School Wellness Policy Leadership

Improving healthy eating from state policy to school practices

December 9, 2009

Call in number: 866-516-3949 Pass code: 8919736#
Presented by the National Association of State Boards of Education

Support for this webinar was provided by a grant from Leadership for Healthy Communities, a national program of the Robert Wood Johnson Foundation.
Meeting Facilitators

Elizabeth Walker, MS, Project Director
elizabethw@nasbe.org

Allison (Topper) Kleinfelter, MS, Consultant
allisonk@achievability.net
Featuring West Virginia’s Comprehensive Nutrition Policy Standards
Objectives

- Learn how to apply the through-line, an educational leadership model, to align policies, practices and actions related to nutrition and physical activity.

- Discuss the reciprocal accountability needed for state, district, and school level wellness policy implementation.

- Explore models of success for strategies that coordinate state policy to classroom implementation.

- Provide input to support future wellness policy implementation tools.
The Need for Comprehensive State Nutrition Policies
Competitive Food Consumption

- Overall, almost half, or 40%, of school children consume competitive foods at school.
- 31% of students obtained competitive foods at lunch.
- About 277 calories are taken in when kids eat competitive foods. Of that, 177 calories are from junk foods--most common foods were dessert or snack items.
  - Average calories per day from junk foods = 177 cal/day.
  - Average school year (180 days) = 31,850 calories or about 9 lbs from competitive foods.
  - Average school career (12 years) = 382,200 or 109 lbs from competitive foods alone.


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US School Food Environment

Competitive Foods Were Widely Available, Especially in Middle and High Schools

![Bar chart showing percentage of schools with competitive foods available in different types of schools.]

- Snack Bar
- School Store
- Fundraisers
- A La Carte
- Vending Machines

School Nutrition Dietary Assessment-III, Surveys of Foodservice Managers and Principals (Volume I, Tables III.6 and III.7) and A La Carte Checklist (Volume I, Table IV.8).
Think About This....

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School Environments Can Make a Difference

**Challenges** to a healthy school environment:
- Access to foods of minimal nutrition value
- Inconsistent guidelines for foods and beverages
- Attitudes of school community members to change
- Access to healthy foods
AVAILABILITY OF UNHEALTHY SNACKS: DISTRICTS ADOPTING CONNECTICUT STATE STANDARDS VERSUS LOCAL STANDARDS

Unhealthy a la carte snacks

State Standards: 51% of CT districts (n=89)
Local Standards: 49% of CT districts (n=87)
Schwartz M. School Wellness Policies: Opportunities for Public Policy, Rudd Center for Food Policy and Obesity, Yale University; 2009.

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School Environments Can Make a Difference

Nutrition guidelines/standards can lead to:

- Decreased total and saturated fats
- Decreased sales of chips and sodas
- Increased availability of healthy foods and beverages for children and staff.
- Improved dietary intake of children

Leader Development | Conditions

Would be enacted by **statewide** strategies such as:

Would be implemented by **district** strategies such as:

Would be supported by **school** practices such as:

Could lead to **classroom** practices such as:

Which Will Result in:

**Improved Student Achievement**
Adapted Through-Line For School Health Policy

State Wide Strategy/Policy
- Conditions
- Key Actions to Support Policy Development
- Accountability

Enacted State Wide Strategy
- Conditions
- Key Actions to Support Policy Implementation
- Accountability

Implemented District Strategy
- Conditions
- Key Actions to Support Policy Implementation
- Accountability

Supported School Practices
- Conditions
- Key Actions to Support Policy Implementation
- Accountability

Leads to Classroom/Cafeteria Practices
- Conditions
- Key Actions to Support Policy Implementation
- Accountability

Leading to Improved Student Health and Achievement
Why a Comprehensive Nutrition Policy?

- Addressing childhood obesity was a priority for our state
- Built upon the work of the State Board Wellness Committee
- Utilized research and what was best for kids
- Assessed national recommendations (Institute of Medicine Nutrition Standards)
- Considered what was plausible and feasible
West Virginia Nutrition Standards (2008)

1. Limit total calories to no more than 200 per product/package

2. Limit fat to:
   a) Total fat to no more than 35% of calories per product/package excluding nuts, seeds or cheese
   b) Saturated fat to less than 10% of the total calories.
   c) Trans fat to less than or equal to 0.5 grams per product/package

3. Reduce sugar content of food items to no more than 35% of calories per product excluding fruits.
West Virginia Nutrition Standards (2008)

4. Limits sodium to no more than 200 mg per product/package
5. Prohibit caffeine containing beverages with the exception of those containing trace amounts of naturally occurring caffeine substances
6. Prohibit the sale, service or distribution of any foods containing non-nutritive sweeteners.
7. Created guidelines for foods brought from the home to the classroom.
Conditions for Successful Change

- Stakeholders for Policy Development
  - Leadership
    - State Board and State Board Wellness Committee members
  - Participation and Support
    - Governor, State Superintendent of Schools, District superintendents, Principals, Action for Healthy Kids, Food Service Staff, Parents, Universities (researchers)

- Model of Success
  - At least ONE county that was large and populated that had changed nutrition policies and was successful
Measures of Success

- Policy passed

- Buy-in and support from Food Service Directors and Superintendents

- Accountability
  - Included in District Wellness Policy and reported
  - Monitored by Department of Education
What would you change?

- Addressing non-nutritive sweeteners in beverages
  - Concerned that it wouldn’t have passed
  - Was able to eliminate caffeinated beverages, could have possibly done the diet drinks as well.
What would you do the same?

- Portion control
- Reduction of fat, salt and sugar in snack foods
- Advocate for children to eat more fruits and vegetables and whole grains
West Virginia
Department of Education

Richard Goff,
Executive Director, West Virginia
Office of Child Nutrition

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Conditions needed for Success

From Policy Makers:

- Support from State Board members to address childhood obesity

- Needed policy to address compliance and accountability
Why a Minimum State-wide Policy?

- Many schools were doing great things, but competing demands and priorities were barriers to comprehensive change.

- Focusing on the best interest of children, we needed the State Board to intervene.
Education and Training

- Created guidance memos to explain the actual intent
- Developed presentations, visuals and real stories
- Provided outreach to key stakeholder groups and partners.

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Concerned about obesity rates among West Virginia children is a key issue among parents, health care professionals, and school administrators. In addition to weight-related health concerns, the Institute of Medicine’s Committee on Nutrition Standards for Foods in Schools reported that the consumption of sugar sweetened beverages offered minimal nutrient value and displaced healthier offerings, such as milk and water. Soft drinks, in particular, contribute very little nutritionally and many contain caffeine, a mildly addictive, stimulant drug. Schools can provide children with many healthy alternatives to sugary beverages.

This memo provides clarification of the nutrition standards for other beverages sold, served or distributed in schools, as specified in West Virginia Board of Education (WVBE) Policy 4321.1, Standards for School Nutrition. Other beverages are defined as all beverages available to students on school premises during the school day, except beverages served through the National School Lunch Program, School Breakfast Program, and the After-School Snack and At-Risk Supper programs. Other beverages are typically sold in vending machines, school stores, and through school fundraisers. The nutrition standards discussed in this memo apply only to beverages sold, served and/or distributed during the school day. For the guidelines specific to foods, see OCN Guidance Memo 86 – 5.1. Foods (a., f. and m.).

At all grade levels, the WVBE recommends the sale of plain water, 100% fruit and/or vegetable juice and non-fat (skim) and/or 1% low-fat milk, flavored or unflavored. Only high schools may sell soft drinks during the school day, except during breakfast and lunch. The WVBE strongly encourages all high schools to limit beverage sales to healthy beverages, such as plain water, 100% fruit and/or vegetable juice and non-fat (skim) and/or 1% low-fat milk, flavored or unflavored.

Although West Virginia Code §18-2-6a permits the sale of other juice beverages with a minimum of 20% real juice, the WVBE strongly recommends that juice products contain no added sugar. In addition, WVBE Policy 4321.1 limits fruit/vegetable juice portions to no more than 4 oz. for elementary students and no more than 8 oz. for middle/high school students per product package. This restriction is in agreement with the Dietary Guidelines Advisory Committee and the American Academy of Pediatrics, both of which expressed concerns about excess juice consumption leading to excess energy (caloric) intake, as well as certain other health issues, such as displacing other more nutrient-dense foods.

While the sale of soft drinks in high schools is permitted, schools must comply with West Virginia State Code §18-2-8a, which requires high schools to offer at least fifty percent healthy beverages (plain water, 100% fruit or vegetable juice, and low-fat milk) in vending machines that sell soft drinks. Soft drinks may contain non-nutritive/artificial sweeteners, but may not contain caffeine. A wide variety of beverages meeting these standards are available to schools.

Please forward this correspondence to each principal within your county. This updated policy, effective July 1, 2008, may be accessed from our website at http://www.state.wv.us/nutrition/policies.html. If you have questions or need additional information concerning other foods, please contact the West Virginia Department of Education, Office of Child Nutrition at (304) 582-2708.

R.J.G/LS/dtr

cc: Barbara Fish
OCN Staff
Education and Training

Focused outreach to:
- State department staff
- School administrators
- Food service directors
- Two school level groups: principals and school nurses
- Auditors: independent firms
- Parents
- Press
- Naysayers within the education system
  - Can’t educate a poorly nourished child
Marketing

- *Re-branded* our office to celebrate the good things we were doing and promote the policy.
Smart foods = Smarter kids!
Standards for School Nutrition

An online toolkit for parents, schools and communities
Did You Know?
If you are overweight or obese as a child or adolescent, you are more likely to become overweight as an adult, which puts you at an increased risk for developing serious health conditions. (American Journal of Clinical Nutrition, Vol. 76, No. 3, 653-658)

Important suggestions for the Parent/Caregivers:

**Ways to decrease the amount of saturated fat, trans fat, and cholesterol in your diet include the following:**

- Cut back on fried foods
- Limit drinking whole milk—choose fat-free or low fat instead

- Hold the mayo on sandwiches and burgers—try ketchup and mustard instead
- Limit high-fat snacks
- Remove skin from chicken
- Eat smaller portions of processed and fast foods

Party Ideas:

**Round-Up:** Mark off an area with tape to serve as a corral or use a large tub. Toss balloons outside the play area and have students round them up into the corral without using their hands. The object is to get as many balloons as possible into the corral before time has expired.

**Bust the Bronco:** Have students tie one end of a string or ribbon to a balloon and the other end to one ankle. Then using their free foot, players try to safely burst others’ balloons. The last player with a balloon is the winner.

**Tip:** Check for any students with latex allergies before using balloons.

Healthy Snack: Wagon Wheels

1. 8-ounce package fat-free cream cheese, softened
2. 6 ounces turkey breast, thinly sliced
3. 10-inch flour tortillas
4. 2 cups spinach leaves, washed

Spread about 2 tablespoons of softened cream cheese onto each tortilla. Top with a layer of turkey and a layer of spinach leaves. Roll slightly and seal edges with a little cream cheese. Wrap in plastic wrap and refrigerate two hours or overnight. Cut each roll into 1-inch slices. Serving size is two wagon wheels. Yields 30 servings (60 wheels).

**Nutritional Information Per Serving:**
calories 57, calories from fat 20%, calories from saturated fat 4%, calories from trans fat *N/A*, calories from sugar < 1%, sodium 183 mg, fiber < 1 g, calcium 33 mg, vitamin A 27 RE, vitamin C 3 mg, protein 3 g.

**Note:** As a classroom activity, the teacher or designated adult can purchase the ingredients. Have students wash their hands and then work in groups to prepare the wagon wheels the day before. May want to serve students some grapes with each.
Nutrition Calculator

Foods sold, served or distributed outside of the school cafeteria must meet the nutrient requirements for West Virginia schools. This includes foods sold in vending machines and school stores, served during classroom parties, and provided by parents for snacks. The West Virginia Board of Education enacted rules for these “other foods” for three reasons:

- Snacks can help your child’s meet their nutrition needs instead of adding unnecessary (and unhealthy) fat, sugar and salt;
- Food safety concerns; and
- Allergies and/or special diets required by some children.

To learn if a food item meets the guidelines, simply type the number of calories, grams, or milligrams directly from the food label into the label calculator below. You must have the Nutrition Facts panel from the food item to do this. Note: Some foods are allowable even though they may exceed the nutrient guidelines. These are nuts and seeds, yogurt and 100% fruit juices.

Remember, each food item must:

- Have a Nutrition Facts panel and ingredient list
- Be less than 200 calories per serving
- Be commercially packaged

**Food Name:** [ ]

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<th>% Values</th>
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<tr>
<td>Serving Size in grams (g)</td>
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</tr>
<tr>
<td>Amount Per Serving</td>
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<tr>
<td>Calories</td>
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<tr>
<td>Calories from Fat</td>
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<tr>
<td>Total Fat</td>
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<tr>
<td>Saturated Fat</td>
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</tr>
<tr>
<td>Trans Fat</td>
<td>0 g</td>
</tr>
<tr>
<td>Sodium</td>
<td>0 mg</td>
</tr>
<tr>
<td>Sugars</td>
<td>0 g</td>
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</tbody>
</table>
Resources for Continued Success

- State Board and key stakeholder support
  - Not to get frustrated that implementation doesn’t happen immediately
  - To realize that this is the first version and we still need to revisit, tweak and improve the policies

- District and school level support
  - To keep their eye on the ball and these measures will pay off
  - Over time, implementing will become easier
Measures of Success

“When adherence to the policy and compliance with all the provisions is as commonplace as knowing when to go to the next class when the bell rings.”
Evaluation & Accountability

Three levels of monitoring utilizing existing systems:

1. **District:** Federal requirement that each district must annually monitor school wellness policies at school sites by Feb 1
   Changed the instrument to focus on the policy compliance (50% of includes state policy)

2. **State child nutrition staff:** Changed state monitoring process to include the policies

3. **State independent auditors:** Trained auditors who were already going into schools to also include the nutrition policies.

School Wellness Policy Leadership Webinar
MONITORING OF ACCOUNTABILITY

NATIONAL SCHOOL LUNCH PROGRAM

School Name __________________________ Current Enrollment __________________

1. Today’s attendance ADA, Attendance factor %, Avg. Daily Participation _______.
2. Number of students currently eligible for free and reduced priced meals. Free: ______, Reduced: ______.
3. The Point of Service Count and Collection Procedure for meal payments as described in the County’s Policy Statement was implemented as approved in the Annual Agreement Information Update. Yes ______ No ______.
4. The counting system yielded the accurate count of lunches by category served to students. Yes ______ No ______.
5. Number of non-reimbursable meals served to students program adults ______, non-program adults ______. Number of non-reimbursable meals served to students ______.
6. The system for recording and reporting lunches served by category was correct. Yes ______ No ______.
7. Lunch counts by category for the previous month were reasonable compared to lunch counts for the review period. Yes ______ No ______.
8. Prior to submission of a claim, attendance adjustments were compared to daily meal counts at the school. ______. Yes ______ No ______. If so, explain: ____________________________.
9. Required food items/components were available to all students participating in the NLBP. Yes ______ No ______.
10. Lunches claimed for reimbursement contained the required food items, and quantities. Yes ______ No ______.
11. Production records, local recipes, standardized recipes, menus, manufacturer’s nutrition fact sheets, CN Labels, etc. were available to determine nutrient analysis of meals. Yes ______ No ______.
12. The School Food Safety Plan is implemented as described. Yes ______ No ______.
13. Staff members correctly follow the Standard Operating Procedures. Yes ______ No ______.
14. All HACCP required temperature logs are maintained daily. Yes ______ No ______.
15. Food Safety Checklists are completed routinely as required. Yes ______ No ______.
16. Local Recipes contain necessary CCP’s. Yes ______ No ______.
17. Offer vs. serve was properly implemented (if applicable)? Yes ______ No ______.
18. Correct procedures were in place for counting, recording, receiving, reporting and depositing food service money daily. Yes ______ No ______.

Policy 4321.1, Standards for School Nutrition (negative response denotes a finding of noncompliance)

18. Was only milk with 1% or less butterfat (flavored or unflavored) available through the school meals program? Yes ______ No ______.
19. Do all ‘other foods and beverages’ sold, served or distributed during the school day comply with the following USDA requirements?

Foods:
- a. Limit total calories to no more than 200 per product/package? Yes ______ No ______.
- b. Limit total fat to no more than 35% of calories per product/package? Yes ______ No ______.
- c. Limit saturated fat to less than 10% of the total calories? Yes ______ No ______.
- d. Limit trans fat to less than or equal to 0.5 grams per product/package? Yes ______ No ______.
- e. Sugar content is no more than 15% of calories per product excluding fruits? Yes ______ No ______.
- f. Limit sodium to no more than 200 milligrams per product/package? Yes ______ No ______.
- g. Prohibit foods containing non nutritive/artificial sweeteners? Yes ______ No ______.
- h. Prohibit candy, soft drinks, chewing gum or flavored ice bars (except for the use of soft drinks to students in high schools during breakfast and lunch periods)? Yes ______ No ______.

Beverages:
- i. Limit juice portion sizes to no more than 4 oz. for elem. and 8 oz. for middle/high school? Yes ______ No ______.
- j. Prohibit coffee and coffee-based products during the school day? Yes ______ No ______.
- k. Prohibit caffeine containing beverages (except those containing trace amounts of naturally occurring caffeine substances)? Yes ______ No ______.

20. Except for foods served in the school nutrition program, does the school prohibit the sale, service or distribution of food or beverages to students in elementary schools from the time the first child arrives at school until 20 minutes after all students are served lunch? Yes ______ No ______.
21. Does the school prohibit the use of foods and beverages as a reward or as a means of punishment or disciplinary action for any student? Yes ______ No ______.
22. Does the school prohibit competitive sales in the dining areas during the meal service periods? Yes ______ No ______.
23. Due to special dietary needs and food safety concerns, foods and beverages brought or delivered from outside sources, unless commercially packaged and compliant with policy nutrient standards, may be consumed only by (individual) students for which they were brought or delivered, and not by the general student population. Does the school comply with this provision? Yes ______ No ______.
24. On school premises, from the arrival of the first child at school until the departure of the last regularly scheduled school bus, all fund raising activities involving foods and beverages comply with WVDE Policy 4231.17? Yes ______ No ______.
25. Was corrective action taken at this school? Yes ______ No ______.
26. Were violations of Policy 4231.17 noted? Yes ______ No ______. If so, was the school’s general fund assessed? Yes ______ No ______. Amount ______. If no, please explain: ____________________________.

Date of follow-up review if required ______.

Reviewer’s signature __________________________ Date ______.

SFAs MUST monitor each site by February 1 and maintain documentation of on-site monitoring visits. To ensure the school implements corrective action, conduct a follow-up review within 45 days. Maintain documentation of the follow-up review(s) ______.
Greenbrier County
School District

Debra Kilcollin, Food Service Director

School Wellness Policy Leadership Webinar
Key Factors for Policy Change from State to School District

- State Department of Education, Office of Child Nutrition
  - Training for food service
  - A Registered Dietitian was available to present to school administration (VERY HELPFUL)
- Phased Timeline (implementation and compliance)
- Policy based on credible research through IOM
Education to District & Schools

- Presentations to all Principals
  - Reinforced “their” responsibility for schools
  - Communicate with parents, students, and teachers
- In-service Training Days with Cooks
- County Wellness Committee support

“What is best for children”….sold, served, distributed?” What is right for health & achievement?” “…good nutrition is the foundation for academic success!”

School Wellness Policy Leadership Webinar
Important Strategies to Support Change

- **Purchasing Cooperative**
  - Great network
  - Food Distributors open to working on solutions

- **Grants**
  - Team Nutrition Grants at 3 schools
  - Grant meetings and networking
  - Leaders became internal champions of wellness policies
  - Resources to start new activities
Healthy Choices at Greenbriar

School Wellness Policy Leadership Webinar
Important Resources Needed to Support Change

- Smart foods = Smarter kids marketing website
  - Information tool
  - Teaching Tool

“The website saves a lot of time. When people have questions about WHY certain foods can’t be sold or want more information about the policy, directing them to the website answers all their questions.”
Resources Needed to Continue Success

- Keep moving forward

- New tools and resources on website to keep people engaged and making progress

- Vendors and Food Distributors to continue healthy and affordable food and beverage options
Early Indicators of Success

- Becoming soda free
- Stocking healthy options in vending machines
- Changes in school celebrations
Evaluation & Accountability

- Schools
  - Annual observation of each school
  - Meal participation maintained at 70%

- District
  - Conducts the School Health Index for all schools

- State
  - School Meals Initiative Reports every 5 years
Take Away Advice

- Slow process
  - Required patience, diligence and leadership
- Policy based on research
- Focus on “what’s best for kids”

“You have to show your passion for it and believe in it…that’s one of the biggest factors for success.”
Lincoln County School District

District: Diane Miller, Food Service Director, Lincoln County
School: Dana Snyder, Principal, Lincoln County High School
Cafeteria: Mary Jane Adkins, Cafeteria Manager, Lincoln County High School

School Wellness Policy Leadership Webinar
Key Factors for Policy Change from State to School District

- Detailed explanation and guidance about policy from the state
- Networking with other Food Service Directors (coop)
- County/District level ownership
- Understanding WHY, WHO, and WHAT at all levels
Education to District & Schools

- Administrative Cabinet
  - Why, Who wrote it, District impact and approach

- School Principals
  - What it meant for them
  - selling, serving, distribution of foods and beverages, not just food service

- Cooks
  - Training – WHY, WHAT, HOW
  - Inservice Day Meetings
  - Ownership in change process
Important Strategies to Support Change

- Food Service Cooperative
  - Leveraging resources to taste and test new products

- Student Buy-in
  - TASTE TESTING TUESDAYS!
### Taste Test Tuesdays Evaluation Form

| Taste Testing | Product: ____________________________ |
| Description of product: ____________________________ |
| Product Label: ____________________________ |
| Portion size: ______ |
| Calories: ______ |
| Total Fat: ______ |
| Sat. Fat: ______ |
| Trans Fat: ______ |
| Sodium: ______ |
| Whole grain: No___ Yes___ |
| Preparation Guide: ____ |
| Delivery from Vender: ____________________________ |
| Taste Testing Date: ____________________________ |
| Overall Appearance: _____ good _____ poor |
| Acceptability: _____ good _____ fair _____ poor |
| Would you try this product again? _____ yes _____ no |
| If no, why? __________ |

School Wellness Policy Leadership Webinar
Important Resources Needed to Support Change

- Support and leadership from the Department of Education to inform, reinforce, and communicate to District and School Administrators

- Understanding and explaining the **WHYs** of the policy
Resources Needed to Continue Success

- First two years is the foundation to build upon
- Smart foods = Smarter kids website and resource materials are terrific!
  - A cohesive campaign, providing a unified message that we can use for many purposes---cafeteria, fundraising, concessions, etc.
- Expand our school building wellness committees
  - Requested approval for wellness coaches at each school
Evaluation & Accountability

- Food Service Director
  - Coordinated Review & Evaluation and the School Meals Initiative Report

- School Building
  - Schools submit local wellness activities each quarter (at least 3 activities/year)
<table>
<thead>
<tr>
<th>School Wellness Activity Report</th>
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<tbody>
<tr>
<td>LINCOLN County Board of Education</td>
</tr>
<tr>
<td>Wellness Activity for 2009-2010</td>
</tr>
</tbody>
</table>

School:

Name of Activity:

Target Population:

# of Participants:

Description of Activity:

Principal:                        School Wellness Representative:

***3 activities recommended per school year***
Evaluation & Accountability

- **School District**
  - Conduct a School Health Index every 2 years
  - Compile comprehensive report to share with administration and revise policy as needed

- **State**
  - Submit School Wellness Policy report every 2 years to the state
Leadership & Enforcement

- Administration and Students
  - Role Models
  - Leadership
  - Enforcement
Cafeteria
Lincoln County High School
Conditions for Successful Change

- Time to explain and understand the WHAT and WHYs
- GRADUAL change

- Administrative support is IMPORTANT
  - e.g. ketchup – portions…on the tray – riot!

- Taste tests – CRITICAL for student acceptance

- KNOW YOUR AUDIENCE
Information to Students/Parents

- Menus
- School Newsletter
- Signage outside of cafeteria – featured promotions
- Serving as a resource
  - Students and teachers look to Food Service as a resource for what to serve for events, celebrations, etc
Most Important Factors for Successful Change

- Verbal communication and reinforcement with Food Service Director
  - Mutually beneficial from the school to district – we make changes at district with feedback from the schools

- Creativity in preparing and promoting healthy choices.

- Student TRUST
  - Approachable—they know their voice is heard and represented
What is Needed to Continue Success?

- Increased resources for more labor
  - Making things from scratch, prepping vegetables requires more time
Measures of Success

- Feedback is critical to monitor what kids like and don’t like and other issues such as line length, cafeteria experience, etc..

- Percent meal participation
  - Shows results and what kids like
  - Feeding 72% - 80% of high school kids every day through school meals (impressive participation).
Take Away Message

“Cooks – Listen to your kids – ask for their feedback, and build a rapport- it’s the best thing you can do for a successful kitchen.”

-Mary Jane Adkins
West Virginia State
Board of Education

Gayle Manchin
First Lady of West Virginia,
State Board Member and Chair of
the Wellness Committee

School Wellness Policy Leadership Webinar
Adapted Through-Line For School Health Policy

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Leading to Improved Student Health and Achievement
<table>
<thead>
<tr>
<th>Conditions</th>
<th>Key Actions</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Wide Strategy/Policy Development</td>
<td>- Identified need - Key policymakers ready to make changes</td>
<td>- Data/Research - Stakeholder support - Feasibility shown</td>
</tr>
<tr>
<td>Enacted State Wide Strategy</td>
<td>- State Board support - Policy passed</td>
<td>- Guidance memos - Presentations, trainings, real stories from field -- Marketing and tools -- Stakeholder outreach</td>
</tr>
<tr>
<td>Implemented District Strategy</td>
<td>- Policy passed with phased timeline - Schools completing SHI and planning</td>
<td>- Guidance memos - Train on who, what and why - Food service coop - Administration and student buy in - Cohesive message</td>
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<tr>
<td>Supported School Practices</td>
<td>- Policy passed - SHI every two years with goals</td>
<td>- Principal leadership and enforcement - Staff support - Student buy in</td>
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<tr>
<td>Leads to Healthy Cafeteria Practices</td>
<td>- With phased timeline, allowed to learn why and what - Administrative support - Flexibility and creativity to create healthy meals</td>
<td>- Information to give to staff, students, and families - Marketing materials - Reinforcement from FSD - Student buy in - Training and education</td>
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</tbody>
</table>

Leading to Improved Student Health and Achievement
Interaction

Questions & Answers
Discussion

Resources needed for school nutrition policy implementation
Support for State Nutrition Standards

- NASBE offers a **Nutrition Standards Needs Assessment** to support development of comprehensive state nutrition policies

- Visit our healthy policy database at [www.nasbe.org](http://www.nasbe.org) to learn more about the work in other states.

- Contact Elizabeth Walker at [elizabethw@nasbe.org](mailto:elizabethw@nasbe.org) or at 703-684-4000.
Looking Ahead…

Early February 2010 Improving Physical Activity… from State Policies to School Buildings