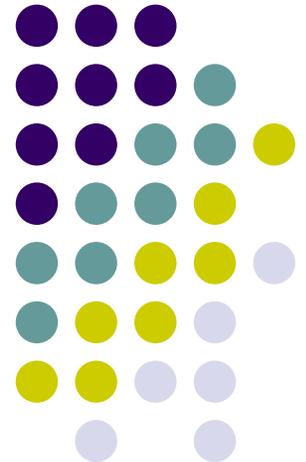


School Wellness Policy Process

Iowa Partners for Healthy Kids
Iowa Department of Education
Iowa Public Television
Iowa State University Extension



Agenda

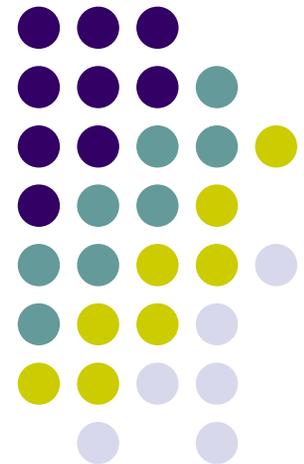


- Review of law requirements
- Conducting a school health assessment
- Tools for conducting a school health assessment
- Policy development process
- Sample policy language
- Resources available

Child Nutrition and WIC Reauthorization

Section 204 of P.L. 108-265

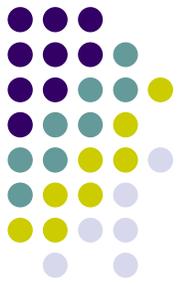
June 30, 2004



Local School Wellness Policies: Why?



- Reaches beyond USDA-funded meal programs to influence childhood health
- Puts responsibility at the local level
- Recognizes the critical role of schools in curbing the epidemic of childhood overweight
- Provides an opportunity for school districts to create an environment conducive to healthy lifestyle choices



Wellness policies must include:

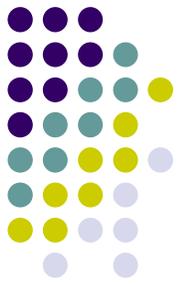
1. Goals for nutrition education, physical activity, and other school-based activities.
2. Nutrition guidelines selected by the local educational agency for all food available on each school campus during the school day.
3. Assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations.

Wellness policies cont...



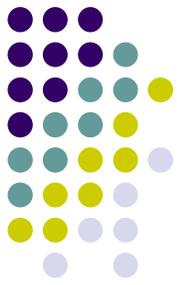
4. Plan for measuring implementation of the local wellness policy, including designation of 1 or more persons for ensuring that the school meets the local wellness policy.
5. Involves **parents, students, representatives of the school food authority, the school board, school administrators, and the public** in the development of the school wellness policy.

USDA Responsibilities for Development of Local Wellness Policies



- Provide technical assistance, applicable examples, and best practices for school districts, school food authorities, and State Agencies
- USDA in coordination with:
 - Department of Education (ED)
 - Centers for Disease Control and Prevention (CDC)

Technical Assistance cont...



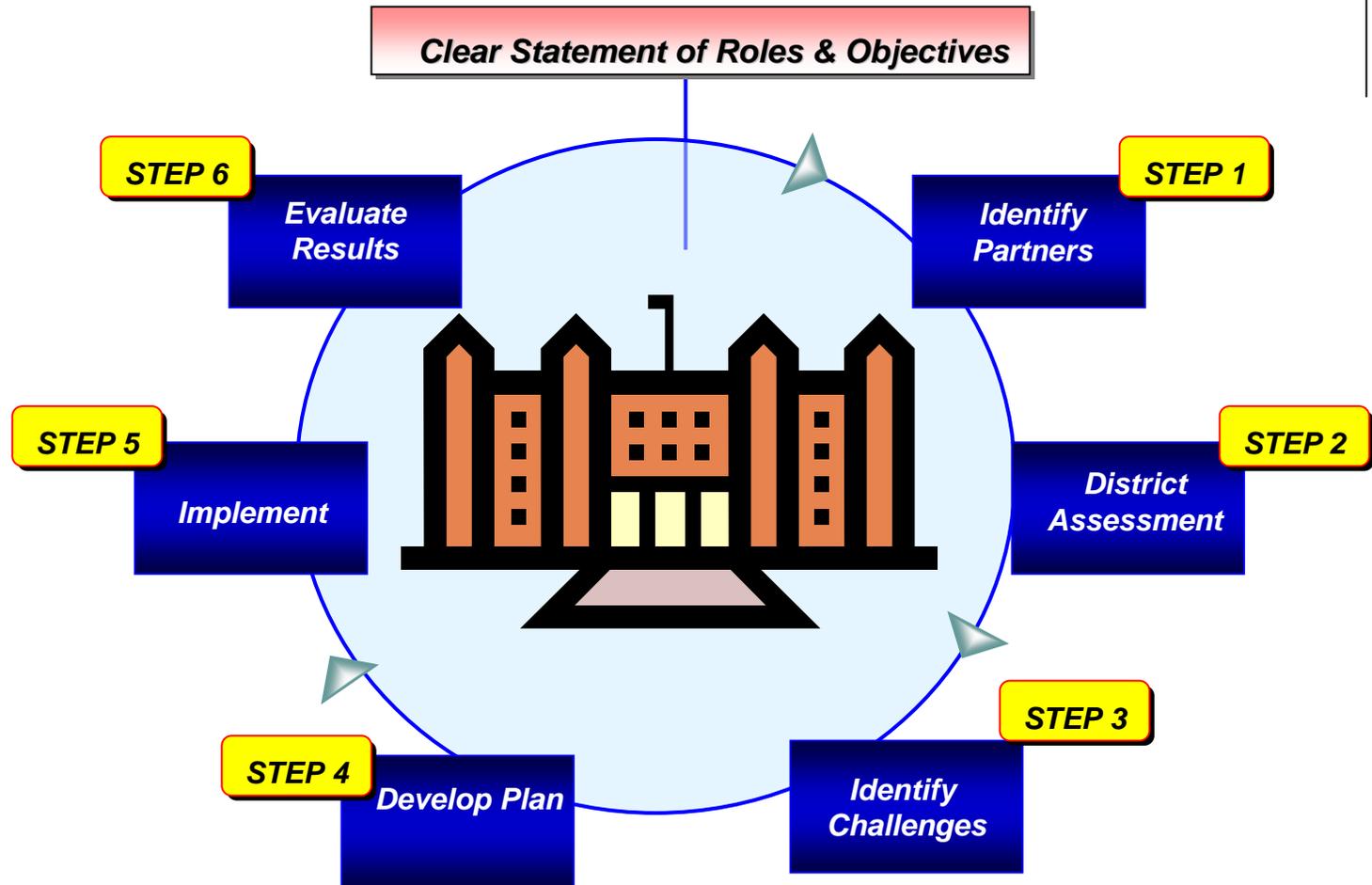
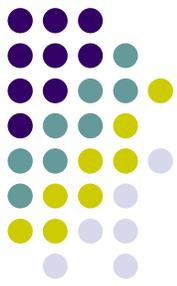
- Serve a guidance purpose only and not be construed as binding or as a mandate to schools, school districts, school food authorities, or State educational agencies.

Recommendations for Local School Districts



- Create shared vision statement and policy objective(s)
- Assess current policies and practice
- Consider unique needs of the LEA, the student body and community, and available resources
- Seek input from experts in the community
- Explore community partnerships to support efforts
- Be innovative: there is no one best solution or set of solutions
- Evaluate experiences over time and evolve

Local School Wellness Policy Development



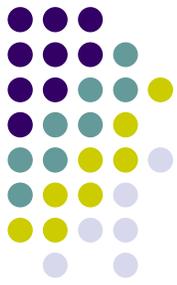
Adapted From: School Nutrition Association www.schoolnutrition.org



The Team:

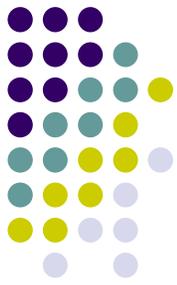
- Parents
- School Board
- Students
- Teachers –
 - K-12
 - Health
 - Physical Education
 - FCS
- School Food Service
- School Administrator
- School Nurse
- Community –
 - ISU Extension
 - Registered Dietitians
 - Healthcare professionals

The Team: Assess the School Health Environment



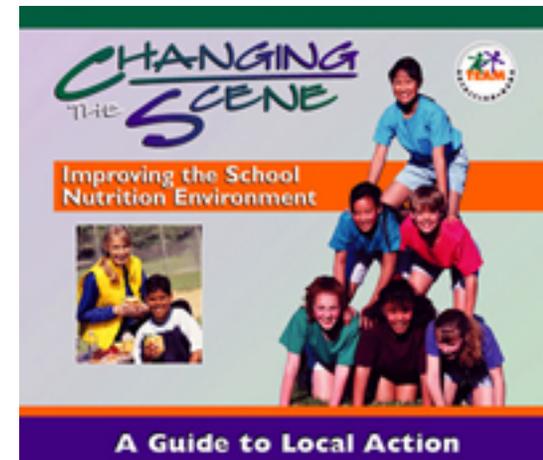
- Identify strengths and weaknesses as they relate to:
 - Nutrition
 - Physical education/activity
 - Health education

Changing the Scene: Improving the School Nutrition Environment



- Tool Kit

- <http://www.fns.usda.gov/tn/Healthy/kit.html>
- Guide to Local Action
- Support Materials - Improvement Checklist
- Resources
- Presentation



Components of a Healthy School Environment



- Commitment to Nutrition and Physical Activity
- Quality School Meals
- Other Healthy Food Options
- Pleasant Eating Experiences
- Nutrition and Physical Education
- Marketing

COMPONENT I: A Commitment to Nutrition and Physical Activity

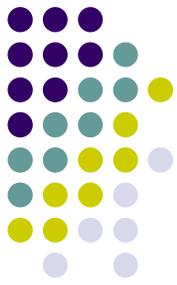
Definitions of Success	OK	Needs Improvement
Nutrition education and physical activity are included in the school's daily educational program from pre-kindergarten through grade 12.		
Administrators support the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity.		
School staff, students, and parents are part of the policy-making process and support a healthy school nutrition environment.		
School foodservice staff are part of the education team and participate in making decisions and policies that affect the school nutrition environment.		
The school has a health council to address nutrition and physical activity issues.		

School Health Index



- <http://apps.nccd.cdc.gov/shi/>
 - Identify the strengths and weaknesses of your school's policies and programs for promoting health and safety
 - Develop an action plan for improving student health and safety
 - Involve teachers, parents, students, and the community in improving school policies, programs and services

School Health Index



- Self-assessment modules for elementary and middle/high schools
 - health education
 - physical education and physical activity programs
 - nutrition services

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-11), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 13-14).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Low-fat and skim milk available	3	2	1	0
N.4	Meals include appealing, low-fat items	3	2	1	0
N.5	Food purchasing and preparation practices to reduce fat content	3	2	1	0
N.6	A la carte offerings include appealing, low-fat items	3	2	1	0
N.7	Sites outside cafeteria offer appealing, low-fat items	3	2	1	0
N.8	Promote healthy food and beverage choices	3	2	1	0
N.9	Adequate time to eat school meals	3	2	1	0
N.10	Collaboration between food service staff and teachers	3	2	1	0
N.11	Degree and certification of food service manager	3	2	1	0
N.12	Professional development for food service manager	3	2	1	0
N.13/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.14/ S.2	Preparedness for food emergencies	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 42) X 100			%

Sample score card
for Nutrition Services

Module 3: Physical Education and Other Physical Activity Programs

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

Sample score card
for Physical Activity

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	225 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Physical education grading	3	2	1	0
PA.5	Prohibit substitution for physical education	3	2	1	0
PA.6	Individualized physical activity/fitness plans	3	2	1	0
PA.7	Health-related physical fitness	3	2	1	0
PA.8	Students active at least 50% of class time	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.10	Physical education is enjoyable	3	2	1	0
PA.11	Promote community physical activities	3	2	1	0
PA.12	Instruction for special health care needs	3	2	1	0
PA.13	Credentialed physical education teachers	3	2	1	0
PA.14	Professional development for teachers	3	2	1	0
PA.15	Participation in extracurricular physical activity programs	3	2	1	0
PA.16	Training requirements for coaches	3	2	1	0
PA.17/ S.1	Physical education safety practices	3	2	1	0
PA.18/ S.2	Physical activity facilities meet safety standards	3	2	1	0
PA.19/ S.3	Athletics safety requirements	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

<p>TOTAL POINTS: Add the four sums above and enter the total to the right.</p>			
<p>MODULE SCORE = (Total Points / 57) X 100</p>			
			%

Sample Completed Score Card

Module 1: School Health and Safety Policies and Environment

Instructions

1. Carefully read and discuss the Module 1 Discussion Questions (pages 5-18), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 19-20).

Sample completed score card

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate school health and safety policies to students, parents, staff, and visitors	3	2	1	0
CC.4	Connectedness to school	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	No tolerance for harassment or bullying	3	2	1	0
S.4	Active supervision to promote safety	3	2	1	0
S.5	Written crisis response plan	3	2	1	0
S.6	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Access to physical activity facilities outside school hours	3	2	1	0
PA.2	Adequate physical activity facilities	3	2	1	0
PA.3	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Fundraising efforts supportive of healthy eating	3	2	1	0
N.3	Restrict access to foods of low nutritive value	3	2	1	0
T.1	Prohibit tobacco use among students, staff, and visitors	3	2	1	0
T.2	Enforce tobacco-use policies	3	2	1	0
T.3	Prohibit tobacco advertising	3	2	1	0
T.4	Tobacco-use cessation services	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

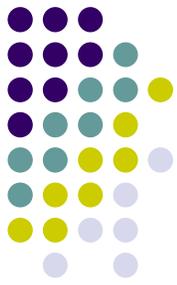
(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (66) by subtracting 3 for each question eliminated).

27	12	6	0
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TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE = (Total Points / 66) X 100

45
68%



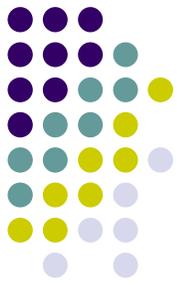
ISU online assessment tool

- Online assessment tool combining pieces from Changing the Scene, School Health Index, National Association for Sport and Physical Education
- Available for schools to use in assessment process
- Statewide report will be created
- <http://www.fshn.hs.iastate.edu/schoolnutrition/>

Policy Development Process



- Lay the groundwork
- Build awareness and support
- Draft the policy
- Adopt the policy
- Administer the policy



1. Lay the groundwork

- Clarify the need – conduct a formal or informal needs assessment
- Clarify the objective – determine if an existing policy can be revised/improved or if a new policy is needed
- Collect information – resources, sample policies, examples of successes

Lay the groundwork, cont.

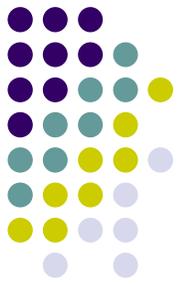


- Brainstorm concrete activities or programs – gather ideas from resources and school staff
- Write a policy proposal – describe the issues; outline several policy options from which to choose.
- Become familiar with the dynamics – anticipate who is likely to be supportive and in opposition to proposal.



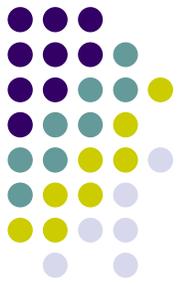
Lay the groundwork, cont.

- Devise an appropriate strategy to get a policy adopted/revised –determine who should introduce issues to key players
- Collaborate – work with school administrators, staff and students
- Do not expect quick or easy results



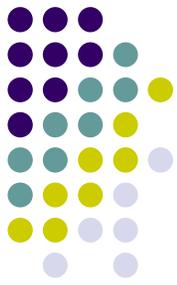
2. Build awareness and support

- Involve those affected by the policy.
- Involve other youth-serving agencies in the community.
- Involve people from a variety of community groups.
- Anticipate, respond to, and involve critics.
- Apply communication strategies.



3. Draft the policy

- Typical policy components
 - Authority – who is establishing the policy
 - Rationale – why the policy is necessary
 - Priority population – to whom the policy applies
 - Definitions – clear explanations of major terms
 - Activities – heart of the policy describes a program to be conducted, the strategy to deal with a particular situation, and requirements that staff must follow



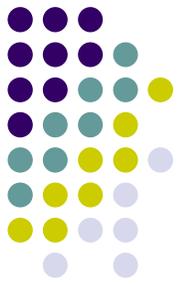
Draft the policy, cont.

- Typical policy components, cont.
 - Administration – who enforces the policy and how
 - Consequences – rewards and sanctions that provide positive and negative incentives for compliance with the policy
 - Evaluation – how the policy's effect will be measured and how the information will be used
 - Duration – when the policy is adopted, when it takes effect, and when it expires



Draft the policy, cont.

- Guiding principles
 - Use language that is simple, clear, specific and accurate
 - Be concise and brief
 - Include a rationale for the policy
 - Be consistent with state, district and school visions for school learning, education reform efforts, and other current initiatives



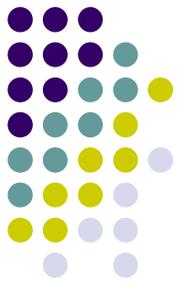
Draft the policy, cont.

- Guiding principles, cont.
 - Build in accountability – cite who will be responsible for doing what and describe mechanisms for ongoing enforcement
 - Ensure that the policy provides practical guidance to school staff members about how to address specific issues
 - Include provisions for policy evaluation and periodic review.
 - School lawyer should review draft policies to ensure conformance with applicable legal parameters and governance structures.



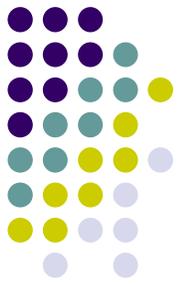
4. Adopt the policy

- Present the final draft – have a well-known and respected member of the team on the agenda to make a persuasive case for the policy
- Provide support to implementation of the policy

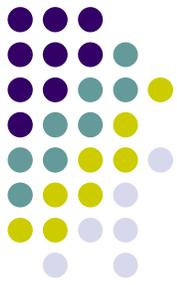


5. Administer the policy

- Implement the policy—developing and adopting policy is only the first step—consider:
 - Who will be responsible for monitoring implementation?
 - What indicators will be used to evaluate the progress?
 - How often will implementation be evaluated?
- Implement a proactive communications plan – inform, educate and build support
- Maintain the effort – periodically note how well the policy is being managed and enforced



- **Nutrition Education** (sample policy language)
 - Students in pre-kindergarten through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
 - Nutrition education is offered in the school dining room and in the classroom, with coordination between school foodservice staff and teachers.
 - State and district health education curriculum standards and guidelines include nutrition education and physical education.
 - Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).



- **Physical Activity** (sample policy language)
 - Daily physical education will be required for all students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year.
 - All physical education will be taught by a certified physical education teacher.
 - Student involvement in other activities involving physical activity (e.g. interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.



- Food served/sold on school campuses
(sample policy language)
 - Guidelines or standards are established for foods and beverages sold la carte in the school cafeteria.
 - Guidelines or standards are established for foods and beverages sold in vending machines, snack bars, school stores, and concession stands.
 - Guidelines or standards are established for foods and beverages sold as part of school-sponsored fundraising activities.

Source: USDA



- **Other** (sample policy language)
 - Space is provided that is adequate to accommodate all students in pleasant surroundings that reflect the value of social aspects of eating.
 - Enough serving areas are provided to ensure student access to school meals with a minimum of wait time.
 - Adequate time to enjoy eating healthy eating with friends is provided.
 - Food or physical activity is not used as a reward or punishment.

Source: USDA

Physical Activity Sample Policy, Part One:

Sample Physical Activity policy from NASBE

INTENT. Every student shall be physically educated—that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, staff are encouraged to participate in and model physical activity as a valuable part of daily life.

School leaders shall develop and implement a comprehensive plan to encourage physical activity that includes the following:

- a sequential program of physical education that involves moderate to vigorous physical activity on a daily basis; teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives; is taught by well-prepared and well-supported staff; and is coordinated with the health education curriculum;
- time in the elementary school day for supervised recess;
- opportunities and encouragement for students to voluntarily participate in before- and after-school physical activity programs, such as intramurals, clubs, and, at the high school level, interscholastic athletics;
- joint school and community recreation activities;
- opportunities and encouragement for staff to be physically active; and
- strategies to involve family members in program development and implementation.

The program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

Sample Healthy Eating policy from NASBE

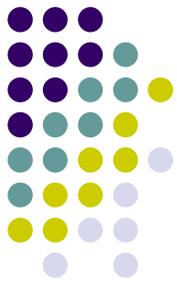
INTENT. All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff are encouraged to model healthy eating as a valuable part of daily life. School leaders shall prepare, adopt, and implement a comprehensive plan to encourage healthy eating that includes:

- a food service program that employs well-prepared staff who efficiently serve appealing choices of nutritious foods;
- pleasant eating areas for students and staff with adequate time for unhurried eating;
- a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum and coordinated with the food service program; that is taught by well-prepared and well-supported staff; and that is aimed at influencing students' knowledge, attitudes, and eating habits;
- an overall school environment that encourages students to make healthy food choices;
- opportunities and encouragement for staff to model healthy eating habits;
- services to ensure that students and staff with nutrition-related health problems are referred to appropriate services for counseling or medical treatment; and
- strategies to involve family members in program development and implementation.

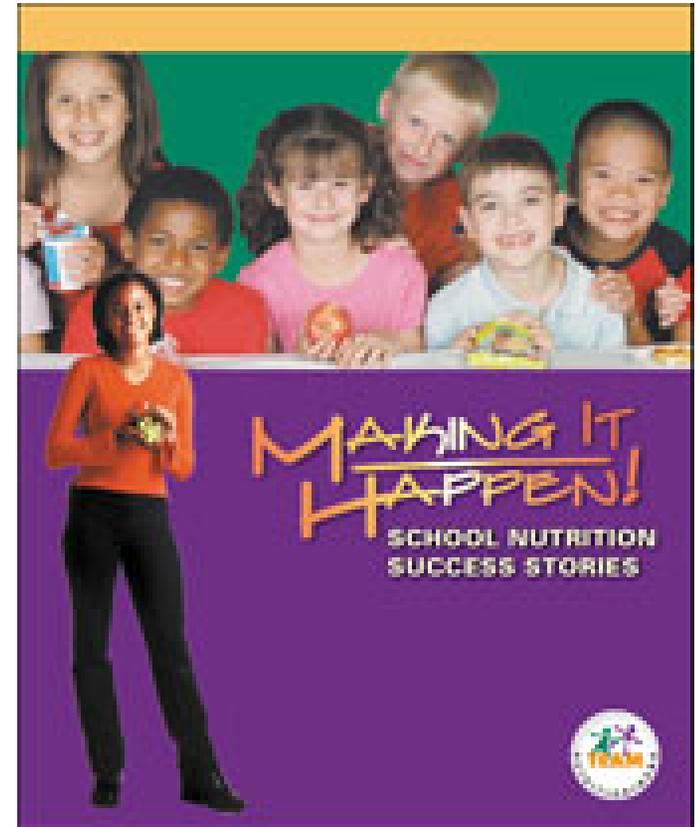
The school nutrition program shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

RATIONALE. The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for

Making it Happen: School Nutrition Success Stories

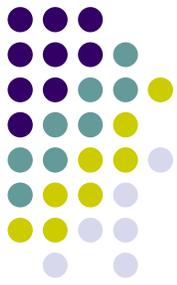


- Establish nutrition standards for competitive foods
- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices
- Limit student access to competitive foods
- Use fundraising activities and rewards that support student health

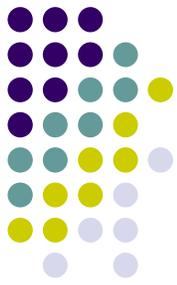


Source: Making it Happen Executive Summary

Resources

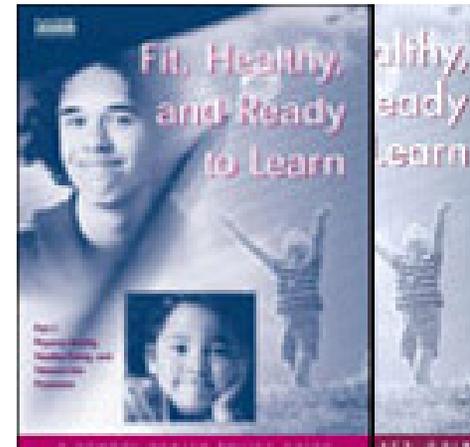


- Action for Healthy Kids (AFHK)
 - <http://www.actionforhealthykids.org>
 - State Profiles
 - Resources



Resources

- Fit, Healthy and Ready to Learn
 - National Association of State Boards of Education <http://www.nasbe.org>
 - Orientation to policymaking process
 - General School Health Policies
 - Policies to Encourage Physical Activity
 - Policies to Encourage Healthy Eating



Resources



- National Alliance for Nutrition and Activity
 - Model policies developed by more than 50 health, physical activity, nutrition and education professionals.
 - <http://www.schoolwellnesspolicies.org>

Resources

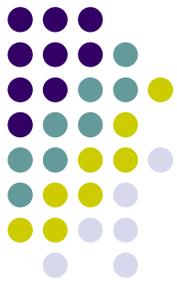
TEAM Nutrition



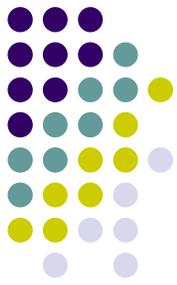
- Team Nutrition

- <http://www.fns.usda.gov/tn/>
- To help meet the goal of healthier children, USDA launched Team Nutrition, an initiative designed to help make implementation of the new policy in schools easier and more successful.
- Curriculum, technical assistance, and mini-grant opportunities available.

In Iowa...



- Iowa Partners for Healthy Kids and Iowa Association of School Boards are collaborating to provide:
 - Process information
 - School assessment tools
 - Sample policies



Call to Action

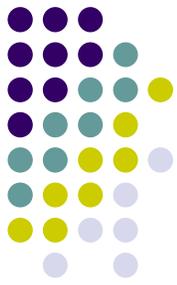
- Assemble the school wellness policy team
- Assess the current school environment
- Act with appropriate policy



Questions?



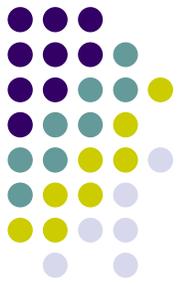
- Department of Education – Bureau of Nutrition Programs and School Transportation
 - Janet Wendland, 515-281-5676 or Janet.Wendland@iowa.gov



Access to this program

- Tape broadcast on K-12 Connections/IPTV
 - Sept. 14
 - Sept. 28
 - Oct. 5
 - Nov. 2
- Videotape check out at each AEA

Panel



- Nancy Hahn – Coordinator of Healthy Henry County
- Linda Albright, Manager of Community Health, Henry County Health Center
- Ann Lehman, Mt Pleasant Community Schools Food Service Director
- Cindy Sarver, Winfield Mt Union Schools Head Cook
- Christy Thompson, Clinical Nutrition Manager, Henry County Health Center

Prepared by:
Ruth Litchfield, PhD, RD, LD
State Nutrition Extension Specialist

