

Wisconsin Wellness: Putting Policy into Practice

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This publication is available from:

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Introduction

Childhood obesity is a national epidemic. Over the past three decades the number of children who are obese has tripled. Children who are obese have an increased risk for health related problems such as high blood pressure, high cholesterol, type 2 diabetes, several types of cancer, and osteoarthritis. In addition, childhood obesity is associated with psychological consequences, such as low self-esteem.

Several factors increase a child's risk of becoming overweight. Two of the major contributors are poor eating habits and lack of physical activity. The results of the 2013 Wisconsin Youth Risk Behavior Survey revealed that 20% of high school students reported drinking soda every day while only 7% of students reported eating three or more vegetables per day.¹ Additionally, nearly a quarter of students reported watching TV for three or more hours per day on an average school day but only half of the students were physically active for a total of 60 minutes per day for five or more days. This is concerning data as research continues to emerge demonstrating that healthier students are better learners.² Given the emerging evidence demonstrating the positive link between nutrition and physical activity and school performance, an investment in wellness could potentially lead to better academic performance overall.

Obesity is influenced by a variety of environmental factors including families, schools, communities, and the media. Schools are in a unique position to help students establish healthy eating and physical activity habits as it's where the majority of their day is spent. Recognizing the important role schools play in the health of youth, Congress passed the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children Reauthorization Act in 2004. This required School Food Authorities participating in child nutrition programs to establish a local wellness policy (LWP) that addressed goals for nutrition and physical activity, as well as develop guidelines for all foods available at school.

2010 Healthy, Hunger Free Kids Act

In 2010, the Healthy, Hunger Free Kids Act was passed, which expands upon previous requirements and includes new provisions that place a greater emphasis on the implementation, evaluation, and transparency of local wellness policies.

- Include goals for nutrition education and promotion, physical activity, and other school-based activities to promote student wellness.
- Include nutrition guidelines for all foods available on school campus.

¹ Wisconsin Department of Public Instruction. (2014). *Wisconsin youth Risk Behavior Survey*. Retrieved February 18, 2014, from http://ssp.wi.gov/ssp_yrbsindx.

² Basch, Charles. (2010). Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. *Campaign for Education Equity*. Accessed http://www.equitycampaign.org/i/a/document/12557_equitymattersvol6_web03082010.pdf

³ Centers for Disease Control and Prevention. (2010). *Childhood Obesity Facts*. Retrieved February 18, 2014, from <http://www.cdc.gov/obesity/data/childhood.html>.

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Approximately 12.5 million (17%) of children and adolescents aged 2-19 years are obese.³

- Permit parents, students, representatives of the School Food Authority, the school board, school administrators, physical education teachers, school health professionals and the public to participate in the development, implementation, review, and update of the LWP.
- Inform and update the public about the LWP’s content and implementation.
- Measure and make available to the public an assessment on the extent to which schools are in compliance with the LWP and a description of the progress made in attaining goals of the LWP.
- Designate one or more school officials to ensure that each school complies with the LWP.

Wisconsin Wellness Policy Assessment

The Rudd Center for Food Policy & Obesity at Yale University developed the Wellness School Assessment Tool (WellSAT) to help users measure the quality of their school district's wellness policy. This tool assesses the comprehensiveness of a policy, which reflects the extent to which recommended content areas are covered. It also measures the strength of the policy, which describes how strongly the content is stated. Scores range from 0-100. Low scores indicate less content and weaker language while high scores indicate more content and use of specific and directive language. Five different categories are USDA School Meals; Nutrition Standards; Physical Education & Physical Activity; and Evaluation.

The WellSAT was used to analyze 100 Wisconsin school district wellness policies. The following chart provides the average comprehensiveness and strength score for each section, as well as the overall average score. This small sampling illustrates that many schools are including a moderate amount of content and tending towards less directive language. In the sample, physical education & physical activity tended to be an area where wellness policies are in need of improvement, whereas evaluation is an area where wellness policies tended to be stronger.

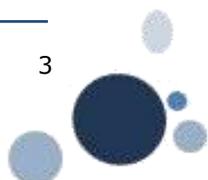
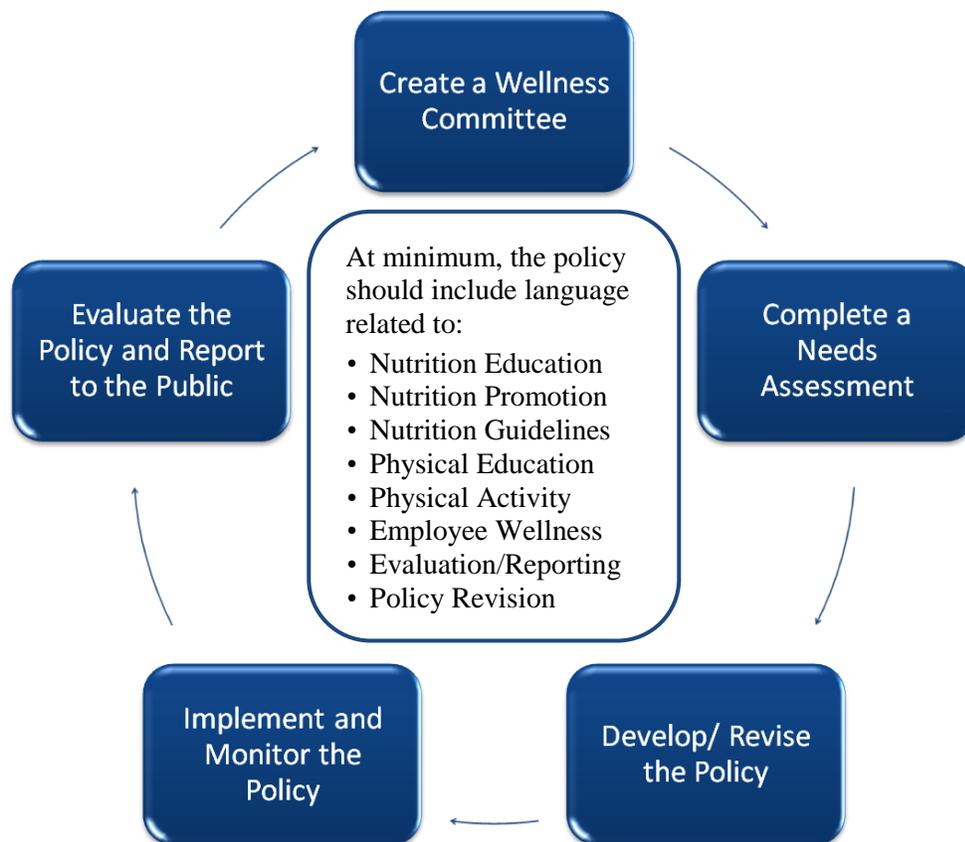
Wisconsin School Wellness Policy Assessment Scores		
Section	Comprehensive	Strength
Nutrition Education & Wellness Promotion	51	39
Standards for USDA School Meals	44	35
Nutrition Standards	52	33
Physical Education & Physical Activity	31	23
Evaluation	65	55
Overall Average Score	49	37



Wisconsin Team Nutrition conducted a needs assessment of school nutrition professionals and educators. The following were identified as needs to creating a successful school wellness policy:

- Resources for implementing, monitoring, and evaluating progress.
- Sample policy language.
- Ideas to promote healthy choices to students. Healthy options for vending, fundraisers and other school events.

Strengthening local wellness policies is a key component to providing healthier school environments that promote positive behaviors and help children reach their full academic potential. Policies create a framework that provides direction and guidance for school staff and students while offering information to parents and the community. Your LWP is an evolving document that must be reviewed and revised on a continuous basis. Each step of the process should be completed at least once per year. By following the cycle outlined below, schools can strengthen their wellness policy and create a health promoting environment.





This interactive, web-based resource is designed to assist school districts with developing comprehensive policies with directive language that incorporate new wellness policy requirements while establishing a framework for accountability. The resource provides information on the five steps that should be taken to create and maintain a strong local wellness policy. It also includes information on components that should be included in your policy and provides sample goals and objectives for each content area. The resource was designed to be used either as a full document and read in its entirety or treated as separate sections to be reviewed and utilized individually. Within the text, there are links to handouts that may be accessed individually or along with the section.

In addition to this resource, schools/districts are encouraged to utilize the U.S. Department of Agriculture's [School Nutrition Environment and Wellness Resources Website](#). This website is dedicated to helping schools/ school districts find the resources they need in the following areas:

- Local School Wellness Policy Process
- Required Wellness Policy Elements
- Healthy School Nutrition Environment
- Samples, Stories, and Guidance
- Research Reports
- Grants/Funding Opportunities

Wellness Committee

Building a Team

A school wellness committee is a group of individuals interested in the health of students and staff. The school wellness team is responsible for the development, implementation, review, update, and reporting of the local wellness policy.

When building a school wellness team, include representation from the whole school community. A diverse group will ensure a variety of perspectives on different school wellness issues. In addition, administrative support is key to advancing the mission of your wellness policy. Find at least one administrator who will support school wellness efforts and include that person on your wellness team.

Initially, determine the ideal size for your wellness committee. Groups of 10-20 individuals tend to be most efficient. If there are a large number of interested individuals, consider breaking up the group into subcommittees. Each subcommittee could assume the lead role of a specific wellness area.

Communication

Establishing channels of communication is essential for an effective school wellness committee. It is important to work with your committee members to determine the optimal method of communication.

- In-person meetings are often beneficial and tend to be the most effective way to generate buy-in and make decisions.
- Conference calls are a wonderful way to share goals, ideas, and expertise. They allow people to voice their opinions without committing to traveling to a specific location.
- E-mail lists offer a great way to provide updates, ask questions, receive input and request volunteers. Many people prefer this mode of communication as it requires a small time commitment and allows for information sharing to a large number of people.
- Online shared documents allow the committee to communicate on-going wellness projects. In addition, it allows any approved “member” to update/add text to the documents.

Since committee members will need to communicate outside of meeting, it’s important to obtain contact information for each member. The information collected can be used to create a school wellness committee roster.

[📄 Contact Information for School Wellness Committee Member](#)

[📄 School Wellness Committee Roster](#)

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Members of the team should include parents, students, school administrators, physical education teachers, school health professionals, school foodservice personnel representatives from the school board, and the public.



Team Management

The school wellness committee should meet at least every other month. As your committee becomes more established it may not be necessary to meet as often. Scheduling a standing meeting or maintaining a consistent schedule will help ensure committee members are able to attend. In addition, before each meeting, identify roles such as facilitator, recorder, etc. Finally, create and follow an agenda to help keep the committee on task. Make sure the agenda includes a review of minutes from the last meeting, report from members on current projects, and action items to be completed before the next meeting.





Needs Assessment

Assess the School Environment

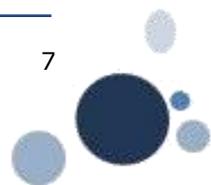
An assessment of the school environment is crucial as it can be used to identify strengths and areas that need improvement. It can also help determine how school-based policies are being implemented. Completing an assessment can assist the wellness committee with making positive changes in the school health environment.

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Assessment Tools

- [*Alliance for a Healthier Generation, Healthy Schools Program Inventory \(HSP\)*](#) – An online tool that schools can use to review their current health and wellness policies and activities. The HSP also has an action planning tool that easily links to corresponding resources.
- [*Fuel Up to Play 60 School Wellness Investigation*](#) – An online tool that allows schools to assess their current nutrition and physical activity environment as well as identify opportunities to make it better.
- [*School Health Index*](#) – An online planning tool that schools can use to improve their health and safety policies and programs. This tool assesses the extent to which your school implements the policies and practices recommended by the Centers for Disease Control and Prevention in its research based guidelines and strategies for school health and safety programs.
- [*WellSAT*](#) – An online tool that provides a standard method for the quantitative assessment of a school wellness policy. This tool assesses the comprehensiveness and strength of a school wellness policy.

After an assessment tool is chosen, decide how it will be administered. Members of the school wellness committee should be involved in the process. Therefore, the assessment could be completed during a wellness committee meeting or members could divide into sub-groups to complete separate portions of the assessment. Once completed, results of the assessment should be communicated to wellness committee members and to other school staff. The school wellness committee can use this information to create and revise nutrition and physical activity policies.



Policy Development

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Policy is an important component of any program. All members of the school wellness committee should be involved with the development and revision of the policy. When drafting the local wellness policy, start by determining the desired objectives. Once identified, decide what policy guidelines are needed to support and achieve these objectives. A policy should:

- Define activities to be completed;
- Identify who is responsible for implementing the policy;
- Include an evaluation plan that details how the policy will be measured;
- Establish a timeline for when activities should be completed.

Goals and Objectives

An effective policy must include clearly defined goals and objectives. Goals and objectives should be realistic. A goal is something that you are trying to do or achieve. Goals are not measurable; rather they are broad statements that are related to longer term outcomes. An objective is a specific action taken to achieve the goal. Unlike a goal, an objective should be measurable. Sample goals and objectives are included throughout this resource.

When developing your policy, consider how you will evaluate whether objectives and activities are being met. Evaluation is used to measure activities and assess progress towards reaching the goal. More information on evaluating wellness policies can be found in the [Evaluation and Public Reporting](#) section.

Policy Language

Policy language should be clear and concise. Objectives should include specific statements that describe a strategy for implementation. Also, including strong language ensures that the policy guideline can be enforced. When writing your policy, use strong words like *require*, *must*, and *insist*. Statements that are vague and include weak language are difficult to enforce. Avoid using words like *may*, *encourage*, *suggest*, and *urge* in your policy. The following table offers examples of strong and weak policy language.

Strong Language Examples	Weak Language Examples
School staff is prohibited from using food as a reward.	Teachers are encouraged to use non-food rewards.
Physical activity must not be used as a form of punishment.	It is suggested that physical activity not be used a form of punishment.
It is required that all vending machines be turned off during the school day.	The school encourages the sale of healthy foods in vending areas.

Nutrition Education

School-based nutrition education is an important component of comprehensive school health. Teaching nutrition to children throughout their educational experience is key to developing healthy eating habits. Nutrition concepts need to be reinforced throughout the year, and students can learn about food and nutrition as part of many subjects, including math, science, social studies, physical education, and health.

In addition, nutrition education should extend beyond the classroom and needs to involve multiple channels of communications. Teachers, foodservice professionals, and family members all play a role in promoting life-long healthy eating habits. Therefore, nutrition education should be linked with the school food environment and at home.

Nutrition education is designed to help students:

- Improve health literacy, by learning about essential nutrients, the benefits of healthy eating, and safe food preparation;
- Gain nutrition-related skills, such as understanding food labels, comprehending nutrition information, and evaluating commercial food advertising; and
- Assess personal eating habits by using food guidance systems, such as MyPlate and the *2010 Dietary Guidelines for Americans*.

[*The Wisconsin Nutrition Education Standards*](#) provides educators with a framework for teaching nutrition. The standards establish a set of skills and knowledge that should be acquired by the end of fourth grade, eighth grade, and twelfth grade. Implementing these standards is voluntary, however school districts are encouraged to use the standards to support their nutrition education efforts

[📄 Nutrition Education Resources](#)



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The local wellness policy must include goals for nutrition education.



The school cafeteria serves as an excellent location to reinforce nutrition education messages. The cafeteria can act as a classroom where students learn healthy eating habits. There are several ways to connect nutrition concepts learned in a student's classroom to the cafeteria.

[Connecting the Classroom and Cafeteria](#)

The home environment is extremely influential on a child's eating behaviors. Parents serve as role models and home activities should promote positive physical activity and eating habits. Schools can distribute nutrition education to parents using a variety of strategies:

- *Newsletters* – Distribute a newsletter highlighting wellness activities at school. Include healthy eating and physical activity tips for parent to use at home.
- *Health Fairs* – Hold a school health fair to highlight the importance of nutrition and physical activity. Consider inviting local health professionals to provide presentations.
- *School Website* – Create a webpage on the school's website dedicated to nutrition and physical activity. Include healthy recipes, activities for families, and wellness information.
- *Posters* – Hang posters, such as [USDA's Ten Tips Nutrition Education Series](#), where parents and other school visitors can view them

Sample Goal and Objectives

Goal:

- *The school district will provide nutrition education that will teach, encourage, and support healthy behaviors.*

Objectives:

- *Students in grades K-5 will receive at least five hours of nutrition education per year.*
- *Students in grades 6-8 will receive nutrition education in one class required to complete middle school.*
- *Students in grades 9-12 will receive nutrition education within two courses required for graduation.*



Nutrition Promotion

Smarter Lunchrooms

The U.S. Department of Agriculture encourages schools to utilize [Smarter Lunchroom](#) techniques to encourage students to make healthy food choices. Smarter Lunchrooms use research-based principles that lead children to make healthy choices but still offer a full spectrum of choice. All Smarter Lunchroom techniques are low- or no-cost, sustainable, and focus on improving the lunchroom environment to promote healthful eating behaviors. Schools can choose to implement techniques from any of the five areas of intervention: fruits, vegetables, targeted entrées, reimbursable meals, and/or dairy.

[Smarter Lunchroom Areas of Intervention](#)

Each area of intervention has multiple best practice recommendations and strategies for implementation. To view all best practices and associated implementation strategies, visit <http://smarterlunchrooms.org/ideas>. Sample strategies include:

- Use descriptive and imaginative language to describe fruits and vegetables on the menu.
- Display fruit in decorative bowls near the cashier.
- Place the salad bar near the cashier, rather than away from the main serving area.
- Move competitive foods behind the serving counter so they are only available by request.

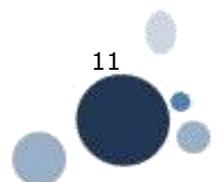
Student Rewards

Rewards can be an effective way to promote positive student behavior. Often times, schools will use food to reward students. However, using food as a reward undermines nutrition education being taught and promotes the consumption of unhealthy foods. Consider using a different reward system, such as stickers or additional time for recess to award student achievement.

[Alternatives to Food as Reward](#)

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The local wellness policy must include goals for nutrition promotion. Schools should use evidenced-based strategies to improve wellness.





School Garden

School gardens are an excellent way to promote healthy food choices. Research has shown that involving children in gardening is an excellent way to increase fruit and vegetable consumption. School gardens range from large in-ground gardens to classroom container gardening.

Farm to School Program

A farm to school program provides an opportunity to promote healthy food and beverage choices. There are several ways to incorporate farm to school activities in your district.

- Incorporate local produce into the school menu.
- Implement a Harvest of the Month program, featuring local produce.
- Organize educational activities, such as a farm tour or farmer visit.
- Conduct a local foods taste test.

Sample Goals and Objectives

Goal 1:

- *The school district will engage in a farm to school program to help students eat more nutritious foods, promote healthier eating patterns, and support local farmers.*

Objectives:

- *The school nutrition program will menu at least one local food per month.*
- *The school staff shall integrate three farm to school activities into existing curricula at all grade levels each year.*

Goal 2:

- *The school district will support practices that promote good nutrition choices.*

Objectives:

- *The school staff will use alternatives to food as rewards for positive student behavior.*

Nutrition Guidelines

School meals must meet federally defined nutrition standards that are based on the *Dietary Guidelines for Americans*. With the passage of the Healthy, Hunger Free Kids Act, schools are required to increase the availability of fruits, vegetables, whole grains, and fat-free and low-fat milk. In addition, schools are required to reduce the amount of sodium, saturated fat, and trans fat in meals.

[Nutrition Standards in the National School Lunch and School Breakfast Program](#)

Competitive foods are all foods and beverages sold to students on school campus during the school day, other than reimbursable meals. This can include à la carte items, vending, school stores, and fundraising. Competitive foods are often low in nutritional value, undermining efforts to create healthier school environments. The Healthy, Hunger Free Kids Act, Nutrition Standards for All Foods Sold in School Rule sets nutrition standards for competitive foods. The new standards require foods to be low in fat, saturated fat, sugar, and sodium and to consist of whole grains, low-fat dairy, fruits, and vegetables. Schools are required to follow this rule as of July 1, 2014.

[Nutrition Standards for All Foods Sold in School](#)

[Healthy Fundraising](#)

Financial Implications

Many schools are concerned that limiting the types of competitive foods for sale will result in lost revenue. This may be of particular concern for schools that receive a large portion of revenues from competitive foods. However, higher competitive food sales are often associated with lower school meal participation. To offset potential revenue losses due to the removal of competitive foods failing to meet nutrition standards, schools can offer healthier competitive food options and work to increase participation in the National School Lunch Program and School Breakfast Program. Strategies that focus on increasing the sale of healthy options and boosting participation in the school meal program should be implemented.

- *Create a healthy food convenience line.* Time-pressed students will often grab a snack or skip lunch altogether rather than wait in a long line for a full meal. Dedicate one line that offers nutritious grab-n-go offerings. This will give healthy reimbursable meals and snacks an advantage, while improving your participation and income as well.
- *Move competitive foods behind the serving line.* Adolescents are impulsive and will frequently grab treats instead of a full meal. Place treats where they are available by request, regain the time advantage, and students may think twice before replacing meals with snacks.

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The local wellness policy must include nutrition standards for all foods available on campus, including foods and beverages considered competitive foods and those available through the school meals programs. Additionally, schools must establish standards for foods available at classroom parties, classroom snacks brought by parents, or foods given as incentives.

- *Give entrées a creative description.* Students trust known entrées like burgers and pizza, therefore they need a prompt to try something new. Add a fun or descriptive word in front of the targeted entrée name. Display the new names where students will see them *before* entering the cafeteria. Get students thinking about the targeted entrées while they are hungry and planning their purchases.



- *Offer Breakfast in the Classroom or Universal Free Breakfast.* Offering students breakfast in the classroom can increase breakfast participation as students are more likely to eat breakfast when served in the classroom. Universal Free Breakfast can result in a big cost savings for families of all income levels and increase student breakfast participation.
- *Implement a closed campus policy.* A closed campus limits students' ability to purchase food outside of school meals and can increase meal program participation rates.

Strong standards for competitive foods can encourage students to select more nutritious foods, which can help improve their overall health. If implemented effectively, these changes can be made with little to no negative financial impact

Sample Goal and Objectives

Goal:

- *The school district will regulate vending machines available to students and staff throughout the school day.*

Objectives:

- *Vending machines at elementary schools that dispense food or beverage items will not be available to students.*
- *Vending machines in middle and high schools must meet the approved nutrition standards.*
- *Vending machines available only to staff must contain at least 50 percent healthy choices as outlined in the approved nutrition standards.*
- *Vending machines will be turned off during meal periods.*



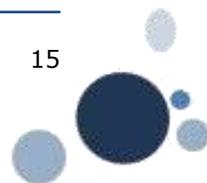
Physical Education & Activity

Many adolescents are getting less than the recommended amount of physical activity. The increased use of technology, such as video games and cell phones, along with busy family schedules has led to a more sedentary lifestyle. Physical inactivity, combined with poor diet, can lead to health problems such as obesity, diabetes, and heart disease. Schools should implement quality physical education programs and encourage physical activity among students.

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Physical Education

A physical education program provides an opportunity for students to acquire the knowledge and skills to lead an active lifestyle. The benefits of a quality physical education program include improved physical fitness, self-discipline, increased self-confidence, and stress reduction. In addition, a physically active student is more likely to be successful in school. The National Association for Sports and Physical Education recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year.





Physical Activity

A physical education program provides an appropriate sequencing of learning opportunities for students. Physical education should not be confused with physical activity which includes recess, intramurals, and other recreational endeavors. Schools can engage in a variety of activities that promote physical activity.

[Strategies to Increase Physical Activity](#)

Improving Physical Education and Physical Activity

Schools should establish guidelines that improve the quality of the physical education and physical activity programs provided. The following are strategies schools can include in their school wellness policy.

- Physical education credits should not be waived for other activities.
- Physical activity should not be used as a punishment.
- Physical education instructional strategies and other practices should meet the diverse needs and interests of all students.
- School facilities should be available for students and the community.

Sample Goal and Objectives

Goal:

- *The school district will provide physical education to all students in grades K-12.*

Objectives:

- *Provide 150 minutes of instructional physical education for elementary students per week*
- *Provide 225 minutes of instructional physical education for middle and high school students per week.*
- *Ensure students spend at least 50% of the physical education class time participating in moderate to vigorous physical activity.*

Employee Wellness



Establishing a School Staff Wellness Program

While school wellness programs typically focus on student health, staff wellness is just as important. An employee wellness program is an essential component of school health. These programs can address health risk behaviors and can help to enhance productivity, improve morale, decrease absenteeism, increase retention and lower health care costs. It is important for school staff to promote and model healthy eating and physical activity habits. Healthy school employees will help ensure student academic success.

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Getting Started

The employee wellness program should be integrated into the local wellness policy. Goals and objectives should be developed along with appropriate activities to meet those objectives identified. Offer an activity that is easy to implement and provides district-wide visibility at little or no cost. Consider conducting an employee survey to obtain feedback on activities to offer.

[!\[\]\(66568c3ce22862f5aa9927d764d3a113_img.jpg\) Employee Wellness Interest Survey](#)

The following are activities that schools can engage in to promote staff wellness:

- Health screenings (height, weight, cholesterol, blood pressure).
- Assistance programs (stress management, smoking cessation).
- Fitness activities (walking/running clubs, yoga, weight training).
- Nutrition programs (weight loss programs, healthy recipe swap).





An employee newsletter is a great way to communicate health tips and upcoming wellness activities. The newsletter can be distributed as a hard copy or via email.

[Employee Wellness Newsletter Sample](#)

[Employee Wellness Newsletter Template](#)

Sample Goal and Objectives

Goal:

- *The school district will offer an employee wellness programs.*

Objectives:

- *Provide at least three wellness activities per school year.*
- *Reduce overall use of sick leave by two percent from the previous year.*

Implementation & Monitoring

Implementation

Developing a strong Local Wellness Policy (LWP) does not mean that it will be implemented. Getting support from parents, administrators, students, teachers, other school staff, and even local community support (i.e. local non-profits, local health departments, or local UW-Extension staff) is critical to the success of the policy. Communicating the desired outcomes to these groups can help create acceptance of the policy.

When presenting the LWP, consider the stakeholder's interests. For example, parents may be concerned about how food and beverage guidelines will affect their fundraising efforts. Principals would be concerned about the link between healthy students and academic success. Students may be concerned about how the new guidelines will affect the choices they have at school.

After the policy is completed, an implementation plan should be developed. The implementation plan will help ensure that the LWP is being followed. It is important to remember that implementation of the policy should be a school-wide effort.

Baseline data should be collected before implementing the policy. Results from the initial needs assessment could be used for your baseline data. This information will be essential when you start monitoring your policy.

[Sample Implementation-Monitoring Plan](#)

[Implementation-Monitoring Plan Template](#)

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The school must measure the implementation of the LWP. This includes the extent to which schools are in compliance with the LWP, the extent to which the LWP compares to model LWP, and a description of the progress made in attaining goals of LWP.



Monitoring

Monitoring provides an opportunity to assess the progress towards meeting the goals and objectives. Monitoring will also identify policy weakness and where changes need to be made.

Continuous monitoring allows wellness committees to:

- ensure policies are being implemented,
- periodically update and amend policies, and
- recognize when goals are achieved.



In order to effectively monitor your policy objectives, data should be collected several times throughout the school year. There are several different tools that can be used to collect your data. The type of tool used will depend on the information you want to collect. Data collection tools include observation forms, surveys, questionnaires, and other records kept by school staff.

The wellness committee should determine who will be responsible for monitoring various aspects of policy and where to report the results. In addition, there should be a set schedule for how often monitoring will take place. Having a monitoring plan in place will help keep individuals involved and engaged with the LWP.

Sample Goal and Objectives

Goal:

- *The wellness committee will be responsible for implementing and monitoring the school wellness policy.*

Objectives:

- *One person per school will be designated as the LWP coordinator to ensure implementation of the wellness policy.*
- *Report monitoring results at each wellness committee meeting, occurring at least four times per year.*



Evaluation & Public Reporting

Evaluation

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Evaluation can help determine the effectiveness of a wellness policy and identify new and changing needs of staff and students. An evaluation of each policy objective should be completed at least once per year. Schools may find it helpful to designate one person to lead the entire evaluation or assign the evaluation responsibilities to the individuals monitoring the different policy guidelines.

There are two types of evaluation. Process evaluation measures whether the activities of the policy are implemented as intended or if improvements are needed. Outcome evaluation measures whether intended outcomes occur as a result of implementing a specific policy.

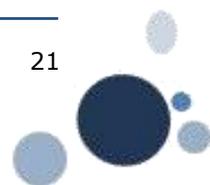
Process Evaluation	Outcome Evaluation
Did the school communicate food and beverage guidelines for food sold on the school campus?	Do the foods being sold in the school store adhere to the food and beverage guidelines?
Did the school provide an opportunity for students to improve their physical activity level?	Did students engage in 15 minutes of physical activity outside of physical education class?

Once the evaluation is complete, it's time to analyze the results. Results should indicate where the school is in relation to meeting specific goals and objectives. The results can also help identify barriers and indicate where improvements can be made. Additionally, the results will allow you to identify what goals and objectives have been successfully accomplished.

Celebrating Success

Celebrating your wellness accomplishments with the broader school community is an important way to keep stakeholders invested and should assist you in securing additional school support. School wellness committees can organize activities to engage students, staff, administration, and the community

[📄 Celebrating Success](#)





Public Reporting

The school needs to determine how it will communicate the evaluation results. Results should be communicated to school staff, school board, parents, students, and the community. When reporting the results, make sure the information is clear and concise. In addition, consider what is most important to the target audience. This will help tailor the message and help determine the delivery technique used.

The school district may want to consider an annual progress report to update the public about the content and implementation of the local school wellness policy. The annual progress report should include:

- The website address for the local school wellness policy and/or how the public can access a copy of the local school wellness policy;
- A description of each school's progress in meeting the local school wellness goals;
- A summary of each school's events or activities related to local school wellness policy implementation;
- The name, position title, and contact information of the designated school official(s) coordinating the school wellness policy team; and
- Information on how individuals and the public can get involved with the school wellness policy team.

Schools may use a variety of methods to distribute the annual progress report including flyers, newsletters, email, website postings, in-person meetings, and newspaper articles. The progress report will help promote public transparency and ensure parents have easy access to information about the wellness environment of the school their child attends.

Sample Goal and Objectives

Goal:

- *The wellness committee will evaluate the wellness policy and report results to the public.*

Objectives:

- *Evaluate the wellness policy at least two times per year.*
- *Report the results of the evaluation to the public at least two times per year using a variety of communication methods.*



Record Keeping

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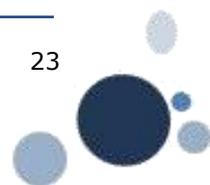
The Healthy, Hunger-Free Kids Act of 2010, mandates that State Agencies (SA) conduct an Administrative Review to evaluate the school meals programs. As part of the Administrative Review, the SA must assess how the school district implements the Local Wellness Policy (LWP). The school district should keep the following *supporting documentation* on file:

- A copy of the current LWP.
- Documentation demonstrating the LWP is made available to the public.
- Documentation of the district’s efforts to review and update the LWP, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate.
- A copy of the most recent assessment on the implementation of the LWP.
- Documentation demonstrating the district’s most recent assessment on the implementation of the LWP has been made available to the public

Review Procedures

The SA will use the following questions to assess LWP compliance. Deficiencies identified during the Administrative Review result in a noncompliant evaluation. Deficiencies must be addressed through documented corrective action that permanently corrects the deficiencies and brings the LWP into compliance.

Administrative Review Questions	Supporting Documentation Examples
Is a copy of the current LWP available?	➤ School wellness policy
How does the public know about the LWP?	<ul style="list-style-type: none"> ➤ Website link ➤ Copy of disseminated materials
When and how does the review and update of the LWP occur? Who was involved in the process and what is their relationship to the district?	<ul style="list-style-type: none"> ➤ Agenda from committee meeting ➤ Attendance sheet from wellness committee meeting
How are stakeholders made aware of their ability to participate in the development, review, update, and implementation of the LWP?	<ul style="list-style-type: none"> ➤ Community flyer ➤ District-wide email ➤ Copy of disseminated materials
Is a recent assessment on the implementation of the LWP available?	<ul style="list-style-type: none"> ➤ Results of LWP assessment ➤ LWP implementation plan
How does the public know about the results of the most recent implementation assessment?	<ul style="list-style-type: none"> ➤ Website link ➤ Copy of disseminated materials





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School Wellness Committee Member

Contact Information

Name:

Mailing Address

Street:

City:

State:

Zip:

Daytime Phone Number:

Evening Phone Number:

Cell Phone Number:

Email Address:

Please indicate the preferred method for contacting you.

- Daytime Phone Number**
- Evening Phone Number**
- Cell Phone Number**
- Email Address**

Please indicate what information can be shared with other committee members.

- Daytime Phone Number**
- Evening Phone Number**
- Cell Phone Number**
- Email Address**



Nutrition Education Resources

Eating well can make a positive difference in a student’s ability to achieve in school. Therefore, teaching nutrition to children throughout their educational experience is key to developing healthy eating habits. School-based nutrition education is an important component of comprehensive school health.

The following is a list of nutrition education resources.

Wisconsin Nutrition Education Resources

- [A Guide to Planning Curriculum in Nutrition](#) – Provides age-appropriate details and real life examples that build upon the framework established in the Wisconsin Model Academic Standards for Nutrition.
- [Nutritious, Delicious, Wisconsin](#) – Provides fun and creative lessons that focus on local foods. The goal of this curriculum is to broaden the food experiences of Wisconsin students and provide another aspect to learning nutrition as part of the study of our great state.
- [Teaching Nutrition through Family and Consumer Science](#) – Provides 15 nutrition lessons that can be easily integrated into a Family and Consumer Science classroom.

Other Resources

- [Serving Up MyPlate: A Yummy Curriculum](#) – Provides classroom materials that help elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health. The curriculum introduces the importance of eating from all five food groups using MyPlate and a variety of hands-on activities.
- [Nutrition Voyage: The Quest to Be Our Best](#) – Provides three lessons that take 7th and 8th grade students on an exploratory journey into school wellness.
- [Create a Classroom That Moves](#) – Provides nutrition lessons that align to select Common Core State Standards in English Language Arts and the National Health Education Standards. The lessons are geared towards elementary students.



Connecting the Classroom and Cafeteria

Nutrition education should be linked with the school food environment. The school cafeteria serves as an excellent location to reinforce nutrition education messages. The following are ideas to connect the classroom to the cafeteria.

Taste Tests

Teachers can coordinate with school nutrition staff to conduct taste tests of healthy foods. Teachers can discuss the benefits of the food, while school nutrition staff provides the taste test.

Cultural Theme Days

School nutrition staff and teachers can plan cultural theme days. Include foods on the menu that relate to the culture being studied.

School Gardens

School gardens serve as an excellent learning site to teach students about fruits and vegetables. Produce grown in the school garden can be incorporated into the school meal program. [Community Ground Works](#), a nonprofit organization that connects people to nature and local food, has information on how to start a school garden. Also, Wisconsin Team Nutrition's, [Home Grown](#), provides best practice guidelines for starting and maintaining a school garden.

Cafeteria Artwork

Students can create posters that highlight certain foods, nutrition information, etc. School nutrition staff can hang these posters in the cafeteria.

Harvest of the Month

School nutrition staff can highlight a different fruit and vegetable each month on the cafeteria menu. In the classroom, teachers can discuss facts about the food.

Farm to School

Farm to school programs bring local foods to the cafeteria and classroom. Teachers can have farmers come talk to their classroom and school nutrition staff can showcase that farmer's produce in the cafeteria. The [School Nutrition Team](#) webpage has resources on getting started with a farm to school program.

Curriculum Resources

School nutrition staff can partner with the teaching staff to provide nutrition education lessons to students across all grade levels. [Team Nutrition](#) offers a number of curriculum guides focused on gardening, healthy eating, and wellness at no cost to schools.



Smarter Lunchroom Areas of Intervention

Area of Intervention	Best Practice #1	Best Practice #2	Best Practice #3
Fruit	Use signs and verbal prompts to draw attention and encourage selection	Display the whole fruit	Display fruit by the register
Targeted Entrée	Display targeted names outside of cafeteria	Display targeted names on serving line	Make entrée first or most prominent in line
Vegetable	Display targeted names outside of cafeteria	Create a student action committee	
Reimbursable Meal	Create a healthy-items only convenience line	Move competitive foods behind the line	
Dairy	Place milk first in line	Make sure white milk accounts for at least 1/3 of all milk	Place white milk in front of flavored milk



Alternatives to Food as Rewards

Rewards can be an effective way to promote positive student behavior. Often times, schools will use food to reward students. However, using food as a reward undermines nutrition education being taught and promotes the consumption of unhealthy foods. Consider using a different reward system, such as stickers or additional time for recess, to award student achievement.

The following is a list of non-food rewards.

Elementary School

- Extra recess time
- Make deliveries to the office
- Listen to music
- Watch a fun movie
- Class outdoors
- Be a classroom helper
- Sit by friends
- Lunch outside
- Extra art, reading, or music time
- Trip to reward bin with non-food items (e.g., pencils, bookmarks, stickers, puzzles, etc.)

Middle and High School

- Listen to music while working
- No homework pass
- Free time at the end of class
- Extra credit
- Free passes to school events
- Computer time
- Field trip
- Assembly
- School themed merchandise
- Coupons for donated prizes (water bottles, movie passes, etc.)



Nutrition Standards for School Meals

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food^b Per Week (Minimum Per Day)					
Fruits (cups)^{c,d}	5 (1)^e	5 (1)^e	5 (1)^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups)^{c,d}	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green^f	0	0	0	½	½	½
Red/Orange^f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes)^f	0	0	0	½	½	½
Starchy^f	0	0	0	½	½	½
Other^{f,g}	0	0	0	½	½	¾
Additional Veg to Reach Total^h	0	0	0	1	1	1½
Grains (oz eq)ⁱ	≥7 (1)^j	≥8 (1)^j	≥9 (1)^j	≥8 (1)	≥8 (1)	≥10 (2)
Meats/Meat Alternates (oz eq)	0^k	0^k	0^k	≥8 (1)	≥9 (1)	≥10 (2)
Fluid milk (cups)^l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal)^{m,n,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories)^{n,o}	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg)^{n,p}	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat^{n,o}	Nutrition label or manufacturer specifications must indicate zero grams of <u>trans</u> fat per serving.					

^a In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

^b Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

^c One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

^d For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or “Other vegetables” subgroups as defined in §210.10(c)(2)(iii).

^e The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).

^f Larger amounts of these vegetables may be served.

^g This category consists of “Other vegetables” as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, “Other vegetables” requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).

^h Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

ⁱ At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

^j In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

^k There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

^l Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

^m The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

ⁿ Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

^o In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

^p Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfasts.



All Foods Sold in Schools (Smart Snacks)

The U.S. Department of Agriculture (USDA) recently released standards for all foods sold in school. These standards are often referred to as Smart Snacks in School. The Smart Snacks in School standards ensure that kids are only offered tasty and nutritious foods during the school day. These standards will replace foods of minimal nutritional value and will go into effect July 1, 2014. The Alliance for a Healthier Generation has developed an online tool that schools may use to assess if a food product is in compliance with the federal requirements for Smart Snacks in Schools. The [Smart Snacks Product Calculator](#) has been determined by the USDA to be accurate in assessing product compliance for foods. There is currently no calculator for beverages approved for use by the USDA.

Nutrition Standards for Foods

Any food sold in school must:

- Be a whole grain-rich product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the *2010 Dietary Guidelines for Americans* (calcium, potassium, vitamin D, or dietary fiber).
On July 1, 2016, foods will not qualify using the 10% of DV criteria.

In addition, food items must meet the following requirements:

- Calorie limits:
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories
- Sodium limits:
 - Snack items: ≤ 230mg (On July 1, 2016, snack items must contain ≤ 200mg)
 - Entrée items: ≤ 480mg
- Fat limits:
 - Total fat: ≤35% of calories
 - Saturated fat: <10% of calories
 - Trans fat: zero grams
- Sugar limit:
 - ≤35% of weight from total sugars in foods

Accompaniments

- Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.



Nutrition Standards for Beverages

All schools may sell:

- plain water (with or without carbonation),
- unflavored low fat milk,
- unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP,
- 100% fruit or vegetable juice, and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

In addition, the following standards apply:

	Elementary	Middle	High
Water, plain	No portion limit	No portion limit	No portion limit
Milk and Juice	Maximum serving size of 8oz	Maximum serving size of 12oz	Maximum serving size of 12oz
Calorie free, flavored water or other flavored and/or carbonated beverages containing < 5 calories per 8oz or ≤ 10 calories per 20oz	Not allowable	Not allowable	Maximum serving size of 20oz
Beverages with ≤ 40 calories per 8oz , or ≤ 60 calories per 12oz	Not allowable	Not allowable	Maximum serving size of 12oz

Fundraisers

- The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
- These standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
- The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards. The Wisconsin Department of Public Instruction will be developing a policy to address fundraiser frequency exemptions. Until the release of this policy, no fundraisers are exempt from the All Foods Sold in School regulations. Once developed, the policy will be available at http://fns.dpi.wi.gov/fns_cnrsnp#cf.



Healthy Fundraising

Schools rely on fundraisers to raise money for school supplies and programs. Fundraising activities often include vending, product sales (e.g., candy, pizza, soda), bake sales, school stores, etc. However, fundraisers that sell unhealthy foods undermine nutrition education being taught in the classroom and cafeteria. Healthy fundraisers are not only profitable, but also support the well-being of students and staff.

Healthy Fundraisers

- Fun runs, walk-a-thons, golf tournaments, other sporting events
 - Physical activity fundraisers are fun for all ages and promote healthy behaviors.
- Garbage bags
 - This fundraiser can be done year long as people continually need garbage bags.
- Cookbook fundraiser
 - Schools collect recipes from students, staff, and prominent community members to create a cookbook, which is sold to members of the community.
- Bottled water
 - Create a custom labeled water bottle to sell at school functions. Schools recruit local sponsors to donate money in exchange for having the sponsor's name printed on water bottle labels.
- Auctions
 - Schools can seek donated items for auction. Desirable items include vacation packages, spa treatments, car washes, etc.
- “Bakeless” bake sales
 - Parents and others are invited to contribute a donation equivalent to the amount of money that they would have spent on ingredients and/or the purchase of the baked goods had there been a traditional bake sale.
- Gift paper
 - Gift wrap catalogs often include low-nutrition foods. Urge companies to provide the school with catalogs that do not include unhealthy foods.
- Scrip program
 - Scrip is a gift certificate or gift card that can be used to purchase goods or services at supermarkets, movie theaters, or other local retail stores. Schools purchase scrip at a discount from retailers and school supporters buy scrip from a school at the full-face value. The school earns the difference between the discount price at which it bought the scrip and the value at which it sells it to participants.
- Recycling fundraising
 - Recycling companies purchase used items, such as clothing, printer cartridges, and cell phones, from schools.



Strategies to Increase Physical Activity

There are several ways a school can increase physical activity outside of a structured physical education class. The following are strategies included in the Active Schools Toolkit. Additional strategies and information can be found at the DPI Student Services – Prevention and Wellness website for [Physical Education and Activity](#).

Physical Activity as Part of the School Day

- *Active Recess* provides children with a guarantee of non-structured physical activity. It involves setting up activity stations on the playground and grassy areas.
- *Active Classrooms* integrate short, movement breaks into the classroom.
 - For sample activity cards of movement breaks, visit Ohio Team Nutrition – [Classrooms That Move](#).
- *Open Gym* allows access to students before and after school, as well as during the lunch period.

Physical Activity Outside of the School Day

- *Intramural programs* ensure all students have the opportunity to participate in physical activity, regardless of athletic ability.
- *Before or After School Activities* may be offered to provide organized activities for students.
- *Physical Education Homework* encourages students to be physically active outside of class and earn credit. It involves assigning homework for physical activity outside of PE class.

School Transportation-Related Physical Activity

- *Safe Routes to School Program* creates safer walking and biking routes. Therefore parents will perceive few barriers to walking or biking to school, resulting in increased physical activity of students.
- *Active Transportation* is an organized effort to provide adult supervision as children walk or bike to school, such as a walking school bus.



Employee Wellness Interest Survey

This short survey is a sample of how a school can determine employees' interests while providing employees the opportunity to better understand the components of a comprehensive wellness program.

For each of the following, please indicate your level of interest in participating or the likelihood of participating:

General Interest Questions	Very Likely	Somewhat Likely	Not Likely		
I would participate in group activities encouraging healthy eating or physical activity if offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I would participate in a health promotion program if offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I would read health tips via email, newsletter, or other source.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I am interested in improving my eating habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I am interested in improving my physical fitness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Group Activities	Great Interest	Some Interest	No Interest		
Aerobics/Pilates/Dance Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Walking Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Team Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bicycle Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Yoga Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Health Screenings (blood pressure, BMI, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Healthy Cooking/Meal Planning Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Weight Management Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other (please list)_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I would be interested in participating in wellness programs offered (select all that apply):					
Before School	After School	Evening	Weekend	Staff In-Service	No Interest in Participating
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Employee Wellness Newsletter Sample



Live
Learn
Work

WELL

Walking Club



Join your fellow teachers after school on Tuesdays and Thursdays from 3pm-4pm. The Walking Club will meet rain or shine. The school track will be used weather permitting. All other days, the club will meet in the school library and walk around the school. Be sure to bring your walking shoes and a positive attitude.

Flu Shots



Keep yourself, your family, your students, and your fellow faculty healthy this flu season by receiving a flu shot. A flu shot clinic will be offered on October 1 from 2:00-5:00 pm. Staff enrolled in school-provided health care will receive the flu shot free of charge. Staff may bring family members to receive their flu shots at no additional cost. Staff, students, and community members not enrolled in school-provided health care may still receive a flu shot but may be charged their co-pay.

Creamy Berry Parfait

Yield: 8 Serving Size: 1 c

Nutrition Facts
Calories: 214
Total Fat: 4.6g

Ingredients

- 2 c non-fat vanilla yogurt
- 1 c strawberries, sliced
- 2 cups oat cluster cereal
- 2 – 3.5 oz packages of chocolate instant pudding mix
- 4 c skim milk

Instructions

1. Mix pudding with milk until thick
2. Wash and slice strawberries
3. Whip yogurt until smooth
4. In an 8oz serving glass layer $\frac{1}{8}$ c yogurt, 4-5 strawberries, 2 Tbsp cereal, and a dollop of pudding
5. Cool parfaits and enjoy!



Employee Wellness Newsletter Template

Title of Newsletter

Topic Title

Topic Text

Remove the dashed lines of the inner boxes by right clicking on a line and selecting "Format Text Box". Change the line color from grey/black to "no color."

Topic Title

Topic Text

Callout Box Title

This section can be used as a standard topic that will appear in every newsletter. Examples of this include a recipe corner, physical fitness tips, or calendar of wellness events.

If there is no plan for a recurring newsletter feature, consider using this box to place your most important topic issue.

Insert your school logo in this text box or place the logo next to the newsletter title. If your logo is being placed at the top of the document, consider adding an image/clip art piece related to your newsletter topic.



Sample Implementation-Monitoring Plan

<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
Students in grades 9-12 will receive nutrition education in two courses required for graduation	-Incorporate nutrition curriculum in required 10 th grade health class. - Incorporate nutrition topics into required 9 th grade science courses (biology, applied science)	Health Teacher Science Teacher	January 2013
	Monitoring Data	Responsible Party	Frequency
	-Graduating seniors credit history -Health curriculum lesson plans	Health and Science Teachers, Graduation Official	Yearly
<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
The school nutrition program will menu at least one local food per month.	-Create menus that incorporate locally grown fruits or vegetables into monthly NSLP/SPB menus. -Purchase locally grown fruit/vegetable from local farmer, market, or vendor	Foodservice Director	June 2014
	Monitoring Data	Responsible Party	Frequency
	-Monthly menus - Invoices	Foodservice Director	Monthly
<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
Ensure students spend at least 50% of the physical education class time participating in moderate to vigorous physical activity.	-Create lesson plans that include no more than 49% of time as instructional time and at least 51% of time in active learning.	Physical Education Teacher	January 2013
	Monitoring Data	Responsible Party	Frequency
	-Lesson plans	Physical Education Teacher	Weekly/ Monthly
<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
Report the results of the evaluation to the public at least two times per year using a variety of communication methods.	-Release results of policy evaluation via school website and newsletter every January and June.	District Administrator, Webmaster, Newsletter Writer	June 2014
	Monitoring Data	Responsible Party	Frequency
	-School website postings -School newsletter issues	District Administrator	Yearly



Implementation-Monitoring Plan Template

<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
	<i>Monitoring Data</i>	<i>Responsible Party</i>	<i>Frequency</i>
<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
	<i>Monitoring Data</i>	<i>Responsible Party</i>	<i>Frequency</i>
<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
	<i>Monitoring Data</i>	<i>Responsible Party</i>	<i>Frequency</i>
<i>Policy Guideline</i>	<i>Action</i>	<i>Responsible Party</i>	<i>Timeline</i>
	<i>Monitoring Data</i>	<i>Responsible Party</i>	<i>Frequency</i>



Celebrating Wellness Success

It is very important to celebrate your school wellness accomplishments with the broader school community. School wellness committees can organize activities to engage students, staff, administration, and the community. Publicize your wellness activities and successes through various virtual channels (e.g., school website, email, Facebook, Twitter) and more traditional media channels (e.g., mailings, newspaper, radio).

You also may choose to celebrate your wellness success through a state or national program. A variety of recognition programs are available to schools at no charge. Some of the programs can even provide your school with national recognition of your wellness efforts, resources to publicize your success, and financial awards.

- [HealthierUS School Challenge \(HUSCC\)](#) – The United States Department of Agriculture offers the HUSCC as a voluntary certification initiative that recognizes schools that have created healthier school environments through promotion of nutrition and physical activity. Schools may seek certification at one of four levels. Schools that achieve certification receive a HUSCC banner and plaque, national recognition, and a monetary award ranging from \$500-\$2,000.
- [Healthy Schools Program Award](#) – The Alliance for a Healthier Generation offers three levels of recognition to schools who meet their benchmarks for school wellness. Award winners get to enjoy a promotional package of materials that show off their school’s success as well as additional marketing efforts from their team to promote their school’s story through local and national media.
- [Wisconsin School Health Award](#) – The State Superintendent supports the Wisconsin School Health Award as a way to recognize and celebrate schools with policies, programs, and infrastructure to support and promote healthy eating; physical activity; parental and community involvement; and staff wellness. The goal of this award is to motivate and empower Wisconsin schools as they create and maintain healthy school environments.

