

Your Wellness Team

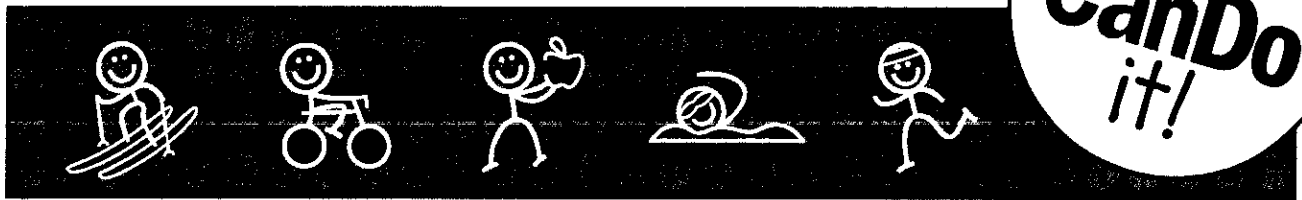
Contents:

- F1** School Wellness Teams –
How to Get Started
- F3** School Wellness Policy Assessment Tool
- F7** School Wellness Action Plan
- F9** School Wellness Action Plan (sample)



School Wellness Teams

How to Get Started



What's Your Wellness Vision?

Whether you are beginning a new business, project, or committee, it is important to have a clear vision of what you are trying to accomplish. Without a clear vision, your team will have trouble staying focused on the reason they are there.

As a wellness team, you will want to write a vision statement that defines your purpose. It is important that the entire team, as well as the school principal, shares this vision. You may also choose to include wellness in your school's overall vision statement to show that your school acknowledges health and wellness as key components to academics and the development of the whole child.

“Tavelli Elementary is a school of wellness, fitness, and good nutrition to support high academic standards, strong character, the arts, and technology.”

6 Steps to School Wellness

1. Get Administration Support

Getting administrative buy-in is an essential first step to creating a healthy school. Talk to your principal, superintendent, and school board about school wellness and why it is important. Getting administrative support early on in the wellness process will help your team be successful in the future.

- Make a connection between school wellness and the administration's main priorities. If academic achievement is the top priority, show how healthy eating and physical activity contribute to better test scores. If absenteeism is a major concern, discuss how healthy children have lower absenteeism rates.
- Use the information in the “Why School Wellness?” section of the CanDo School Wellness Resource Kit to help make the case for school wellness.
- Read the report “Engaging School Leaders as Partners in Creating Healthy Schools” (see the ‘Action for Healthy Kids’ website at http://actionforhealthykids.org/pdf/AFHK%20Leaders%20Guide%20FINAL3_5.pdf).

2. Establish a Wellness Team and Designate Co-leaders

Creating a healthy school takes a team! It is important to have the right players at the table to get valuable input on how to best incorporate school wellness. Consider the following key players for your wellness team: teachers, parents, principal, food service staff, counselor, PE teacher, and students. Designate co-leaders to share the responsibility of keeping the wellness team effectively moving forward.

3. Collect Baseline Data

A good way to start any wellness planning process is to first identify how your school is currently doing in terms of school wellness efforts. This helps your team identify school strengths and areas that need improvement. Choose one of the following three tools to collect baseline data:

- **School Health Index**
<http://apps.nccd.cdc.gov/shi/default.aspx>
- **Healthy Schools Bullder**
www.healthiergeneration.org
- **School Wellness Policy Assessment Tool - CDE**
<http://www.cde.state.co.us/cdenutritran/nutriWellness.htm>
(included in the CanDo School Wellness Resource Kit)

Colorado Roadmap to Healthy Schools

Check out Coordinated School Health (CSH)! CSH is a model from the Centers for Disease Control and Prevention that is being used to improve student health in over 100 schools in Colorado!

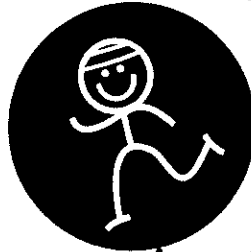
Use the Roadmap to Healthy Schools to help implement CSH in your school. The Roadmap is a step-by-step guide that is user-friendly, based on best practices, and grounded in the experiences of Colorado CSH teams.

The CSH model is made up of eight interactive components:

1. Health education
2. Physical education
3. Health services
4. Nutrition services
5. Psychological/social services
6. Family and community involvement
7. Health promotion for staff
8. Healthy school environment

For more information about Coordinated School Health and the Roadmap to Healthy Schools, check out the Rocky Mountain Center's website at www.rmc.org. Opportunities for trainings and grant funding may be available.

Source: <http://www.rmc.org/CSH/roadmap.html>



4. Create a School Wellness Action Plan

An effective action plan contains the following key components:

- SMART Objectives
(Specific, Measurable, Attainable, Relative, and Time-focused)
- Action Steps
- Timeline
- List of Person(s) Responsible
- Budget
- Communication Plan
- Evaluation Plan

A template for your action plan is included in the CanDo School Wellness Resource Kit. Other templates are available with the School Health Index, the Healthy Schools Builder, and the Roadmap to Healthy Schools (websites listed previously).

5. Implement the Action Plan

Implementing the action plan is the fun part! Remember to continually communicate with all school staff about what the wellness team is doing, when you're doing it, and why you're doing it.

Track process and outcome data throughout the interventions so you are prepared to evaluate your plan. Share your success stories in school newsletters, bulletin boards, and local newspapers. Let the community know you care about the health of your students.

6. Evaluate

Evaluation is essential for creating a healthy school. Each part of your wellness plan should be evaluated to find out the effectiveness of your program and process. Outcomes to evaluate could include participation, satisfaction, changes in knowledge, behaviors, or attitudes, health status (i.e. BMI-for-age percentile, fitness level), absenteeism, disciplinary behavior, nurse visits, and test scores. Share your final evaluation with administrators, staff, parents, and students. Use your evaluation to help improve next year's wellness plan.

CanDo – Coalition for Activity and Nutrition to Defeat Obesity
Poudre Valley Hospital Foundation
1024 South Lemay Avenue | Fort Collins, CO 80524
Phone: (970) 495-7517 | ve2@pvhs.org
www.CanDoOnline.org

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School Wellness Policy Assessment Tool

Instructions: This assessment tool is to be used for school districts and schools to assess the current status of their wellness policies. The sections titled Nutrition Education, Physical Activity, and Nutrition Guidelines for All Foods detail 'examples of evidence' that districts and schools can use as technical assistance to determine the next steps for implementation or refining of the policies, if there is a need.

Items listed under each respective section are examples of evidence that may be included in your policy implementation. They are intended to serve as a self-assessment of the current status of implementation in your district or school and to provide ideas for improvement, if there is a need. Circle the number corresponding to the current status for each item:

1 – not applicable

Doesn't apply to chosen school level or district

Example—Nutrition Guidelines have not been established for a school store. The school or district does not have a school store.

2 – applicable but not addressed

Applies to chosen school/district level but the school has not implemented.

Example—the process of establishing guidelines for all foods has not been addressed.

3 – partially implemented

Applies to the chosen school/district level and the process of implementation has begun but is not fully implemented.

Example—the district has begun implementation of nutrition education with the second grade. It is not part of a comprehensive K-12 health education curriculum.

4 – fully implemented

Applies to the chosen school/district and the policy has been fully implemented.

Example—Nutrition Guidelines have been established for all foods offered on the school campus. Guidelines address times for operation of the various food venues outside the school meal programs.

No response –

A non response to the statement indicates the person(s) completing the form doesn't know if this is a district/school practice.

Other –

The district may have other evidence of implementation that are not on this form. Please attach a separate page with a brief description of other district or school examples of evidence that are not included here.

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Please check if answering this assessment at the district or school level: District level School level
 Please list grade level(s) to which this assessment pertains (e.g. - K-12, K-8, 6-8, K-5, HS, etc):
 Nutrition Education and Physical Activity

P.L. 108-265 Section 204 (a) 1): Goals for Nutrition Education, Physical Activity and Other School-Based Activities

Nutrition Education Definition: All students have the opportunity to participate in a variety of learning experiences that support the development of healthful eating habits.

	Not Applicable	Partially Implemented	Fully Implemented
Classroom * The nutrition education curriculum is skills-based. * The nutrition education curriculum incorporates the 2005 Dietary Guidelines for Americans nutrition concepts. The nutrition curriculum materials are scientifically based providing accurate nutrition information. Classroom nutrition resources are current, easily accessible, and a plan is in place for periodically up-dating resources. * Nutrition education is part of a PreK-12 comprehensive health education curriculum, or is integrated throughout the curriculum in subject areas such as math, science, language arts, or social studies. * Teachers are provided with opportunities for professional development. Nutrition education is provided to students. * Nutrition education instruction is comprised of hands-on activities that engage students in participatory learning. Classrooms participate in one or more events that are either centered on nutrition or include nutrition as a main component. Cafeteria/Dining Area Attractive, current nutrition education materials are displayed in dining areas. Before and After School Before and after school programming includes nutrition education. Family and Community * Nutrition education is provided to parents, community, school board. Staff Wellness * Staff wellness related to healthy eating habits and nutrition is addressed.	1	3	4

Physical Activity Definition: All students will have the opportunity to participate in moderate to vigorous (defined as heavy breathing, sweating) physical activity on a regularly scheduled basis each school during the school year. While physical education is not required in Colorado it is a means of improving student activity in the school setting and serves as a tool to teach lifelong physical activity skills to children.

The district requires physical education classes.
 The amount of required physical education in the district includes: **HS** One credit of PE for graduation
 if amount of PE varies by school within district, list below amounts for different schools: 1.5 credits of PE for graduation
 _____ Other min/week 2 credits of PE for graduation

	Not Applicable	Partially Implemented	Fully Implemented
General Physical Activity and Physical Education Classes * The physical education department has a framework and curriculum. * Physical education teachers are endorsed in physical education and licensed by the Colorado Department of Education. * Physical education class student/teacher ratio is addressed. Physical Activity Throughout the School Day * Classroom health education includes the knowledge and self-management skills needed to maintain a physically active lifestyle. Physical activity is incorporated into other subject areas (math, language arts, social studies, science), or between lessons. * Physical activity is not used (e.g. running laps) or withheld (e.g. recess, physical education) as punishment. This guideline does not apply to extracurricular sports teams. Physical activity is encouraged verbally and through the provision of adequate space and age-appropriate equipment. Other supervised opportunities for physical activity are provided throughout the day. Before and After School * Extracurricular physical activity programs, clubs or intramural programs are offered. Family and Community * Information and resources are provided to help families incorporate physical activity into their lives.	1	3	4

Nutrition Guidelines for All Foods

P.L. 108-265 Section 204 (a) 2): Nutrition guidelines for all foods available on each school campus during the school day.

Nutrition guidelines definition: All foods and beverages offered during the school day include nutrition guidelines selected by the local educational agency with the objectives of promoting student health and reducing childhood obesity.

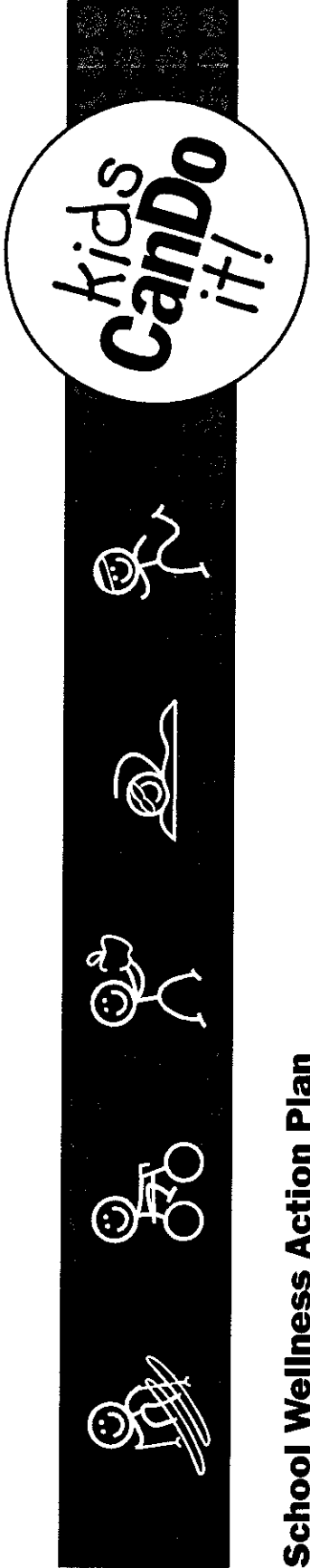
	Not Applicable	Applicable but not addressed	Partially Implemented	Fully Implemented
General				
Guidelines have been established for all foods available on the school campus during the day.	1	2	3	4
* There is a prohibition or restriction on using food as a discipline or reward for students.	1	2	3	4
Schools encourage parents to provide a variety of nutritious foods if students bring lunch or snacks from home.	1	2	3	4
* It is required that healthy food choices are made available to students at every school function that includes food.	1	2	3	4
Portion size is addressed in the food goals.	1	2	3	4
Every student has access to a school facility with a sufficient number of functioning water fountains in accordance with local building codes, or other means which provide him or her with sufficient water.	1	2	3	4
Fundraising				
* At least 50 percent of fundraising activities will NOT involve the sale of food or beverages.	1	2	3	4
* Fundraising activities involving the sale of food or beverages will not take place until after the end of last lunch period.	1	2	3	4
* Non-food fundraisers are encouraged, such as flowers, gift wrap, sporting events, and family fun events.	1	2	3	4
Vending Machines, School Stores, Concession Stands				
Restrictions are in place for student access to vending machines, school stores, and other venues that contain foods of minimal nutritional value.	1	2	3	4
(Colorado SB 103 Nutritious Vending Guidelines) At least 50% of foods and beverages offered in vending machines meet the following nutritional standards. These guidelines are recommended, but not required.	1	2	3	4
a) plain, non caloric water.	1	2	3	4
b) milk, including chocolate, milk, soy beverage, rice beverage and other similar dairy or nondairy beverage	1	2	3	4
c) 100% fruit juices, or fruit drinks with no less than 50% juice without additional sweeteners.	1	2	3	4
d) electrolyte replacement beverage containing 42 g or fewer of additional sweetener per 20 oz serving.	1	2	3	4
* e) nuts, seeds, dairy products, fresh fruits or vegetables, and packaged fruits in their own juice.	1	2	3	4
f) Any other food item containing no more than 35% of total calories from fat and no more than 35% of its total weight in sugar.	1	2	3	4
* Guidelines have been established for food offered in school stores.	1	2	3	4
* Guidelines have been established for food offered in concession stands.	1	2	3	4

USDA Meal Guidelines -General

P.L. 108-265 Section 204 (a) 3): USDA Meal Guidelines and Regulations

Meal guidelines definition: Guidelines for reimbursable school meals are no less restrictive than the USDA guidelines.

	Not Applicable	Applicable but not addressed	Partially Implemented	Fully Implemented
General—School Meals and Meal Service				
* The cafeteria has adequate seating to accommodate students during each serving period.	1	2	3	4
Students are allowed to converse with one another while they eat their meals.	1	2	3	4
The dining area has adequate adult supervision.	1	2	3	4
Information is made available to students and their parents/guardians concerning U.S.D.A. school meal requirements and the nutrition content of food and beverages provided/sold.	1	2	3	4
* School food service personnel are encouraged to attend professional development training.	1	2	3	4
* Students have at least 10 minutes to eat breakfast and 15 minutes to eat lunch, not including time spent walking to and from class or waiting in line.	1	2	3	4
Recess for elementary students is scheduled before lunch.	1	2	3	4
Students participate in taste tests and/or surveys to obtain their input on school meals.	1	2	3	4



School Wellness Action Plan

School Wellness Team Members:

Key Target Area: Based on your assessment, what area(s) of school wellness do you want to target?

SMART Objective: What do you want to happen? The objective should be specific, measurable, attainable, relevant, and time-focused.

Measure of Accomplishment: What data will you collect to determine if you met your objective?

School-Level Outcome: What change will happen at the school over time as a result of meeting this objective?

Student-level Outcome: What desired behavioral, health, or academic change do you hope to see as a result of meeting this objective?

Action Steps to Achieve Objective	Person(s) Responsible	Timeline	Budget Needed
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School Wellness Action Plan – Sample

School Wellness Team Members:

Sarah, Michael, John, April, Jason, Holly, Sue, Kim

Key Target Area: Based on your assessment, what area(s) of school wellness do you want to target?

Physical activity in the classroom.

SMART Objective: What do you want to happen? The objective should be specific, measurable, attainable, relevant, and time-focused.
 60% of classroom teachers will incorporate at least 10 minutes of physical activity into the classroom on 3 or more days per week during the 2007-2008 school year.

Measure of Accomplishment: What data will you collect to determine if you met your objective?

Teachers will put a sticker on the Kids on the Move Activity Calendar each day that they incorporate 10 minutes of activity into the classroom. Calendars will be collected at the end of each semester.

School/Level Outcome: What change will happen at the school over time as a result of meeting this objective?

More physical activity will be incorporated into the classroom.

Student-level Outcome: What desired behavioral, health, or academic change do you hope to see as a result of meeting this objective?

Students will get more physical activity time during school and will perform better academically.

Action Steps to Achieve Objective	Person(s) Responsible	Timeline	Budget Needed
Get Kids on the Move Activity Calendars and stickers from Healthy Kids Club.	Sarah	Sept. 1	donated
Explain wellness team's goal and Kids on the Move Activity Calendars to teachers at staff meeting. Distribute calendars and stickers.	Michael	Sept. 7	\$0
Teachers incorporate activity into classroom and track progress.	All Teachers	Sept. - June	\$0
Collect calendars from teachers and analyze data to see if objective was met.	Jason	Dec. + June	\$0

Action Steps to Achieve Objective Person(s) Responsible Timeline Budget Needed

Host healthy lunch for teachers who achieved activity goal.	April	Dec. 4 June	\$300
Report results at staff meetings.	Michael	Dec. 16 & June 1	\$0

Communication Plan: How will you communicate the objective and action steps to all people involved (i.e. staff, teachers, parents, students)?

Present information at staff meetings.

Final Evaluation: What outcome(s) did you accomplish? What went well? What would you do differently next time?

After collecting the calendars, we found that 80% of teachers incorporated 10 extra minutes of physical activity into their classroom 3 or more days per week. Teachers and students reported that they liked tracking their activity on the calendars.

Teachers requested more ideas on how to incorporate fun physical activity into the classroom. Next year we will provide 10-minute Fit Kid videos to give teachers another tool to help them engage their students in fun physical activity.

Adapted from the Colorado Connections for Healthy Schools School Health Improvement Plan: http://www.rmc.org/CSH/Docs/SHIP_template.doc

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