

# Nebraska Wellness Policy Builder – Part 1. Nutrition

For each numbered item fill in one of the following for each school level which is part of your system:  
 [Not Applicable = NA, New Goal = G, In Progress = P, Achieved = A]

<b>A. School Meals – General Atmosphere</b>		Elem	MS	HS
1.	The dining area is clean. <i>(Basic)</i>			
2.	The dining area is orderly. <i>(Basic)</i>			
3.	The dining area has a reasonable noise level. <i>(Basic)</i>			
4.	The dining area has an attractive appearance. <i>(Basic)</i>			
5.	The dining area has adequate seating to accommodate all students during each meal period. <i>(Basic)</i>			
6.	The dining area has adequate adult supervision. <i>(Basic)</i>			
7.	Students are allowed to converse with one another while they eat their meals. <i>(Basic)</i>			
8.	The lunch hour is closed. Students must have permission to leave the school campus. <i>(Basic for Elem and MS, Advanced for HS)</i>			

<b>B. School Meals - Breakfast</b>		Elem	MS	HS
If the School Breakfast Program is NOT offered, check here and skip to section C.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	All school breakfasts comply with USDA regulations and state policies. <i>(Basic)</i>			
2.	Students have at least 10 minutes to eat breakfast not including time spent walking to and from class or waiting in line. <i>(Basic)</i>			
3.	Guidelines for pre-packaged cereals: • 35% or less of weight from total sugar (or less than 9 g. per 100 calories) • 1 g. or more of fiber per serving			
	a. Less than 50% of pre-packaged cereals offered meet both of the above guidelines. <i>(Basic)</i>			
	b. At least 50% of pre-packaged cereals offered meet both of the above guidelines. <i>(Advanced)</i>			
	c. All pre-packaged cereals offered meet both of the above guidelines. <i>(Exemplary)</i>			
4	<b>Foods containing whole grains</b> are offered:			
	a. Fewer than 3 days a week <i>(Basic)</i>			
	b. At least 3 days a week <i>(Advanced)</i>			
	c. Daily <i>(Exemplary)</i>			

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<b>B. School Meals – Breakfast (continued)</b>		Elem	MS	HS
5.	Fresh, canned, dried or frozen fruits and/or vegetables are offered:			
	a. Fewer than 3 days a week ( <i>Basic</i> )			
	b. At least 3 days a week ( <i>Advanced</i> )			
	c. Daily ( <i>Exemplary</i> )			
6.	Low-fat (1% or ½%) and/or skim (nonfat) milk are offered:			
	a. Daily ( <i>Basic</i> )			
	b. Exclusively ( <i>Exemplary</i> )			

<b>C. School Meals – Lunch</b>		Elem	MS	HS
1.	All school lunches comply with USDA regulations and state policies. ( <i>Basic</i> )			
2.	a. Students have at least 15 minutes to eat lunch not including time spent walking to/from class or waiting in line. ( <i>Basic</i> )			
	b. Students have at least 20 minutes to eat lunch not including time spent walking to/from class or waiting in line. ( <i>Advanced</i> )			
3.	An entrée choice with total fat of 16 g. or less per serving is offered:			
	a. Fewer than 3 days a week ( <i>Basic</i> )			
	b. At least 3 days a week ( <i>Advanced</i> )			
	c. Daily ( <i>Exemplary</i> )			
4.	The number of fruit and/or vegetable choices offered daily is:			
	a. At least 2 ( <i>Basic</i> )			
	b. At least 3 ( <i>Advanced</i> )			
	c. At least 4 ( <i>Exemplary</i> )			
5.	Fresh fruits or vegetables are offered:			
	a. Fewer than 3 days a week ( <i>Basic</i> )			
	b. At least 3 days a week ( <i>Advanced</i> )			
	c. Daily ( <i>Exemplary</i> )			

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<b>C. School Meals – Lunch</b> <small>(continued)</small>		Elem	MS	HS
6.	Fewer than 5 different fruits and 5 different vegetables are offered weekly. <i>(Basic)</i>			
7.	At least 5 different fruits and 5 different vegetables are offered weekly. <i>(Advanced)</i>			
8.	At least 10 different fruits and 10 different vegetables are offered monthly. <i>(Exemplary)</i>			
9.	A food item containing whole grain is offered:			
	a. Fewer than 3 days a week <i>(Basic)</i>			
	b. At least 3 days a week <i>(Advanced)</i>			
	c. Daily <i>(Exemplary)</i>			
10.	Low-fat (1% or ½%) and/or skim (nonfat) milk are offered:			
	a. Daily <i>(Basic)</i>			
	b Exclusively <i>(Exemplary)</i>			
11.	Salad dressings contain:			
	a. More than 12 g. of fat per ounce <i>(Basic)</i>			
	b. 12 g. or less of fat per ounce <i>(Advanced)</i>			
	c. 6 g. or less of fat per ounce <i>(Exemplary)</i>			
12.	Desserts with more than 5 g. of fat per serving are offered:			
	a. More than 2 times per week <i>(Basic)</i>			
	b. No more than 2 times per week <i>(Advanced)</i>			

<b>D. A la Carte</b>		Elem	MS	HS
If a la carte foods or beverages are NOT offered, check here and skip to section E.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	A la carte items are offered in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” where school meals are served or eaten during the meal period. <i>(Basic)</i>			
2.	The same portion size of any food item(s) served that day in the school lunch or school breakfast program is offered a la carte. <i>(Advanced)</i>			
3.	Fruits and/or vegetables are offered a la carte. <i>(Exemplary)</i>			

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<b>D. A la Carte</b> (continued)		Elem	MS	HS
4.	a. Regular yogurt is offered a la carte ( <i>Advanced</i> )			
	b. Low-fat/nonfat yogurt is offered a la carte; serving size is no more than 6-8 oz. ( <i>Exemplary</i> )			
5.	Guidelines for “other” a la carte items (i.e. items other than those listed above) per serving: <ul style="list-style-type: none"> <li>• Fat – Except for nuts, seeds and nut butters, 30% or less of total calories from fat; or 7 grams fat per serving</li> <li>• Saturated fat – 10% or less of total calories from saturated fat; or 2 grams saturated fat maximum.</li> <li>• Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar; or 15 grams maximum per serving</li> <li>• Calories – 200 calories or less per selling unit.</li> </ul>			
	a. Less than 50 percent of other a la carte items meet all of the guidelines above. ( <i>Basic</i> )			
	b. At least 50 percent of other a la carte items meet all of the guidelines above. ( <i>Advanced</i> )			
	c. All other a la carte items meet all of the guidelines above. ( <i>Exemplary</i> )			
<b>Skip any item not offered.</b>				
6.	Water (non-caloric) ( <i>Exemplary</i> )			
7.	a. Fluid milk (any fat content) ( <i>Basic</i> )			
	b. Only milk with 360 calories or less per selling unit; no more than 27 grams sugar per serving; serving size is no more than 12-16 oz. ( <i>Advanced</i> )			
	c. Only low-fat (1% or ½%) and/or skim (nonfat) milk; serving size is no more than 12-16 oz. ( <i>Exemplary</i> )			
8.	a. Only juice products containing at least 50% juice ( <i>Advanced</i> )			
	b. Only 100% fruit or vegetable juice and serving size is no more than 12 oz. ( <i>Exemplary</i> )			

<b>E. Vending – Machines &amp; School Stores</b>		Elem	MS	HS
If vended foods or beverages are NOT offered, check here and skip to section F.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	The sale of <b>foods of minimal nutritional value</b> is not allowed on school property in areas accessible to students:			
	a. In food service areas during the food service period ( <i>Basic</i> )			
	b. Until one hour after the end of the last lunch period ( <i>Basic</i> )			
	c. Until after the end of the school day ( <i>Advanced</i> )			
	d. At all ( <i>Exemplary</i> )			

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<b>E. Vending – Machines &amp; School Stores</b> (continued)		Elem	MS	HS
2.	Guidelines for vended food items per selling unit: <ul style="list-style-type: none"> <li>• Fat – Except for nuts, seeds and nut butters, 30% or less of total calories from fat; or 7 grams fat per serving</li> <li>• Saturated fat – 10% or less of total calories from saturated fat; or 2 grams saturated fat maximum.</li> <li>• Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar; or 15 grams maximum per serving</li> <li>• Calories – 200 calories or less per selling unit.</li> </ul>			
	a. Less than 50 percent of vended food items meet all of the guidelines above. <i>(Basic)</i>			
	b. At least 50 percent of vended food items meet all of the guidelines above. <i>(Advanced)</i>			
	c. All vended food items meet all of the guidelines above. <i>(Exemplary)</i>			
3.	Water (non-caloric) <i>(Exemplary)</i>			
4.	a. Fluid milk (any fat content) <i>(Basic)</i>			
	b. Only milk with 360 calories or less per selling unit <i>(Advanced)</i>			
	c. Only low-fat (1% or ½%) and/or skim (nonfat) milk <i>(Exemplary)</i>			
5.	a. Only juice products containing at least 50% juice <i>(Advanced)</i>			
	b. Only 100% juice <i>(Exemplary)</i>			

<b>F. During the School Day</b>		Elem	MS	HS
1.	All foods and beverages are offered in compliance with USDA regulations prohibiting the sale of “foods of minimal nutritional value” where school meals are served or eaten during the meal period. <i>(Basic)</i>			
2.	Students are:			
	a. Allowed to have individual water bottles in the classroom <i>(Advanced)</i>			
	b. Encouraged to have individual water bottles in the classroom <i>(Exemplary)</i>			
3.	Foods and beverages for classroom rewards, parties and celebrations will meet the same guidelines as the:			
	a. Basic level for a la carte foods and beverages <i>(Basic)</i>			
	b. Advanced level for a la carte foods and beverages <i>(Advanced)</i>			
	c. Exemplary level for a la carte foods and beverages <i>(Exemplary)</i>			

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<b>F. During the School Day</b> (continued)		Elem	MS	HS
4.	Foods and beverages for classroom rewards, parties and celebrations will not be provided until at least one hour after the end of the last lunch period. <i>(Advanced)</i>			
5.	a. 50 percent or more of fundraising activities will involve the sale of food or beverages. <i>(Basic)</i>			
	b. At least 50 percent of fundraising activities will NOT involve the sale of food or beverages. <i>(Advanced)</i>			
	c. At least 75 percent of fundraising activities will NOT involve the sale of food or beverages. <i>(Exemplary)</i>			
6.	Fundraising activities involving the sale of food or beverages will not take place until after the end of the last lunch period. <i>(Advanced)</i>			
7.	Refreshments provided for students participating in school events adhere to the:			
	a. Basic guidelines for vended foods and beverages <i>(Basic)</i>			
	b. Advanced guidelines for vended foods and beverages <i>(Advanced)</i>			
	c. Exemplary guidelines for vended foods and beverages <i>(Exemplary)</i>			
8.	Parents, teachers and organizations are informed about the guidelines and are encouraged to follow them. <i>(Advanced)</i>			

<b>G. After School Programs</b>		Elem	MS	HS
Check here if the After School Care Snack Program is NOT offered. If the After School Care Snack Program is offered, complete the following items.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.	Snacks served under the USDA After School Care Snack Program comply with all applicable federal regulations and state policies. <i>(Basic)</i>			
2.	Guidelines for after school snacks: • Fat – Except for nuts, seeds and nut butters, 30% or less of total calories from fat; or 7 grams fat per serving • Saturated fat – 10% or less of total calories from saturated fat; or 2 grams saturated fat maximum. • Sugar – Except for fruit without added sugar, 35% or less of weight from total sugar; or 15 grams maximum per serving • Calories – 200 calories or less per selling unit.			
	a. Snacks meet both of the above guidelines on at least 3 days of the week. <i>(Advanced)</i>			
	b. Snacks meet both of the above guidelines on all days of the week. <i>(Exemplary)</i>			

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<b>F. Staff Wellness</b>		<b>Elem</b>	<b>MS</b>	<b>HS</b>
1	The school will encourage each member of the staff (both certified and non-certified) to serve as a healthy role model for students. <i>(Basic)</i>			
2	The school will have a staff wellness committee to plan and implement ongoing activities for school staff that promote health and wellness. <i>(Advanced)</i>			
3	The school's staff wellness committee will develop, promote and oversee a multifaceted plan to promote staff health and wellness including healthful eating, physical activity and other elements of a healthful lifestyle. <i>(Exemplary)</i>			
4	At least one school-wide activity will be conducted each year that promotes staff wellness. <i>(Exemplary)</i>			
5	All school employees serve as positive role models by adhering to vending guidelines adopted for students			

## Nebraska Wellness Policy Builder – Part 2. Nutrition Education

For each numbered item fill in one of the following for each school level which is part of your system:  
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<b>A. General Guidelines &amp; Classroom</b>		<b>Elem</b>	<b>MS</b>	<b>HS</b>
1	All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, will have the opportunity to participate in a variety of learning experiences that support development of healthful eating habits. <i>(Basic)</i>			
2	The nutrition education curriculum will be sequential and consistent with the current Nebraska Department of Education Health Education Frameworks and Family Consumer Science Frameworks. <i>(Basic)</i>			
3	Nutrition education will be taught by a teacher certified by the Nebraska Department of Education or under the direct supervision of such a teacher. <i>(Basic)</i>			
4	The certified teacher will approve the instructional materials and method; and have ongoing, open communication with the individual providing instruction. <i>(Basic)</i>			
5	Schools will be encouraged to use qualified personnel to provide nutrition education from organizations such as the Nebraska Department of Education, University of Nebraska-Lincoln Extension, Nebraska Dairy Council, Nebraska Beef Council, universities and consulting registered dietitians. <i>(Basic)</i>			
6	Nutrition education will be based on the most recent Dietary Guidelines for Americans. <i>(Basic)</i>			
7	Active learning experiences will be provided for students; and whenever feasible, the active learning will involve the students in food preparation. <i>(Basic)</i>			
8	Teachers will be able to access nutrition resources via Nebraska Action For Healthy Kids website, Nebraska Department of Education Nutrition Services website. <i>(Basic)</i>			
9	Teachers will be able to secure recommended nutrition education resources in adequate quantities for their students. <i>(Basic)</i>			
10	School administrators will inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students. <i>(Advanced)</i>			
11	School administrators will encourage teachers to attend nutrition-related training at least once a year and will support their participation. <i>(Advanced)</i>			
12	Classroom nutrition education will be provided each year for all students: <ul style="list-style-type: none"> <li>• as part of a comprehensive health education curriculum that focuses on understanding the relationship between personal behavior and health AND/OR</li> <li>• as learning experiences integrated throughout the curriculum in subject areas such as math, science, language arts and social studies.</li> </ul>			
	a. At least 5 hours of classroom nutrition education will be provided each year for all students. <i>(Basic)</i>			
	b. At least 10 hours of classroom nutrition education will be provided each year for all students. <i>(Advanced)</i>			

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<b>A. General Guidelines &amp; Classroom</b> (continued)		Elem	MS	HS
	c. At least 15 hours of classroom nutrition education will be provided each year for all students. <i>(Exemplary)</i>			
13	Nutrition education instruction will be comprised of hands-on activities that engage students in enjoyable, developmentally-appropriate, culturally relevant, participatory learning.			
	a. Hands-on activities as described above will comprise at least 25 percent of nutrition education instruction. <i>(Basic)</i>			
	b. Hands-on activities as described above will comprise at least 50 percent of nutrition education instruction. <i>(Advanced)</i>			
14	Check all of the topics that will be included in classroom nutrition education:			
	a. Proper hand washing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Importance of drinking adequate water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Food groups	<input type="checkbox"/>	---	---
	d. Trying new foods / importance of eating a variety of foods	<input type="checkbox"/>	---	---
	e. Feeling full and chewing thoroughly	<input type="checkbox"/>	---	---
	f. Serving sizes	<input type="checkbox"/>	---	---
	g. Relationship of food intake (energy input) and physical activity (energy output)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Nutrition Facts Label reading	<input type="checkbox"/>	---	---
	i. Choosing healthful foods using cafeteria meals, vended items and a la carte items as examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Foods that help keep the body healthy and foods that may contribute to poor health, including oral health	<input type="checkbox"/>	---	---
	k. Healthy body image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l. Agricultural origins of common foods	<input type="checkbox"/>	---	---
	m. Basic food preparation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n. Basic food safety (e.g. storing, cleaning)	<input type="checkbox"/>	---	---
	o. Basic food safety (preparing, cooking, cooling, reheating)	---	<input type="checkbox"/>	<input type="checkbox"/>
	p. Basic nutrient requirements	---	<input type="checkbox"/>	<input type="checkbox"/>

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<b>A. General Guidelines &amp; Classroom</b> (continued)		Elem	MS	HS
	q. Relationship of nutrients in food to good health and long-term risks of unhealthful food selections	---	<input type="checkbox"/>	<input type="checkbox"/>
	r. Dietary guidelines and personal eating plans	---	<input type="checkbox"/>	<input type="checkbox"/>
	s. Importance of meals and how meal time contributes to family life	---	<input type="checkbox"/>	<input type="checkbox"/>
	t. Eating patterns in various cultures	---	<input type="checkbox"/>	<input type="checkbox"/>
	u. Balanced and unbalanced meals in the student's own eating pattern	---	<input type="checkbox"/>	<input type="checkbox"/>
	v. Evaluating fad diets and healthful ways to lose/gain weight	---	<input type="checkbox"/>	<input type="checkbox"/>
	w. Eating disorders	---	<input type="checkbox"/>	<input type="checkbox"/>
	x. Evaluating health claims on food labels	---	<input type="checkbox"/>	<input type="checkbox"/>

<b>B. Cafeteria</b>		Elem	MS	HS
1	Attractive, current nutrition education materials will be prominently displayed in dining areas and changed at least every 9 weeks. <i>(Basic)</i>			
2	Teachers will discuss with students the nutrition education materials displayed in the dining areas. <i>(Advanced)</i>			
3	Teachers will collaborate with the school nutrition staff to use the cafeteria as a learning laboratory that allows students to apply critical thinking skills. <i>(Exemplary)</i>			
4	Students will be encouraged to start each day with a healthful breakfast and to choose nutritious foods throughout the day. <i>(Basic)</i>			
5	Students will participate in taste tests and/or surveys to obtain their input on foods offered in the cafeteria. <i>(Advanced)</i>			
6	Students will learn about the nutrition requirements for school meals and some students will be involved in helping plan menus. <i>(Exemplary)</i>			

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<b>C. Events During the School Day</b>		Elem	MS	HS
1	Each year, some individual classrooms will participate in one or more events that are either centered on nutrition or include nutrition as a main component. <i>(Basic)</i>			
2	Each year, at least one school-wide interactive event will be conducted that is either centered on nutrition or contains nutrition as a main component. After the event, related lessons will be used to reinforce learning of the information presented at the event. <i>(Advanced)</i>			
3	A community or media partner will be involved in at least one school-wide event by helping with planning or actively participating in the event. Both before and after the event, related lessons will be used to reinforce learning of the information presented at the event. <i>(Exemplary)</i>			

<b>D. After School Programs</b>		Elem	MS	HS
1	At least twice a week, the after school educator will explain why the snack served is a healthful choice. <i>(Basic)</i>			
2	After school programs will reinforce classroom learning by providing interactive nutrition education activities (e.g., making healthful snacks, measuring serving sizes, etc.). <i>(Advanced)</i>			
3	Classroom teachers will collaborate with after school program staff to reinforce and expand the lessons learned in the classroom. <i>(Exemplary)</i>			

<b>E. Family &amp; Community</b>		Elem	MS	HS
1	Parents will be invited to join students for school meals. <i>(Basic)</i>			
2	Family members will be encouraged to become actively involved in programs that provide nutrition education. <i>(Advanced)</i>			
3	Community members will be encouraged to become actively involved in school programs that provide nutrition education. <i>(Exemplary)</i>			
4	Families will be provided with information that encourages them to teach their children about health and nutrition, and to provide nutritious meals for their families. <i>(Basic)</i>			
5	Opportunities will be provided for parents to share their healthful food practices with the school and community. <i>(Advanced)</i>			
6	Nutrition information will be provided to the broader community. <i>(Exemplary)</i>			

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<b>F. Staff Wellness</b>		<b>Elem</b>	<b>MS</b>	<b>HS</b>
1	The school will encourage each member of the staff (both certified and non-certified) to serve as a healthy role model for students. <i>(Basic)</i>			
2	The school will have a staff wellness committee to plan and implement ongoing activities for school staff that promote health and wellness. <i>(Advanced)</i>			
3	The school's staff wellness committee will develop, promote and oversee a multifaceted plan to promote staff health and wellness including healthful eating, physical activity and other elements of a healthful lifestyle. <i>(Exemplary)</i>			
4	At least one school-wide activity will be conducted each year that promotes staff wellness. <i>(Exemplary)</i>			
5	All school employees serve as positive role models by adhering to vending guidelines adopted for students			

## Nebraska Wellness Policy Builder – Part 3. Physical Activity

**For each numbered item fill in one of the following for each school level which is part of your system:  
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<b>A. General Guidelines &amp; Physical Education Classes</b>		<b>Elem</b>	<b>MS</b>	<b>HS</b>
1	All students in grades K-12, including those with disabilities, special health care needs and in alternative education settings, will have the opportunity to participate in moderate to vigorous physical activity on a regularly scheduled basis each school week during the entire school year. <i>(Basic)</i>			
2	Students will receive:			
	a. 100-150 minutes of physical education per week. <i>(Basic)</i>			
	b. 151-200 minutes of physical education per week. <i>(Advanced)</i>			
	c. More than 200 minutes of physical education per week. <i>(Exemplary)</i>			
3	During physical education classes, students will engage in moderate to vigorous physical activity:			
	a. At least 15 minutes per day and/or 75 minutes per week. <i>(Basic)</i>			
	b. At least 20 minutes per day and/or 100 minutes per week. <i>(Advanced)</i>			
	c. At least 30 minutes per day and/or 150 minutes per week. <i>(Exemplary)</i>			
4	The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students will have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.). <i>(Basic)</i>			
5	The physical education curriculum will be sequential and consistent with Nebraska Department of Education Physical Education Essential Learnings for Kindergarten through grade 12. <i>(Basic)</i>			
6	Physical education teachers are certified by the Nebraska Department of Education. <i>(Basic)</i>			
7	Physical education classes will have a student/teacher ratio that is the same as other classes in the school. <i>(Basic)</i>			
8	Adequate age-appropriate equipment will be available for all students to participate in physical activity. <i>(Basic)</i>			
9	Physical activity facilities on school grounds are safe. <i>(Basic)</i>			
10.	School administrators will inform teachers about opportunities to attend training on physical activity/physical education and the importance of modeling healthful habits for students. <i>(Advanced)</i>			
11.	School administrators will encourage teachers to attend physical education/activity related training at least once a year and will support their participation. <i>(Basic)</i>			
12.	Teachers will be able to access physical education/physical activity resources via Nebraska Action For Healthy Kids website and Nebraska Department of Education PE Health website. <i>(Basic)</i>			

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<b>B. Throughout the Day</b>		Elem	MS	HS
1	Classroom health education will reinforce the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television. <i>(Basic)</i>			
2	When circumstances make it necessary for students to remain indoors and inactive for two or more hours, the students will be given periodic breaks during which they will be encouraged to stand and be moderately active. <i>(Advanced)</i>			
3	Opportunities for physical activity will be regularly incorporated into other subject areas (i.e. math, language arts, social studies, etc.). <i>(Exemplary)</i>			
4	Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate. <i>(Exemplary)</i>			

<b>C. Punishment</b>		Elem	MS	HS
1	Physical activity will not be used (e.g. running laps, pushups) or withheld (e.g. recess, physical education) as punishment. This guideline does not apply to extracurricular sports teams. <i>(Basic)</i>			
2.	School/District policy prohibiting the use of physical activity for punishment or withholding physical activity as punishment. (This guideline does not apply to extracurricular sports team. <i>(Advanced)</i>			

<b>D. Recess</b>		Elem	MS	HS
1	Elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors. <i>(Basic)</i>			
2	Elementary school students will have two 15-minute supervised recess periods daily. <i>(Exemplary)</i>			
3	Moderate to vigorous physical activity will be encouraged verbally and through the provision of adequate space and age-appropriate equipment. <i>(Basic)</i>			
4	Recess will provide at least one moderate to vigorous physical activity led by trained staff. <i>(Advanced)</i>			
5	Recess will provide a variety of moderate to vigorous physical activities led by trained staff. <i>(Exemplary)</i>			
6	Recess will be offered before lunchtime. <i>(Exemplary)</i>			

## Nebraska Wellness Policy Builder – Part 3. Physical Activity

For each numbered item fill in one of the following for each school level which is part of your system:  
 [Not Applicable = NA, New Goal = G, In Progress = P, Achieved = A]

<b>E. Before &amp; After School</b>		<b>Elem</b>	<b>MS</b>	<b>HS</b>
1	Daily periods of moderate to vigorous physical activity for all students will be encouraged by providing adequate space, equipment and opportunities. <i>(Basic)</i>			
2	The school(s) will comply with Nebraska Department of Education Rule 10, Regulations and Procedures for the Accreditation of Schools: 1. <u>004.03A9. Physical Education.</u> <i>The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.</i> 2. <u>004.04B7 Personal Health and Physical Fitness.</u> <i>20 instructional units or two years of daily classes in personal health and physical fitness. The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness.</i> <i>(Basic)</i>			
3	Extracurricular physical activity programs, such as physical activity clubs or intramural programs will be offered. <i>(Advanced)</i>			
4	A range of physical activities will be offered that meet the needs, interests and abilities of all students, including boys, girls, students with disabilities and students with special health-care needs. <i>(Exemplary)</i>			
5	The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work with local public works, public safety and/or police departments in those efforts. <i>(Exemplary)</i>			
6	All students will be provided the opportunity to be moderately to vigorously physically active each day. <i>(Exemplary)</i>			

## Nebraska Wellness Policy Builder – Part 3. Physical Activity

For each numbered item fill in one of the following for each school level which is part of your system:  
 [Not Applicable = NA, New Goal = G, In Progress = P, Achieved = A]

<b>F. Family &amp; Community</b>		Elem	MS	HS
1	Information will be provided to help families incorporate physical activity into the lives of all household members. <i>(Basic)</i>			
2	Families and community members will be encouraged to institute programs that support physical activity, such as a walk to school program, N-Lighten Nebraska program, and/or All Recreate on Fridays program <i>(Advanced)</i>			
3	Community members will be provided access to the school's physical activity facilities outside the normal school day. School policies concerning safety will apply at all times. <i>(Exemplary)</i>			
4	School resources (such as a back-pack containing physical activity equipment) will be loaned to families to support their efforts to be physically active. <i>(Exemplary)</i>			

<b>G. Staff Wellness</b>		Elem	MS	HS
1	The school will encourage each member of the staff (both certified and non-certified) to serve as a healthy role model for students. <i>(Basic)</i>			
2.	The school will have a staff wellness committee to plan and implement ongoing activities for school staff that promote health and wellness. <i>(Advanced)</i>			
3.	The school's staff wellness committee will develop, promote and oversee a multifaceted plan to promote staff health and wellness including healthful eating, physical activity and other elements of a healthful lifestyle. <i>(Exemplary)</i>			
4.	At least one school-wide activity will be conducted each year that promotes staff wellness. <i>(Exemplary)</i>			
5.	All school employees serve as positive role models by adhering to vending guidelines adopted for students. <i>(Advanced)</i>			

School/District Name: \_\_\_\_\_

Team Members: \_\_\_\_\_

### SCHOOL WELLNESS POLICY—Implementation Plan Worksheet

**Instructions:**

1. In the first column: list the Actions that the **school wellness policy team** has agreed to implement and list the specific steps that need to be taken to implement each Action.
2. In the second column: check the appropriate category that the Action addresses.
3. In the third column: list the people who will be responsible for each step, when the work will begin, and when it will be completed.
4. In the fourth column: check whether the Action is high or low priority and the level of difficulty to complete the Action.
5. In the fifth column: list any special Resources you will need to complete the Action and Steps.

ACTIONS/STEPS	CATEGORY	PERSON(S) RESPONSIBLE and KEY DATES	PRIORITY/LEVEL OF DIFFICULTY	RESOURCES
<b>1. Action:</b>	o Nutrition Education	Lead Person _____	<b>Priority:</b> o High	
<b>Steps to Accomplish Action:</b>	o Nutrition Guidelines	Initiation Date _____	o Low	
A.	o Physical Education	Targeted Completion Date _____	<b>Level of Difficulty:</b> o Easy	
B.	o Physical Activity	Actual Completion Date _____	o Moderate	
C.	o Community	<b>Measures of Success:</b> _____ _____	o Challenging	
D.		_____ _____		

ACTIONS/STEPS	CATEGORY	PERSON(S) RESPONSIBLE and KEY DATES	PRIORITY/LEVEL OF DIFFICULTY	RESOURCES
<p><b>2. Action:</b></p>	<p><input type="radio"/> Nutrition Education</p>	<p>Lead Person _____</p>	<p><b>Priority:</b> <input type="radio"/> High</p>	
<p><b>Steps to Accomplish Action:</b></p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>	<p><input type="radio"/> Nutrition Guidelines</p> <p><input type="radio"/> Physical Education</p> <p><input type="radio"/> Physical Activity</p> <p><input type="radio"/> Community</p>	<p>Initiation Date _____</p> <p>Targeted Completion Date _____</p> <p>Actual Completion Date _____</p> <p><b>Measures of Success</b> _____</p> <p>_____</p>	<p><input type="radio"/> Low</p> <p><b>Level of Difficulty:</b></p> <p><input type="radio"/> Easy</p> <p><input type="radio"/> Moderate</p> <p><input type="radio"/> Challenging</p>	
<p><b>3. Action:</b></p>	<p><input type="radio"/> Nutrition Education</p>	<p>Lead Person _____</p>	<p><b>Priority:</b> <input type="radio"/> High</p>	
<p><b>Steps to Accomplish Action:</b></p> <p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>	<p><input type="radio"/> Nutrition Guidelines</p> <p><input type="radio"/> Physical Education</p> <p><input type="radio"/> Physical Activity</p> <p><input type="radio"/> Community</p>	<p>Initiation Date _____</p> <p>Targeted Completion Date _____</p> <p>Actual Completion Date _____</p> <p><b>Measures of Success</b> _____</p> <p>_____</p>	<p><input type="radio"/> Low</p> <p><b>Level of Difficulty:</b></p> <p><input type="radio"/> Easy</p> <p><input type="radio"/> Moderate</p> <p><input type="radio"/> Challenging</p>	