

# School Wellness

The Role of Policy in Creating a “Well School”  
Environment

1. Making Local Policy
2. Healthy, Hunger-Free Kids Act
3. Assessing Local Policy
4. Resources

## Agenda

- Describe why policy is important
- 5 required elements of LWP's
- Analyze community norms
- Collaboration in policy development
- Identify ways to monitor wellness policy implementation

## **Learning Objectives**



**The local authorizing environment**

# Finding a Balance

**NORMS**

**OR**

**POLICY**

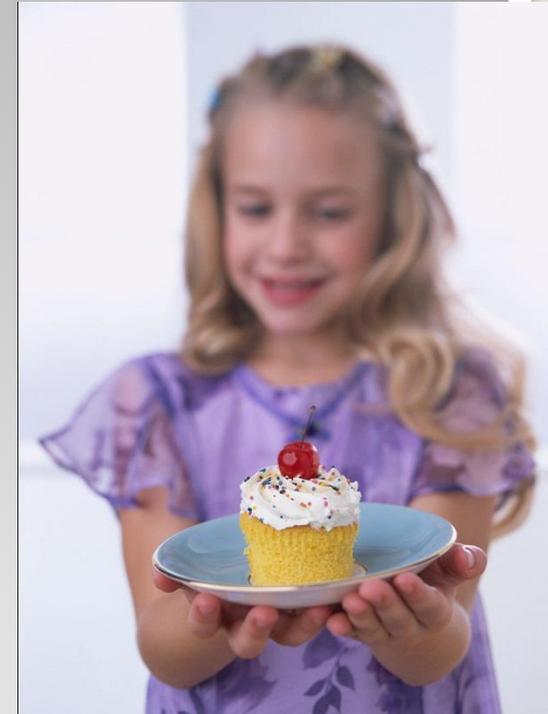




# What is the Norm?

"Cupcakes are an icon of blissful delight. They even represent democracy ... everyone gets their own!" (2007)

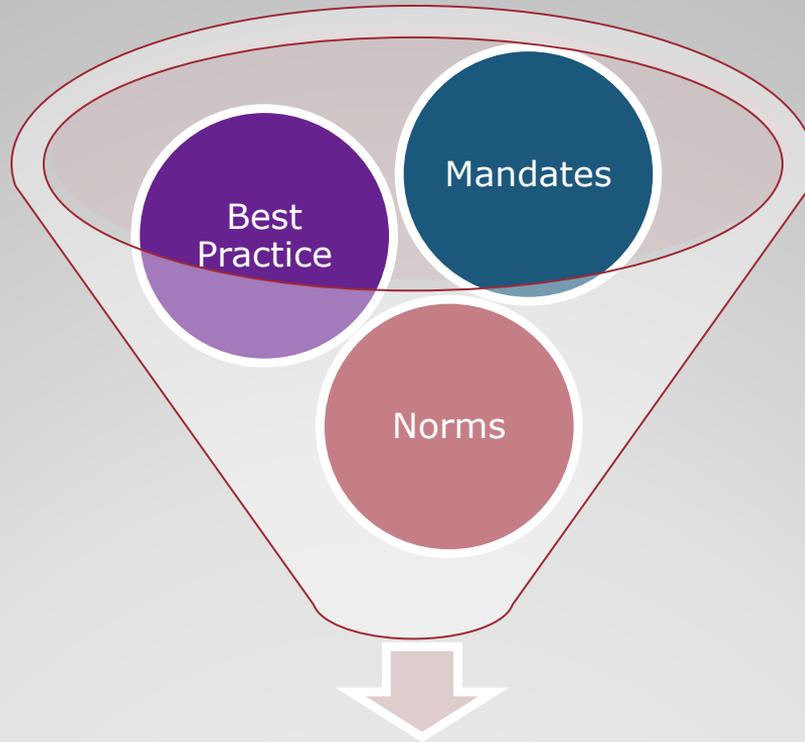
"This is a sad day," one mother said. "We are saying goodbye to a kid's childhood."  
(2009)





**To Advocate and Protest...**





**Policy**

# School District Policy Making

Board Policy

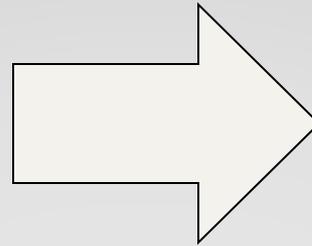
WHY?

WHAT?

Administrative  
Procedures

WHO?

HOW?



**School District Policy Making**

- What or Why?
- What is required?
- Who is responsible?
- Would there be evidence of this being implemented? How do you know it is happening?

**Local Wellness Policy-Evaluate**

The superintendent shall select a school administrator to facilitate a multidisciplinary advisory committee to develop and oversee the implementation of the district's wellness policy.

Every school site will create a nutrition/physical activity team to assure that the wellness goals are being adhered to throughout the district.

## **Local Example 1**

- What or Why?
- What is required?
- Who is responsible?
- Would there be evidence of this being implemented? How do you know it is happening?

**Local Wellness Policy-Evaluate**

Encourage the sale of foods of nutritional value during school meal service hours by phasing in healthier choices.

**Local Example 2**

- What or Why?
- What is required?
- Who is responsible?
- Would there be evidence of this being implemented? How do you know it is happening?

**Local Wellness Policy-Evaluate**

Teachers and other personnel are **encouraged not to use physical activity**(e.g., running laps, doing pushups) as punishment.

Teachers and other personnel are **encouraged not to withhold opportunities for physical activity**(e.g., recess, physical education) as punishment more than 2 times per week.

## Local Example 3

- What or Why?
- What is required?
- Who is responsible?
- Would there be evidence of this being implemented? How do you know it is happening?

**Local Wellness Policy-Evaluate**

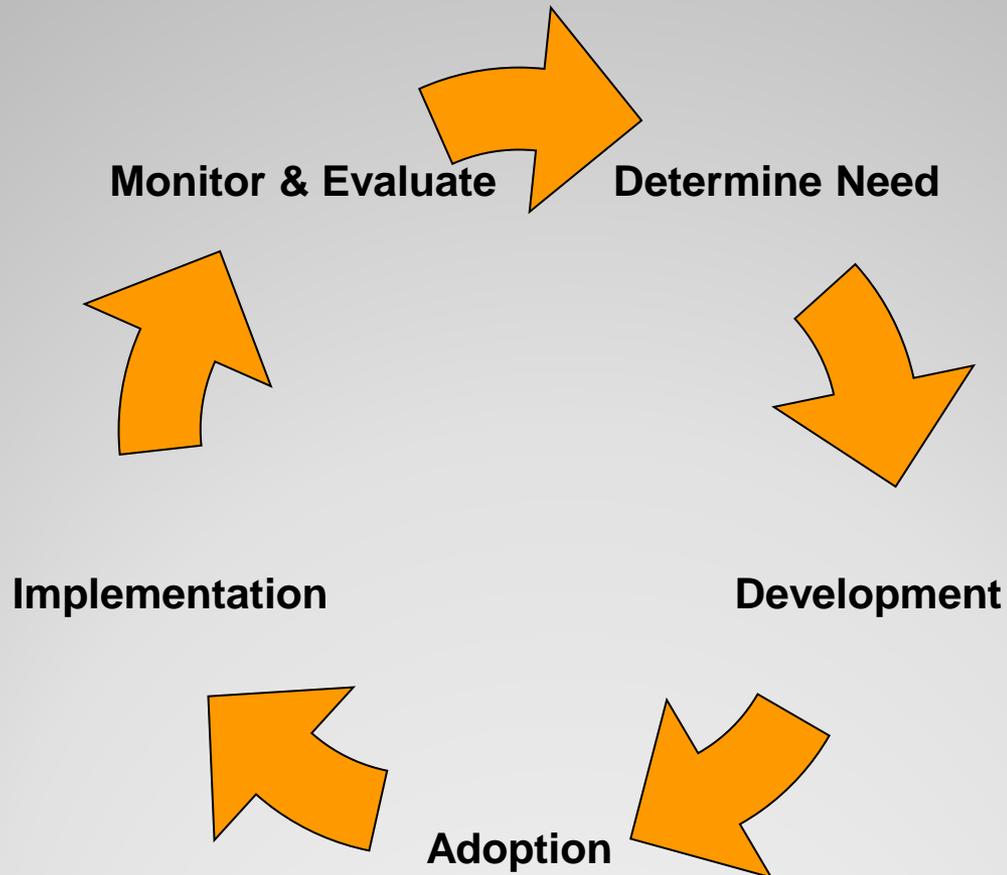
The Superintendent or designee will develop a summary report every three (3) years on district-wide compliance with the District's established nutrition and physical activity wellness policies, based on input from schools within the District. That report will be provided to the School Board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the District.

## **Local Example 4**

- What or Why?
- What is required?
- Who is responsible?
- Would there be evidence of this being implemented? How do you know it is happening?

**Local Wellness Policy-Evaluate**

# Policy Development





- Assessing Your Policy
- Making a Plan

**Moving toward Implementation and Monitoring**



# WISCONSIN DEPARTMENT OF HEALTH SERVICES

<http://4.selectsurvey.net/dhs/TakeSurvey.aspx?SurveyID=m20Kn842>

## School Wellness Policy

Page 1 of 1

With passage of the Child Nutrition Reauthorization 2010 Act, a set of guidelines for local school wellness policies was established in Section 204 of the Healthy, Hunger-Free Kids Act of 2010. The recommendations from the DPI School Nutrition Team that were sent out in August 2011 encouraged the following: review your membership in the Wellness Committee and include physical education and health promotion staff, review existing policies and make sure all elements of the Act are included, and develop communication to the community on the policy requirements and changes to the existing policy.

The Student Services/Prevention and Wellness Team has developed the following rubric to guide you in the revision of your wellness policy. We believe that if you address at least one item in each of the five categories you will have sufficiently begun to move your wellness efforts forward. If the item has not been addressed the program will give that item a score of 0. If the item is one that is in progress the program will give it score of 1. If the item is one that is completely in place and been evaluated the program will give it a score of 2.

We are encouraging you to look at the first item and start to improve on the physical activity component of this rubric. Remember the final comments on the school wellness section of the Healthy, Hunger-Free Kids act will be asked for in the fall of 2012 with final guidance to be sent out in 2013.

It is never too early to start this procedure.

1. Please complete the contact info boxes.

School District Name

Street address

City

Wellness committee chair

Contact person

# WellSAT:

Wellness School Assessment Tool

[Rudd Center](#) | [Contact](#)

[Who Should Use This Tool?](#)

[FAQ](#)

[How WellSAT Scores are Calculated](#)

[Resources](#)

## THE ASSESSMENT TOOL

start 25% 50% 75% finish

**WellSAT** provides a standard method for the **quantitative** assessment of school wellness policies. This tool offers a consistent and reliable means of assessing the **comprehensiveness and strength** of school wellness policies within or among states. It was developed by researchers funded by the Robert Wood Johnson Foundation.

You must register and complete the assessment before reviewing your scorecard.

» [Read "How to Rate Policy Statements" before beginning this survey](#)



### Section 2: Standards for USDA School Meals

**Note:** This Section relates to U.S. Department of Agriculture (USDA) school meals and NOT regulation of competitive foods. If a school wellness policy contains a statement regulating "all foods" at school, and it is unclear from the context of the policy whether the statement applies to USDA meals or competitive foods, apply the statement to both this Section (Standards for USDA Child Nutrition Programs and School Meals) and Section 3 (Nutrition Standards for Competitive and Other Foods and Beverages).

#### Jump to a Section

- 1. Nutrition Education & Wellness Promotion
- 2. Standards for USDA School Meals
- 3. Nutrition Standards
- 4. Physical Education & Physical Activity
- 5. Evaluation



- ▶ Addressing The Issue
- ▶ School Programs
- ▶ Resources
- ▶ In Your State
- ▶ Partners
- ▶ Take Action

## Wellness Policy Tracker

[View instructions](#) | [Help](#)

### To begin:

Click on the paper and pencil icon above each column title to enter text.  
 Click on the question mark icon above each column title for additional information as well as examples of what may be entered in each text box.  
 To reference the instructions, see the view instructions link on the right side of this page.

### How are you doing?

Click on the Results Page button at any time to track your progress and find resources to help you in areas needing improvement

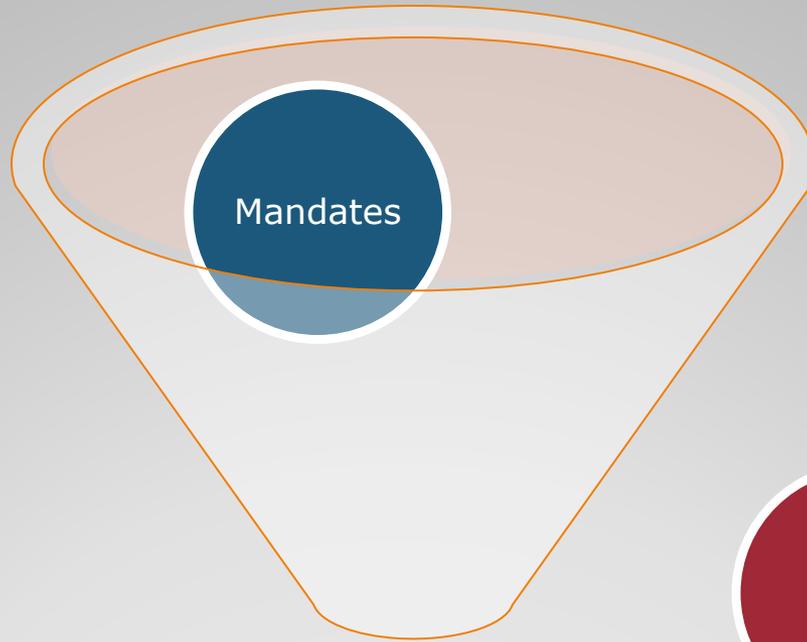
### About Nutrition Education

The primary goal of nutrition education, which may be defined as "any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviors conducive to health and well-being," (ADA 1996) is to influence students' eating behaviors.

Policy Areas	Components					
	1	2	3	4		
<ul style="list-style-type: none"> <li style="background-color: #E6F2D8; padding: 5px; margin-bottom: 5px;"><b>Nutrition Education</b></li> <li style="background-color: #E6F2D8; padding: 5px; margin-bottom: 5px;"><b>Physical Activity and Physical Education</b></li> <li style="background-color: #E6F2D8; padding: 5px; margin-bottom: 5px;"><b>Nutrition Standards for all Foods</b></li> <li style="background-color: #E6F2D8; padding: 5px;"><b>School Meals Program</b></li> </ul>	<p><b>Classroom teaching</b></p> <p>Classroom based nutrition education that includes requirements that the subject be taught, follows standards, and/or addresses specified learning outcomes</p>					
	Score	Policy language	Description of implementation activity	Result of activity	Plan for improvement	Notes
	0			Short term:	Next steps:	
	1			Long term:	Person responsible:	
	2					



## Healthy, Hunger-Free Kids Implementation and Assessment



**Policy**

# School District Policy Making

- Committee/community involvement
- Goal areas
  - NE, PA-Wellness, Nutrition Promotion
- Nutrition guidelines-ALL foods
- Guidelines for reimbursable meals
- Monitoring of implementation
  - Assess, compare, progress, report

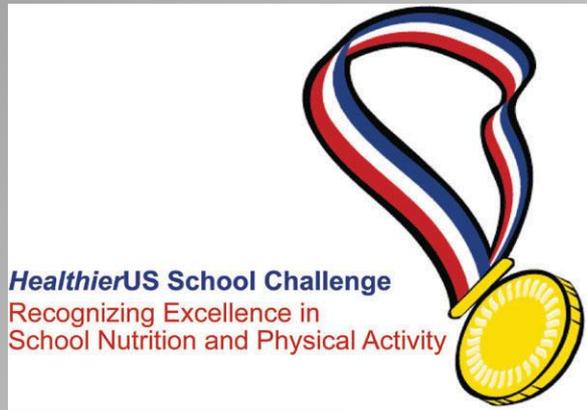


**HHFK Act-LWP Elements**

- What is missing based on the new Healthy, Hunger-Free Kids Act?
- Is this implementable as written?
- Can we monitor implementation?
- Action steps needed?
  - Administrative Procedures
  - Advocacy with?
  - Assessment of current implementation?
  - Etc.



**To consider...**



<http://www.letsmove.gov/healthierus-school-challenge>



**2011 Wisconsin  
School Health awards  
announced:**  
*Evers recognizes 31  
schools for their  
efforts*



[www.healthiergeneration.org/schools](http://www.healthiergeneration.org/schools)

**Assessments with Recognition**

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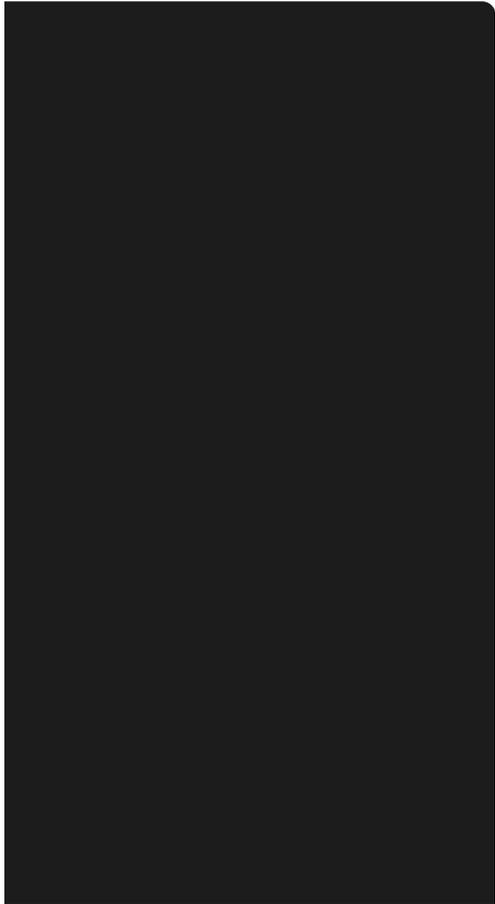


Thanks to her new food-breath analyzer,  
Cheryl could find out what her kids  
**REALLY** had for lunch.

# Healthy, Hunger-Free Kids Public Involvement-Your Local Coalition

- Development of policy
- Implementation of policy
- Review and update of policy
- Inform and update
  - Compliance
  - Comparison to model policies
  - Progress on goals





## Local Coalitions

Kelly Williams, RD, CD  
Nutrition Education Consultant  
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[Kelly.Williams@dpi.wi.gov](mailto:Kelly.Williams@dpi.wi.gov)

Lori Stern  
Safe and Supportive Schools  
P: (608)264-9550  
[Lori.Stern@dpi.wi.gov](mailto:Lori.Stern@dpi.wi.gov)



Questions...



# Evaluation

**We appreciate your feedback**

<http://survey.uwsp.edu/TakeSurvey.aspx?SurveyID=n4KM5620>

