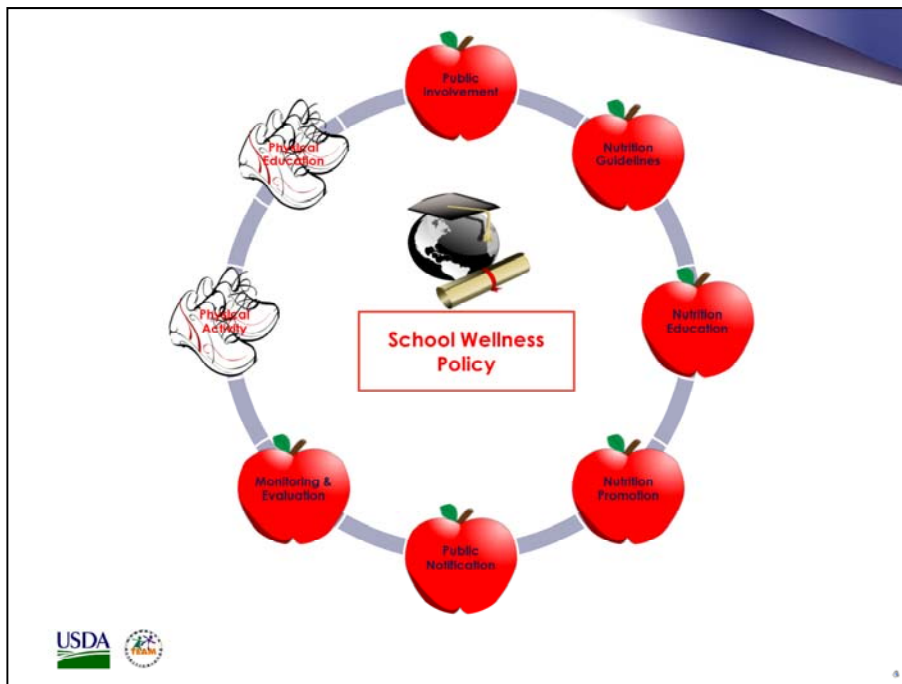


Hi, my name is Tess Patterson, and today I will be representing the Nebraska Department of Education in discussing with you the local school wellness policy.



As you all know schools play a critical role in promoting student’s health preventing obesity and combating problems associated with poor nutrition and in physical activity. Local wellness policies are an important tool for parents, local educational agencies (LEAs) and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards.

The new regulations require districts to include the following elements and making sure schools implement the local policy, monitor and evaluate the policies, and periodically update the community on the status of the policy.


- Public Notification
- Nutrition guidelines
- Nutrition Education
- Nutrition Promotion
- Public Notifications
- Monitoring and evaluation
- Physical Education and Physical activity

As I have mentioned earlier, NE TN will provide more in-depth information about each elements as well as sample of policy language and resources. I would really encourage you

to join us every Wednesday at 2:00 to get more information about each element.

Comparison Chart of the 2004 and 2010 Requirements for Local School Wellness Policies (LWP)

	2004 Requirements Child Nutrition WIC Reauthorization Act	2010 Requirements Healthy, Hunger-Free Kids Act
Overview	Directs local educational agencies (LEAs) to have a LWP in place for each school under its jurisdiction.	Strengthens LWPs and adds requirements for public participation, transparency, and implementation.
Elements of the Local School Wellness Policy	LWP to include, at a minimum, goals for nutrition education, physical activity, and other school-based activities to promote student wellness, as well as nutrition guidelines for all foods available on school campus.	In addition to the 2004 requirements, the LWP is also to include goals for nutrition promotion.
Stakeholder Involvement	LEAs are required to involve parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of LWP.	In addition to the 2004 requirements, LEAs are now required to permit teachers of physical education and school health professionals to participate in the development of LWP.
Stakeholder Participation	The stakeholders named above are required to participate in the development of the LWP.	In addition to the 2004 requirements, LEAs are now required to permit all stakeholders named above and in 2004 to participate in the implementation and periodic review and update of LWP.
Local Discretion	LEAs can determine the specific policies appropriate for the schools under their jurisdiction, provided that those policies include all required elements specified in the Act.	Same as 2004 requirement.



This a comparison chart compare between 2004 and 2010 SWP requirements. The HHFA2010 add a new section which expand the scope of SWP by brining additional stakeholders to help in development, implementation and review LSWP and required public update on the content of implementation of SWP.

USDA agrees that schools play a powerful role in preparing students for a successful future, and believes that the guidance outlined in this final rule will further support efforts to create a school environment that teaches, supports and encourages students to develop lifelong healthy habits.

NDE/TN recognizes that the first few years of implementation may be a period of transition as strengthening local school wellness policies may involve significant changes for some LEAs. During this transition period, NE TN is willing to focus on providing guidance and technical assistance to help LEAs move toward compliance. We would like to work closely with LEAs experiencing challenges to help them resolve unique issues. In order to assist LEAs in implementing these requirements, TN will continue to provide support to Schools. This will include identifying best practices and success stories and sharing other technical assistance materials that will assist LEAs in developing, updating, and assessing their policies.

Let’s take a look at each element and compare the differences between 2004 and 2010.



	2004 Requirements Child Nutrition WIC Reauthorization Act	2010 Requirements Healthy, Hunger-Free Kids Act
Public Notification	None.	LEAs are required to inform and update the public (including parents, students, and others in the community) about the content and implementation of the LWP.
Measuring Implementation	LEAs are required to establish a plan for measuring implementation of the LWP.	LEAs are required to periodically measure and make available to the public an assessment on the implementation of LWP, including the extent to which schools are in compliance with LWP, the extent to which the LWP compares to model LWP, and a description of the progress made in attaining goals of LWP.
Local Designation	LEAs are required to establish a plan for measuring LWP implementation to include delegating one or more persons with the responsibility for ensuring LWP compliance.	LEAs are required to designate one or more LEA officials or school officials to ensure that each school complies with the LWP.

- Public notification was not required in 2004 of WIC reauthorization; however, 2010 of HHFKA is required to inform and update the public including parent, students, and others in the community about the content and implementation of the LSWP.
- Measuring implementation in 2004 was only required to establish a plan whereas in 2010 LEAs are required to periodically measure and make available to the public an assessment on the implementation of LWP, including the extends to which schools are in compliance with LWP, the extend to which the LWP compares to model LWP, and a description of the progress make in attaining goals of LWP.
- And finally, local designation are required to ensure that each school complies with the LWP. LEAs need to designate one or more officials to measure the implementation of LWP.
- Now I am going to turn it over to Lynn to discuss how NDE monitors SWP

Wellness Policy Requirement Overview

➤ **Public Involvement**

- Nutrition Guidelines
- Nutrition Education
- Nutrition Promotion
- Physical Activity
- Physical Education
- Public Notification
- Monitoring and Evaluation



First, we will be focusing on the first element of SWP, public involvement.

Public Involvement

Policy

Local Educational Agencies (LEAs) are now required to permit teachers of PE and school health professionals as well as parents, students, and representatives of the school food authority, the school board, school administrators, and the public to participate in the development of wellness policies. The act also expanded the purpose of the team of collaborators beyond the development of a local wellness policy to also include the implementation of the local wellness policy with periodic review and updates.



- The final rules indicate that each LEA must allow parents, students, representatives of the SFA, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy,
- LEAs include in the written local school wellness policy a plan for involving those stakeholders. The broad stakeholder involvement ensures coordination across the school environment and throughout the community.
- LEAs must also 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.
- Transparency and inclusion are important aspects of the implementation process.
- However, LEAs have discretion in exactly how they implement this requirement. While FNS expects LEAs to actively seek members for the local school wellness policy committee that represent the categories described in the statute, and to the extent practicable, allow them to participate, there are a variety of factors to consider when seeking the right combination of representatives.

Wellness Policy Requirement Overview

- **Public Involvement**
- **Nutrition Guidelines**
- Nutrition Education
- Nutrition Promotion
- Physical Activity
- Physical Education
- Public Notification
- Monitoring and Evaluation



Now that we have highlighted the first element of SWP, public involvement, it's important to recognize the final rules of the first element indicate that each LEA must allow parents, students, representatives of the SFA, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy. LEAs include in the written local school wellness policy a plan for involving those stakeholders. The Broad stakeholder involvement ensures coordination across the school environment and throughout the community.

Now we will be focusing on the second element of SWP, Nutrition Guidelines.

Public Involvement

Collaborative community team to develop, implement and review policy

Team should include:

- Parents
- Teachers
- Physical Education Instructors
- School Foodservice Professionals
- Students
- School Board members and Administration
- Community members (SNAP-Ed)



- No single department or group has all of the necessary information to develop comprehensive policies.
- Parents spend the most time with their children and best understand their children's food habits and choices
- In addition to the suggested team members that are included in this slides, LEAs are also encouraged to include Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators or educators on the local school wellness policy committee, as appropriate. Kirsten will provide you with examples on how to involve a local community member to be part of school wellness committee
- Each LEA is best suited to determine the distinctive needs of the community it serves. For example, school health professionals may include a health education teacher, school health services staff, or a social services staff. An example of the general public may include a local dietitian, business representative, health care professional or community or civil leader interested in children, nutrition, education, health, and physical activity.

Public Involvement (AR 1003)

- Who is involved in reviewing and updating the Local school Wellness Policy?
- What is their relationship with the SFA?

- The Superintendent will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each schools' compliance with the policy
- Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy

Name	Title	Email address	Role



- This is one of the questions that is included in Administrative review
- Who is involved in reviewing and updating the Local school Wellness Policy?
- What is their relationship with the SFA?
- Here is an example of how to answer this question; The Superintendent will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each schools' compliance with the policy
- Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy
- Once members of the local school wellness policy committee are identified, the LEA is encouraged to make available to the public and school community, a list of names and position titles (or relationship to the school) of individuals who are a part of the wellness policy committee; as well as the name, position title, and school-based contact information of the lead individual(s) or coordinator(s) for the LEA, and for each school as applicable.
- Committee members can be identified on the LEA or school's website, in parent newsletters, or in other regular channels of communication that the LEA utilizes.

Nutrition Guidelines



LEAs are now required to include nutrition guidelines to promote student health and reduce childhood obesity for all foods available in each school district.



. The final rule would require that the local school wellness policy include nutrition guidelines for all foods and beverages available to students on each participating school campus under the LEA during the school day. This requirement, consistent with HHFKA, ensures that policies include guidance about foods and beverages available for sale that is consistent with the regulations governing school meals and competitive foods for sale in schools (Smart Snacks in Schools), and also encourages districts to establish standards for foods made available, but not sold, during the school day on school campuses.

Nutrition Guidelines

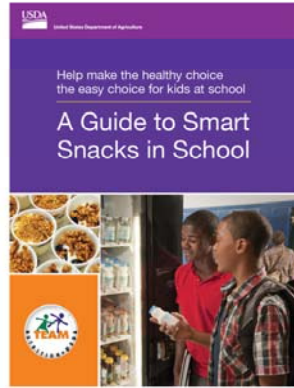
- 
1. Meal Services and Time
 2. Breakfast Menu
 3. Lunch Menu
 4. Free Water availability
 5. Professional Standards
 6. Competitive Foods
 7. Fundraisers
 8. Marketing
 9. Classroom Reward
 10. Classroom Celebration



In the following portion of our presentation, we will address the 10 general guidelines for this element and present strategies for implementing each general guideline. Schools that participate in NSLP must meet the USDA requirements regarding breakfast and lunch menu patterns, offering free water, professional standards for school nutrition staff, competitive food/smart snack, fundraising, and marketing. Classroom reward and celebration are not required by HHFK act; however, it is a best practices to include these categories in your SWP to be consistent with the rest of the food offered during school day.

Each guideline is important to school health, and there is no priority order. We will be discussing the key components for each category, policy language and resources to meet overall of this element. Now, I would like to turn it over to Donna to address the first five component of the nutrition guidelines.

Competitive Foods



Now, I would like to highlight competitive foods requirements. Competitive foods and beverages are those foods that are sold at school outside of and in competition with the federally reimbursable meal programs. Examples of competitive foods and beverages include those sold during the school day in vending machines (that are not part of reimbursable meals), student stores, á la carte items sold by the school food service department, or as fundraisers.



Before we discuss the competitive foods, I would like to provide a definition of each of the following terminologies

☐ **Competitive food/Smart Snacks:** all food and beverages sold to students on the School campus during the School day, other than those meals reimbursable under programs authorized by the NSLAact and the CNAact.

☐ **School campus:** all areas of the property under the (jory sdiction)jurisdiction of the school that are accessible to students during the school day.

☐ **School day:** the period from the midnight before, to 30 minutes after the end of the official school day.

- All foods sold during the school day must meet the nutrition standards as outlined in the Smart Snacks guidance.
- The Smart Snacks in Schools regulation applies to foods sold a la carte, in the school store and vending machines.
- There are no requirements for food/beverages sold during non-school hours for example weekends and evenings.

Smart snacks rules apply to all the products sold in schools to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) must meet the USDA Smart Snacks in School nutrition standards, at a minimum.



- To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* must meet or exceed the USDA Smart Snacks nutrition standards
- Nutrition standards list criteria that determine which foods and beverages can and cannot be offered on a school campus.
- One approach to setting standards is to increase options, such as requiring that schools offer fruits or vegetables at all locations where snacks are available. A second approach is to limit options, such as stipulating that schools cannot sell unhealthy foods such as candy, soda, and high-fat snacks.
- These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.



All foods that meet the final standards may be sold at fundraisers during school hours. The final standards would not apply to items sold during non-school hours, weekends, or off-campus fundraising events such as concessions during sporting events and school plays. We recognize that school-sponsored fundraisers are a method of financing some school activities for students.

The sale of food items that meet the final nutrition requirements, as well as the sale of non-food items, at fundraisers would not be limited in any way under the proposed rule.

School Fundraisers

- Foods that meet the standards may be sold during the day (but NOT at meal times)
- Fundraising supports students health when it involves selling nutritious foods and beverages or selling non-food items, such as wrapping paper, candles, or students artwork
- Schools can also raise money and promote health at the same time through, for example, a walk-a-thon, field day or juggling contest.



Fundraisers do not include bulk food items that are purchased for consumption at home - frozen pizzas, cookie dough tubs, etc.

Foods that meet the standards may be sold during the day (but NOT at meal times)
No Fundraiser exemptions allowed in NE



Classroom Parties & School Activities

- Birthday parties and holiday celebrations provide a great opportunity for schools to make healthful eating fun and exciting for students.
- Schools can promote a positive learning environment by shifting the celebration from the food to the child
- Games, crafts and have fewer parties and celebrate birthday on a monthly basis.



Birthday parties and holiday celebrations provide a great opportunity for schools to make healthful eating fun and exciting for students.

Schools can promote a positive learning environment by shifting the celebration from the food to the child

Games, crafts and have fewer parties and celebrate birthday on a monthly basis.

Smart Snacks Calculator

SMART SNACKS
PRODUCT CALCULATOR

ALLIANCE FOR A
HEALTHIER
GENERATION

Enter your product's nutrition information per amount **SOLD** (including all components and accompaniments).

Nutrition Facts

Serving Size oz (about g)

Amount Per Serving

Calorie Calories from

Total Fat (g)

Saturated Fat (g)

Trans Fat (g)

Sodium (mg)

Carbohydrates

Sugars (g)

USDA

18

Is your snack a Smart Snack? Find out with the Alliance for a Healthier Generation Smart Snacks Product Calculator! This calculator has been determined by the USDA, Food and Nutrition Service to be accurate in assessing product compliance with the federal requirements for Smart Snacks in Schools. The calculator can be used on food and beverages.

Use the Alliance Product Calculator with Healthy Out-of-School Time to assess and change your food offerings.

Wellness Policy Requirement Overview

- ~~Public Involvement~~
- ~~Nutrition Guidelines~~
- Nutrition Education
- Nutrition Promotion
- Physical Activity
- Physical Education
- Public Notification
- Monitoring and Evaluation



- So far we have addressed the public involvement. The final rule of the first element indicates that each LEA must allow parents, students, representatives of the SFA, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy. LEAs include in the written local school wellness policy a plan for involving those stakeholders.
- Last week we highlighted The final rule of the nutrition guidelines which would require that the local school wellness policy include nutrition guidelines for all foods and beverages available to students on each participating school campus under the LEA during the school day. This requirement, consistent with HHFKA, ensures that policies include guidance about foods and beverages available for sale that is consistent with the regulations governing school meals and competitive foods for sale in schools (Smart Snacks in Schools), and also encourages districts to establish standards for foods made available, but not sold, during the school day on school campuses.
- Today we will be focusing on the third element of SWP, Nutrition Education.

Nutrition Education



LEAs are now required to include goals for nutrition education and promotion that promote students wellness

- Standards based nutrition education
- Integrated into curricula
- Education links with school environment



The final rule are now required to include goals for nutrition education and promotion that promote students wellness

In developing these goals, LEAs must review and consider evidence-based strategies and techniques that link education with school environment.



Along with the great resources Nebraska Extension’s Nutrition Education Program has to offer, Team Nutrition has a multitude of nutrition promotion materials. Serving Up MyPlate: A Yummy Curriculum is a collection of classroom materials that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts, and Health. This curriculum introduces the importance of eating from all five food groups using the *MyPlate* icon and a variety of hands–on activities. Students also learn the importance of physical activity to staying healthy.



Serving Up MyPlate: A Yummy Curriculum

- The Curriculum seeks to improve the overall composition of the diet and increase the amount of PA each day.
- The following methods are used to accomplish these goals:
 - ✓ **Education-based strategies;** displaying MyPlate posters, playing MyPlate-themed songs, educational games, and sending home informational handouts to parents
 - ✓ **Behavior-modification strategies;** skill-building, problem-solving, decision-making, self-monitoring and goal-setting activities
 - ✓ **Environmental-modification strategies;** using MyPlate graphics in the classroom, cafeteria, and on school menus.

SERVING UP MyPlate

Choose **MyPlate.gov**

Fruits: Fuel Up With Fruits at Meals or Snacks! Pears, watermelon, plums, raisins, berries, and applesauce (without extra sugar) are just a few of the great choices. Make sure your fruit juice is 100% juice.

Vegetables: Color Your Plate With Great-Tasting Veggies! Try to eat more dark-green, red, and orange vegetables, and beans and peas.

Grains: Make at Least Half Your Grains Whole Grains! Choose whole-grain foods, such as whole-wheat bread, oatmeal, whole-wheat tortillas, brown rice, and popcorn, more often.

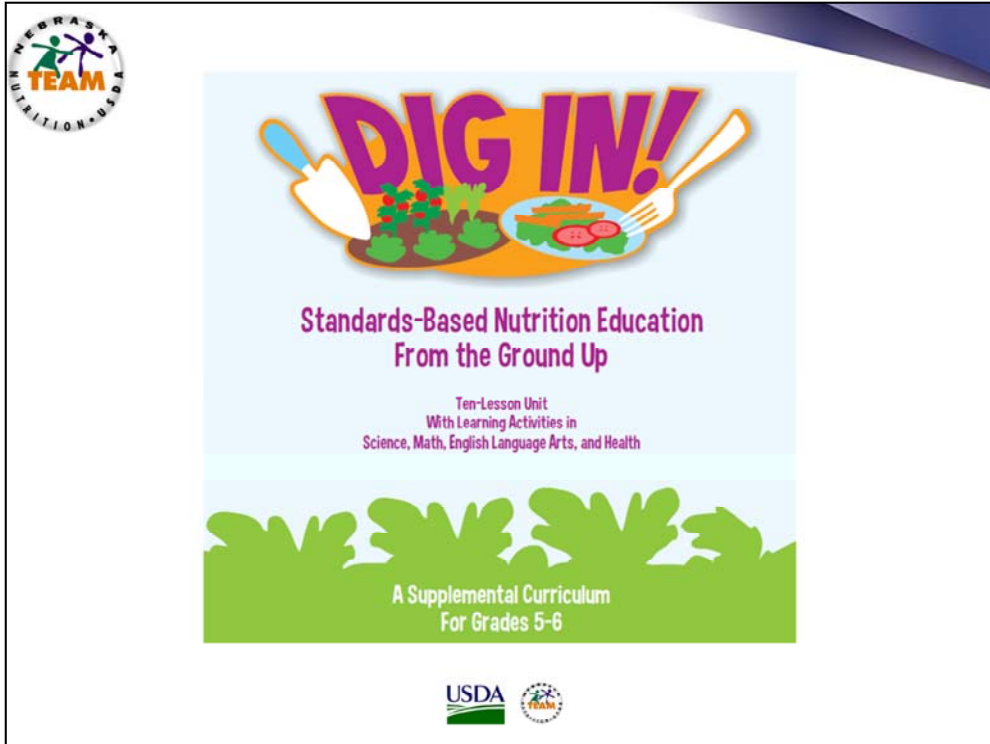
Protein: Vary Your Protein Foods! Try fish, shellfish, beans, and peas more often. Some tasty ways include a bean burrito, hummus, veggie chili, fish tacos, shrimp stir-fry, or grilled salmon.

Dairy: Get Your Calcium-Rich Foods! Choose fat-free or low-fat milk, yogurt, and cheese at meals or snacks. Dairy foods contain calcium for strong bones and healthy teeth.

Keep on Moving! Kids need at least 60 minutes of physical activity every day. Whether that's running, biking, tossing a ball, or playing tag, every little bit counts. So, run around at recess, jump rope with friends, ride your scooter, or play a sport. It all adds up!

Know Your "Sometimes" Foods Look out for foods with added sugars or solid fats, such as candy, cake, cookies, chips, ice cream, soda, fruit punch, lemonade, hot dogs, and bacon. They fit you up so that you don't have room for the foods that help you eat smart and play hard. Enjoy these every once in a while, not every day.

Serving Up MyPlate: A Yummy Curriculum uses education-based strategies such as MyPlate-themed songs and educational games, behavior-modification strategies such as decision-making and goal-setting activities, and environmental-modification strategies using MyPlate graphics in the classroom, cafeteria and on school menus.



The next standard's-based curriculum from Team Nutrition is Dig In!.

The Dig In! curriculum is another standards-based curriculum that it is easy to use and helps in engaging and motivating students.

While each lesson offers connections to the garden, learning activities can be done with or without a large garden in place. You can also teach lessons in sequence or split them up over the course of the school year (for example, teaching some lessons in the fall and the others in the spring).


In addition to elements found in a basic lesson plan – such as learning objectives, essential questions, time required, and supplies and preparation

Wellness Policy Requirement Overview


- ~~Public Involvement~~
- ~~Nutrition Guidelines~~
- ~~Nutrition Education~~
- ~~Nutrition Promotion~~
- Physical Activity
- Physical Education
- Public Notification
- Monitoring and Evaluation





- So far we have addressed the public involvement. The final rules of the first element indicate that each LEA must allow parents, students, representatives of the SFA, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy. LEAs include in the written local school wellness policy a plan for involving those stakeholders.
- The final rule of the nutrition guidelines which would require that the local school wellness policy include nutrition guidelines for all foods and beverages available to students on each participating school campus under the LEA during the school day. This requirement, consistent with HHFKA, ensures that policies include guidance about foods and beverages available for sale that is consistent with the regulations governing school meals and competitive foods for sale in schools (Smart Snacks in Schools), and also encourages districts to establish standards for foods made available, but not sold, during the school day on school campuses.
- Last week we highlighted the final of NUTR Education. The final rules are now required to include goals for nutrition education and promotion that promote students' wellness.
- In developing these goals, LEAs must review and consider evidence-based strategies and techniques that link education with the school environment.
- Today we will be focusing on the fourth element of SWP, Nutrition Promotion.



Nutrition Promotion



LEAs are now required to include goals for nutrition promotion to improve the nutrition environment: Changing the school environment to support healthy eating.



The final rule are now required to include goals for nutrition promotion to improve the nutrition environment. Changing the school environment to support healthy eating. Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.



Food Marketing

Common In-School Food Marketing Approaches:

- Posters and signs
- Vending machine exteriors
- Ads on buses
- In-school television ads (e.g. Channel One)
- Ads in school newspapers, yearbooks, and on school radio stations
- Announcements on the public announcement (PA) system



According to a comprehensive review by the National Academies' Institute of Medicine, television food advertising affects children's food choices, food purchase requests, diets, and health.

Studies also show that labeling and signage on school campuses affect students' food selections at school.

The majority of public school students are exposed to some form of food and beverage marketing at school; in 2012, 70% of elementary and middle school students and 90% of high school students attended schools with food marketing.

The overwhelming majority of foods marketed to children are of poor nutritional quality, including in schools.

A national survey found that 67% of schools have advertising for foods that are high in fat and/or sugar.

Candy and snack food manufacturers, beverage companies, and fast-food restaurants are among the companies that market most heavily in schools.

In 2009, beverage companies accounted for more than 90% of marketing expenditures directed at children in schools.⁴

The 2010 Healthy, Hunger-Free Kids Act resulted in new USDA guidelines that are making school meals more wholesome and nutritious, and improving the nutritional quality of foods sold through vending, a la carte, school stores, fundraisers, and other foods outside of the school meal programs.



For purposes of this final rule, marketing is defined as advertising and other promotions in schools. Food marketing commonly includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.⁴ Food and beverage marketing are commonly present in areas of the school campus that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, areas adjacent to the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.



These “mini-billboards” visually express the theme of the *Dig In! unit* – namely, *the world of possibilities found in growing and eating fruits and vegetables*. Display them in your classroom, the school cafeteria, and other places throughout the school to motivate students to choose more fruits and vegetables at meals and snacks. (Note: A list of all vegetables pictured in the poster can be found at TN website.)

Eat Smart To Play Hard With MyPlate Poster (36”x24”)

This two-sided poster shows the MyPlate icon and foods in the five food groups. A blank MyPlate on the reverse can be used as a tool to assess students’ understanding.

The posters are also available in (8½”x11”)

This two-sided mini poster shows the MyPlate icon on one side and foods in the five food groups on the reverse.



The Larger Poster



This infographic highlights how a variety of healthy foods from each MyPlate food group are included as part of a school lunch. Learn about ways to help children make healthy food and beverage choices at school

High Five Stickers



Use these fun stickers to give a “high five” to kids for making a MyPlate meal that includes healthful food choices from each of the five food groups

Wellness Policy Requirement Overview

- Public Involvement
- Nutrition Guidelines
- Nutrition Education
- Nutrition Promotion
- Physical Activity
- Physical Education
- Public Notification
- Monitoring and Evaluation



- So far we have addressed the public involvement. the first element indicates that each LEA must allow parents, students, representatives of the SFA, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy. LEAs include in the written local school wellness policy a plan for involving those stakeholders.
- Final nutrition guidelines require that the local school wellness policy include nutrition guidelines for all foods and beverages available to students on each participating school campus under the LEA during the school day. This requirement, consistent with HHFKA, ensures that policies include guidance about foods and beverages available for sale that is consistent with the regulations governing school meals and competitive foods for sale in schools (Smart Snacks in Schools), and also encourages districts to establish standards for foods made available, but not sold, during the school day on school campuses.
- We have also highlighted NUTR Education. The final rule is now required to include goals for nutrition education and promotion that promote students wellness
- In developing these goals, LEAs must review and consider evidence-based strategies and techniques that link education with school environment.

- We just finished introducing nutrition promotion. LEAs are now required to include goals for nutrition promotion to improve the nutrition environment: Changing the school environment to support healthy eating.
- Now we will be focusing on the fifth element of SWP, physical education and physical activity .



Physical Education



LEAs are now required to include goals for physical activity and other school-based activities to promote student wellness

- **Standards-based physical education**
- **Health and fitness focused curriculum**
- **Education links with school environment**





Comprehensive Physical Activity Program



60 Minutes

<http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>





Physical Activity



LEAs are now required to include goals for physical activity and other school-based activities to promote student wellness

- **PA Integrated into the classroom**
- **Daily recess for elementary (minimum of 20 minutes)**
- **Education links with school environment**





SPARK Programs

 **Physical Education**  **After School**

 **Early Childhood**  **Coordinated School Health Initiative**

A row of six colorful booklets, each with the "SPARK" logo and a different background color (red, blue, light blue, yellow, light green, and yellow).

<http://www.sparkpe.org/>





CATCH® CEC Physical Activity Box



CATCH® K - 2 Activity Box

CATCH®

COORDINATED APPROACH TO CHILD HEALTH



CATCH® 3 - 5 Activity Box

<http://catchinfo.org/>



CATCH® Kids Club Activity Box for Grades K - 5



CATCH® 6 - 8 Activity Box



Wellness Policy Requirement Overview

- Public Involvement
- Nutrition Guidelines
- Nutrition Education
- Nutrition Promotion
- Physical Activity
- Physical Education
- **Public Notification**
- Monitoring and Evaluation



- Last week we introduced the final provision on PE and PA. **LEAs are now required to include goals for physical activity, PE and other school-based activities to promote student wellness**
- Now we will be focusing on the seventh element of SWP, public notification.

Public Notification



LEAs are now required to inform and update the public (including parents, students, and others in the community) about the content and implementation of local wellness policies.

Information for the public on the School Nutrition Environment: Requires LEAs to report on the school nutrition environment to the USDA and the public, including information on food safety inspections, local wellness policies, school meal program participation, nutritional quality of program meals, etc.



- The final rule would require the LEAs inform the public about the content of the local school wellness policy and make the local school wellness policy and any updates to the policy available to the public on an annual basis.
- FNS strongly encourages LEAs to provide as much information as possible to their communities about the school nutrition environment. While FNS agrees that sharing the local school wellness policy in many locations is useful in notifying families about the content and implementation of the policy, FNS recognizes that LEAs are best-suited to determine specific methods for publicizing the information, since LEAs communicate with households using various methods.
- This final rule, therefore, provides LEAs flexibility to determine the most effective method of providing this notification within their communities.
- For example, LEAs could post the local school wellness policy on the school or LEA's website and send a message to families notifying them of how they may obtain a copy or otherwise access the policy.
- In addition to the online posting option, a copy of the local school wellness policy could be posted at each physical school site, such as in the front office or main entrance.
- Furthermore, the LEA could present the information during a meeting with the Parent Teacher Association/Organization, school board, district superintendent, school/district health and wellness committee, or other interested groups or stakeholders. Other examples of methods for public information sharing with the larger community include

notifications through local newspapers or the media that link to a Web page on the school or LEA's website. FNS strongly recommends LEAs make concerted efforts to ensure that the local school wellness policy and any public announcement related to the policy is available in the languages that represent the school community. LEAs are also required to make available to the public the results of the triennial assessment, and actively notify households of the availability of the assessment results.

Public Notification

- ✓ School Wellness Webpage/Website
- ✓ Articles in the school newsletter
- ✓ Success Stories
- ✓ Social Media
- ✓ Press Release



Some avenues for communication can include:

Posting the wellness policy and updates on the school's website

Including the policy in the student handbook


Including updates in the school's newsletter

And Reporting updates to the school board

With the policy approved and adopted, communicating the new policy revisions to stakeholders is critical to ensure policy becomes practice. Here are some ideas on how to communicate the policy changes to staff, students, families and community:


- Establish a **school wellness webpage** on the district website to provide a go-to page for the wellness policy, frequently asked questions, handouts and calendar of events related to the wellness policy and activities.
- Include an article on the policy revisions in **district and school newsletters**; include a link to the school wellness website for more information.
- Feature **success stories** on how the wellness policy is positively impacting students and staff on district and school websites on an ongoing basis; promote the stories through district and school websites, newsletters and social media.
- Feature health and wellness successes and events on **social media** to broaden and increase awareness.

- Celebrate successes, big and small, and hold a **special event** to recognize school champions such as students, families and staff who have gone the extra mile to make wellness a priority; invite wellness committee members and give them a round of applause.
- Send a **press release** to local media outlets outlining the changes to the policy and to promote related activities and events.



Resources


- **Team Nutrition Popular Events Booklet:**
<http://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet>
- **Institute for Child Nutrition -**
<http://theicn.org/ResourceOverview.aspx?ID=249>





ICN TRAINERS LOGIN STATE AGENCIES LOGIN REGISTER

TEAM UP ICN ONLINE CHILD NUTRITION SCHOOL N
 RESOURCES COURSES ARCHIVES PRISM

Communication Tools for School Nutrition Programs



Team Nutrition Popular Events Booklet: Filled with ideas for fun ways to promote nutrition and physical activity at elementary and middle schools.

<http://www.fns.usda.gov/team-nutrition-popular-events-idea-booklet>

Institute for Child Nutrition - Communication Tools for School Nutrition Programs: Includes templates for newsletter articles and press releases, tips on working with the media, and tips on garnering support from school boards, administrators and the community.

<http://theicn.org/ResourceOverview.aspx?ID=249>

Wellness Policy Requirement Overview

- Public Involvement
- Nutrition Guidelines
- Nutrition Education
- Nutrition Promotion
- Physical Activity
- Physical Education
- Public Notification
- **Monitoring and Evaluation**



Last week we shared about the public notification. The final rules indicates that LEAs are now required to inform and update the public about the content and implementation of local wellness policies.

- Now we will be focusing on the last element of SWP, Monitoring and Evaluation .

Monitoring and Evaluation



LEAs must assess compliance with the local wellness policy requirements as a part of the general areas of the administrative review every 3 years. The extent to which the local education agency's local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public.



The final rule requires State agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review which is every 3 years.

LEAs must conduct an assessment of the wellness policy every 3 years, at a minimum. This assessment will determine:

- Compliance with the wellness policy,
- How the wellness policy compares to model wellness policies, and
- Progress made in attaining the goals of the wellness policy.

As far as Documentations needed for the review

The State agency will examine records during the Administrative Review, including:

- Copy of the current wellness policy,
- Documentation on how the policy and assessments are made available to the public,
- The most recent assessment of implementation of the policy, and
- Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate.



5 WH Questions

- **WHAT** are we going to do?
- **WHO** is going to be responsible for the activities?
- **WHEN** do we want this to be completed?
- **HOW** are we going to do these activities?
- **BY HOW MUCH:** %, #



LEAs must also formally assess their policies to ensure that goals and objectives are being met.

So LEAs need to develop measurable objectives to help with monitoring and evaluating SWP. Your objectives should address the 5 WH questions.

WHAT are we going to do?


WHO is going to be responsible for the activities?

WHEN do we want this to be completed?

HOW are we going to do these activities?



And it is very important to include an indicator to measure your success. And this can be done by setting a percentage or numbers as a benchmark to compare before and after implementing a policy. And I will share with you an example in the next slide.

Usually, your objective should include BY HOW MUCH: %, # how would you measure your success?



Measurable Objectives

- When By May 2017, we will increase PA for students by 60 minutes/week by offering PA breaks in classes.
 - ✓ What: increasing PA
 - ✓ When: By May 2017
 - ✓ How: Offering PA breaks in classes.
 - ✓ Who: Schools
 - ✓ How Much: 60 minutes/week

Let's take a look at this objective. By May 2017, we will increase PA for students by 60 minutes/week by offering physical activity breaks in classes.


So increasing the PA is the what

By May 2017 is the when

Offering PA breaks in classes is the how

Schools is who

And 60 minutes per week is how much



Nebraska Department of Education
Wellness Policy Requirement: *Implementation and Monitoring Plan*

Team Members _____ Date _____

	What	Who	When	How				
Requirement	Implementation Strategy	Implementation Plan	Person /Team responsible	Date Due	Date Implemented	Monitoring Plan	Policy Compliance? Action Plan to correct	Eval. Date
Public Involvement								
Collaborative community Wellness Team to develop, implement and review policy								
<input type="checkbox"/>	Build a Wellness Team including: parents, teachers, physical education instructors, school health professionals, school board and administration, and community members						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Wellness Team meets a minimum of 4 times/year					Meeting's agenda and minutes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Nutrition Guidelines								
Standards for all food available on school campus								
<input type="checkbox"/>	School breakfast (USDA guidelines, Grab & Go, Universal, Classroom)						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	School lunch (USDA guidelines, scratch-made, healthy menu changes, farm to school)						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Increase availability of fruits and vegetables (e.g. salad bar, farm stand)						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Free water available during lunchtime						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Competitive foods: A la Carte						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Vending Machines						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	School Store, Concessions						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Classroom/school celebrations						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Using non-food rewards						<input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/>	Healthy fundraisers						<input type="checkbox"/> Yes <input type="checkbox"/> No	

This document help schools with the implementation and monitoring their school wellness policy by identifying the what, when, who and how. It includes all the 8 elements of SWP and suggest an implementation's strategy and measureable objective for each strategy. As I just mentioned earlier and Under the final rule, schools must also inform and update the public about the content of their policies and the status of policy implementation. LEAs must also formally assess their policies to ensure that goals and objectives are being met. With greater transparency on the effectiveness of these policies, parents and other community stakeholders will be better informed and positioned to improve the school nutrition and wellness environment.




Nebraska Department of Education
Wellness Policy Requirement: *Implementation and Monitoring Plan*


School Name _____ Team Members _____ Date _____


<input type="checkbox"/>	Providing sufficient lunch times						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	10 minutes to eat breakfast after sitting down						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	20 minutes to eat lunch after sitting down						<input type="checkbox"/> Yes <input type="checkbox"/> No
Nutrition Education Goals for nutrition education							
<input type="checkbox"/>	Classroom –based (incorporated into curriculum, skill-based, cooking classes)						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Cafeteria interventions (Stagger information, “Eat the colors of the rainbow” themes)						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Foodservice staff education (scratch cooking, healthy meals)						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Staff training (Continuing education on Nutrition)						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Home and community (Sending information home, community education Nutrition /Physical Activity nights)						<input type="checkbox"/> Yes <input type="checkbox"/> No
Nutrition Promotion Changing the school environment to support healthy eating							
<input type="checkbox"/>	Become a Healthier US School						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Become a Team Nutrition School						<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Cafeteria ambience/education (supervision, noise level, visual appealing, etc.)						<input type="checkbox"/> Yes <input type="checkbox"/> No


Assessment (Needs Assessment, Monitoring and Evaluation)

<https://healthymeals.fns.usda.gov/local-wellness-policy-resources/local-school-wellness-policy-process/assessment-needs-assessment>

 **School Health Index (2014)** [↗](#)
Centers for Disease Control and Prevention.
 An online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. Based on CDC's Coordinated School Health model for improving students' health and learning, the SHI measures how well schools address six health topics: nutrition, physical activity, unintentional injury and violence prevention, tobacco use prevention, asthma, and sexual health. This comprehensive tool will help you to evaluate where your school stands and will guide your team in determining priorities and developing goals.

 **School Health Index (Healthy Schools Program version) (2016)** [↗](#)
Alliance for a Healthier Generation.
 The Healthy Schools Program website hosts a version of the School Health Index that addresses two health topics: nutrition and physical activity. It also includes resources, access to national experts, and opportunities to earn national awards from the Alliance in addition to the USDA's HealthierUS School Challenge and Let's Move! Active Schools.









 **School Wellness Policy Annual Report Checklist (2015) (PDF | 568 KB)**
Alaska Department of Health and Social Services.
 This fillable document is used by some Districts in Alaska to develop reports on the school wellness policies and prepare for their review. This example can be adapted for other States and jurisdictions to meet their needs.

 **WellSAT 2.0 (2013)** [↗](#)
UConn Rudd Center for Food Policy and Obesity.
 The Wellness School Assessment Tool (WellSAT) can be used to assess the quality of the school district's wellness policy, and provides personalized guidance and resources for making improvements. This tool focuses on district-level wellness policies, but can be easily adapted to measure wellness practices at an individual school.
 The Rudd Center's WellSAT-i measures wellness policy implementation. The WellSAT-i is currently a working draft.
Download WellSAT-i (PDF | 711 KB) [↗](#)
 It is recommended that the WellSAT-i be used in it's entirety; however, if this is not possible, the components below may be used individually.

- WellSAT-i for district wellness committees [↗](#)
- WellSAT-i for principals [↗](#)
- WellSAT-i for teachers [↗](#)
- WellSAT-i for PE teachers [↗](#)
- WellSAT-i for food service directors [↗](#)
- WellSAT-i scoring [↗](#)








**Team
Nutrition
Resources**

There are a variety of methods that LEA may employ to assess compliance by schools and determine progress toward benchmarks, objectives, and goals. Developing a wellness policy with measurable objectives, and realistic annual benchmarks will help when it is time to evaluate progress. Additionally, the local school wellness policy team and leadership can be assets in conducting periodic assessments.

	<p>School Food and Beverage Marketing Assessment Tool (PDF 1.2 MB) ↗</p> <p><i>California Project LEAN.</i></p> <p>This tool assesses food and beverage advertising in schools. The results of this assessment will enhance your understanding of what food messages children are being exposed to at school.</p>
	<p>Fuel Up to Play 60 School Wellness Investigation (updated August 2013) (PDF 440 KB)</p> <p><i>Fuel Up to Play 60.</i></p> <p>This is designed for schools using the Fuel Up to Play 60 program. However, this tool may be used to support any school's wellness efforts.</p>
	<p>Resource to Sustain and Strengthen Local Wellness Policy Initiatives (2013) (PDF 3.6 MB) ↗</p> <p><i>Institute of Child Nutrition.</i></p> <p>A guide to help school districts conduct an evaluation of local wellness policies. This guide details step-by-step instructions for conducting an evaluation, deciding what the results mean, and communicating the findings to stakeholders.</p>
	<p>Michigan Healthy School Action Tools (2014) ↗</p> <p><i>Michigan Team Nutrition. Michigan Department of Education.</i></p> <p>The online tool is only for districts in Michigan. However, if you go to the "Preview the Assessments" section you can access the links to print versions (PDFs) of all HSAT assessments. Assessments include sections on Healthy Eating, Health Education, Physical Education and more.</p>
	<p>School Wellness Policy Building Level Assessment Tool (October 2014) (PDF 119 KB)</p> <p><i>Iowa Team Nutrition.</i></p> <p>An easy to use assessment tool to be utilized at the building level to assess progress in meeting the district school wellness policy.</p>
	<p>School and Community Actions for Nutrition (SCAN) Survey (2007) (PDF 74 KB)</p> <p><i>UC Davis Center for Nutrition in Schools.</i></p> <p>A self-assessment tool designed to provide members of the school community with an easy and effective method for monitoring and evaluating progress in nutrition-related areas of the school district that will positively assist children in improving food behaviors and promote health.</p>
	<p>Physical Education Curriculum Analysis Tool (PECAT) (2015) ↗</p> <p><i>Centers for Disease Control and Prevention.</i></p> <p>A self-assessment and planning guide designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards.</p>
	<p>School Physical Activity Policy Assessment (S-PAPA) (2013) (PDF 137.63 KB) ↗</p> <p><i>Active Living Research, a National Program of the Robert Wood Johnson Foundation.</i></p> <p>The School Physical Activity Policy Assessment (S-PAPA) assesses physical activity policy related to physical education, recess, and other physical activity opportunities at elementary schools. This tool is useful for assessing PA policies in elementary schools.</p>


**Team
Nutrition
Resources**

Various resources have already been identified or developed to support LEAs with the wellness policy process. These resources can be accessed at USDA's School Nutrition Environment and Wellness Resources website including resources to support LEAs with assessing implementation of their local school wellness policy. I will highlight two great tools that we have been utilized here in NE.


	<p>School and Community Actions for Nutrition (SCAN) Survey (2007) (PDF 74 KB)</p> <p><i>UC Davis Center for Nutrition in Schools.</i></p> <p>A self-assessment tool designed to provide members of the school community with an easy and effective method for monitoring and evaluating progress in nutrition-related areas of the school district that will positively assist children in improving food behaviors and promote health.</p>
	<p>Physical Education Curriculum Analysis Tool (PECAT) (2015)</p> <p><i>Centers for Disease Control and Prevention.</i></p> <p>A self-assessment and planning guide designed to help school districts and schools conduct clear, complete, and consistent analyses of physical education curricula, based upon national physical education standards.</p>
	<p>School Physical Activity Policy Assessment (S-PAPA) (2013) (PDF 137.63 KB)</p> <p><i>Active Living Research, a National Program of the Robert Wood Johnson Foundation.</i></p> <p>The School Physical Activity Policy Assessment (S-PAPA) assesses physical activity policy related to physical education, recess, and other physical activity opportunities at elementary schools. This tool is useful for assessing PA policies in elementary schools.</p>
	<p>Children's BMI Tool for Schools</p> <p><i>Centers for Disease Control and Prevention.</i></p> <p>This Calculation tool was created for use by school, child care, and other professionals who want to compute BMI-for-age for a group of up to 2,000 children, such as for a school classroom or grade.</p>
	<p>Wellness Policy Tool: Assess the Environment</p> <p><i>Action For Healthy Kids.</i></p> <p>This tool provides background and resources to assess the wellness environment so you can focus specifically on areas that need improvement.</p>
	<p>Wellness Policy Tool: Measure, Evaluate and Sustain the Effort</p> <p><i>Action For Healthy Kids.</i></p> <p>This tool provides clear steps and questions to consider to help you measure and evaluate your wellness policy implementation.</p>
	<p>The Supplemental Nutrition Assistance Program Education (SNAP-Ed) Evaluation Framework (2016) (PDF 4.9 MB)</p> <p><i>USDA. ASSNA. National Collaborative on Childhood Obesity Research.</i></p> <p>The intended audience of this guide includes SNAP-Ed program administrators and program evaluators who are involved in planning, implementing, and evaluating local, state, territorial, or tribal programs.</p>

**Team
Nutrition
Resources**

The list is very long list and I really encourage you to visit TN website to explore the best assessment tool for your school.





School Health Index



The SHI was developed by CDC in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies to

- Enable schools to identify strengths and weaknesses of health and safety policies and programs
- Enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan
- Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health
- The SHI is based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors.





One of the assessment tools that we have used with coordinated school health is the *School Health Index (SHI)*: it is a *Self-Assessment & Planning Guide*. It is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential.

The SHI was developed by CDC in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies. The goal is to




- Enable schools to identify strengths and weaknesses of health and safety policies and programs
- Enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan
- Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health

The SHI is based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors.



WellSAT:2.0

- An assessment tool produces scores from 0 to 100 for both comprehensiveness and strength of the overall SWP.
 1. Nutrition Education
 2. Standards for USDA School Meal
 3. Nutrition Standards
 4. PE & PA
 5. Wellness Promotion & Marketing
 6. Evaluation



The second tool is The Wellness School Assessment Tool or we call it (WellSAT) can be used to assess the quality of the school district's wellness policy, and provides personalized guidance and resources for making improvements. This tool focuses on district-level wellness policies, but can be easily adapted to measure wellness practices at an individual school.

It is an online self assessment, free and very confidential. This tool produces scores from 0 to 100 for both comprehensiveness and strength of the overall SWP. It focuses on 6 components.

1. Nutrition Education
2. Standards for USDA School Meal
3. Nutrition Standards
4. PE & PA
5. Wellness Promotion & Marketing
6. Evaluation

Public Involvement

Annual Report Check List School Wellness Committee	Yes	In Progress	No
•Does the district have a school wellness committee? If not, please explain:			
•Has your work group helped maintain, revise, implement, assess, and monitor the policy?			
•Participation in wellness committee is promoted to: <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> School food service personnel <input type="checkbox"/> School Administrators <input type="checkbox"/> School Health Professional <input type="checkbox"/> PE teachers			

I also put together a checklist for SWP annual report when you are getting ready for your review. The checklist covers all the elements required to be included in your SWP.

So for the public involvement, you need to report on the following components.

•Does the district have a school wellness committee? Yes, NO or in progress

If not, please explain:

Has your work group helped maintain, revise, implement, assess, and monitor the policy?



Yes, NO or in progress

•Participation in wellness committee is promoted to:

- Students
- Parents
- School food service personnel
- School Administrators
- School Health Professional
- PE teachers

Nutrition Guidelines

Annual Report Check List Nutrition Guidelines	Yes	In Progress	No
•All food and beverages sold during school between 12 am and 30 min after the conclusion of the school day comply with Smart Snack requirements.			
•The following venues currently comply with Smart Snack requirements: <input type="checkbox"/> Vending <input type="checkbox"/> School stores <input type="checkbox"/> Fundraisers <input type="checkbox"/> Concessions <input type="checkbox"/> A la Carte			
•All foods and beverages provided through NSLP & SBP meet nutritional requirements of the NSLP Act.			

In regards to the nutrition guidelines elements, you need to report on the following components:

- All food and beverages sold during school between 12 am and 30 min after the conclusion of the school day comply with Smart Snack requirements.
- The following venues currently comply with Smart Snack requirements:
 - Vending
 - School stores
 - Fundraisers
 - Concessions
 - A la Carte
- All foods and beverages provided through NSLP & SBP meet nutritional requirements of the NSLP Act.

Nutrition Education

Annual Report Check List Nutrition Education	Yes	In Progress	No
• Students receive nutrition education that teaches the skills needed to adopt healthy eating behaviors			
• Classroom nutrition information is reinforced in the school cafeteria setting as well as in the classroom			
• Describe your overall goals/priorities for nutrition education and promotion:			
• Describe your progress towards district nutrition education (e.g. classroom instruction, parent education) goals/priorities:			



- For Nutrition Education element, your report should include information on how
- Students receive nutrition education that teaches the skills needed to adopt healthy eating behaviors
 - Classroom nutrition information is reinforced in the school cafeteria setting as well as in the classroom
 - Describe your overall goals/priorities for nutrition education and promotion:
 - Describe your progress towards district nutrition education (e.g. classroom instruction, parent education) goals/priorities: measurable goals and objectives

Nutrition Promotion

Annual Report Check List Nutrition Promotion	Yes	In Progress	No
• All foods available during the school day are offered to students with consideration for promoting health and reeducating childhood obesity.			
• Food and beverages are not offered as a reward for student's performance or behavior.			
• Describe your overall goals/priorities for nutrition promotion and promotion:			
• Describe your progress towards district nutrition promotion (e.g. Smarter Lunchroom techniques, increasing school lunch and breakfast participation, advertising healthy foods) goals/priorities:			





Same as the Nutrition Education element, your report should include information on nutrition promotion.

- All foods available during the school day are offered to students with consideration for promoting health and reeducating childhood obesity.
- Food and beverages are not offered as a reward for student's performance or behavior.
- Describe your progress towards district nutrition promotion (e.g. Smarter Lunchroom techniques, increasing school lunch and breakfast participation, advertising healthy foods) goals/priorities:

Physical Activity

Annual Report Check List Physical Activity	Yes	In Progress	No
<ul style="list-style-type: none"> We currently provide _____ minutes of recess each day and _____ total minutes of PA each day for our students 			
<ul style="list-style-type: none"> Recess is held outdoors, when partial 			
<ul style="list-style-type: none"> Describe your overall goals/priorities for physical activity and promotion: 			
<ul style="list-style-type: none"> Describe your progress towards district physical activity goals/priorities: 			

For Pa and Education:

- We currently provide ____ Number of ____ minutes of recess each day and _____ total minutes of PA each day for our students
- Recess is held outdoors, when partial
- Describe your overall goals/priorities for physical activity and promotion:
- Describe your progress towards district physical activity goals/priorities:

Public Notification

Annual Report Check List Public Notification	Yes	In Progress	No
•We regularly, at least annually, inform and update the public about the content, implementation of, and progress towards goals in our wellness policy.			
•Our last update was on _____ Specific date			
<input type="checkbox"/> The District will use electronic and non-electronic mechanisms including: <input type="checkbox"/> Email <input type="checkbox"/> District's website <input type="checkbox"/> Newsletters <input type="checkbox"/> Presentations to parents			



For public notification:

- we regularly, at least annually, inform and update the public about the content, implementation of, and progress towards goals in our wellness policy.
- Our last update was on _____ Specific date
- The District will use electronic and non-electronic mechanisms including:
- Email
- District's website
- Newsletters
- Presentations to parents

Monitoring & Evaluation

Annual Report Check List Monitoring & Evaluation	Yes	In Progress	No
•Our superintendent or designee (name:_____) ensures compliance with established district-wide nutrition and PA wellness policies			
•We send an annual summary report on district-wide compliance with the established nutrition and PA policies to the School Board. Our latest summary was sent on_____ (specific date)			
•Describe your progress towards district goals/priorities in other school based activities that promote student nutrition and physical activity:			



As far as the monitoring and evaluation component,

- Our superintendent or designee (name:_____) ensures compliance with established district-wide nutrition and PA wellness policies
- We send an annual summary report on district-wide compliance with the established nutrition and PA policies to the School Board. Our latest summary was sent on_____ (specific date)
- Describe your progress towards district goals/priorities in other school based activities that promote student nutrition and physical activity:



If you would like to access all the recorded webinars, slides and narrative of the webinars, please visit NDE website/Nutrition services. On your left, click on TN then it would take you to the TN webpage.

[Team Nutrition Home](#)
[School Meals Program](#)
[Child and Adult Care Food Program](#)
[Summer Food Service Program](#)
[Team Nutrition](#)
[NSLP](#)
[CACFP](#)
[Training](#)
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[Team Nutrition](#)
[Forms & Resources](#)
[Income Guidelines](#)
[Reimbursement Rates](#)
[Claim Due Dates/Payment Dates](#)
[Recall Notices](#)
[Links](#)
[Contact Us](#)

NSLP

Team Nutrition for Schools

- [Join the Team](#)
- [Coordinated School Health](#)
- [Healthier US School Challenge](#)
- [Nutrition Education](#)
- [Smarter Lunchroom](#)
- [School Wellness](#)
- [Smart Snacks](#)

Click on SWP

Forms and Resources Home

[School Meals Program](#) >

[Child and Adult Care Food Program](#) >

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Questions, Comments, or
Corrections? Let us know!

School Wellness Policy

School Wellness Policy Webinars

- **Part 1: Overview of the USDA Local Wellness Policy Rules**
 - [Power Point and narrative.pdf](#)
 - [Power Point Slides only](#)
- **Part 2: Public Involvement – Final rule and resources**
 - [Power Point and narrative.pdf](#)
 - [Power Point Slides only](#)
- **Part 3: Nutrition Guidelines – All foods available on school campus**
 - [Power Point and narrative.pdf](#)
 - [Power Point Slides only](#)
- **Part 4: Nutrition Education – Set goals and share curriculum**
 - [Power Point and narrative.pdf](#)
 - [Power Point Slides only](#)
- **Part 5: Nutrition Promotion – Ways and resources to promote healthy message.**
 - [Power Point and Narrative](#)
 - [Power Point Slides only](#)
- **Part 6: Physical Activity – Set goals for PA and PE**
 - [Power Point and Narrative](#)
 - [Power Point Slides only](#)
- **Part 7: Public Notification – Tips and examples**
 - [Part 7 Power Point and Narrative.pdf](#)
 - [Power Point Slides Only](#)
- **Part 8: Monitoring & Evaluation – Tools and resources**

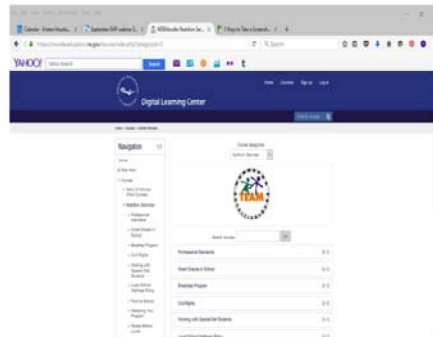
Moodle

- Online Continuing Education Modules through Moodle

- To access the modules:
 - View this short video to create an account: <https://youtu.be/rpnWetlXrZg>

- These modules help schools meet professional standards requirements.
 - School food service staff can earn up to 17 CEUs.
 - 11 different topics with 22 units.
 - Each unit contains a 5-question quiz.

- <https://moodle.education.ne.gov/>



Moodle



- **Step 1:** Navigate to the webpage <https://moodle.education.ne.gov/>
- **Step 2:** Click “sign up” in the top corner
- **Step 3:** Create a new account
- **Step 4:** Confirm the new account in your email



NEBRASKA **TEAM** NUTRITION



Questions

