



# Montana School Wellness in

# *Action!*



**A Step-By-Step Guide  
to School Wellness  
Policy Implementation**



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## **A Step-By-Step Guide to School Wellness Policy Implementation**

**Montana Team Nutrition Program  
Office of Public Instruction, School Nutrition Programs  
December 2007**

This guide, also available electronically on the Montana Office of Public Instruction School Nutrition Programs Web site, [www.opi.mt.gov/schoolfood/index.html](http://www.opi.mt.gov/schoolfood/index.html), provides information and guidelines to assist schools in making healthy changes in their school wellness environments. We hope you find this information useful. State agency staff are willing to assist you in learning more about this topic.

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### **Acknowledgements**

Team Nutrition would like to thank the Montana school staff and students who have served as models of inspiration to schools embarking on School Wellness Policy implementation. We appreciate their cooperation and willingness to share their experiences, information, lessons learned and advice.

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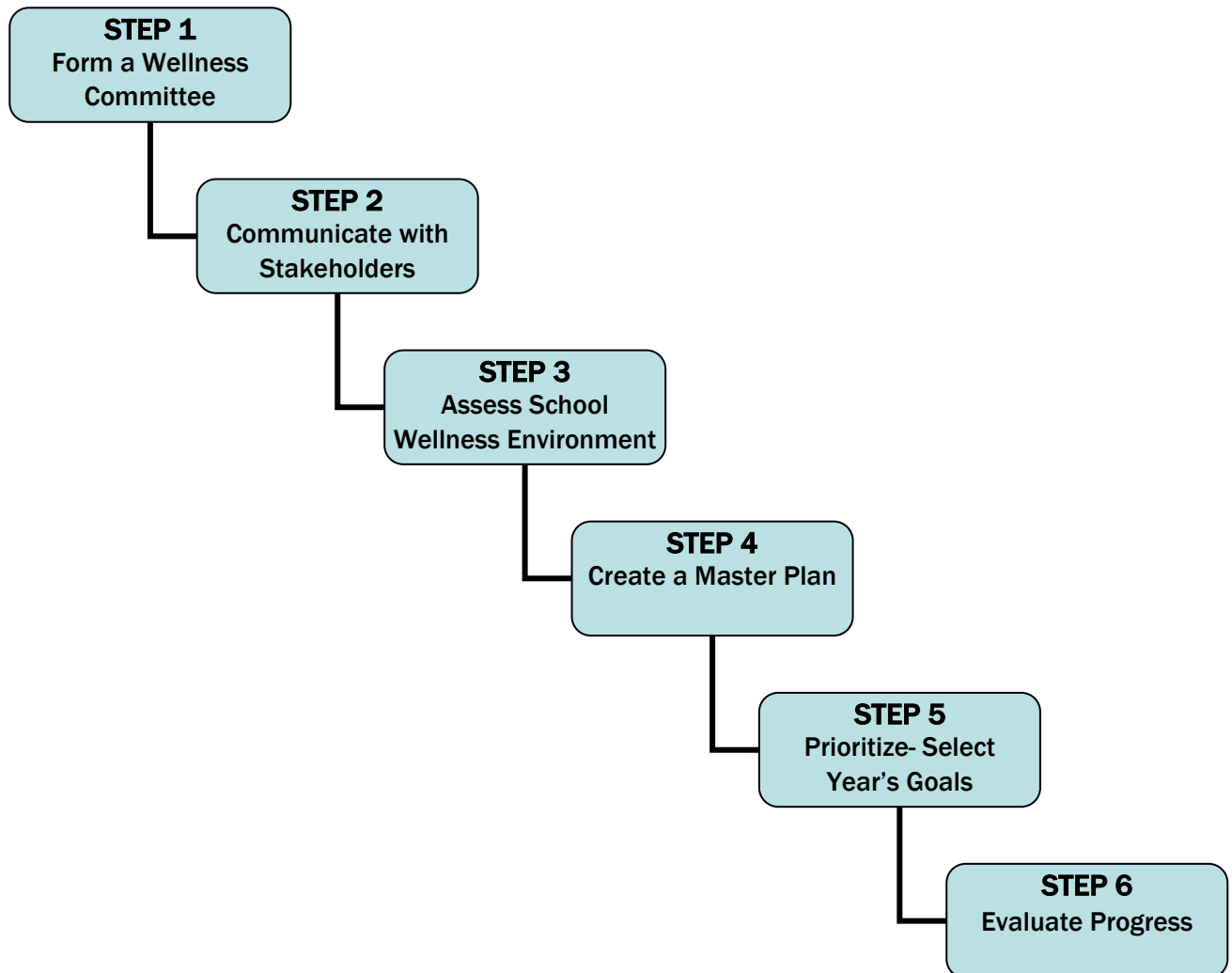
*This project has been funded at least in part with Federal Team Nutrition funds from the U.S. Department of Agriculture, Food and Nutrition Service. The content of this publication does not necessarily reflect the views or policies of the Department, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.*

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## Overview

Now that your school district has adopted a School Wellness Policy, how do you ensure that positive change will be put in place? This guide will provide you with a practical, step-by-step approach to putting your School Wellness Policy into action. Included are ideas and strategies for improving both the nutrition and physical activity environments of your school, as well as practical examples from Montana schools. These strategies will take into account important considerations such as acceptance of change by stakeholders (students, parents, teachers, administrators, food service workers and more) as well as financial viability concerns associated with changes in the school environment.

An overview of the step-by-step approach to School Wellness Policy implementation is as follows:



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## Introduction

Every school that receives federal funds for school meals must have a School Wellness Policy in place.<sup>1</sup> This new Congressional mandate is the result of the alarming trends related to the nutrition and physical activity patterns of children in the United States. By passing this legislation, Congress recognized the important role that schools play in the prevention of childhood obesity and associated chronic diseases.

### Overweight and Obesity Among Children

Over the past 20 years the prevalence of overweight among children ages 6-11 has more than doubled. Among adolescents ages 12-19, the news is even worse – overweight has tripled, with 16 percent of adolescents overweight. According to the 2007 Montana Youth Risk Behavior Survey, 29 percent of Montana high school students consider themselves slightly or very overweight.<sup>2</sup>

The health implications of an increasing trend toward overweight among children and teens are dire.

- Overweight children are more likely to become overweight adults.
- Overweight children are at higher risk for many health complications including Type 2 diabetes, elevated cholesterol levels, high blood pressure, asthma and joint problems.
- Health experts predict that, unless this increasing trend toward overweight ceases, this generation of American youth may be first to have a shorter lifespan than their parents.<sup>3</sup>

### Overfed Yet Undernourished?

A strange paradox exists regarding the nutrition of youth in America today. In general, most youth are getting plenty of calories. However, the intake of these calories is coming largely from nutrient-poor foods, leaving large nutrient inadequacies among these children in their critical development years. For example:

- 63 percent of youth do not get the recommended number of fruit servings per day.
- 78 percent do not get the recommended number of vegetable servings per day.
- In Montana, only 17 percent of youth reported eating the recommended 5-servings of fruits and vegetables daily.<sup>2</sup>
- Only 10 percent of teen girls and 30 percent of teen boys get adequate daily calcium – the intake of this crucial nutrient falls off markedly as children reach school age.<sup>4</sup>

### Physical Activity Has Declined in Children

It is recommended that all school-aged children and teens should engage in a minimum of 60 minutes of moderate to vigorous physical activity each day for good health. Among Montana's youth, only 37 percent of girls and 53 percent of boys report getting this recommended level of activity on a regular basis.<sup>2</sup>



Dwindling school budgets and increased federal performance requirements have many schools cutting the number of physical education classes offered. Among high school students, only 28 percent attend physical education classes daily.<sup>5</sup> Recess time is also often cut in order to increase the amount of classroom instruction time.

Screen time (defined as time spent with TV, video games, computers and other media) continues to increase among children and teens. Among both boys and girls, a greater risk for obesity is directly associated with an increase in weekly screen time.<sup>6</sup>

The health implications of inactivity are numerous – particularly among growing children and adolescents. Strength, endurance, bone growth and muscle development are among the attributes enhanced by regular physical activity.

### **Why Target Schools for Change?**

Being overweight, undernourished and inactive has profound educational implications for children. Overweight children have more school absences than healthy weight children. These same children are often the victims of harassment, bullying and discrimination at school.

*“Schools have the unique opportunity – even the responsibility – to teach and model healthful eating and physical activity, both in theory and in practice. Improving children’s health likely improves school performance, and it may even help a school’s bottom line. Therefore, schools have a vested interest in improving the nutrition and increasing the physical activity of their students.”*

- Dr. David Satcher, former Surgeon General and Founding Chair of Action for Healthy Kids

Both healthy nutrition and physical fitness have been linked to improved academic performance in school. For example, children who eat breakfast score higher on standardized tests than those who skip breakfast.<sup>7</sup>

Solving the problems associated with childhood overweight and obesity will require the collaborative efforts of families, health care providers, schools, policymakers, and community leaders, among others. However, schools will play an important central role in educating children and teens about healthy living and providing an environment in which they can practice these healthy behaviors throughout the school day.

### **References**

1. Section 204 of Public Law 108-265—June 30, 2004 [www.fns.usda.gov/tn/Healthy/108-265.pdf](http://www.fns.usda.gov/tn/Healthy/108-265.pdf)
2. 2007 Montana Youth Risk Behavior Survey <http://www.opi.state.mt.us/YRBS/index.html>
3. Olshanky, SJ, et al. (2005). A Potential Decline in Life Expectancy in the United States in the 21<sup>st</sup> Century. *New England Journal of Medicine* 352: 1138-1145.
4. U.S. Department of Health and Human Services. *Bone Health and Osteoporosis: A Report of the Surgeon General*. Rockville, MD: Department of Health and Humans Services, Office of the Surgeon General, 2004.
5. CDC. [Youth Risk Behavior Surveillance—United States, 2005](#) [pdf 300K]. *Morbidity & Mortality Weekly Report* 2006;55(SS-5):1-108.
6. Boone JE, Gordon-Larsen P, Adair LS, Popkin BM. (2007). Screen time and physical activity during adolescence: longitudinal effects on obesity in young adulthood. *Int J Behav Nutr Phys Act.* 4: 26.
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## School Wellness Policy Requirement: A Brief Look at the Law

On June 30, 2004, the president signed Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004. Section 204 of this law required that schools/districts that participate in the National School Meals Program establish a local school wellness policy by the start of the 2006 school year.

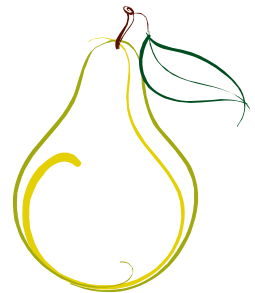
### The Five Required Components of a School Wellness Policy

As required by law, a local wellness policy, at a minimum, shall include:

1. Goals for *nutrition education, physical activity and other school-based activities* that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
2. *Nutrition guidelines* selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
3. *Guidelines for reimbursable school meals*, which are no less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools;
4. A plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's local wellness policy; and
5. *Community involvement*, including parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

To learn more about the legislation behind the local wellness policy requirement and for a variety of links on local wellness policy topics, go to the USDA Team Nutrition Web site:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>



# Steps to Successful School Wellness Policy Implementation

## *STEP 1:* Form and Maintain a School Wellness Committee

Forming a School Wellness Committee is a clear first step to getting your School Wellness Policy off and running. This committee will be the core group who ensures that the elements of your wellness policy are set into action.

As with any effective leadership body, your School Wellness Committee should be profiled so that it has:

- representation throughout the school/district;
- a diverse set of expertise and skill-sets among its members; and
- a enthusiastic, motivated and willing membership.

### **Committee Membership**

When determining the membership of your School Wellness Committee the first step is to look for representation from each of the following stakeholder groups:

- students;
- parents/Guardians;
- school Food Service Professionals;
- school Administrators;
- teachers;
- school Board Representatives; and
- members of the community with a wellness expertise (physician, nurse, etc.).

Once a representative from each of the above groups has been identified, it is then time to consider if your committee has at least one representative from each school in your district. Seamless communication throughout the district will be ensured if each school has representation on the School Wellness Committee.

### **Select A Committee Chairperson**

Once representation in all categories has been filled, your committee should convene and elect a chairperson. The chairperson will be the individual charged with leading the meetings and will serve as the central communicator for the committee. Very often, the most appropriate person for this position is a school administrator (principal/superintendent). The committee chairperson should be sure to set a **regular monthly meeting time** and stick to it!

### **Subcommittees**

Some school districts have found it helpful to form subcommittees to work on specific issues. For example, the Helena School District School Health Advisory Council (SHAC) has four subcommittees covering the specific topic areas of nutrition guidelines, nutrition education, physical activity and “other” school based activities.

**Worksheet 1**, on page 10, is designed to help your school/district complete this step of forming a School Wellness Committee.



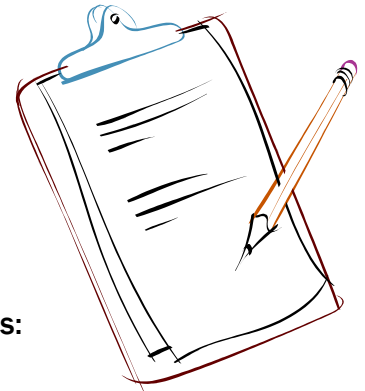
## ***STEP 2:* Communicate with Stakeholders**

Change is hard. In fact, change is often feared – particularly when people do not understand the reasons behind the proposed change. With this in mind, STEP 2 to implementing your wellness policy is to inform all stakeholders within your school community as to the “why” behind the School Wellness Policy adoption and implementation. Once the “why” is communicated clearly, many good things will happen.

- Resistance to school wellness environment changes will be lessened.
- Individuals interested in actively participating in the change will emerge.
- The entire school community will share a common knowledge and language centered on school wellness change.

### **Things to Consider when Communicating about School Wellness**

- Consider what certain stakeholders may have “to lose” by changes in the school wellness environment. For example:
  - Will revenues be impacted?
  - Will choice be impacted?
  - Will loved traditions be impacted?
- Convey factual information on changes and trends relative to the nutrition and physical activity wellbeing of youth.
- Provide stakeholders with relevant information – i.e., why school is an appropriate venue for addressing issues of wellness in children and teens.



### **Methods for Communicating About School Wellness**

- Provide a school wellness overview at in-person gatherings, such as:
  - staff meetings;
  - PTA/PTO meetings ;
  - coaches clinic; and
  - student assemblies.

Contact the Montana Team Nutrition office at (406) 994-5641 for assistance with this presentation. A sample PowerPoint presentation on School Wellness may be found at the Montana Office of Public Instruction (OPI) School Foods Web site:

<http://www.opi.mt.gov/schoolfood/schoolwellness.html>

- Create a “School Wellness” section on your school’s Web site. The San Francisco Unified School District Student Nutrition and Physical Activity Committee Web site (<http://www.sfusdfood.org/>) is a terrific model!
- Your school newsletter/newspaper is a very logical avenue for conveying important wellness information. You will find great content for your newsletters/newspapers from the *Eat Right Montana* monthly *Healthy Families* packets. (<http://www.eatrightmontana.org/eatrighthealthyfamilies.htm>)
- Be sure to contact your local media sources (newspaper, TV, radio) to invite them to your wellness events and to share with them all of your newsworthy school wellness stories. See Appendix F for more information.

## Customize Your Messages to Your Specific Audience

Is your message one that is meaningful to the entire school district, to just the elementary school community, or just the secondary (middle/high school) community? When developing your School Wellness communication strategies and tools, know your audience. The tables below provide some guidance relative to which wellness topics may be most applicable to specific audiences. Examples of resources to use in your communication efforts are also highlighted here.

### Issues Relevant to Entire School District (K-12)

Topic	Resource Available to Address Topic
School Meals Program	<p>Nutrition Standards for Foods at School  <a href="http://www.opi.mt.gov/pdf/schoolfood/NutritionStandards.pdf">http://www.opi.mt.gov/pdf/schoolfood/NutritionStandards.pdf</a></p> <p>Menus and My Pyramid  <a href="http://www.opi.mt.gov/pdf/schoolfood/MenusMyPyramid.pdf">http://www.opi.mt.gov/pdf/schoolfood/MenusMyPyramid.pdf</a></p> <p>HealthierUS School Challenge Program  <a href="http://teamnutrition.usda.gov/HealthierUS/index.html">http://teamnutrition.usda.gov/HealthierUS/index.html</a></p> <p>Healthier Montana Menu Challenge  <a href="http://www.opi.mt.gov/schoolfood/healthiermt.html">http://www.opi.mt.gov/schoolfood/healthiermt.html</a></p>
Staff Training on Student Wellness	<p>Healthy Students Learn More  <a href="http://www.opi.mt.gov/schoolfood/healthystudents.html">http://www.opi.mt.gov/schoolfood/healthystudents.html</a></p> <p>The Role of Schools in Preventing Childhood Obesity  <a href="http://www.opi.mt.gov/pdf/schoolfood/TheRoleofSchools.pdf">http://www.opi.mt.gov/pdf/schoolfood/TheRoleofSchools.pdf</a></p>
Staff Wellness	<p>School Employee Wellness: A Guide for Protecting the Assets of Our Nation's Schools  <a href="http://www.schoolempwell.org/">http://www.schoolempwell.org/</a></p> <p>Free Wellness Program Newsletters (weekly)  <a href="http://www.wellnessproposals.com/wellness_proposals_free_wellness_newsletters.htm">http://www.wellnessproposals.com/wellness_proposals_free_wellness_newsletters.htm</a></p>
Classroom Rewards	<p>Healthy Ideas for Student Rewards  <a href="http://www.opi.mt.gov/pdf/schoolfood/HealthyIdeas.pdf">http://www.opi.mt.gov/pdf/schoolfood/HealthyIdeas.pdf</a></p>
Healthy Fundraising	<p>Selling Healthy Food  <a href="http://www.opi.mt.gov/pdf/schoolfood/sellinghealthyfoods.pdf">http://www.opi.mt.gov/pdf/schoolfood/sellinghealthyfoods.pdf</a></p>
Health Enhancement Curriculum	<p>CDC Health Education Web site  <a href="http://www.cdc.gov/healthyyouth/SHER">http://www.cdc.gov/healthyyouth/SHER</a></p> <p>Nutrition Education Resources  <a href="http://www.opi.mt.gov/schoolfood/nutritioned.html">http://www.opi.mt.gov/schoolfood/nutritioned.html</a></p>
Expanding Physical Activity Opportunity	<p>10 Ways to Increase Physical Activity in School  <a href="http://www.opi.mt.gov/pdf/schoolfood/10WaysIncreasePA.pdf">http://www.opi.mt.gov/pdf/schoolfood/10WaysIncreasePA.pdf</a></p>
Connecting School Wellness to Home	<p>Eat Right Montana Healthy Families Packet (use as newsletter insert)  <a href="http://www.eatrightmontana.org/eatrighthealthyfamilies.htm">http://www.eatrightmontana.org/eatrighthealthyfamilies.htm</a></p>

### Issues Specific to Elementary Grades (K-5)

Topic	Resources Available to Address Topic
Recess Before Lunch	Recess Before Lunch Guide <a href="http://www.opi.mt.gov/schoolfood/recessBL.html">http://www.opi.mt.gov/schoolfood/recessBL.html</a>
Classroom Parties	Healthy Classroom Party Ideas <a href="http://www.opi.mt.gov/pdf/schoolfood/partyideas.pdf">http://www.opi.mt.gov/pdf/schoolfood/partyideas.pdf</a>
Increasing Physical Activity Opportunity	Mind and Body: Activities for the Elementary Classroom <a href="http://www.opi.state.mt.us/pdf/Health/Mind&amp;Body.pdf">http://www.opi.state.mt.us/pdf/Health/Mind&amp;Body.pdf</a>
After School Programs	Recharge! Energizing After School <a href="http://www.actionforhealthykids.org/Recharge/index.php">http://www.actionforhealthykids.org/Recharge/index.php</a>  Active Hours After School <a href="http://www.afterschoolalliance.org/active_hours.cfm">http://www.afterschoolalliance.org/active_hours.cfm</a>
Connecting School Wellness to Home	Healthy Habits Family Challenge <a href="http://www.opi.mt.gov/pdf/schoolfood/HealthyHabitsC08.pdf">http://www.opi.mt.gov/pdf/schoolfood/HealthyHabitsC08.pdf</a>

### Issues Specific to Middle/High School (6-12)

Topic	Resources Available to Address Topic
Student Stores and Vending	All it Takes is Nutrition Sen\$e Toolkit <a href="http://www.opi.mt.gov/schoolfood/nutritionense.htm">http://www.opi.mt.gov/schoolfood/nutritionense.htm</a>  Selling Healthy Food <a href="http://www.opi.mt.gov/pdf/schoolfood/sellinghealthyfoods.pdf">http://www.opi.mt.gov/pdf/schoolfood/sellinghealthyfoods.pdf</a>
Vending Machine Offerings	Healthy Vending Strategies <a href="http://www.opi.mt.gov/pdf/schoolfood/HealthfulVending.pdf">http://www.opi.mt.gov/pdf/schoolfood/HealthfulVending.pdf</a>
Increasing Physical Activity Opportunity	Recommended Standards for Physical Activity in School <a href="http://www.opi.mt.gov/pdf/schoolfood/NorthCarolinaphysical.pdf">http://www.opi.mt.gov/pdf/schoolfood/NorthCarolinaphysical.pdf</a>
Connecting School Wellness to Home	Healthy Concessions at School (from North Carolina Dept. of Public Instruction <a href="http://www.eatsmartmovemorenc.com/programs_tools/school/docs/food_standards/concessions.pdf">http://www.eatsmartmovemorenc.com/programs_tools/school/docs/food_standards/concessions.pdf</a>

### Communicate with Your Local Media

Some of the most important communication will take place after you have implemented your school wellness plan and your district is basking in the benefits of an improved school wellness environment. At this point, it is critical to expand your wellness message through communication with the mass media. For pointers on sharing your school wellness successes with the media, see **Appendix F**.

### ***STEP 3:* Assess Your School Wellness Environment**

Right out of the starting gate, it is important to know where your school/district stands relative to the requirements of the new School Wellness Policy. By scrutinizing the many pieces that contribute to a healthy (or unhealthy) school environment, your school wellness committee will have a clear starting point for making change. Fill out **Worksheet 2**, on pages 11-12, in order to get a clear picture of where change is needed in your school/district.

**Note:** Other useful tools for assessing the school wellness environment include:



**Changing the Scene: Improvement Checklist**

<http://www.fns.usda.gov/tn/Resources/support.pdf>

**Centers for Disease Control: School Health Index (SHI)**

<http://apps.nccd.cdc.gov/shi/default.aspx>

### ***STEP 4:* Create a School Wellness Master Plan**

With the four required components of the School Wellness Policy as your guideline, identify specific areas of needed change within your school/district. Use **Worksheet 3** on page 13 of this document to create the master plan for your school/district.

### ***STEP 5:* Prioritize Your Master Plan– Select the Year’s Goals**

Evaluate the master plan you developed in STEP 4. How many “high priority” items were there? Among the high priority items, your School Wellness Committee should select between 1-3 items to set as goals for the coming school year. Beyond emerging as a “high priority” item, criteria for selecting these items include:

- Are any of the items/changes required by law? If so, this should probably be addressed sooner than later;
- Enthusiasm among your School Wellness Committee to work on this item/goal;
- Try choosing one goal related to nutrition and one related to physical activity;
- Choose at least one goal to put in place fast that is good for your committee’s (and school’s) morale; and
- It is OK to consider a goal as “phase 1” of a larger goal. For example, collecting baseline data for a more significant school environment change is a perfectly acceptable goal for the year.

Fill out one copy of **Worksheet 4**, on page 14, for each goal you identify.

## ***STEP 6***: Evaluate the Progress of Each School Wellness Activity/Change

Evaluation is critical to assessing your school's/district's wellness policy activities.

Meaningful evaluations:

- improves the content of, support for and implementation of your wellness policy;
- documents environmental changes, staffing needs and changes in revenue;
- ensures that your programs are on course; and
- leads to identification of new and changing needs.

### **The Basics of Evaluation**

Evaluation of your school wellness activities can be boiled down to one major line of attack – it is all about putting in place a systematic approach to collecting information. This information will then provide insight as to how well your school is doing with its wellness activities.

### **When to Create Your Evaluation Plan**

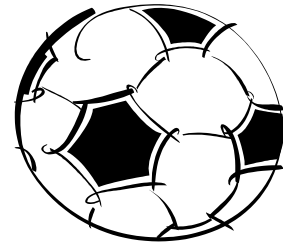
The best time to put your evaluation plan in place is before you implement a new wellness activity. With this approach, you can easily include baseline information in order to best track the impact of your activity.

### **Getting Started with Your Evaluation Plan**

Don't reinvent the evaluation wheel! There are some great resources that have been recently developed to help guide you with evaluation of your school wellness activities. Take time to check out the following resource – it is a wonderful place to get started with evaluation.

***School Wellness Evaluation***  
***A Simple Guide to Checking How Well Are We Doing with Wellness?***  
***- From North Dakota Department of Public Instruction***  
<http://www.dpi.state.nd.us/child/team/guide07.pdf>

***Wisconsin Department of Public Education***  
***Evaluating Local School Wellness Policies***  
<http://dpi.wi.gov/fscp/pdf/ne-eval-local.pdf>



### **Worksheet for Evaluation of Your School Wellness Activities**

For each one-year goal/activity your wellness committee has identified in STEP 5, fill out a copy of **Worksheet 5**, on page 15, to guide your evaluation of this goal. Make one copy of this worksheet for each goal your team has identified for the coming year.

**Worksheet 1: School Wellness Committee Formation Guide**

**Directions:** Complete this worksheet to ensure the committee has the representation from all key stakeholders for successful implementation. Be sure to designate your chairperson with an asterisk \*.

<b>Member Category</b>	<b>Name</b>	<b>Contact Information (telephone, e-mail)</b>	<b>School Represented</b>
Student			
Parent/Guardian			
School Foodservice Manager/Director			
Administrator			
Teacher			
School Board Trustee			
Community Member			
School Nurse			
School Counselor			
Student Store Representative			
Parent Group Representative (PTA)			
(other)			
(other)			
(other)			

## Worksheet 2: Assess Your School/District According to School Wellness Policy Requirements

**Directions:** Using the table below along with one of the school assessment tools listed on page 8, list the key wellness items that are: 1) going well in your school, and 2) in need of change.

Policy Component	What is going well in your school/district?	What change is needed in your school/district?
<b>Nutrition Guidelines for Food at School</b>		
School meals		
A la carte food/drink		
Vending		
Concessions		
Student store(s)		
Fundraising		
Classroom Rewards		
Classroom Parties		
Other		
<b>Nutrition Education</b>		
Curriculum		
Staff Training		
Other		

**Worksheet 2: Assess Your School District - Continued**

Policy Component	What is going well in your school/district?	What change is needed in your school/district?
<b>Physical Activity at School</b>		
Minutes of HE class per week		
HE curriculum		
Staff training in HE		
Minutes of recess per day		
Recess schedule		
Incorporating physical activity in classroom		
Other		
<b>Other School Based Wellness Activity</b>		
Staff wellness program		
Marketing and Promotion of Healthful Food Choices and Physical Activity		
Annual Wellness Event (health fair, fun-run/walk, etc)		
Other		



### Worksheet 3: School Wellness Master Plan List of Possible Areas for Change

**Directions:** Use this worksheet in order to prioritize items that were listed on Worksheet 2. Once you have completed this prioritizing exercise, select 2-3 items from your “high priority” list to set your goals for the year.

<b>Component 1: Nutrition Guidelines for Food at School</b>			
	<b>Priority Level for Change</b>		
	<b>High</b>	<b>Low</b>	<b>Not Applicable</b>
School meals			
A la carte food/drink			
Vending			
Concessions			
Student store(s)			
Fundraising			
Classroom rewards			
Classroom parties			
Other			
<b>Component 2: Nutrition Education</b>			
Curriculum changes are needed			
Staff training is needed			
<b>Component 3: Physical Activity at School</b>			
Minutes of HE class per week			
HE curriculum			
Staff training in HE			
Number of minutes of recess			
Recess schedule			
Incorporating physical activity in classroom			
Other			
<b>Component 4: Other School Based Wellness Activity</b>			
Staff wellness program			
Other			

**Worksheet 4: School Wellness Goals for the School Year**

**Directions:** For the 2-3 yearly goals identified through Worksheet 3, complete the worksheet below in order to clearly categorize your goals, clarify a target date and responsible party for each of the goals.

<b>Goal</b>	<b>School Wellness Policy Category</b> (Nutrition Guidelines for Food at School, Nutrition Education, Physical Activity, "Other" Wellness Activity )	<b>Approximate Target Date for Implementation of This Goal</b>	<b>Responsible Party</b>

### Worksheet 5: School Wellness Goal Evaluation Form

**Directions:** In order to develop an evaluation plan, complete a copy of this worksheet for EACH GOAL listed on Worksheet 4. There is a sample worksheet on page 16 to utilize in developing this evaluation plan.

**Goal:**

Element of the goal to be evaluated	Any Baseline Data to Collect?	How will this element be monitored?	Who will gather evaluation information?	How often will evaluation data be gathered?

### Worksheet 5: School Wellness Goal Evaluation Form - Example

**Directions:** In order to develop an evaluation plan, complete a copy of this worksheet for EACH GOAL listed on Worksheet 4.

**Goal:** Implement Recess Before Lunch (RBL)

<b>Element of the goal to be evaluated</b>	<b>Any Baseline Data to Collect?</b>	<b>How will this element be monitored?</b>	<b>Who will gather evaluation information?</b>	<b>How often will evaluation data be gathered?</b>
(Example: Is milk waste decreased?)	(Example: Milk waste study before RBL)	(Example: Track milk waste after implementation of RBL)	(Example: Joe – Wellness Committee member)	(Example: Once before RBL started - once after)
(Example: Is student behavior improved during afternoon hours following RBL?)	(Example: Number of behavioral referrals to office before RBL)	(Example: Number of behavioral referrals to office following implementation of RBL)	(Example: Betty – wellness committee member)	(Example: Once before RBL implementation – once after)

## Appendix A: Recommended Standards for Foods in Schools

In April 2007, the Institute of Medicine (IOM) published the report, *Nutrition Standards for Foods in Schools: Leading a Way Toward Healthier Youth*. The full report may be found at: <http://www.iom.edu/CMS/3788/30181/42502.aspx>



A brief summary of these standards has been included here to help schools/districts with decision-making related to foods available in the menu venues throughout the school. Please note, several of these IOM standards refer to Tier 1 and Tier 2 foods. Following the list of standards, you will find a table that explains the criteria for these Tier 1 and Tier 2 food and beverage categories.

**Standard 1:** Snacks, foods, and beverages meet the following criteria for dietary fat per portion as packaged:

- No more than 35 percent of total calories from fat;
- Less than 10 percent of total calories from saturated fats; and
- Zero trans fat.

**Standard 2:** Snacks, foods, and beverages provide no more than 35 percent of calories from total sugars per portion as packaged. Exceptions include:

- 100 percent fruits and fruit juices in all forms without added sugars;
- 100 percent vegetables and vegetable juices without added sugars; and
- Unflavored nonfat and low-fat milk and yogurt; flavored nonfat and low-fat milk with no more than 22 grams of total sugars per 8-ounce serving; and flavored nonfat and low-fat yogurt with no more than 30 grams of total sugars per 8 ounce serving.

**Standard 3:** Snack items are 200 calories or less per portion as packaged and a la carte entrée items do not exceed calorie limits on comparable NSLP items.

**Standard 4:** Snack items meet a sodium content limit of 200 mg or less per portion as packaged or 480 mg or less per entrée portion as served for a la carte.

**Standard 5:** Beverages containing nonnutritive sweeteners are only allowed in high schools after the end of the school day.

**Standard 6:** Foods and beverages are caffeine free, with the exception of trace amounts of naturally occurring caffeine-related substances.

**Standard 7:** Foods and beverages offered during the school day are limited to those in Tier 1 (Note: Tier 1 and Tier 2 foods/beverages are described on next page.).

**Standard 8:** Plain, potable water is available throughout the school day at no cost to students.

**Standard 9:** Sports drinks are not available in the school setting except when provided by the school for student athletes participating in sports programs involving vigorous activity of more than one hour's duration.

**Standard 10:** Foods and beverages are not used as rewards or discipline for academic performance or behavior.

**Appendix A – Continued**

**Standard 11:** Minimize marketing of Tier 2 foods and beverages in the high school setting by:

- Locating Tier 2 food and beverage distribution in low student traffic areas;
- Ensuring that the exterior of vending machines does not depict commercial products or logos or suggest that consumption of vended items conveys a health or social benefit.

**Standard 12:** Tier 1 snack items are allowed after school for student activities for elementary and middle schools. Tier 1 and 2 snacks are allowed after school for high school.

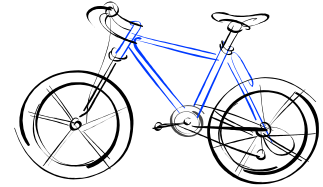
**Standard 13:** For on-campus fundraising activities during the school day, Tier 1 foods and beverages are allowed for elementary, middle and high schools. Tier 2 foods and beverages are allowed for high schools after school. For evening and community activities that include adults, Tier 1 and 2 foods and beverages are encouraged.

**Foods and Beverages That Meet Tier 1 and Tier 2 Standards**

Foods	Beverages
<b>Tier 1 for All Students</b>	
<p>Tier 1 foods are fruits, vegetables, whole grains, and related combination products* and nonfat and low-fat dairy that are limited to 200 calories or less per portion as packaged and:</p> <ul style="list-style-type: none"> <li>▪ No more than 35 percent of total calories from fat</li> <li>▪ Less than 10 percent of total calories from saturated fat</li> <li>▪ Zero trans fat</li> <li>▪ 35 percent or less of calories from total sugars, except for yogurt with no more than 30 g of total sugars per 8 oz portion as packaged</li> <li>▪ Sodium content of 200 mg or less per portion as packaged</li> </ul> <p>A la carte entrée items meet fat and sugar limits as listed above and **:           <ul style="list-style-type: none"> <li>▪ Are National School Lunch Program (NSLP) menu items</li> <li>▪ Have a sodium content of 480 mg or less</li> </ul> </p> <p>*Combination products must contain one or more servings as packaged of fruit, vegetables or whole grain products per portion.            **200-calorie limit does not apply; items cannot exceed calorie content of comparable NSLP entrée items.</p>	<p>Tier 1 beverages are:</p> <ul style="list-style-type: none"> <li>▪ Water without flavoring, additives, or carbonation.</li> <li>▪ Low-fat* and nonfat milk (in 8-oz portions)               <ul style="list-style-type: none"> <li>○ Lactose-free and soy beverages are included</li> <li>○ Flavored milk with no more than 22 g of total sugars per 8-oz portion</li> </ul> </li> <li>▪ 100 percent fruit juice in 4-oz portion as packaged for elementary/middle school and 8-oz (two portions) for high school.</li> <li>▪ Caffeine-free, with the exception of trace amounts of naturally occurring caffeine substances</li> </ul> <p>* 1-percent milk fat</p>
<b>Tier 2 for High School Students After School</b>	
<p>Tier 2 snack foods are those that do not exceed 200 calories per portion as packaged and:</p> <ul style="list-style-type: none"> <li>▪ No more than 35 percent of total calories from fat</li> <li>▪ Less than 10 percent of total calories from saturated fats</li> <li>▪ Zero Trans Fat</li> <li>▪ 35 percent or less of calories from total sugars</li> <li>▪ Sodium content of 200 mg or less per portion as packaged</li> </ul>	<p>Tier 2 Beverages are:</p> <ul style="list-style-type: none"> <li>▪ Non-caffeinated, non-fortified beverages with less than 5 calories per portion as packaged (with or without nonnutritive sweeteners, carbonation, or flavoring)</li> </ul>

## Appendix B: Healthy Fundraiser Ideas

School fundraising has been centered largely on the sale of non-nutritious food and beverages such as candy, baked goods and soda. By rethinking your school's fundraising strategy, the wellness environment can be vastly improved. Some healthy fundraising alternatives are listed below.



### Items You Can Sell

Activity theme bags  
Air fresheners  
Balloon bouquets  
Books, calendars  
Brick/stone/tile memorials  
Bumper stickers & decals  
Buttons, pins  
Candles  
Christmas trees  
Coffee cups, mugs  
Cookbooks  
Coupon books  
Customized stickers  
Emergency kits for cars  
First aid kits  
Flowers and bulbs  
Gift baskets  
Gift certificates  
Gift wrap, boxes and bags  
Greeting cards  
Hats  
Holiday ornaments  
Holiday wreaths  
Jewelry  
License plates or holders with school logo  
Lunch box auctions  
Magazine subscriptions  
Megaphones  
Mistletoe  
Monograms  
Music, videos, CDs  
Newspaper space, ads  
Pet treats/toys/accessories  
Plants  
Pocket calendars  
Raffle front row seats at a school event  
Rent a special parking space  
Scarves

School art drawings  
School frisbees  
School spirit gear  
Scratch off cards  
Sell/rent wishes  
Souvenir cups  
Spirit/seasonal flags  
Stationery  
Student directories  
Temporary/henna tattoos  
T-shirts, sweatshirts  
Tupperware  
Valentine flowers  
Yearbook covers  
Yearbook graffiti  
Lunch box auctions

### Healthy Foods

Frozen bananas  
Fruit and nut baskets  
Fruit and yogurt parfaits  
Fruit smoothies  
Trail mix

### Sell Custom Merchandise

Bumper stickers/decal  
Calendars  
Cookbook made by school  
Logo air fresheners  
Scratch-off cards  
T-shirts/sweatshirts

### Items Supporting Academics

Read-A-Thon  
Science Fair  
Spelling Bee

### Things You Can Do

Auction (teacher does something for kids)  
Bike-a-thons  
Bowling night/bowl-a-thon  
Car wash (pre-sell tickets as gifts)  
Carnivals (Halloween, Easter)  
Dances (kids, father/daughter, Sadie Hawkins)  
Family/glamour portraits  
Festivals  
Fun runs  
Gift wrapping  
Golf tournament  
Jump-rope-a-thons  
Magic show  
Raffle (movie passes, theme bags)  
Raffle (teachers do a silly activity)  
Read-a-thons  
Rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)  
Recycling cans/bottles/paper  
Science fairs  
Singing telegrams  
Skate night/skate-a-thon  
Spelling bee  
Talent shows  
Treasure hunt/scavenger hunt  
Walk-a-thons  
Workshops/classes  
Garage sale

This handout was adapted from "Healthy Fundraising" Connecticut State Department of Education, February 2005: [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy\\_Fundraising\\_BW.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy_Fundraising_BW.pdf)

## Appendix C: Fun and Healthy Classroom Celebrations

Classroom celebrations and parties have evolved in recent years to be centered on high-sugar, relatively low-nutrition food items. While there is nothing wrong with an occasional treat, using classroom celebrations to support healthy eating and activity behaviors serves to strengthen your school's commitment to healthy living for all children. The following tips can help teachers set the stage for healthy classroom celebrations:

- At the start of the school year, inform parents of your "Classroom Celebrations Guidelines"
  - Clear communication will help alleviate any surprises or confusion – expect some grumbling since change is rarely embraced 100 percent right away.
- Consider having a once-a-month birthday celebration for all children with birthdays during that month – this way, having treats, such as cupcakes, will truly be "occasional," not the norm.
- Emphasize games or activities, rather than food for your classroom celebrations.
- Provide a list to parents of Healthy Party-Food Ideas. See the links below for ideas.
- Some great resources to assist you in creating fun and healthy classroom celebrations may be found via the following links:



### **Healthy Celebration Web Site Resources:**

#### **Connecticut State Department of Education**

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy\\_Celebrations.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy_Celebrations.pdf)

#### **Classroom Party Ideas from the University of California Cooperative Extension**

<http://www.cspinet.org/nutritionpolicy/classroompartyideasCA.pdf>

#### **Food Free Celebration Ideas (Massachusetts Public Health Association)**

<http://www.cspinet.org/nutritionpolicy/mphaideas.pdf>



## Appendix D: Rethinking Food Rewards

Classroom rewards can be an effective way to encourage positive behavior at school. However, many common classroom reward practices involve non-nutritious foods. It's time to rethink classroom rewards! By getting away from non-nutritious food rewards, schools can support the health and wellness of students while reinforcing healthy behaviors. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior.

Suggestions for age-appropriate alternatives to food rewards:

### Elementary School

- Take a walk with the principal
- Trips to a treasure box filled with nonfood items (stickers, play tattoos, bubbles, jump rope, key chains, yo-yo's)
- Taking care of class animal
- First in line
- Extra recess
- Play favorite game
- Bank system (earn play money to be used for privileges)
- Eat lunch with teacher
- School supplies



### Middle School

- Choose class activity
- Make deliveries to office
- Free choice time
- Field trip
- Help teach the class
- Paperback book
- Listen to music while working at desk
- 5-minute chat break
- Sit with friends

### High School

- Sit by friends
- No homework pass
- Class held outside
- Extra credit
- Reduced homework
- Drawing for donated prizes

Engage students in coming up with fun, creative and active reward ideas. Oftentimes, they will come up with simple, inexpensive and exciting ideas all on their own!

*This handout was adapted from Lexington-Fayette County, Kentucky Health Department Flyer*

## Appendix E: Improving the Offerings in School Stores

Are you interested in providing and promoting healthful foods and beverages at your student store, but are not sure how to make this change so that business success will follow? Look no further. A toolkit called, All It Takes Is Nutrition Sense: Students Encouraging Nutrition Snacks Everyday, has been developed to help guide schools in making these positive changes. The entire toolkit is available online at:

<http://www.opi.mt.gov/schoolfood/nutritionense.htm>

Some healthful product ideas for student stores include the following:

### Dairy/Protein Items

- Low-fat string cheese
- Puddings
- Beef Jerky Sticks
- Nuts and Seeds
- Trail Mix
- Low-fat yogurt, Go-Gurts
- Uncrustables (Smuckers PB & J mini sandwich)

### Grain-based Items

- Breakfast bar like a Nutri-Grain bar
- Cold cereal
- Sports bars like a Luna bar
- Crackers like Goldfish, Triscuits, Sun Chips, Baked Chips, Corn Nuts
- Pretzels, popcorn
- Breadsticks
- Cheese and crackers
- Peanut butter and crackers
- Baked Tortilla Chips and salsa
- Bagels and cream cheese/peanut butter
- Muffins (limit size to 3 ounces)
- Animal crackers, Fig Newtons, wafers

### Fruit or Vegetable

- Fresh fruit or vegetable with dip (apples/caramel, carrots/ranch, celery/peanut butter)
- Dried fruit chips or fruit leather
- Fresh or canned fruit cups

### Frozen Items

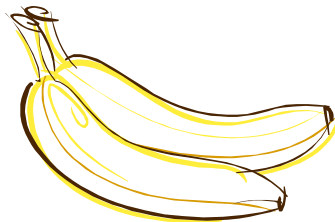
- Frozen yogurt or frozen Go-Gurts
- Juice bars
- Fudgesicles

### Beverages

- White or flavored low-fat milk
- 100% fruit juice
- 25-50% fruit juice blends
- V-8 Splash
- Water, flavored water
- Fruit smoothies (Tropicana, Dannon, Hanson)
- Hot apple cider or hot chocolate
- Hot flavored milk steamers

### Hot Items

- Soft pretzel with cheese sauce
- Baked potato with topping (chili/cheese)
- Soups, sandwiches (microwave-able)



## **Appendix F: Sharing Your School Wellness Success with the Media**

### ***What...* is the story and key message you want to share?**

- Start with your main message – this should be the “hook” for the media’s interest (and audience’s interest). Think of what answers the questions:
  - So what?
  - Who cares?
  - What is in it for me?
- Develop 2-3 supporting messages. These should be the main points of what occurred. Be sure to use positive language here and include some of the following:
  - specific examples;
  - facts/statistics;
  - personal stories or anecdotes;
  - comparisons; and/or
  - benefits.

### ***Who...* is the audience you want to receive your information?**

Identifying your audience is key. A media savvy person or organization always considers the audience they want to reach first and then molds their messages around the interests and media habits of their audience. For example, does the audience you want to reach receive their information primarily via television news? If so, getting your story out via television news and not newspaper print should be a priority.

### ***How...* do you get the information out?**

Seek out key media contacts in multiple media venues. Some suggested contacts to make include:

- Daily/Local Newspapers;
  - City desk
  - Education reporter
  - Health reporter
- Television;
  - Assignment editor/producer
  - Education reporter
- Radio;
  - Public affairs director or reporter.

When submitting your story, be sure to:

- Include your key messages up front.
- Include your contact information.
- If sending by e-mail (an often preferred avenue) be sure to create a subject line that will grab attention.
- Avoid sending attachments.
- Always follow-up with a telephone call.

To view some example press releases on various school wellness topics, visit the Web site of USDA’s *Changing the Scene: Improving the School Nutrition Environment*:

<http://www.fns.usda.gov/tn/Resources/support.pdf>

## School Wellness Policy Resources

### Action for Healthy Kids: Wellness Policy Toolkit

<http://www.actionforhealthykids.org/wellnesstool/index.php>

This online tool was created to help schools/districts put in place a local wellness policy that meets specific district goals for nutrition and physical activity. This tool also helps schools/districts put the adopted policy into action!



### USDA Team Nutrition: Local Wellness Policy Resources

<http://teamnutrition.usda.gov/Healthy/wellnesspolicy.html>

This Web site serves as a clearinghouse for information on School Wellness Policy. Examples of local wellness policies, implementation tools and resources and a list of frequently asked questions are among the many items found here.

### Montana Office of Public Instruction: School Wellness Resources

<http://www.opi.mt.gov/schoolfood/wellness.html>

Many terrific resources for Montana schools may be found at this Web site. ***Making it Happen in Montana*** highlights Montana schools that are leaders in implementing school wellness changes. ***Recess Before Lunch*** is a resource to help schools make this scheduling change and improve the school nutrition experience for children. ***Eat to Be Fit*** is a series of topical handouts on various nutrition topics (for middle/high school level). And much more ...!

### Montana Office of Public Instruction: Nutrition Education Resources

<http://www.opi.mt.gov/schoolfood/nutritioned.html>

Nutrition education resources for pre-K through grade 12 are available at this Web site. There are also nutrition education resources geared toward food service professionals and parents located here.

### National PTA School Wellness Resources

[http://www.pta.org/pr\\_category\\_details\\_1117232379734.html](http://www.pta.org/pr_category_details_1117232379734.html)

Here you will find a new resource, PTA Healthy Lifestyle: A Parent's Guide. This resource contains up-to-date, reliable information on nutrition, physical activity and more.

### Eat Right Montana

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

Eat Right Montana (ERM) is a nonprofit organization dedicated to providing consistent, science-based nutrition and physical activity messages to all Montanans. The monthly educational packet "Healthy Families" is available at this Web site.

### CDC Web site: Healthy Schools Healthy Youth!

<http://www.cdc.gov/HealthyYouth/index.htm>

This Web site contains many resources useful for School Wellness Policy implementation.

## **Montana School Wellness In Action! Implementation Guide Evaluation Form**

Please help us make this guide better in the future. After you have used this guide and the materials included within, please take a minute to fill out this evaluation form. Your input is important to us. Thank you for your time and suggestions.

1. School Name (optional) \_\_\_\_\_

2. School Grade Level \_\_\_\_\_

3. What is your present position? \_\_\_\_\_

4. Please tell us how you used this guide. \_\_\_\_\_

\_\_\_\_\_

5. Please rate the usefulness of the guide on a scale of 1 (not useful at all) to 5 (very useful). \_\_\_\_\_

6. Please briefly describe the steps your organization has taken to improve the school wellness environment. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What are your words of wisdom for others or lessons learned in regard to implementing a meaningful and effective School Wellness Policy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Additional Comments:

Please return the completed form via fax (406-994-7300), or, simply fold, apply postage and mail to: Montana Team Nutrition Program, Montana State University, 202 Romney Gym, PO Box 173360, Bozeman, MT 59717-3360. Feel free to contact Katie Bark at (406) 994-5641 or by e-mail at [kbark@mt.gov](mailto:kbark@mt.gov).

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PLACE  
STAMP  
HERE

**Montana Team Nutrition Program  
Montana State University  
202 Romney Gym, PO Box 173360  
Bozeman, MT 59717-3360**