

Local School Wellness Policy 2.0 – Ready, Set, Implement!

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Local School Wellness Policies Overview

Policies will include:

- ✓ Goals for nutrition promotion and education, physical activity & school wellness activities;
- ✓ Nutrition guidelines for all foods available on school campus during the school day;
- ✓ Permitting a variety of stakeholders to participate in development, implementation, review and updating of the LWP;
- ✓ Informing and updating the public about LWP content and implementation; and
- ✓ Periodically measuring and reporting on implementation.

LWP Overview

School districts determine specific policies appropriate for their schools.

99% of U.S. students are enrolled in a school district with a wellness policy.

2004 vs. 2014 LWP requirements



LWP 2.0- Time for Implementation

School districts must now focus on LWP *implementation* in their schools

NEW PROPOSED RULE REQUIREMENTS on Implementation

- Periodically measure and make available to the public an assessment on the implementation of the LWP, including
 - the extent to which schools in the school districts are in compliance with the LWP.
 - a description of the progress made in attaining the goals of the LWP.
- Designate 1 or more school district official to ensure that each school complies with the LWP.

USDA Administrative Review

- ❑ July 1, 2013 - New USDA Administrative Review process.
- ❑ Every three years, school districts will be assessed on compliance with the National School Lunch Program and School Breakfast Program.
- ❑ Update includes a more in-depth assessment of LWP implementation, assessment, and public reporting.
- ❑ www.fns.usda.gov/tn/healthy/wellnesspolicy_adminreview.html

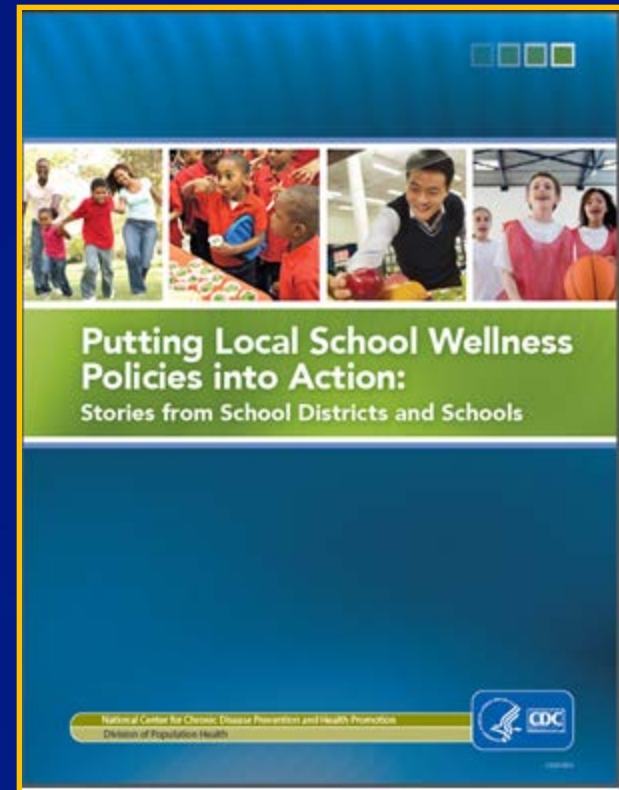


Resources

LOCAL SCHOOL WELLNESS POLICY

Putting Local School Wellness Policies Into Action: Stories from Districts and Schools

- Common themes :
 - Importance of a wellness champion
 - Establishing wellness councils
 - Partnerships
 - Including parents and students in the process
 - A need for more quantitative evaluation



Local School Wellness Policy Research Briefs



Creating Supportive School Nutrition Environments

Good nutrition is vital to optimal health. The school environment plays a fundamental role in shaping lifelong healthy behaviors and can have a powerful influence on children's eating habits. A supportive school nutrition environment includes weight management, access to healthy and appealing food and beverages available to students in school meals, vending machines, school stores. It also includes the cafeteria, facilities, and classroom nutrition education messages about food and healthy eating and the appropriate messages have to be made about healthy eating, keeping the school nutrition environment the most potent to improve students' physical health and academic achievement.

BACKGROUND

The brief focuses on what is optimal health. The school environment plays a fundamental role in shaping lifelong healthy behaviors and can have a powerful influence on children's eating habits. A supportive school nutrition environment includes weight management, access to healthy and appealing food and beverages available to students in school meals, vending machines, school stores. It also includes the cafeteria, facilities, and classroom nutrition education messages about food and healthy eating and the appropriate messages have to be made about healthy eating, keeping the school nutrition environment the most potent to improve students' physical health and academic achievement.



CDC and Bridging the Gap Local School Wellness Policy Briefs

METHODS

Background

The Child Nutrition and WIC Reauthorization Act of 2010 and more recently the Healthy Hunger-Free Kids Act of 2010 renewed all school districts participating in the National Child Nutrition Program (e.g., National School Lunch Program, School Breakfast Program, Special Milk Program, Expanded Breakfast Program) to adopt and implement a local school wellness policy for wellness policy beginning in school year 2010-2011.

Sample Design

The sample frame for this study was based on the National Center for Education Statistics' National Longitudinal Education Study (NLEES) which lists all school districts in the U.S. The CDC included only public and private school districts for this study. Only public schools were included in the data presented in this report. Data were based on data from school year 2010-2011. The sampling program, which used 200 public schools was designed by using available information to ensure a nationally representative sample of districts for which substantial local information was available.



Supporting Quality Physical Education and Physical Activity in Schools

Physically active kids are healthier kids. The US Department of Health and Human Services recommends that youth engage in a minimum of 60 minutes of physical activity each day. School districts and schools can improve physical activity programs that increase opportunities for students to be physically active and build them into the national movement. During the school day, physical education is a key component of physical activity. Schools can also encourage physical activity outside of school hours by promoting community use of school facilities and walking to school. This policy brief examines ways to support the goal of engaging in 60 minutes of physical activity daily.

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Physically active kids are healthier kids. The US Department of Health and Human Services recommends that youth engage in a minimum of 60 minutes of physical activity each day. School districts and schools can improve physical activity programs that increase opportunities for students to be physically active and build them into the national movement. During the school day, physical education is a key component of physical activity. Schools can also encourage physical activity outside of school hours by promoting community use of school facilities and walking to school. This policy brief examines ways to support the goal of engaging in 60 minutes of physical activity daily.



Supporting Recess in Elementary Schools

Recess provides students with a needed break from their structured school day. It can improve children's physical, social, and emotional well-being, and enhance learning. Recess helps children meet the goal of 60 minutes of physical activity (PA) each day, as recommended by the US Department of Health and Human Services. National organizations (e.g., Centers for Disease Control and Prevention, American Academy of Pediatrics) recommend that districts provide at least 20 minutes of daily recess for all students in elementary schools.

This brief highlights areas where school policy opportunities exist, and where policies are well established. It examines policy options for public school districts, all 50 states and the District of Columbia from the data on school wellness policies from the Bridging the Gap (BTG) study. All policies were collected and coded by BTG researchers using a standardized method based on evidence-based guidelines and recommendations from expert organizations and agencies. Complete details about how these data were collected and analyzed are available in the companion methods document.

WHAT ACTIONS HAVE SCHOOL DISTRICTS & STATES TAKEN?

Five school districts wellness and state policies address daily recess for elementary school or address recess as part of policy provisions for daily physical activity. During the 2010-2011 school year, the BTG study found that:

- 48% of districts implemented a specific amount of daily recess for elementary school students in the definition of PA.
- 41% of states implemented a specific amount of daily recess for elementary school students (Table 1).

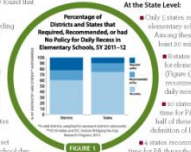


Figure 1: Percentage of Districts and States that Implemented, Recommended, or had Policy Provisions for Daily Recess in Elementary Schools, BY 2010-11



Improving Access to Drinking Water in Schools

Water consumption is important for students' cognitive, physical health, and classroom behavior. The availability and accessibility of free water in schools has been declining in many states, and this trend is expected to continue. This brief examines current water availability in public and private elementary schools across the United States. The brief highlights areas where local school wellness policies can be used to improve water availability and where policy opportunities exist. Recommendations for public and private school districts focus on how to best meet the needs of students and staff for drinking water in schools. Complete details about how these data were collected and analyzed are available in the companion methods document.

This brief highlights areas where local school wellness policies can be used to improve water availability and where policy opportunities exist. Recommendations for public and private school districts focus on how to best meet the needs of students and staff for drinking water in schools. Complete details about how these data were collected and analyzed are available in the companion methods document.

WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?

Five school districts wellness policies address water availability in schools. During the 2010-2011 school year, the BTG study found that:

- 41% of districts implemented a policy to ensure that drinking water was available throughout the school day.
- 34% of districts implemented a policy to ensure that drinking water was available throughout the school day.

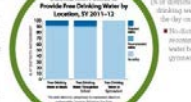


Figure 2: Percentage of Districts and States that Implemented, Recommended, or had Policy Provisions for Drinking Water in Schools, BY 2010-11



Marketing and Promotion of Foods and Beverages at School

Food and beverage marketing often appears throughout schools in the form of posters, vending machine logos, in-school television advertisements, school newspapers, textbook covers, sports equipment, and t-shirts. Many food marketers in schools use a variety of marketing strategies to promote their products. This brief examines current marketing and promotion of foods and beverages in schools across the United States. The brief highlights areas where local school wellness policies can be used to improve marketing and promotion of foods and beverages in schools. Complete details about how these data were collected and analyzed are available in the companion methods document.

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WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?

School district wellness policies address food marketing, promotion, and advertising in schools in 18% of districts. During the 2010-2011 school year, the BTG study found that:

- 18% of districts implemented a policy to ensure that marketing and promotion of foods and beverages in schools was limited to educational purposes.
- 18% of districts implemented a policy to ensure that marketing and promotion of foods and beverages in schools was limited to educational purposes.

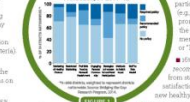


Figure 3: Percentage of Districts and States that Implemented, Recommended, or had Policy Provisions for Marketing and Promotion of Foods and Beverages at School, BY 2010-11



Addressing Weight Status Measurement in Schools

Local school wellness policies can address weight status measurement and management in schools. This brief examines current weight status measurement and management in schools across the United States. The brief highlights areas where local school wellness policies can be used to improve weight status measurement and management in schools. Complete details about how these data were collected and analyzed are available in the companion methods document.

Local school wellness policies can address weight status measurement and management in schools. This brief examines current weight status measurement and management in schools across the United States. The brief highlights areas where local school wellness policies can be used to improve weight status measurement and management in schools. Complete details about how these data were collected and analyzed are available in the companion methods document.

WHAT ACTIONS HAVE SCHOOL DISTRICTS TAKEN?

A strong wellness policy with a weight status measurement provision was implemented in 18% of districts. During the 2010-2011 school year, the BTG study found that:

- 18% of districts implemented a policy to ensure that weight status measurement and management in schools was limited to educational purposes.
- 18% of districts implemented a policy to ensure that weight status measurement and management in schools was limited to educational purposes.



Figure 4: Percentage of Districts and States that Implemented, Recommended, or had Policy Provisions for Weight Status Measurement in Schools, BY 2010-11

Resources

- ❑ Local school wellness policy web site & proposed rule (USDA)
 - www.fns.usda.gov/tn/local-school-wellness-policy

- ❑ School Nutrition Environment and Wellness Resources (USDA)
 - <http://healthymeals.nal.usda.gov/school-wellness-resources>

- ❑ School health guidelines to promote healthy eating and physical activity (CDC)
 - www.cdc.gov/healthyyouth/npao/strategies.htm

- ❑ Alliance for a Healthier Generation Model Wellness Policy
 - www.healthiergeneration.org/take_action/schools/wellness_councils_policies/

Resources

- ❑ Resource to Sustain and Strengthen Local Wellness Initiatives (NFSMI)
 - www.nfsmi.org/documentlibraryfiles/PDF/20130228111227.pdf

- ❑ Yale Rudd Center: WellSAT tool
 - <http://wellsat.org>

- ❑ Action for Healthy Kids: Wellness Policy Tool
 - www.actionforhealthykids.org/tools-for-schools/revise-district-policy/wellness-policy-tool

- ❑ Bridging the Gap: District Wellness Policy Data
 - www.bridgingthegapresearch.org/research/district_wellness_policies/



Thank You!

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

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