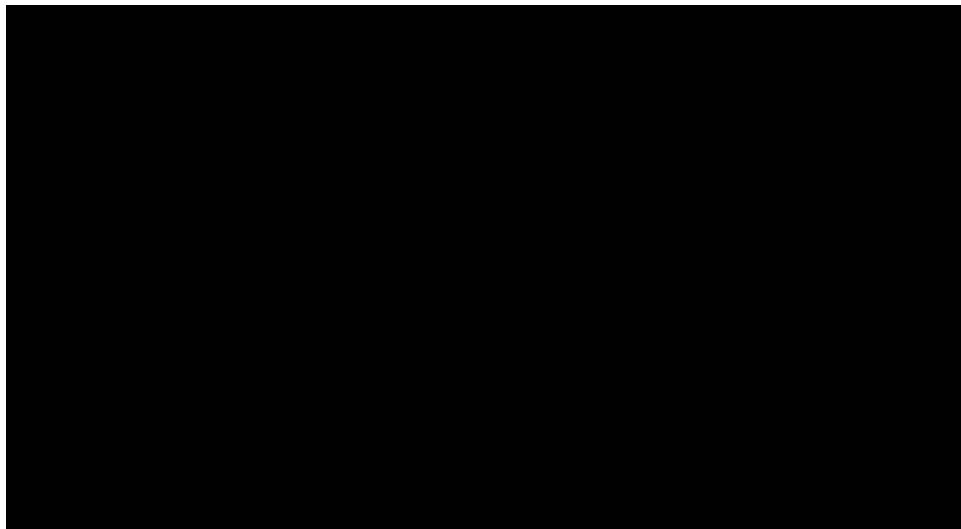




Learning Objectives

- Describe key elements of the SCSBA's model Local Wellness Policy (ADF) and how it aligns with federal and state mandates
- Utilize strategies for developing and maintaining an effective district wellness committee
- Understand how implementing the local wellness policy can promote academic achievement

Vote with Your Feet



The Whole School, Whole Community, Whole Child Model



SCSBA Model Policy

DISTRICT WELLNESS

Code **ADF** Issued **MODEL/17**

The district recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The district is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices.

Food and Beverage Availability

The district is committed to serving healthy meals to students, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

- Stakeholder involvement
- Policy Leadership
- Nutrition Guidelines
- Nutrition Education and Promotion
- Physical Education and Activity
- Public Notification
- Monitoring and Evaluation

Wellness Policy Elements - Review

Team should include:

- Parents
- Teachers
- Physical Education instructors
- School Health Professional
- Students
- School Board Members and Administration
- Community Members

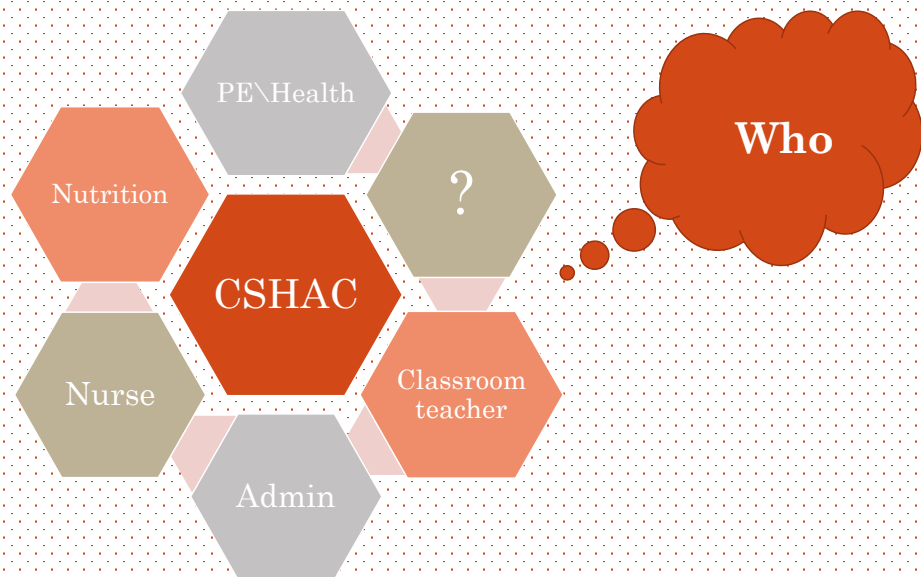


Public Involvement

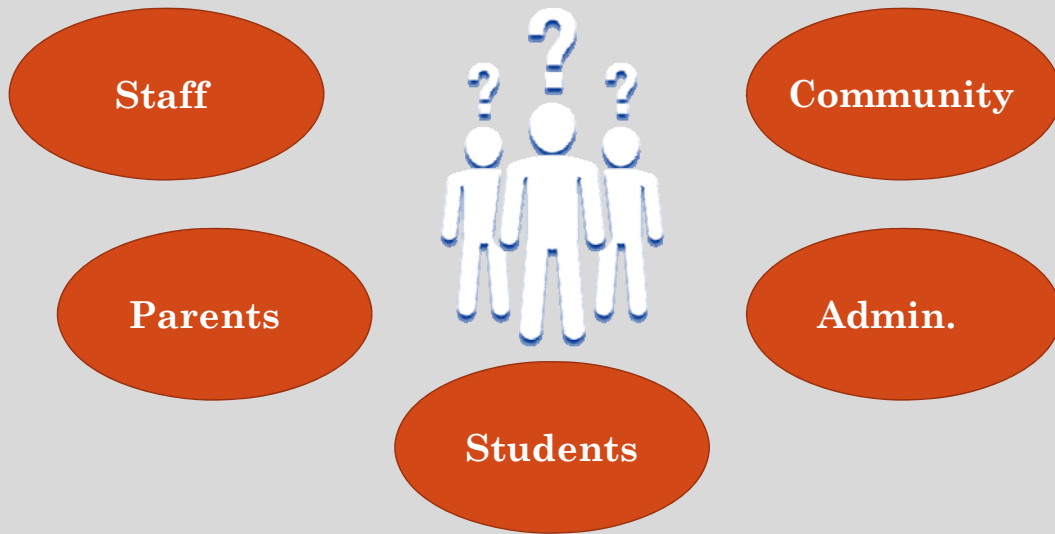
Collaborative community team to develop, implement and review policy

LEAs must establish wellness policy leadership of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.

Wellness Policy Leadership



Who Needs to Know?



SC Model Wellness Policy

District Wellness Committee/Coordinated District Health Advisory Council

The district will convene a wellness committee that meets at least once per year to establish district wellness goals for and to oversee school health and safety policies and programs including development, implementation, and periodic review and update of the wellness policy. Wellness committee members will include, to the extent possible, parents/legal guardians, students, representatives of district nutrition services, physical education teachers, school health professionals, the school board, school administrators, and the general public. The designated officer for ensuring district compliance with the wellness policy and oversight of the committee will be [job title and contact information].

Annually, the district will notify the public about the content and implementation of the wellness policy and share any updates to the policy. The district will also publicize the name and contact information of the [job title used above] with information on how the public can become involved with the wellness committee or obtain additional information on the wellness policy. The information for this annual review can be gathered through and utilized in the district's strategic planning process.

SCSBA

(see next page)

Importance of Diversity

- Broad stakeholder involvement ensures coordination across the school environment and throughout the community.
- No single department or group has all of the necessary information to develop comprehensive policies.
- Necessary to identify school wellness gaps and needs and identify community resources to address them.

Standards for all food available on school campus

- School Meals
- Competitive food
- Fundraisers
- Classroom parties/celebrations



Nutrition Guidelines

Goals for Nutrition Education

- Classroom-based (incorporated into curriculum)
- Cafeteria interventions

Goals for nutrition promotion—Changing the school environment to support healthy living

- Become a HUSSC, Healthy Schools, and Team Nutrition School

Nutrition Education/Nutrition Promotion

Goals for Physical Education

- Minutes/week/day
- Standards-based curriculum

Goals for Physical activity

- Recess/before lunch
- Physical activity breaks in classes
- Physical activity before and after school
- Safe routes to school

Physical Education/Activity

Inform and update the public about content, implementation and compliance

- Website
- Handbook
- Newsletter
- Report to School Board

Public Notification

Assess and evaluate compliance

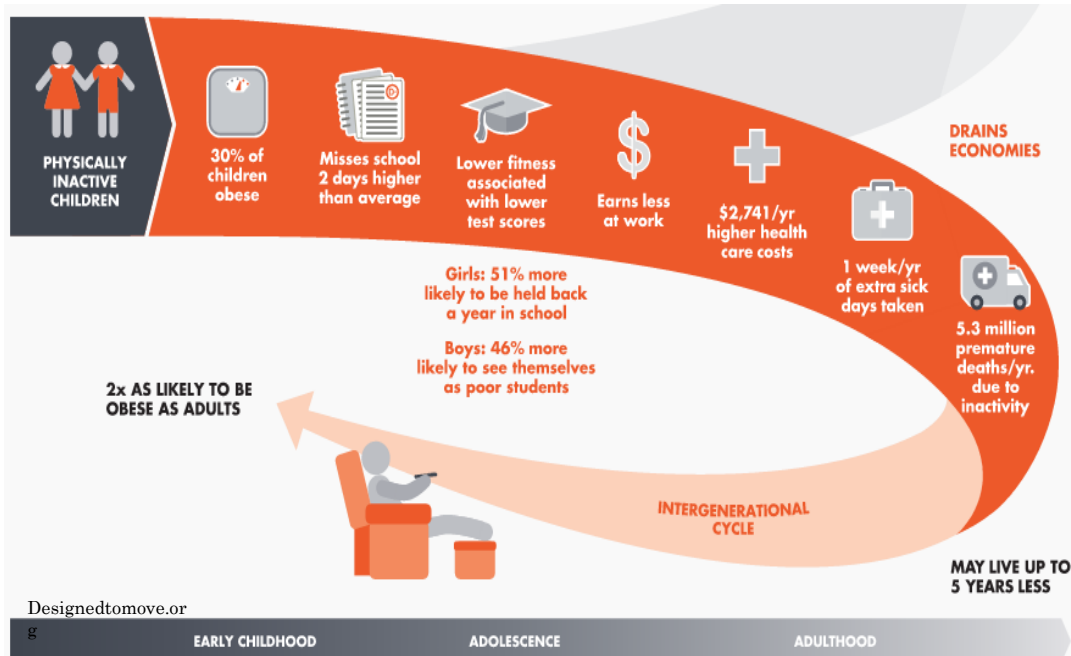
- Student Health Trends
- Time spent on physical activity
- Nutrition education programs conducted
- Financial impact (a la carte sales, vending machines)

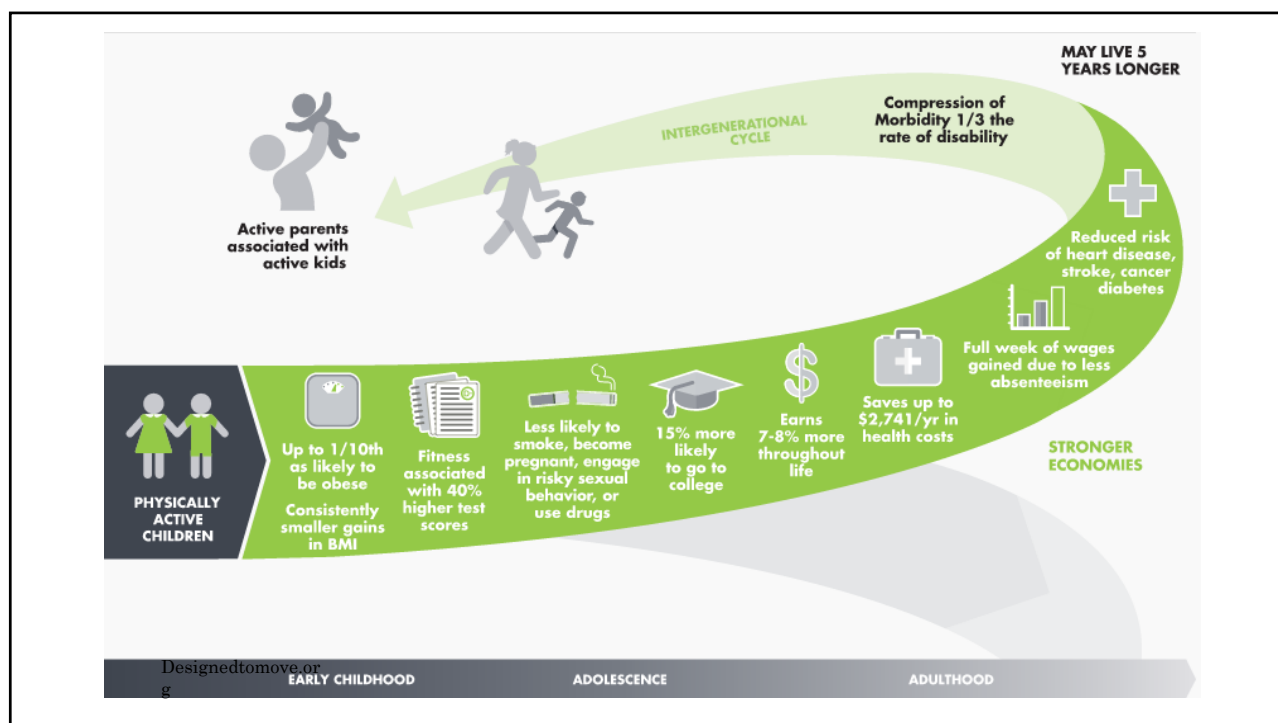
Monitoring and Evaluation

We can't raise a child's IQ . . . but we can put a better student in the chair



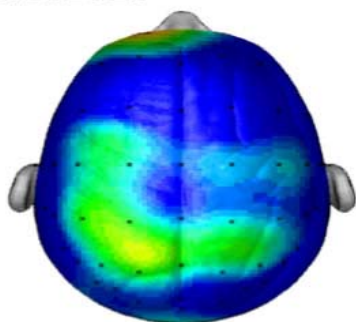
Robert Murray MD, National
Consultant on Childhood Obesity



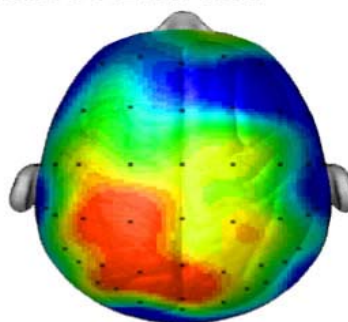


Average composite of 20 students brains taking the same test

BRAIN AFTER SITTING QUIETLY



BRAIN AFTER 20 MINUTE WALK



Academic Achievement

Academic performance

- Class grades
- Standardized tests
- Graduation rates

Education behavior

- Attendance
- Drop out rates
- Behavioral problems at school

Students' cognitive skills and attitudes

- Concentration
- Memory
- Mood



CDC, *Healthy Kids. Successful Students. Stronger Communities. Improving Academic Achievement through Healthy Eating and Physical Activity*

Healthy Eating and Academic Achievement

Dietary Behavior/Issue	Related Academic Achievement Outcomes
Participation in the School Breakfast Program (SBP)	<ul style="list-style-type: none"> • Increased academic grades and standardized test scores • Reduced absenteeism • Improved cognitive performance
Skipping breakfast	<ul style="list-style-type: none"> • Decreased cognitive performance
Lack of adequate consumption of specific foods	<ul style="list-style-type: none"> • Lower grades
Deficits in specific nutrients	<ul style="list-style-type: none"> • Lower grades • Higher rates of absenteeism and tardiness
Insufficient food intake	<ul style="list-style-type: none"> • Lower grades • Higher rates of absenteeism • Repeating a grade • Inability to focus

CDC, *Healthy Kids. Successful Students. Stronger Communities. Improving Academic Achievement through Healthy Eating and Physical Activity*

Physical Activity and Academic Achievement

Physical Activity Practice	Related Academic Achievement Outcomes
Students who are physically active	<ul style="list-style-type: none"> Have better grades, better school attendance, and better classroom behaviors
Higher physical activity and physical fitness levels	<ul style="list-style-type: none"> Improved cognitive performance
More participation in physical education class	<ul style="list-style-type: none"> Better grades, standardized test scores, and classroom behavior
Time spent in recess	<ul style="list-style-type: none"> Improved cognitive performance and classroom behaviors
Participation in brief classroom physical activity breaks	<ul style="list-style-type: none"> Improved cognitive performance, classroom behaviors, and education outcomes
Participation in extracurricular physical activities	<ul style="list-style-type: none"> Higher GPAs, lower drop-out rates, and fewer disciplinary problems

CDC, *Healthy Kids. Successful Students. Stronger Communities. Improving Academic Achievement through Healthy Eating and Physical Activity*

Take Action

Provide professional development to schools on :

- healthy food options for breakfast and lunch, standards for competitive foods (e.g., school store, vending machines), and at school-sponsored events
- comprehensive approach to physical activity in schools (e.g., quality physical education programs, walking and biking to school program, recess, physical activity breaks in and outside the classroom)

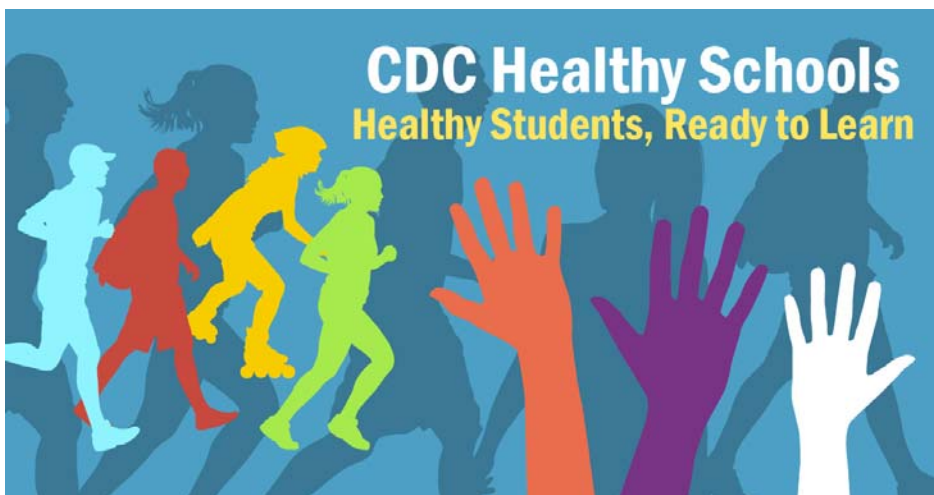
Collect data on health and educational behaviors and outcomes to assess the benefits of school health (e.g., healthy eating, physical activity) policies and practices.

Take Action

Create partnerships with key stakeholders to help support the connection among healthy eating, physical activity, and academic achievement.

Establish, implement, and evaluate local wellness policies that support healthy school nutrition environments and a comprehensive approach to physical activity in schools

Health and Academics Resources



- Research
- Fact Sheets
- Data Tables

Students Health & Fitness Act

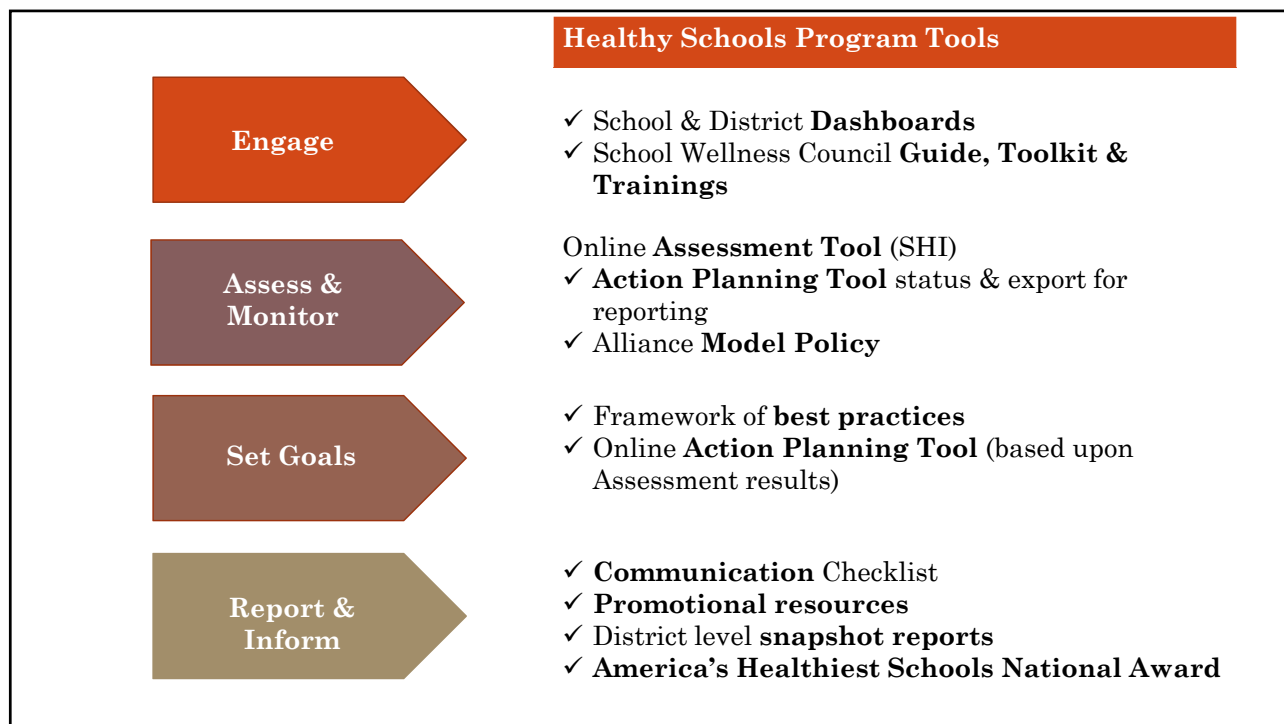


ASSURANCES FOR DISTRICT/SCHOOL PLANS

(Mandated Component)

Office of Health and Nutrition Assurance

As required by the Students Health and Fitness Act [section 59-10-330 (B)], the district has established a Coordinated School Health Advisory Council (CSHAC) that includes members of the community, school representatives, students, parents, district food service employees, and school board members, and has collaborated with the CSHAC to develop a school health improvement plan that addresses strategies for improving student nutrition, health, and physical activity and includes the district's wellness policy. The district health improvement plan goals and progress toward those goals are included in the district's strategic plan.





2017 Report Cards

SCHOOL
DISTRICT .

Superintendent:
Board Chair:
District Phone:
District Website:

State
Rating
History*

Past Year's
Ratings

2014 - Excellent

2013 - Excellent

2012 - Excellent



TRUE OR FALSE

**Schools are required to adopt
revised Local Wellness Policies by
January 1, 2018.**

TRUE OR FALSE

Districts must identify a school official that will ensure implementation of their Wellness Policy.

TRUE OR FALSE

The Wellness Policy must be reviewed and updated annually.

TRUE OR FALSE

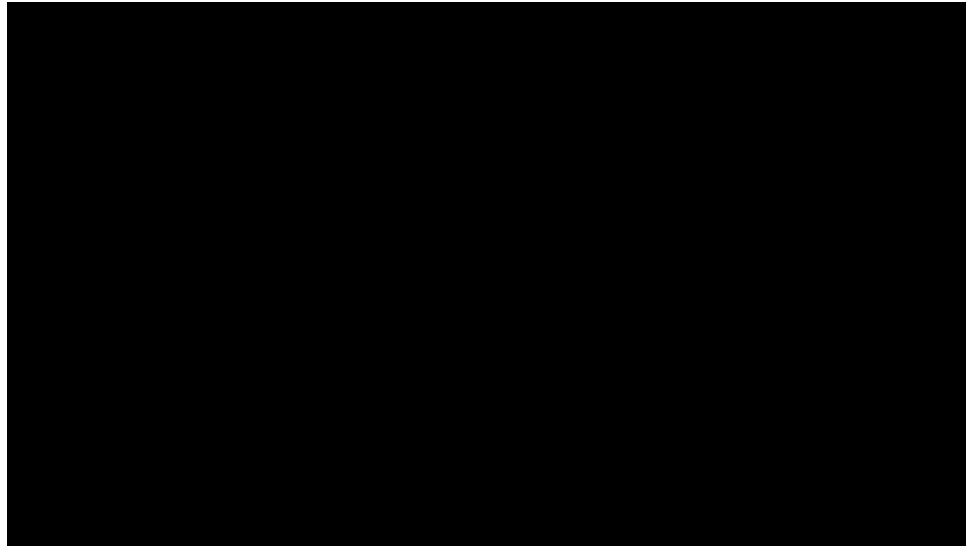
Districts have to publicly share updates and implementation progress of the wellness policy.

Source: USDA Administrative Review Guidance Manual
<http://www.fns.usda.gov/nsrp/administrative-review-manual>

TRUE OR FALSE

Every 3 years districts must make available to the public assessment results, updates to the wellness policy and goal implementation progress.

USDA Final Rule Summary



When schools have effective policies and practices that support the health of their students and staff; absenteeism decreases, concentration improves, and behavior problems are reduced.

- National School Boards Association

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