



Local School Wellness Policy Stakeholders Wellness Committee

| Stakeholder | Description |
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| School Board Members | School boards provide essential direction, oversight and accountability for policies including LSWP. They can help evaluate funding capacity for wellness programs. The LSWP requires board approval and they can allocate funding for implementation. School board involvement creates expertise on the school board related to student health issues. Since they are often engaged with district and schools for long time, their involvement can create sustainability. |
| Administrators (Superintendent, Principal, Vice principal) | Administrative support is instrumental to ongoing efforts with Local School Wellness Policy (LSWP) as they are responsible for the implementation of school policies. Superintendents rarely participate in wellness committees but should be kept informed and can ensure that the wellness team meets regularly and reports to the Board. Representatives from school principals should be included in the committee and at the school level as they will have to be included in the approval of any health or wellness programs. |
| Chief Business Officers | CBO's oversee fiscal aspects of a school district and often supervise nutrition services. They are valuable in budget related decisions. |
| Food Service Directors Cafeteria Managers | The FSD is key to the school food environment and can help the committee understand federal and state requirements for child nutrition programs. They know exactly how the food is prepared and are aware of the capacity to change and improve it. The Cafeteria Manager oversees the food production at the school level and is informed about day to day concerns. |
| School Nurses | School nurses are natural partners in school wellness programs since they coordinate school health matters. They bring medical knowledge, and day to day knowledge of common health problems of students and are often the first to notice issues with poor nutrition asthma or diabetes. They can collect data on health of students and speak authoritatively to school officials on the importance of school wellness programs and policies. |
| Classroom Teachers | Teachers are the largest group of people in a school. They are with their students all day and are often aware of the health issues that can cause challenges to learning. Teachers can also initiate nutrition education and physical activity programs for their students and implement policy related to classroom celebrations. Teachers who show a commitment to the well- being of students can be champions. |
| PE teacher/Specialist Health Educator | The Physical Education and Health Educators are champions for student health issues. They can provide curricular support as well as engage staff in wellness activities. In many elementary schools, health and PE are taught by classroom teachers. |

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| Guidance Counselors | Counselors have expertise and day to day knowledge of the challenges students face at home and at school. They are able to support mental well-being and provide insight into programs that related to drug and alcohol abuse, dating violence, bullying, and coping with grief. |
| Employees Health Plan Representative | The health plans for employees often provide staff wellness education and resources. They can conduct classes on health topics. |
| Custodians | The custodian has insights and observations about the school being aware of environmental issues, amount of food waste, transportation issues and other concerns of students. |
| Transportation | They can be key to the timing of students arriving in time for meals and are also good advocates for safe routes to school programs. |
| Students | Students are important and bringing them in early provides them with a sense of ownership to improve the acceptance of student wellness programs. Their voice and understanding of how to reach other students is critical. |
| Communication officers or public relations officers | They can provide professional communication to the school community, outreach and promotion of programs, and conduct media releases etc. |
| Parents | Parents are the key to success and have many strengths to offer-they know their children, aware of the challenges their children face at home and in school and are part of multiple networks and groups in the larger community. They also may bring professional expertise to the group. In addition, the Parent organizations often conduct fundraising and school celebrations. |
| Local Health Departments | Local Health Departments are committed to addressing child hood obesity and understand the role of changing environments. LHDs often have access to community resources and most have data on student health behaviors that can help make a case for health programs and policy changes. |
| Health Care Professionals | A local doctor, nurse or dietitian is a knowledgeable professional who is respected in the community. They can be guest speakers at school events, provide resources, author articles in a newsletter. |
| Community members | Including community members and organizations in a wellness committee can greatly enhance the quality and sustainability of school health policies and programs. They can lend support and expertise, such as connecting schools with nutrition education programs or outside funding. Some can contribute in-kind services or goods. |
| Business Community | Local businesses have a stake in helping young people be healthy and successful in school to later contribute to the workforce. They can provide resources and often allocate small grants. |

Roles for Stakeholders on the Wellness Committee

Identifying roles for school community members is an important step in implementing district policies. Clear articulation of who is actually responsible for what is essential in moving a written plan (policy) to action. It prevents confusion that often occurs when no one really knows who is supposed to take the lead in execution. The roles can be succinctly written as a companion memorandum of understanding, signed with the Superintendent's signature to authorize, and hold all accountable for, the successful implementation of the policy.

Plan for Everyone to Have a Role

Local School Wellness Policies can only be truly effective when they represent the collaborative effort of multiple stakeholders. Each member of your team should play a role in the policy process, including development, advocacy, and implementation. Be sure to create a timeline and assign key roles. Start small and build out responsibility. Often it's a good idea to assign responsibilities based on expertise and/or passion. For example, the Physical Education Specialist can be assigned to review the PE portions of the policy, conduct the Physical Education (PE) portion of the assessment, and develop an action plan for PE components.

Stewardship Role

At the core of your team should be someone with stewardship/supervisory authority ensuring, that one developed, the policy is being implemented with fidelity and school practices align with policy goals. As an example, the Superintendent would ensure that school Principals are enforcing policy implementation and Principals are ensuring that school staff are implementing the policy.

District Wellness Team Chair

The Chair/Co-Chairs serve as main contacts for the Wellness committee. They schedule, plan and facilitate the wellness committee meetings. The chair(s) track Wellness Team Members' work and monitor membership and effectiveness of the meetings.

District Wellness Team Members

The members meet regularly to support wellness policy implementation. The members help with policy updates and revisions, particularly in their area of expertise. Members assist with school environment assessments and developing realistic implementation plans. They complete assignments related to implementation. Communicate wellness policy information to stakeholders. They may represent a school site and provide an annual report of the school to the committee. They help prepare reports to the school board.