

Alliance for a Healthier Generation - Model Policy Comparison

This document is designed for a local educational agency to compare its local school wellness policy language with the Alliance for a Healthier Generation's Model Local School Wellness Policy.

Select each tab below to continue.

- Instructions
- Nutrition Education
- Nutrition Promotion
- Physical Activity
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- Foods Sold
- Foods Given Away
- Food and Beverage Marketing
- Designated Person In Charge
- Involving School and Community Members
- Implementation Plan
- Annual Update
- Triennial Assessment

California Department of Education
June 2021

Instructions

How to Use This Document

Before you begin, gather your current Local School Wellness Policy (LSWP), any district administrative regulations, action plans, or other documents that describe your policy, implementation, evaluation, and review.

Each tab represents the required elements of the LSWP and provides a table to compare your local policy language with the AHG Model Wellness Policy. Complete following steps for each tab to complete the model policy comparison:

Step 1: Select the tab with the LSWP Requirement you would like to compare.

Step 2: Enter your agency's name and date of your policy comparison at the top of the page (Column A, Rows 2 and 3).

Step 3: Add your agency's name and policy language to column header [Agency's Name] Policy Language.

Step 4: Compare your district's policy language to the Alliance for a Healthier Generations (AHG) Model Policy Language which reflects the language from the AHG model policy for the LSWP Requirement selected.

Step 5: Add your comparison analysis and conclusions under the column header Comparison Analysis and Conclusions.

Step 6: Document the next steps needed to continue improving the health of your students and school (examples: make policy language changes, hold a committee meeting, or update implementation plans) in Column D: Next Steps.

Step 7: Select the next tab for each of the required elements of the LSWP and repeat the steps above.

Sources

The California Department of Education Local School Wellness Policy web page at:

<https://www.cde.ca.gov/ls/nu/he/wellness.asp>

The Alliance for a Healthier Generation (AHG) Model Wellness Policy is available at:

<https://api.healthiergeneration.org/resource/2>

Local School Wellness Policy Requirement: Nutrition Education

Yeshiva Ohr Elchonon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
<p>Yeshiva Ohr Elechanan Chabad (YOEC) should provide nutrition education and engage in nutrition promotion that:</p> <ul style="list-style-type: none"> • is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health; • is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects; • includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing; • promotes fruits, vegetables, whole grain products, low fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices; • emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise); • includes training for teachers and other staff. 	<p>The district will teach, model, encourage and support healthy eating and physical activity among students. Schools will provide nutrition and physical activity education integrated into other subjects, as part of health education and/or offer stand alone classes at each grade level.</p> <p>The district will ensure that:</p> <ul style="list-style-type: none"> • Nutrition and physical activity education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics (see Appendix B in model policy) • The curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum • The curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health • Nutrition and physical activity education are integrated into classroom subjects such as math, science, language arts, social studies and art, and are also included as part of health education classes and elective subjects • Nutrition and physical activity education include developmentally appropriate, culturally relevant and participatory activities • Schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company • Teachers and other staff are provided with training on nutrition and physical activity education • Foodservice staff and PE teachers collaborate with classroom teachers and other school staff to provide nutrition and physical activity education throughout the school campus 	<p>Does not state a specific curricula plan or education standards employed by the school to teach about nutrition. Not very specific.</p>	<p>include specific education standards or curricula. Try to provide more specifics.</p>

Local School Wellness Policy Requirement: Nutrition Promotion

Yeshiva Ohr Elchonon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
<p>To the maximum extent practicable, all student in our school will be encourage to participate in available federal school meal programs including the School Breakfast Program, National School Lunch Program and after-school snacks. In addition, Yeshiva Ohr Elechanan Chabad (YOEC) should share information about the nutritional content of meals with parents and students. Such information could be made available, on cafeteria menu boards, placards, or other point-of-purchase materials.</p>	<p>The district and all schools will promote healthy food and beverage choices for all students across the school campus during the school day and during the extended school day (including during outof- school time and before and after school) and will encourage participation in school meal programs. The district will ensure the promotion of healthy food and beverage choices through:</p> <ul style="list-style-type: none"> • School announcements, newsletters and website postings • Implementation of the evidence-based marketing and merchandising techniques (see School Meals section of this document) 	<p>no mention of web integration with notification</p>	<p>make steps to provide publication of available meal programs online update policy to reflect</p>

Local School Wellness Policy Requirement: Physical Activity

Yeshiva Ohr Elchonon Chabad
Jan-23

LWP-Physical Activity Subtopics	YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
Physical Education, Discipline, and Accessibility	<p>All students in grades 9-12 will have opportunities, support, and Daily Physical Education (P.E.) 9-12. All students in grades 9-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education or its equivalent of 225 minutes/week for high school students for the entire school year.</p> <p>Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.</p>	<p>The district requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education. The district prohibits the use or withholding of physical activity (including recess) as a punishment during the school day and during the extended school day (including during out-of-school time (OST) and before and after school). The district will provide resources and training to school and OST staff on appropriate ways to discipline students. The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.</p>	<p>YOEC policy is similar, but does not include a statement that alternative discipline methods with school provided resources and training is available despite the fact that this is already in practice at this school.</p>	<p>Include language in LWP update that specifies the current action of supporting teachers with training and resources to avoid withholding recess.</p>
Classroom	<p>Integrating Physical Activity into the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.</p> <p>Toward that end:</p> <ul style="list-style-type: none"> Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle. Opportunities for physical activity will be incorporated into other subject lessons, and Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate. 	<p>Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school). The two primary approaches for classroom physical activity are:</p> <ul style="list-style-type: none"> Physical activity integrated into planned academic instruction Physical activity outside of planned academic instruction <p>Classroom physical activity can benefit students by:</p> <ul style="list-style-type: none"> Improving their concentration and ability to stay-on-task in the classroom Reducing disruptive behavior, such as fidgeting, in the classroom Improving their motivation and engagement in the learning process Helping to improve their academic performance (higher grades and test scores) Increasing their amount of daily physical activity. <p>The district requires that:</p> <ul style="list-style-type: none"> Classroom physical activity be incorporated into planning throughout the school day and the extended school day Classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education Physical activity be provided in the classroom outside of planned instruction (physical activity breaks) Classroom physical activity be offered in addition to physical education and recess at all school levels Barriers to classroom physical activity, such as lack of equipment or available space, are minimized Schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company Classroom physical activity not be withheld from or required of students as a disciplinary approach 	<p>Policy includes support for in class physical activity but does not provide a method of oversight.</p>	<p>Meet with curriculum policy stakeholders to determine how to encourage classroom physical activity accountability among teachers.</p>
Daily Recess	<p>Daily Recess. All students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.</p> <p>Yeshiva Ohr Elchonon Chabad (YOEC) would discourage extended periods (i.e. periods of two or more hours) of inactivity. When activities, such as mandatory school wide testing, make it necessary for students to remain indoors for long periods of time</p> <p>Yeshiva Ohr Elchonon Chabad (YOEC) would give students periodic breaks during which they are encouraged to stand and be moderately active.</p>	<p>Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment. Recess is offered in kindergarten through 12th grade and although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day. The district will ensure that all elementary schools will offer 20 or more minutes of recess on all days during the school year which will complement, not substitute for, physical education class and will:</p> <ul style="list-style-type: none"> Provide schools and students with adequate spaces, facilities, equipment and supplies for recess Ensure that spaces and facilities for recess meet or exceed recommended safety standards Prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom Provide staff members who lead or supervise recess with ongoing professional development Provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access Provide equipment to allow for inclusion of students with disabilities into activities 	<p>YOEC policy document gives support to recess needs of students</p>	<p>Provide more specific language in policy document that encourages accountability</p>
Before and After School Activities	<p>Physical Activity Opportunities Before and After School. All students at Yeshiva Ohr Elchonon Chabad (YOEC) high school will offer extracurricular physical activity programs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants. Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students before during, and after the school day. School policies concerning safety will apply.</p>	<p>Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in before and after school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term. The district will offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:</p> <ul style="list-style-type: none"> Physical activity clubs Physical activity breaks in aftercare Intramurals or interscholastic sports 	<p>After school physical activity is offered, but specific opportunities are not listed (i.e. school exercise facilities)</p>	<p>Include policy language that specifies the availability of after school exercise facilities as is currently being used.</p>
Support for and Promotion of Active Transport	<p>none.</p>	<p>Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day. The district will provide strong support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education, encouragement, enforcement and engineering activities. The district will encourage students, caregivers and staff to walk and bicycle to and from school and is committed to putting in safeguards to provide safe walking and bicycling access in school vicinities.</p> <p>The district will at minimum support active transportation in the following ways:</p> <ul style="list-style-type: none"> Communicating broadly their support for walking and bicycling to school, publicizing tools and resources for active transportation on their website and through new student communications including student/caregiver handbooks and other communication materials Promoting participation in International Walk to School Day and National Bike to School Day and other active transportation promoting activities Providing prominent and secure storage facilities for bicycles and other transportation modes, such as skateboards and scooters (e.g., sheltered bicycle parking, shed, cage or fenced area) Providing instruction on walking/bicycling safety to students Improving safe access to school entrances for students arriving on foot or by bicycle by ensuring designated routes on driveways, through parking lots and to bicycle parking, and by prioritizing sidewalks and crosswalks as well as separating modes of arrival to school <p>In addition, the district will support active transportation in at least four of the following ways:</p> <ul style="list-style-type: none"> Providing bicycling skills instruction to students Promoting safe routes to school programs to students, staff and caregivers via newsletters, websites and/or the local newspaper Designating a Safe Routes to School coordinator to lead district Safe Routes to School activities and support school activities Ensuring that the school transportation department includes walking and bicycling to school as part of school transportation responsibilities Ensuring provision of one or more crossing guards for every school Working with local jurisdictions to encourage installation of high visibility crosswalks and other infrastructure to improve walking and bicycling safety on streets leading to schools Conducting walking and bicycling safety audits of the routes to each school and sharing that information with local jurisdictions Providing outreach and adaptive Safe-Routes to School programming for students with disabilities Creating monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays) Promoting walking school buses and bicycle trains Designating safe or preferred routes to school Creating and distributing maps of the active school environment (e.g., sidewalks, crosswalks, roads, pathways and bike racks) 	<p>The school provides active transportation support on campus but does not specify any in this policy.</p>	<p>Add current active transportation support activity to LWP.</p>
Physical Education	<p>All students in grades 9-12 will have opportunities, support, and Daily Physical Education (P.E.) 9-12. All students in grades 9-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education or its equivalent of 225 minutes/week for high school students for the entire school year. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.</p>	<p>Physical Education (PE), as the basis of a comprehensive school physical activity program (CSPAP), provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment. PE can increase grades and standardized test scores and help students to stay on task in the classroom. Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education.</p> <p>The district will ensure that:</p> <ul style="list-style-type: none"> All elementary students, including students with disabilities, receive 150 minutes per week of PE instruction throughout the school year All middle and high school students, including students with disabilities, receive the PE during all academic years PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits PE classes utilize a curriculum that incorporates essential health education concepts as discussed above and in Appendix B Students are engaged in moderate to vigorous physical activity (MVPA) for at least 50% of class time during most or all PE classes All PE teachers in the district receive professional development in PE at least once per year All PE classes are taught by licensed teachers who are certified or endorsed to teach PE Walters, exemption or substitutions for PE classes are not granted PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate PE teachers are provided with training and specialized equipment to support the inclusion of students with disabilities in PE Student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criterionbased reporting is used for each student, including students with disabilities 	<p>No specific PE curricula is specified. Teacher PD is not specified.</p>	<p>Consider a specific curricula to implement for PE with opportunity for teacher professional development</p>

Local School Wellness Policy Requirement: Other Goals

Yeshiva Ohr Elchanon Chabad

Jun-23

LSWP-Other Goal Subtopics	YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
Curriculum Integration, School-sponsored Events, Staff Modeling	Yeshiva Ohr Elchanon Chabad (YOEC) should provide nutrition education and engage in nutrition promotion that: • is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health; • is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects; In high schools, all foods and beverages sold individually outside the reimbursable school meal programs including those sold through a vending machines, or fundraising activities during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:	Schools in the district will integrate health and wellness into other curriculum areas, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district curriculum experts. The district will coordinate and integrate wellness activities, so all efforts are complementary rather than duplicative and work towards the same set of goals and objectives. These initiatives will be culturally inclusive, accessible to all students and staff across the district and age-appropriate. All school-sponsored events, whether before, during or after school, will adhere to the LWP guidelines and will include physical activity and healthy eating opportunities when appropriate. The district requires that all school and school-based OST staff will model healthy eating and physical activity behaviors by not bringing in/or consuming personal food or beverages in front of students that would not meet the requirements of this LWP, and by participating in physical activities along with students.	Nutrition education integration is included. No specific statement about staff modeling. Food Provided at events is not specifically stated in policy, but language includes it as "programs for students after the school day"	Discuss what should be expected of staff to support student health by modeling healthy choices and update policy.
Health Education	Yeshiva Ohr Elchanon Chabad (YOEC) should provide nutrition education and engage in nutrition promotion that: • is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health; • is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;	Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity. ²⁶ A full list of physical activity and healthy eating topics that should be included in health education is included in Appendix B. The district will ensure that: • All students, K-12, take comprehensive, skills-based health education • Health education is taught by qualified and trained professionals • The health education learning standards and curriculum are regularly evaluated and revised • Schools utilize a planned, sequential and comprehensive health education curriculum that: • Is culturally and developmentally appropriate • Addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors • Provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy	Health education in schools is included in the policy.	Strengthen this area by defining specific curriculum goals. Meet with school curriculum stakeholders
Employee Wellness	none	Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover. The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by: • Engaging educators as stakeholders in all school improvement and planning processes • Designating employee wellness (both physical and mental) as a priority in the district organizational structure • Disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters) • Conducting free or low-cost physical and mental health risk screenings at least once per year • Conducting employee wellness/health (physical and mental) promotion activities at least once per year • Providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for: • Healthy eating and weight management • Physical activity • Stress management • Tobacco avoidance and cessation • Social-emotional health • Considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered • Promoting a positive workplace climate with a focus on diversity and inclusion practices • Designating a consistent and systemic approach for employee conflict resolution • Addressing space and break time for lactation/breastfeeding • Including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement	Yoec is a small school and some of the initiatives listed in the model policy may be out of reach. Effort is currently taken that the school reaches out regularly to employees and ask about and offer support for emotional wellbeing and physical health needs. The school also provides a lactation space, a flexible policy when time is requested for personal mental or health related reasons, and encourages employees to connect with their families by supporting time off for children's school events and other family needs. Other initiatives at the school exist for this aspect of policy, but are unwritten.	Determine which areas of written or unwritten employee policies support these goals Add policy to reflect the methods of support that the school offers for Employee wellness.
Social & Emotional School Climate	None	Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning. The district is committed to creating a positive socialemotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by: • Conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate • Establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying • Establishing school safety and violence prevention policies and strategies • Connecting social and emotional learning standards and academic standards • Ensuring that school and school-based OST staff are promoting positive relationships between students and employees • Ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices* • Training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports* and minimizing exclusionary discipline practices such as suspensions and expulsions • Ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning* (SEL) competencies • Training school and school-based OST staff on incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices • Regularly assessing and reporting upon the district- and building-level implementation of these practices and providing appropriate resources for continuous improvement	This area is not reflected in current policy, social emotional support is provided through a network of student support systems. Including opportunities provided by school counselors, small group engagement among students and a big-brother system. Policy could be expanded to reflect these initiatives	Update policy to mention support in this area that is currently provided.

Health Services	No specific language	School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students. The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by: <ul style="list-style-type: none"> • Conducting assessments and planning for meeting the individual chronic disease management needs of students • Ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed • Coordinating with caregivers and community medical providers to address students' health needs • Ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent student health information • Disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters) • Providing student physical health screenings (e.g., vision and hearing) • Addressing management of acute health incidents (e.g., allergic reactions, asthma attacks and low blood sugar) in the school setting • Providing education regarding high-risk behaviors such as sexual activity and substance use • Coordinating with caregivers to address students' health needs • Regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement 	School provides basic health and first aid services and has designated individuals to provide these needs along with certification of CPR. Coordination exists with local community based EMT services for any emergent situations and community Doctors are referred to in the case of medical concerns. These policies and practices are not specified in this LSW policy.	Improve policy language to provide current practice.
Counseling, Psychological, and Social Services	No specific language	Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts. The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by: <ul style="list-style-type: none"> • Ensuring that an evidenced-based process for identifying students with SEB needs is in place • Ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed • Coordinating with school and community-based mental health providers to address students' SEB needs • Implementing evidence-based programs and practices which support a positive social-emotional climate (see Social-Emotional Climate section of this document) • Implementing evidence-based interventions for students in need of additional SEB support • Ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services • Providing appropriate training to all school and school-based OST staff on meeting students SEB needs • Coordinating with caregivers and students to address students' SEB needs • Regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement 	Specific language is not included in this policy however parents and students are regularly made aware of support professionals both within the school and community. The school supports students with evidence based practices to assist in at-risk identification and qualified support. Partnership with public school vendors and Title funding help support these initiatives.	Improve policy language to provide current practice.
Community Involvement	A school health council consists of a group of individuals representing the school, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, and health professionals.	Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff. The district is committed to encouraging community involvement in school-level decision making and activities. The district will support community involvement by: <ul style="list-style-type: none"> • Ensuring that community members are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document) • Making the LWP available to the public • Developing relationships with community organizations to identify community-based opportunities for student service-learning • Developing joint or shared-use agreements for physical activity participation at all schools • Including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement 	No specific mention is made of unique ways the school engages with the public through although the public involvement in LWP and SWC is included in current policy. Ways in which the school has engagement with the community includes community service programs, Synagogue involvement, tutor and academic support as well as invitation from professionals to engage with the school in enrichment programs. Many initiatives in place are not written into policy documentation.	Discuss policy updates and language to include describing the public engagement and publication of policy
Physical Environment	No specific language included	The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school. The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by: <ul style="list-style-type: none"> • Identifying regular cleaning and maintenance practices and ensuring compliance with safety standards • Addressing prevention and safe removal (if applicable) of mold and moisture • Addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products) • Specifying a system for monitoring and addressing water quality • Specifying an integrated pest management plan • Addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality) • Establishing tobacco-free building and grounds • Educating students, school staff and school-based OST staff on maintaining the safety of the school physical environment • Specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport) • Requiring the establishment of an ongoing school safety team for the district (can be part of the DWC) and in each school building • Specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan • Addressing the presence of and training for school resource officers • Regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement 	Many processes are in place already but are not specified in policy including regular facility maintenance.	Consider adding more specific details about current physical property safety and maintenance. Update policy language.
Family Engagement	A school health council consists of a group of individuals representing the school, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, and health professionals.	A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development. The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement by: <ul style="list-style-type: none"> • Ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document) • Ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP • Making the LWP available to the public • Ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year • Ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers • Supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives • Ensuring that schools are using culturally responsive practices to engage caregivers • Disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters) • Providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community • Providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees) • Including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement 	Policy invites parents to be involved in the SWC. Current initiatives in the school that are not described here include a father-son learning evening. A monthly mothers event was established but has not been reinstated since Covid.	update policy to provide more methods of publication. Begin providing these policies and other nutrition education online through the school web page for ease of access. Specify specific methods of engagement for families. Discuss the possibility of bringing back the mothers monthly event.

Water	Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage	<p>The district requires that:</p> <ul style="list-style-type: none"> • Free, safe and unflavored drinking water is available to students during the school day and during the extended school day* (including during out-of-school time and before and after school). • Water cups/jugs are available in the cafeteria if a drinking fountain is not present • Students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus • All water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards 	Policy does not state how water will be supported	Include policy to reflect current practice of water support as described in model policy
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Local School Wellness Policy Requirement: Standards for Foods Sold

Yeshiva Ohr Eichaon Chabad Jan-23	YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
<p>LRWP Standards for Foods Sold Subtopics</p> <p>School meals</p>	<p>School Meals</p> <p>Meals served through the National School Lunch and Breakfast Programs will:</p> <ul style="list-style-type: none"> • be appealing and attractive to children; • be served in clean and pleasant settings; • meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; Offer a variety of fruits and vegetables; serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and ensure that all of the served grains are enriched or whole grain. <p>Yeshiva Ohr Eichaon Chabad (YOEC) should engage students, through focus-groups, new surveys, or surveys, in selecting foods served through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, Yeshiva Ohr Eichaon Chabad (YOEC) should share information about the nutritional content of meals with parents and students. Such information could be made available, on cafeteria menu boards, placards, or other point-of-purchase materials.</p> <p>Free and Reduced-Price Meals: Yeshiva Ohr Eichaon Chabad (YOEC) will make every effort to eliminate any social stigma attached to, and prevent the over-identification of, students who are eligible for free and reduced-price school meals. Eventually, Yeshiva Ohr Eichaon Chabad (YOEC) may utilize electronic identification provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" Meal Times and Schoology.</p> <p>Yeshiva Ohr Eichaon Chabad (YOEC)</p> <ul style="list-style-type: none"> • will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch; • should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 1:00 p.m. and 3:00 p.m.; • should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities; • will provide students access to hand sanitizing or hand sanitizing before they eat meals or snacks; and • should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontics or high tooth decay risk). 	<p>The district/choice will:</p> <ul style="list-style-type: none"> • Offer a variety of foods and beverages that are appealing and attractive to children • Ensure that eating settings are clean and inviting • Provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and not seated • Establish practices related to leading students with special meal balances that do not embarrass children or increase social stigma related to being of low-income • Prohibit the use of food as a reward or the withholding of foods as a punishment • Ensure that menus are created/checked by a Registered Dietitian or another certified nutrition professional • Post menus on the district website and/or individual school websites and include nutrient content and ingredients • Ensure that students are served lunch at a reasonable and appropriate time of day • Ensure that lunch follows the recess period to better support learning and healthy eating • Promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs • Encourage staff to model healthy eating behaviors • Incorporate the following in-school/out-of-school activities: <ul style="list-style-type: none"> • Incorporating local or regional foods into school meal programs • Holding promotions or special events, such as tastings, that highlight the healthful school foods • Reinforcing messages about agriculture and nutrition throughout the learning environment • Supporting schools in installing school gardens and farm trips to local farms • Promoting healthy food and beverage choices using the following marketing and merchandising techniques: <ul style="list-style-type: none"> • Displaying healthy food options in attractive bins or baskets (instead of chafing dishes or heat pans) • Making ahead or cut fruit available daily • Displaying daily fruit options in the line of sight and reach of students • Giving creative or descriptive names to all available vegetable options • Branding daily vegetable options into all grab-and-go meals available to students • Training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal • Placing white milk in front of other beverages in all canteens • Highlighting alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas • Allowing students to create reimbursable meals in any service area available to them (e.g., salad bars or grab-and-go lines) conducting student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas • Using daily announcements to promote and market menu options 	<p>Comparison Analysis and Conclusions</p> <p>Current policy is mostly effective. Needs more mention of methods of publication of menu. Provide farm to school opportunities.</p>	<p>Next Steps</p> <p>Menus will be posted by the service line and will be available to students and parents by calling the office. Will create ways for farm to school opportunities, specifically through taste testing and nutrition education.</p>
<p>Competitive foods</p>	<p>Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria fundraisers, school stores, etc.)</p> <p>High Schools. In high schools, all foods and beverages sold individually outside the reimbursable school meal programs including those sold through vending machines, or fundraising activities during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:</p> <p>Beverages</p> <ul style="list-style-type: none"> • Allowed: water or seltzer/water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free milk and nutritionally-equivalent nondairy beverages to be defined by USDA; Not allowed: soft drinks containing caloric sweeteners; sports drinks; food bars; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine. • Allowed: water or seltzer/water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners. <p>Foods</p> <p>A choice of at least two fruits and/or nonfried vegetables will be offered during lunch in Yeshiva Ohr Eichaon Chabad (YOEC) where food is being offered. Each item could include, but are not limited to, fresh fruits and vegetables; 100% fat or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners.</p>	<p>The district requires that all foods and beverages sold outside of the school meal programs during the school day and during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks.</p>	<p>Good. Policy includes statements that smart snack compliance is required. Current specifications of smart snacks and specific food requirements need to be double checked for accuracy</p>	<p>Includes language directly from Federal policy on Smart Snacks that is up to date.</p>
<p>Fundraising</p>	<p>Fundraising Activities. To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity.</p> <p>Sharing of Foods and Beverages. Yeshiva Ohr Eichaon Chabad (YOEC) should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other reactions on some children's diets.</p>	<p>The district requires that fundraising, including activities such as donation nights at restaurants, cookie dough, candy and pizza sales and market days during the school day and during the extended school day (including during out-of-school time and before and after school) sell only non-food items or foods and beverages that meet or exceed Smart Snacks. The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thon, Jump Rope for Heart or fun runs). The district will make available to caregivers and all school and school-based staff a list of healthy fundraisers ideas.</p> <p>No other areas addressed in model policy.</p>	<p>States instruction that schools need to comply with smart snacks but does not give other suggestions for fundraisers</p>	<p>Includes suggestions for alternative, non food based fundraisers.</p>
<p>Other</p>	<p>Sharing of Foods and Beverages. Yeshiva Ohr Eichaon Chabad (YOEC) should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other reactions on some children's diets.</p>	<p>No other areas addressed in model policy.</p>	<p>Good inclusion for safety of students</p>	<p></p>

Local School Wellness Policy Requirement: Standards for Foods Given Away

Yeshiva Ohr Elchonon Chabad
Jun-23

LSWP-Standards for Foods Given Away Subtopics	YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
Rewards	Rewards. Yeshiva Ohr Elechanan Chabad (YOEC) will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.	The district requires that all foods and beverages served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks. The district will make available for caregivers and all school and school-based OST staff: <ul style="list-style-type: none"> • A list of healthy and non-food party ideas • A list of foods and beverages that meet Smart Snacks • A list of healthy and non-food rewards 	Good specific guidelines and inclusion of list provided by the school of appropriate snacks, etc.	no specific improvement needed
Celebrations	Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Yeshiva Ohr Elechanan Chabad (YOEC) will disseminate a list of healthy party ideas to kitchen staff and teachers.	The district requires that all foods and beverages served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks. The district will make available for caregivers and all school and school-based OST staff: <ul style="list-style-type: none"> • A list of healthy and non-food party ideas • A list of foods and beverages that meet Smart Snacks • A list of healthy and non-food rewards 	reassess the allowance of non smart snack compliant food in classroom parties	Provide education to students and lists of ways to celebrate in compliance with smart snacks.
Other	[Add your agencies policy language here.]	No other areas addressed in model policy.	[Add your analysis and conclusions here.]	[Add your next steps here.]

Local School Wellness Policy Requirement: Food and Beverage Marketing

Yeshiva Ohr Elchonon Chabad
Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
Missing	<p>All foods and beverages marketed or promoted to students on the school campus during the school day and during the extended school day (including during out-of-school time and before and after school) will meet or exceed Smart Snacks. The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:</p> <ul style="list-style-type: none"> • Brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district • Advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system • Free samples, taste tests or coupons for products • Educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when <i>caregivers or participants purchase specific food products</i> 	No specific mention of marketing policies	State clearly that food marketing will not be allowed with the exception of smart snack compliant items.

Local School Wellness Policy Requirement: Identification of Person in Charge

Yeshiva Ohr Elchonon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
The principal of Yeshiva Ohr Elechanan Chabad (YOEC) or designee will ensure compliance with established school wide nutrition and physical activity wellness policies.	Not addressed in model policy.	States the job position of the person who will be in charge, but not a specific name.	Provide a specific individual by name who will have this responsibility

Local School Wellness Policy Requirement: Involvement of School and Community Members

Yeshiva Ohr Elchonon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
<p>Yeshiva Ohr Elechanan Chabad (YOEC) will create, strengthen, and work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to Yeshiva Ohr Elechanan Chabad (YOEC) for implementing those policies. A school health council consists of a group of individuals representing the school, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, and health professionals.</p>	<p>In order to be compliant with the USDA final rule, the district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate the ways in which representatives of the DWC, SWC and others can participate in the development, implementation and periodic review and update of the LWP.</p>	<p>States who should be encouraged to participate but not how they can participate</p>	<p>Give specific ways in which the community can engage with and participate in the shaping of the LWP.</p>

Local School Wellness Policy Requirement: Implementation Plan

Yeshiva Ohr Elchonon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
None	Not addressed in model policy.	No statement on how updates will be implemented and tracked	Create a plan for future implementation of identified areas of improvement.

Local School Wellness Policy Requirement: Annual Update

Yeshiva Ohr Elechanon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
<p>Policy Review. To help with the initial development of the school's wellness policies, Yeshiva Ohr Elechanon Chabad (YOEC) will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those assessments will be compiled to identify and prioritize needs.</p> <p>Assessments will be repeated every year to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, Yeshiva Ohr Elechanon Chabad (YOEC) will review its nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. Yeshiva Ohr Elechanon Chabad (YOEC) will, as necessary, revise the wellness policies and develop work plans to facilitate its implementation.</p>	<p>In order to be compliant with the USDA final rule, the district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to:</p> <ul style="list-style-type: none"> • Its content and any updates • District- and school-level implementation status • An explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate • The effective dates of any policy changes • The names and contact information of the district and school officials leading and coordinating the DWC • Information on how the public can get involved with the DWC • Information about DWC meetings including dates, times, locations, agendas and meeting minutes • Mechanisms for the public to provide feedback and comments <p>In order to be compliant with the USDA final rule, the district will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. The district will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:</p> <ul style="list-style-type: none"> • Electronic mechanisms (e.g., email) • Displaying notices on the district and school websites • Non-electronic mechanisms (e.g., newsletters) • Presentations to caregivers • Sending information home to caregivers 	<p>No specific statement about how the public will be notified. No specific mention of which aspects of the LWP will be made public.</p>	<p>Be sure to state specific methods of publication and areas that will be reviewed and reported</p>

Local School Wellness Policy Requirement: Triennial Assessment

Yeshiva Ohr Elchonon Chabad

Jun-23

YOEC Policy Language	Alliance for a Healthier Generation Model Policy Language	Comparison Analysis and Conclusions	Next Steps
None	The district will develop and annually update an action plan for the execution of this LWP. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals. The district recommends that schools use the Healthy Schools Program Assessment or the School Health Index to complete an annual school-level health and wellness assessment. The district ensures that the LWP aligns with the Alliance for a Healthier Generation's Model Wellness Policy. The district requires that all efforts related to obtaining federal, state or association recognition of and/or funding for healthy school environments be coordinated with and complementary of this LWP, including but not limited to ensuring the involvement of the DWC/SWC.	No mention of specific of triennial assessment compliance	Compliance did not become mandatory until 2023. In future policy be sure to include how this requirement will be fulfilled