaciones escolares o fuera del menú en los comedores escolares.

**Premios:** Incentivos ofrecidos a los estudiantes como reconocimiento a la buena conducta o rendimiento, antes, durante o después de clases.

**Recaudación de fondos:** Cualquier actividad, evento o venta para recaudar fondos realizada por o para una escuela, dentro de las instalaciones escolares, antes, durante o después del horario de clases e incluyendo cualquier venta directa realizada por los estudiantes dentro de las instalaciones escolares.

**Celebraciones:** Eventos especiales o actividades que ocurran en la escuela, en un salón de clases o en otro lugar, como parte de una festividad o ceremonia o como parte de una actividad antes, durante o después de la actividad escolar.

**B. Criterios sobre Alimentación Nutritiva:** Todos los alimentos competitivos disponibles para la adquisición de los estudiantes deben cumplir con los siguientes criterios de nutrición:

1. No más de 35% de calorías de grasa por porción, (con excepción de nueces, semillas, mantequilla de maní, frutas o vegetales);
2. Cero grasa trans ( $\leq 0.5$  g por porción);

3. Tener un 10% o menos de calorías de grasa saturada;
4. Tener 35% o menos de su peso compuesto por azúcares, excluyendo azúcares naturales de frutas, vegetales, e ingredientes lácteos;
5. Menos de 230 mg de sodio por bocadillo o platillo acompañante, y menos de 480 mg en el platillo principal;
6. El pan, galletas, productos horneados y otros productos elaborados con granos integrales deben tener un grano identificado (como trigo integral) como el ingrediente principal, o contener granos que sean por lo menos 51% integrales;
7. El queso debe tener grasa y sodio reducidos;
8. La porción no puede exceder la cantidad servida en el Programa Nacional de Almuerzo/Desayuno Escolar; para otras ventas, el paquete o envase no puede exceder las 150 calorías en la escuela primaria y las 200 calorías en las secundarias;
9. Las frutas envasadas en su jugo, almíbar liviano o secas no superarán las 150 calorías en las escuelas primarias, 180 calorías en las intermedias y 200 calorías en las secundarias; y
10. Frutas secas y productos combinados con maní pueden ser incluidas en estos lineamientos si cumplen con los siguientes estándares:
  - a. El producto solamente incluye fruta seca sin azúcar, maní, nueces o semillas,
  - b. El producto no contiene edulcorantes, y
  - c. La combinación del producto está exenta del requisito de menos del 35% del total de calorías, pero debe cumplir con los requisitos de grasa saturada, grasa trans, sodio, azúcar y nutrientes positivos.

**C. Criterios sobre Bebidas Nutritivas:** Todas las bebidas competitivas disponibles para la compra de los estudiantes deben cumplir con los siguientes criterios de nutrición:

1. Requisitos generales sobre bebidas:
  - a. Las escuelas solamente pueden vender a los estudiantes, ofrecer o servir agua, 100% de jugo o leche que:
    - i. No contengan azúcares agregados, incluyendo jarabe de maíz con alto contenido de fructosa y edulcorantes no nutritivos, excepto lo autorizado abajo para leche con sabor o sustituto de leche con sabor,
    - ii. No contengan edulcorantes artificiales, y
    - iii. No contengan más de un trazo de cafeína (4mg).
  - b. Son prohibidas las bebidas como sodas, bebidas de frutas, agua con vitaminas y bebidas energéticas con un valor nutritivo mínimo.
  - c. Son prohibidas las bebidas deportivas, excepto cuando se ofrezcan a atletas estudiantes que participan en programas deportivos que demandan una actividad rigurosa con una duración de por lo menos una hora.
2. *Requisitos sobre la leche:*
  - a. Todo tipo de leche, con sabor y productos sustitutos de la leche, deben:
    - i. Ser de bajo contenido de grasa (1%) o magra (sin grasa),
    - ii. Contener vitaminas A y D, y
    - iii. Encontrarse en envases que no excedan las 8 onzas.
  - b. La leche con sabor no debe tener grasa, el azúcar no debe superar los 22 gramos cada 8 onzas.
  - c. Los sustitutos de soja y leche de arroz deben contener refuerzo de calcio y vitaminas, además de no tener grasa y contener no más de 22 gramos de azúcares por cada 8 onzas.
3. *Requisitos sobre el agua:* El agua potable, sea en botella, dispensadores o bebederos, debe:
  - a. Carecer de sabor,
  - b. Tener 0 mg de sodio,
  - c. No tener edulcorantes nutritivos o no nutritivos,
  - d. No ser carbonatada,
  - e. Estar libre de cafeína, y
  - f. No tener aditivos, con excepción de los minerales agregados normalmente al agua del grifo o canilla.

4. *Requisitos sobre los jugos:* Las escuelas solamente pueden vender, ofrecer o servir jugos de fruta y/o vegetales que:
- Estén compuestos con no menos del 100% de frutas/vegetales,
  - No contengan edulcorantes,
  - Estén en envases que no excedan las 6 onzas, para escuelas primarias e intermedias,
  - Estén en envases que no excedan las 8 onzas en las escuelas secundarias, y
  - No contengan más de 120 calorías/8 onzas y no más de 100 calorías/6 onzas.

**D. Requisitos Estatales o Federales:** Los alimentos y/o bebidas que se vendan, ofrezcan o sirvan a los estudiantes en los locales escolares, en competencia con la operación escolar de los programas NSLP, NSBP, SSO o CACFP, deben cumplir con todas las reglas federales aplicables. En el caso de que el Estado o la USDA emitan estándares nutritivos modificados, más rigurosos o adicionales para los alimentos y bebidas vendidos, servidos u ofrecidos en las escuelas, la Oficial Jefe de Salud está autorizado a actualizar los criterios y requisitos sobre nutrición especificados en esta política para cumplir con los nuevos estándares estatales y federales, sin que sea necesaria ninguna acción de la Junta. Cualquier modificación será dirigida por la Oficial Jefe de Salud a las escuelas para el cumplimiento de los nuestros estándares aplicables.

**E. Máquinas expendedoras:** Las máquinas expendedoras pueden operar en las instalaciones de CPS para la venta de alimentos y bebidas a los estudiantes, pero sujetas a los criterios de nutrición delineados en esta política y a los siguientes requisitos adicionales.

1. *Requisitos para máquinas expendedoras:* Las escuelas primarias, intermedias y secundarias son autorizadas a vender bebidas en cumplimiento de las regulaciones sobre nutrición y otras delineadas en esta política. Las máquinas expendedoras de bebidas pueden, a discreción del responsable de la unidad/edificio, ser ubicadas en cualquier lugar apropiado del edificio.

2. *Ubicación de las máquinas de venta de bocadillos*

a. *Escuelas primarias e intermedias:* Las máquinas de venta de bocadillos no pueden ser ubicadas en cualquier lugar del edificio escolar, incluyendo la cafetería donde serían accesibles a los estudiantes durante las horas de clase. Dichas máquinas están permitidas, sin embargo, en áreas restringidas a los estudiantes como la sala de descanso de los maestros. Si una de esas máquinas está ubicada en un área común de la escuela y no puede ser reubicada en un área restringida, entonces esa máquina no puede funcionar durante la duración del día escolar.

b. *Escuelas secundarias:* Las máquinas de venta de bocadillos pueden, a discreción del Director, ser ubicadas en cualquier lugar apropiado del edificio escolar que sea accesible a los estudiantes, con excepción de la cafetería o áreas fuera de la cafetería que se encuentren a menos de 100 pies de la fila donde se sirven los alimentos. Las máquinas deben estar apagadas mientras se sirven alimentos durante el día escolar.

3. *Cumplimiento:* El Director o su designado seleccionarán los bocadillos y bebidas que se venderán en las máquinas expendedoras y se asegurará que cumplan con los criterios de nutrición especificados en esta política. Las escuelas que no ofrezcan los bocadillos aprobados serán sujetas a:

- La remoción de la máquina expendedora;
- Pérdida de ingresos provenientes de la venta de productos durante los períodos de alimentación.

4. *Venta restringida al personal.* En las máquinas expendedoras que son restringidas a los estudiantes pero accesibles al personal escolar/solamente adultos, se pide a las escuelas que promuevan opciones saludables de bocadillos y bebidas.

**F. Recaudación de fondos:** Los directores, personal escolar, padres/tutores deben promover recaudaciones de fondos saludables, minimizando la venta de golosinas y bocadillos con esos fines. El



equipo de bienestar de cada escuela debe ser responsable del establecimiento de un plan de recaudación de fondos con las medidas que se tomarán para fomentar el uso de productos saludables. En el caso de que no exista dicho plan, cualquier alimento o bebida usados o vendidos con fines de recaudación de fondos deben cumplir con los requisitos de nutrición establecidos en esta política. El plan debe ser desarrollado con la colaboración del Concilio Escolar Local y cumplir las reglas federales aplicables y los lineamientos de esta política.

**G. Premios:** Los directores, personal escolar, padres/tutores deben promover con los socios de programas para antes y después de clases que haya premios no relacionados con alimentos, y no pueden retener como castigo alimentos u otras alternativas de almuerzo (como los almuerzos en bolsas de papel servidos en el salón).

**H. Celebraciones:** Los directores, personal escolar, padres/tutores deben promover con los socios de programas para antes y después de clases que se realicen celebraciones/premiaciones saludables en el salón y en la escuela, minimizando el uso de golosinas y bocadillos como parte de la fiesta o como premio. El equipo de bienestar de cada escuela debe ser responsable del establecimiento de un plan de celebraciones o premiaciones con las medidas que se tomarán para fomentar el uso de productos saludables. En el caso de que no exista dicho plan, la escuela solamente permitirá que se sirvan alimentos o bebidas con valor nutritivo mínimo durante un máximo de dos celebraciones anuales. El plan debe ser desarrollado con la colaboración del Concilio Escolar Local y cumplir con: (i) las reglas federales aplicables, (ii) la Política de la Junta sobre Manejo de Alergias Alimenticias; (iii) las restricciones aplicables en las escuelas sobre productos elaborados en los domicilios; y (iv) los lineamientos de esta Política.

**I. Excepciones:** Los criterios de nutrición delineados en esta política son recomendados, pero no requeridos, para los alimentos y bebidas vendidas, servidas o suministradas: (a) durante un viaje de estudios u otra actividad o viaje auspiciados por la escuela fuera de las instalaciones escolares, (b) en los concesionarios ubicados en estadios deportivos, gimnasios, pabellones deportivos o auditorios, se encuentren dentro o fuera de las instalaciones escolares, (c) como parte de un juego escolar, presentación o evento donde los padres/tutores y otros adultos sean parte importante del público, y (d) en eventos de recaudación de fondos realizados fuera de las instalaciones escolares.

Nada en esta política prohíbe a una escuela servir bocadillos o bebidas a un estudiante con diabetes u otra condición de salud donde haya órdenes del médico que especifiquen la ingestión de ciertos bocadillos o bebidas en la escuela para manejar la condición médica.

**J. Personal escolar y Administración:** Los directores, el personal escolar, socios y proveedores de programas deben promover un ambiente de alimentación saludable en la escuela. Se pide a los adultos que sean modelos de alimentación saludable y sirvan alimentos nutritivos y bebidas que cumplan con los requisitos de esta política en reuniones escolares y eventos orientados al personal. Se solicita al personal que evite el consumo de alimentos con un mínimo de valor nutritivo en la presencia de estudiantes, para que sea una conducta a imitar.

**K. Coordinación escolar:** El equipo de bienestar establecido en cada escuela en cumplimiento de la Política de Bienestar de los Estudiantes aprobada por la Junta coordinará planes y esfuerzos de cumplimiento, para asegurar que los alimentos competitivos vendidos o servidos en su escuela satisfagan los requisitos nutritivos y otros de esta política. El equipo de bienestar de la escuela debe informar sobre progreso, cumplimiento y demás a la Oficina de Salud y Bienestar, según lo especificado en los lineamientos.

**L. Apoyo y supervisión:** La Oficina de Salud y Bienestar supervisará la implementación y cumplimiento de esta política en las escuelas, y para ello:

1. Proveerá asistencia técnica y apoyo a las escuelas para la implementación de la política y mejorar las funciones de programación; y

2. Se asegurará que se ofrezca a las escuelas servicios de apoyo de varios departamentos, incluyendo la Oficina de Salud y Bienestar, Servicios de Apoyo Nutritivo y Oficina de la Jefa de Instrucción, para permitir la implementación plena de esta política.
3. En enero de 2015 se realizará una revisión y evaluación de la efectividad de esta política en todo el distrito, en conjunto con la Política de Bienestar de Estudiantes de las Escuelas Locales, y con base a esa evaluación se propondrán cambios en la política.

**M. Lineamientos:** La Oficial Jefe de Salud o su designado, en colaboración con los Servicios de Apoyo Nutritivo, deberán desarrollar e implementar lineamientos, procedimientos y herramientas para asegurar la implementación efectiva de esta política.

**REFERENCIAS LEGALES:** Healthy Hunger Free Kids Act of 2010, 42 USC 1751; Child Nutrition Act of 1966, 42 USC 1773, 1779; 23 Illinois Administrative Code 305.15; 7 CFR 210.11, 220.12 and Appendix B to Parts 210 and 220;



**Chicago Public  
Schools Healthy  
Snack + Beverage  
Policy**



# Chicago Public Schools Policy Manual

**Title:** HEALTHY SNACK AND BEVERAGE  
**Section:** 407.3  
**Board Report:** 12-1114-PO1

**Date Adopted:** November 14, 2012

## Policy:

### THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 04-0623-PO1 and adopt 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 providing nutrition standards for food and beverages sold as competitive foods in vending machines, school stores, food vendors on school grounds, a la carte items, or as part of a school fundraiser, celebration or reward. The nutrition standards set forth in this policy are consistent with the USDA's gold standard for competitive foods.

### POLICY TEXT:

#### A. 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).

**A 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 a la carte items.

**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 including any direct sales activity by students on 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.

**B. Food Nutritional 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 ( $\leq 0.5$  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
10. Dried fruit and nut combination products can be included within these guidelines if they meet the following standards:
  - a. The product includes only unsweetened dried fruit, nuts and or seeds,
  - b. The product contains no added sweeteners, and
  - c. 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.

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

1. *General beverage requirements:*
  - a. Schools may sell, provide or serve only plain water, 100% juice, and milk to students that:
    - i. 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,
    - ii. Do not contain artificial sweeteners, and
    - iii. Do not contain more than a trace amount of caffeine (4mg).
  - b. Beverages such as soft drinks, fruit drinks, vitamin water drinks and energy drinks with minimal nutritional value are prohibited.
  - c. Sports drinks are prohibited except when provided for student athletes participating in sport programs involving vigorous activity for at least one hour duration.
2. *Milk Requirements:*
  - a. All milk, flavored milk and milk substitute products shall:
    - i. Be low fat (1%) or skim (fat free) milk,

- ii. Contain Vitamins A and D, and
  - iii. Are in containers not to exceed 8 ounces.
- b. Flavored milk shall be non-fat and contain no more than 22 grams total sugars per 8 ounces.
  - c. 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.
3. **Water Requirements:** Drinking water, whether provided in bottles, dispensers or water fountains, must:
- a. Be unflavored,
  - b. Have 0 mg of sodium,
  - c. Have no nutritive or non-nutritive sweeteners,
  - d. Be noncarbonated,
  - e. Be caffeine free, and
  - f. Have no additives except those minerals normally added to tap water.
4. **Juice Requirements:** Schools may sell, provide or serve only fruit and/or vegetable based juice drinks that:
- a. Are composed of no less than 100% fruit/vegetable juices,
  - b. Contain no added sweeteners,
  - c. Are in containers not to exceed 6 ounces, for elementary and middle schools,
  - d. Are in containers not to exceed 8 ounces in high school, and
  - e. Contain no more than 120 calories/8oz and no more than 100 calories/6oz.

**D. 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 food or beverages sold, served or provided in schools, the Chief Health Officer is authorized to update the nutritional criteria and related requirements 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.

**E. 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.

1. **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.



2. *Snack Vending Machine Placement*

a. *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.

b. *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.

3. *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:

a. Vending machine removal;

b. Forfeiting revenue from items being sold during meal periods.

4. *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.

**F. Fundraisers:** Principals, school staff, parents/guardians should promote healthy fundraisers by minimizing the use of candy and snacks for fundraising purposes. Each local school wellness team shall be responsible for establishing a healthy fundraiser plan for their school outlining the measures the school will take to encourage healthy fundraiser food and beverage items. In the event no plan is established, any food or beverage used or sold for school fundraising purposes on school grounds, must meet the nutrition requirements set out in this policy. The local school healthy fundraiser plan shall be developed in collaboration with the Local School Council and must conform with applicable federal regulations and the guidelines to this Policy.

**G. 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.

**H. Celebrations:** Principals, school staff, parents/guardians and before and after school program partners should promote healthy classroom and school celebrations/rewards by minimizing the use of candy and snacks as part of a celebration or reward. 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. In the event no plan is established, a school may only permit food or beverages of minimal nutritional value to be served to students at a maximum of two celebrations per school year. The local school healthy celebrations and rewards plan shall be developed in collaboration with the Local School Council and must conform with: (i) applicable federal regulations, (ii) the Board's Food Allergy Management Policy; (iii) applicable restrictions on home-baked goods in schools; and (iv) the guidelines to this Policy.

**I. 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.

**J. 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.

**K. 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.

**L. 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; and
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 allow for full implementation of this policy.
3. 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.

**M. Guidelines:** The Chief Health Officer or designee, in collaboration with Nutrition Support Services, shall develop and implement guidelines, procedures and toolkits to ensure the effective implementation of this policy.

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**Amends/Rescinds:** Rescinds 04-0623-PO1

**Cross References:**

**Legal References:** Healthy Hunger Free Kids Act of 2010, 42 USC 1751; Child Nutrition Act of 1966, 42 USC 1773, 1779; 23 Illinois Administrative Code 305.15; 7 CFR 210.11, 220.12 and Appendix B to Parts 210 and 220.



# **Chicago Public Schools PE Policy**

Política de  
Educación Física  
para las Escuelas  
Públicas de Chicago



# Chicago Public Schools Policy Manual

**Title:** PHYSICAL EDUCATION

**Section:** 605.9

**Board Report:** 14-0122-PO1

**Date Adopted:** January 22, 2014

**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 07-0627-PO2 and adopt a new Physical Education Policy.

**PURPOSE:** The Illinois School Code, 105 ILCS 5/27-6, requires that students receive daily physical education in both elementary school and high school with limited exceptions enumerated for individual student waivers, modifications or excused absences. Chicago Public Schools (CPS) holds a waiver issued by the state to excuse students in grades 11 and 12 from the daily physical education requirement without the need for an individual student request to be excused and this waiver expires at the end of the 2013-2014 school year. The District has elected to not seek renewal of this state waiver and therefore this policy establishes requirements for 11<sup>th</sup> and 12<sup>th</sup> grade students to individually request a waiver from daily physical education as permitted by the Illinois School Code. This policy also establishes planning requirements for high schools to transition course scheduling in anticipation of the state waiver ending and also for elementary schools to adjust programming as needed to align with the daily physical education requirement.

The Board values a well-rounded curriculum that includes physical education for both elementary and high school students. This policy establishes the standards through which physical education is provided to students to ensure the development of physically literate individuals who have the knowledge, skills, and confidence for academic success and lifelong health. This policy reflects the core concepts enumerated in *Minds in Motion*, the District's initiative to develop and galvanize support for a strategic plan to strengthen physical education for all CPS students.

## POLICY TEXT:

**A. Physical Education Instruction:** All schools shall provide every elementary and high school student with high-quality physical education instruction that is:

1. Provided daily to elementary and high school students
2. Led by a teacher who meets the qualification requirements established by the state
3. Developed from standards-based curriculum
4. Informed by regular and varied assessment
5. Assessed using comprehensive and transparent grading criteria
6. Inclusive of all diverse learners, abilities, fitness levels, ethnicities and genders; and
7. Evaluated using tools adapted to the physical education environment, including the Physical Education Addendum to the Framework for Teaching

Instruction shall maximize moderate to vigorous physical activity time for all students to achieve and maintain a health-enhancing level of physical fitness. In alignment with the Board's Local School Wellness Policy for Students, instruction shall engage all students in moderate to vigorous physical activity during two thirds of physical education class time.

## **B. Physical Education Scheduling:**

1. Grades K – 8: Elementary schools shall provide students in kindergarten through grade 8 with a minimum 30 minutes of daily physical education or the equivalent of 150 minutes per week. It is recommended that elementary schools provide students in grade 6 through grade 8 with daily physical education for an average of 225 minutes per week. Schools may provide health education, including sexual health education as outlined in the Board's Sexual Health Education Policy, as a part of the physical education program in grades 5-8. In such cases, a maximum of 60 minutes per week of health education may be included as part of physical education programming in grades 5-8. Recess minutes may not be used to satisfy any portion of the physical education instructional minutes required hereunder.

2. **Grades 9-12:** Effective at the start of the 2014-2015 school year, all high school students shall be scheduled in a physical education course each semester in every grade level (9-12) except when an exception has been authorized in accordance with Section E below. The CPS Physical Education Manual shall specify which CPS courses qualify as a physical education course for purposes of compliance with this policy. If a high school operates on a block schedule, students in grades 9-12 shall engage in physical education in the same time increments as other core curricular courses throughout the week, quarter, semester, year, or time in high school. A block schedule is defined as a system of scheduling that entails longer class periods that meet fewer times per week, quarter, semester, or year.

**C. Limited Duration Excused Student Absences in Elementary School and High School:** A student with an injury or medical condition who presents an appropriate excuse from a person licensed under the Medical Practice Act shall be excused for a limited duration from participation in a physical education class or activity for the period of time covered by the Doctor's authorization. A student may also be excused from participation from physical education class when a parent/guardian presents an appropriate excuse, including, but not limited to reasons related to religious observances or prohibitions. In all such cases, the parent/guardian shall provide written documentation, as specified in the CPS Physical Education Manual, to support the need to be excused for a limited duration. Modified physical education activities shall be provided for students whose physical or emotional condition prevents their participation in the regular activities and course of study, as determined by a person licensed under the Medical Practice Act.

**D. Special Education:** Any student requiring adapted physical education shall receive that service in accordance with their individualized education program (IEP). A school may, in accordance with the procedures outlined in the CPS Physical Education Manual, excuse a student with an IEP from a physical education course if the student is participating in an adaptive athletic program outside the school setting.

Students in grades 3-12 who are eligible for special education may be excused from participation in physical education class if the student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, which agreement or determination must be documented made part of the student's IEP.

**E. Authorized Exceptions to Physical Education Course Enrollment in High School:** The Board recognizes the exceptions to the daily physical education requirement authorized by the Illinois School Code which are currently the following:

1. Enrollment in Junior Reserve Officer's Training Corps (JROTC) Program in Grades 9-12;
2. Enrollment in academic classes in Grades 11 and 12 required for on-track high school graduation, provided that the failure to take such course would result in the student being unable to graduate;

*NOTE:* This exception may include the following circumstances: (i) a student fails a course and must retake the required course in Grades 11 or 12 in order to graduate, (ii) a student is enrolled in a specialized diploma/certification program or dual degree program that requires specialty courses in grades 11 and 12 in order to graduate (e.g. International Baccalaureate Diploma, Early College Program that leads to an Associate's Degree.) Exceptions under this Section E.2. are permitted only in accordance with the Physical Education Manual and only when scheduling of the course(s) required to graduate do not allow room in the student's schedule for physical education courses or elective courses.

3. Enrollment in academic classes in Grades 11 and 12 required for college admission, provided that the failure to take such classes would result in the student being denied admission to the college of their choice;

*NOTE:* This exception may apply when a student is required to complete a particular course or courses to be considered for entry in a particular college or college program (e.g. student must take calculus as a prerequisite for entry in a university's engineering program). Exceptions under this Section E.3. are permitted only in accordance with the Physical Education Manual and only when the course requirements for college admissions do not allow room in the student's schedule for physical education courses.

4. Ongoing participation in an interscholastic athletic program in Grades 11 and 12, if student participated in the interscholastic athletic program(s) during the prior school year; or

5. Enrollment in a marching band course for credit during the regular school day in Grades 11 and 12.

High school students may request an exemption under this Section E. in accordance with the procedures outlined in the CPS Physical Education Manual. Approved exemptions: (1) apply only to the current school year, and (2) require the student to enroll in another academic course in place of physical education.

**F. Physical Education Support and Infrastructure:** Schools shall designate safe, clean and maintained spaces, both indoor and, if available, outdoor for physical education classes. Administrators shall strive to ensure that other school activities do not displace physical education classes from their designated spaces.

Schools shall strive to provide equipment that supports all students and all aspects of the physical education curriculum. Schools shall also work to ensure that physical education teachers and classes have access to tools and technology for instruction, evaluation, and communication. Administrators and evaluators shall utilize evaluation tools that are adapted to the physical education environment in accordance with the CPS Physical Education Manual.

It is recommended that all physical education teachers participate in annual professional development on effective practices for physical education for a minimum of seven contact hours. School administrators shall encourage physical education teachers to attend relevant professional development opportunities designed for physical educators on school-wide professional development days.

**G. Physical Education Oversight and Accountability:**

1. **Schools:** By July 1, 2014, all elementary and high schools shall prepare and submit a three-year physical education action plan that identifies specific annual activities, enhancements and measurable outcomes, as indicated in the CPS Physical Education Manual, to implement the requirements of this policy and address any programming variances or gaps that require adjustment.

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

- a. Provide technical assistance and support to assist schools with implementation of the policy and improve programming functions;
- b. Ensure schools are offered support services through various Central Office departments and Network offices;
- c. 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;
- d. Establish a process to gather regular reporting and feedback from individual schools, community partners, students and parents on the implementation of the policy;
- e. Conduct periodic evaluations and report on district-wide and individual schools' compliance with the Policy to the Board twice per calendar year;
- f. Expend grant funds awarded by the United States Department of Education to Chicago Public Schools under the Carol M. White Physical Education Program Grant, a three-year grant to support the implementation of high-quality daily physical education for elementary and high school students across the district; and
- g. Monitor individual student waiver requests granted by high schools.

3. **Physical Education Manual:** The Chief Health Officer or designee is authorized to develop, issue and update the CPS Physical Education Manual and any related guidelines, standards and toolkits to ensure the effective implementation of this policy.

<b>Amends/Rescinds:</b>	Rescinds 07-0627-PO2
<b>Cross References:</b>	86-0806-ED3
<b>Legal References:</b>	105 ILCS 5/27 6; 105 ILCS 5/27 7; 23 Illinois Administrative Code 1.420. Individuals with Disabilities Education Act, 20 U.S.C. 31400 et. seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §706 et. seq. and 34 C.F.R. 100 et. seq.





# **Chicago Public Schools Breakfast in the Classroom Policy**

Política de Desayuno  
en el Salón de Clase  
para las Escuelas de  
Chicago

## Beneficios de desayunar

### El desayuno es importante para lograr el éxito académico.

- Proporcionar el desayuno a los estudiantes en la escuela mejora su concentración, el estado de alerta, la comprensión, la memoria y el aprendizaje.
- Comer un desayuno saludable se asocia con una mejor función cognitiva (especialmente la memoria), la reducción del absentismo y mejora el estado de ánimo.
- Los niños que desayunan en la escuela (antes de entrar a clases o de hacer un examen) tienen un mejor desempeño en las pruebas estandarizadas que aquellos que omiten el desayuno o que desayunan en casa.

### El desayuno en la escuela mejora el comportamiento y la asistencia.

- Los estudiantes que participan en el desayuno escolar muestran un mejoramiento en su asistencia, en el comportamiento, obtienen buenas calificaciones en los exámenes estandarizados y además llegan a tiempo a clases.
- Los estudiantes que toman el desayuno en el salón de clases tienen menos probabilidades de llegar tarde y reciben menos referencias a la oficina por medidas disciplinarias.

### El desayuno en el salón de clases y el desayuno universal aporta beneficios adicionales.

- Las escuelas que ofrecen el desayuno gratuito en el salón para todos los estudiantes, experimentan un mayor sentido de comunidad y una reducción del estigma asociado con tomar el desayuno en la escuela.
- Los niños que participan en programas que ofrecen el desayuno gratuito para todos los estudiantes, tienen menos probabilidades de ausencias y de ser impuntuales.
- Las calificaciones en matemáticas y lectura mejoran cuando los estudiantes ingieren su desayuno en el salón de clases en lugar de hacerlo en la cafetería.
- Las escuelas que ofrecen desayuno gratuito para todos los estudiantes tienen una mayor participación en lo que respecta al desayuno, en especial cuando éste se sirve en el salón de clases. Esto hace que un mayor porcentaje de estudiantes consuman un desayuno nutritivo.

*Tomado de una hoja informativa sobre el desayuno creada por el Centro de Investigación y Acción Alimentaria disponible en: [frac.org/wp-content/uploads/2009/09/breakfastforlearning.pdf](http://frac.org/wp-content/uploads/2009/09/breakfastforlearning.pdf). Visite el enlace para consultar fuentes de datos.*

## Benefits of Breakfast

### Breakfast supports academic success.

- Providing breakfast to students at school improves their concentration, alertness, comprehension, memory and learning.
- Eating a healthy breakfast is associated with improved cognitive function (especially memory), reduced absenteeism and improved mood.
- Children who eat breakfast at school—closer to class and test-taking time—perform better on standardized tests than those who skip breakfast or eat breakfast at home.

### School breakfast improves behavior and attendance.

- Students who participate in school breakfast show improved attendance, behavior, standardized achievement test scores as well as decreased tardiness.
- Providing students with breakfast in the classroom setting is associated with lower tardy rates and fewer disciplinary office referrals.

### Breakfast in the classroom and universal breakfast bring additional benefits.

- Schools that offer breakfast in the classroom free to all students experience an increased sense of community and reduced stigma associated with eating breakfast at school.
- Children who participate in programs that offer a breakfast free to all students have lower rates of absence and tardiness.
- Student math and reading achievement test scores improve when breakfast is moved out of the cafeteria and into the classroom.
- Schools that offer breakfast free to all students have higher breakfast participation, especially when breakfast is served in the classroom, resulting in a higher percentage of students consuming a nutritionally substantive breakfast.

*From a fact sheet on breakfast created by the Food Research and Action Center: [frac.org/wp-content/uploads/2009/09/breakfastforlearning.pdf](http://frac.org/wp-content/uploads/2009/09/breakfastforlearning.pdf). See link for data sources.*

# Chicago Public Schools Policy Manual

**Title:** BREAKFAST IN THE CLASSROOM

**Section:** 407.4

**Board Report:** 11-0126-PO1

**Date Adopted:** January 26, 2011

**Policy:**

## THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board adopt a Breakfast in the Classroom Policy ("Policy").

**PURPOSE:** This policy establishes the requirements for the full implementation of Breakfast in the Classroom ("BIC") program in all Chicago Public Elementary Schools. This policy seeks to create a school environment that supports breakfast participation by all students, encourages students to embrace a morning routine that includes breakfast and creates a healthy start to each school day.

The Breakfast in the Classroom Program supports the Board's commitment to serve the needs of the whole child (physical, emotional and academic) while at school. The primary goal of the BIC program is to promote student health and academic achievement by providing a nutritious breakfast as a routine start of every school day. By the end of the June 2011, CPS will be serving breakfast to approximately 295,000 Elementary Students in 474 schools.

## POLICY TEXT:

### I. Background

CPS participates in the Federal School Breakfast Program in which the US Department of Agriculture ("USDA") encourages all schools to implement a Breakfast in the Classroom model to ensure all students take part in breakfast. This model is preferred because more students eat breakfast and enjoy the health and educational benefits when it is provided as a routine start to every school day.

Research shows that an effective school breakfast program not only reduces hunger but also has a range of positive educational outcomes, including the following:

- Eating breakfast improves math grades, vocabulary skills and memory. Children who eat breakfast at school – closer to class and test-taking time – perform better on standardized tests than those who skip breakfast or eat breakfast hours earlier at home.
- Students who participate in school breakfast have lower rates of absence and tardiness and exhibit decreased behavioral and psychological problems. Children who eat school breakfast have fewer discipline problems and visit school nurses' offices less often.
- Children who participate in school breakfast eat more fruits, drink more milk, and consume a wider variety of foods than those who do not eat school breakfast or who have breakfast at home. Children and adolescents who eat breakfast are significantly less likely to be overweight, while skipping breakfast is associated with a higher risk of obesity.

Beginning with the 2007-2008 school year, all Chicago Public Elementary Schools with a free and reduced meal eligibility population of over 40% or more were required by ISBE mandate to implement one of the following two breakfast programs for their students: (1) breakfast served before school in the lunchroom available to all students who elect to eat breakfast, known as Traditional Breakfast, or (2) Breakfast in the Classroom where a pre-bagged hot or cold breakfast is provided to all students when entering the school and eaten in the classroom with the teacher at the commencement of each school day. Both programs are offered to students at no charge and is referred to as Universal Breakfast.

Schools that voluntarily adopted the Breakfast in the Classroom model achieved an average 69% student breakfast participation rate compared to an average 23% student participation for schools that adopted the model where breakfast is served in the school dining center. In addition to the dramatically increased participation rate, making breakfast a routine part of the instructional day through the BIC model relieves students of the challenges posed by bus drop off schedules, relieves the pressure of getting to class on time, respects the desire of students to be physically active before school starts and eliminates the potential stigma of serving breakfast only to free eligible students before school.

As of January 1, 2011, 192 CPS elementary schools are voluntarily participating in Breakfast in the Classroom. Based on the success of Breakfast in the Classroom at these 192 schools, the Board wishes to implement the BIC model in all CPS Elementary Schools.

## **II. Implementation.**

All CPS Elementary Schools that do not currently offer Traditional Breakfast or the Breakfast in the Classroom program will establish and operate a Breakfast in the Classroom program by June 30, 2011. in accordance with the schedule and timelines issued by the Department of Nutrition Support Services (NSS). NSS will employ a phased rollout strategy designed to ensure schools receive the necessary supports to successfully implement the BIC program. All schools shall comply with the standards, requirements, program goals and accountability measures outlined in the BIC Guidelines issued by NSS when providing Breakfast in the Classroom.

## **III. Authorization to Formulate Guidelines.**

The Nutrition Support Services Logistics Officer is authorized to issue Guidelines for the effective implementation of the Universal Breakfast in the Classroom program, the requirements of this Policy and further to ensure compliance with USDA regulations in the provision of school breakfast meals.

## **IV. Compliance.**

Failure to abide by this Policy or the BIC Guidelines may subject employees to discipline up to and including dismissal in accordance with the Board's Employee Discipline and Due Process Policy.

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**Amends/Rescinds:**

**Cross References:**

**Legal References:** 105 ILCS 126/15, 7CFR 220.

## Thank you for your leadership!

Thank you for being part of Chicago's parent-led movement for healthy schools. We encourage you to stay connected with Parents United to let us know how it's going at your school, ask questions, and get tips and advice from other parents. Stay in touch!

To access this toolkit online, visit [healthyschoolscampaign.org/parent-guide](https://healthyschoolscampaign.org/parent-guide).

## ¡Gracias por su gran liderazgo!

Gracias por formar parte del movimiento de padres de Chicago para lograr escuelas saludables. Le animamos a seguir en contacto con Padres Unidos y que nos haga saber cómo va el progreso en su escuela, que aclare sus dudas y obtenga consejos y asesoría de otros padres. ¡Manténgase en contacto!

Para acceder a esta guía en línea, visita: [healthyschoolscampaign.org/parent-guide](https://healthyschoolscampaign.org/parent-guide).

