



Nutrition



Health



Physical
Activity

Making Wellness Work:

A Guide to Implementing and Monitoring Wellness Policies in Maryland

Maryland State Department of Education
School and Community Nutrition Programs Branch



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How to Use this Guide

Using the Wellness Policy Guide

The U.S. Department of Agriculture required that schools participating in the National School Lunch or Breakfast Programs have Wellness Policies at the beginning of the 2006-2007 school year. All Wellness Policies are required to have goals for at least **four components**:

- nutrition guidelines;
- physical education/activity;
- nutrition/health education; and
- other school based activities.

School supervisors from nutrition services, physical education, health education, and other areas involved with student wellness must collaborate on designing a plan to implement and monitor the policies and procedures/regulations established to support the plan. This guide is designed to be used as a template for implementation and monitoring of the Wellness Policy in a school system. For each of the required components, the template contains:

- sample goals;
- implementation activities;
- steps to support implementation;
- expected outcomes aligned with activities; and
- monitoring opportunities.

Establish Goals

Each policy component must have a variety of activities designed to support the goals. The school system wellness team should modify and use the forms and templates provided in this guide to monitor how well policy activities are being implemented and how they have impacted the health of students. It is most realistic to look at a long-term implementation and monitoring process for any Wellness Policy, perhaps as long as ten years.

When establishing goals, it is wise to select some goals that are easy to accomplish and some that are more difficult. An easy goal will allow your wellness teams to have some quickly attainable and measurable accomplishments. In contrast, by establishing some hard goals, your team will see the benefit of establishing an implementation and monitoring plan focused on long-term change. Most school systems will have easy and hard goals that have a varying degree of complexity and difficulty to implement. Goals that are already aligned with a current practice will be easier than goals that require a systemic review and complex change.

See the two examples below:

Example of an easy goal

Goal: “Meet the USDA nutrition guidelines for all school meals”

Priority: High

Timeline: 7/01/2009

Responsibility: School Nutrition Services

Example of challenging goal

Goal: “Serving healthy snacks at all school activities and in school stores”

Priority: Low

Timeline: 7/01/2012

Responsibility: School Parent Teacher Association, Student Government

Action Steps

This guide also serves as a template for school systems to design their own implementation and monitoring plan. School wellness teams are in the forefront of policy implementation and should have a broad representation from the school organization. It is best to work in teams by discipline and across disciplines to review this guide and to apply it to the school system’s policies. The following action steps are meant to guide your team as it moves through the stages of implementation, monitoring, and evaluation.

1. Establish priorities for each policy component goal, step, and activity.

Determine what policy goals are required versus recommended, have deadlines, can be quickly implemented, or already have broad support from the constituents involved. Use these criteria and others to establish what the priorities are.

2. Modify and use the forms in this guide to describe the key policy goals within each component of your school system’s Wellness Policy.

Review the sample goals and identify those that are similar to your school system’s goals. Rework your goals if you find some clearer statements of what you wish to accomplish. Use the forms provided to document your goals.

3. Identify additional ideas for activities designed to implement the goals of the policy.

Review the activities in the sample goals, steps, and associated outcomes to further develop the goal charts. While some of the statements may fit your needs as written, it is more effective to use the tone and information in the sample statement and write your own activities. Think about long-term activities that you may or would like to undertake.

4. Describe methods to use and evidence to document and monitor achievements.

Review the sample monitoring ideas presented in the guide and add your own. Consider how you will collect this data, with whom you will share it, and how you will make use of the results.

5. Determine a timeline for implementation of each activity.

Timelines will support your efforts and provide positive reinforcement and accountability. While each activity may have its own timeline, the goals must be time-specific for effective monitoring.

6. Identify individuals who will be involved in implementing and monitoring the Wellness Policy.

Determine who should be involved and make them a part of your wellness team for each component.

7. Establish a comprehensive monitoring plan for your school system.

This step should have been completed as an integral step of the policy-making process. See Section 7 Implementation Plan section of this guide for a suggested comprehensive monitoring plan.

8. Accomplish wellness monitoring just as you would accomplish a journey of 1,000 miles; one step at a time!

Be prepared to embrace the process of change over a long period of time.

SAMPLE PAGE from Nutrition Guidelines section

Goal # 2. Increase meal participation rates by offering quality, accessible, and appealing meals.

Activities:

- 2.1 Provide students an opportunity for input on school menu items.
- 2.2 Feature menus with choices that are flavorful and attractively presented.
- 2.3 Upgrade eating and serving areas to improve function and image of cafeteria.
- 2.4 Promote the school meals program to all constituencies.**
- 2.5 Provide food safety training to all nutrition staff.
- 2.6 Conduct regular food tasting activities with students to introduce healthy menu items.

Activity 2.4		In place by	Responsibility
Promote the school meals program to all constituencies.		9/2010	all
Steps	Expected Outcome	Monitoring	
1. Develop promotional materials with student input (signs, posters, in-class promotions, public address system, bulletins, and school cable TV ads).	<ul style="list-style-type: none"> • Students will perceive the cafeteria as a source for nutrition information. 	<ul style="list-style-type: none"> • Number of promotional materials created. 	
<p>NOTE: Each step should have an outcome and monitoring component. Some monitoring may apply to more than one step or outcome.</p>			

SAMPLE Goals and Activities

Class Activity

Goal:

Activities:

- 1.
- 2.
- 3.
- 4.


Activity		In place by	Responsibility
Steps	Expected Outcome	Monitoring	
1.	•	•	
2.	•	•	
3.	•	•	
4.	•	•	
5.	•	•	
6.	•	•	

Successful Monitoring of Wellness Policies

1. Assess Current Status

Before implementing policy changes, it is recommended that schools assess current wellness activities. Establish baseline data on current practices to compare future results once policies and activities have been implemented. This may require you to:

- assess the quality and/or quantity of physical education;
- assess the vended foods and beverages for sale;
- calculate revenues from vending and à la carte food and beverage sales;
- evaluate current marketing on campus;
- determine meal participation rates;
- assess the availability of physical activity opportunities before and after school; and
- assess school facilities and equipment.



*Evaluate not only
to measure
success, but to
achieve success.*

2. Develop Implementation Plan

Developing a policy implementation plan requires thinking about the nuts and bolts of getting the policy into place and **breaking the policy into separate goals, activities, and action steps**. The set of tasks and the people who need to be involved will be very different for each goal. In addition, most systems must adopt Administrative Regulations or Procedures (ARPs) that provide additional details on a policy. A well-developed implementation plan will support the successful implementation of a Wellness Policy.

The implementation plan should include:

- Goals: **What** are the key policy goals and what is the priority of each goal?
- Activities: **What** activities should be conducted and what outcomes are expected?
- Responsibility: **Who** is responsible to monitor and **what** are the established deadlines?
- Monitoring: **How** will the activities be monitored? **When** and how often will they be monitored?
- Reporting: **Who** will you report results to and how often will reports be issued?
- Follow up: **How** will you act on results?

(See Section 7 Implementation Plan for a sample plan.)

3. Establish a Monitoring Process

To ensure success, school systems and schools must monitor the implementation of the Policy. As required by law, each school system must:

- establish a plan for measuring implementation of the local Wellness Policy; and
- designate one or more persons with operational responsibility for ensuring that the school system is meeting the policy.

Monitoring **allows systems and schools to determine what is working** so the policy can be revised and improved as needed. There should be a set schedule for how frequently monitoring will take place. It is also important to decide who will monitor policy implementation and who needs to hear about the progress and outcomes. Reports may be monthly, quarterly, annually, etc., and should be shared with the school administration, school board, community, and key stakeholders.

A sustained monitoring effort by each school site helps to:

- ensure that new policies are successfully implemented;
- reinforce the policy goals with school staff;
- assess how well the policy is being managed and enforced;
- recognize policy success milestones; and
- periodically update and amend a policy as required.

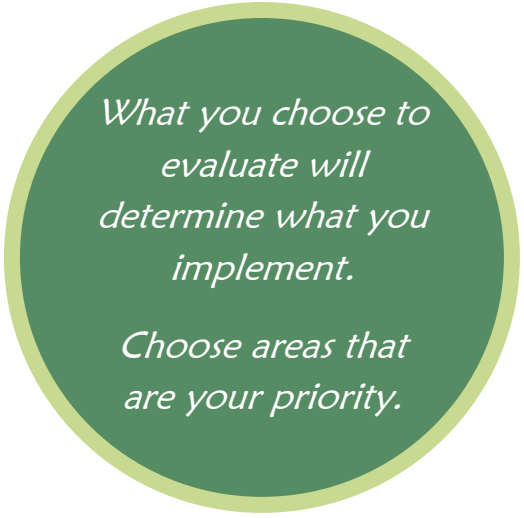
Through the monitoring process, you will be able to address some important questions asked by policymakers, students, school staff, parents, and the general public.

For example you may ask:

“What changes to nutrition education, physical activity, the nutritional quality of foods available to students, and other aspects covered by the policy occurred in each school as a result of the system’s Wellness Policy?”

By asking such a question, you can determine if:

- the number of students participating in nutrition education changed;
- students have a different number of minutes of physical activity than in prior periods;
- the campus changed available food options;
- the students’ increased their knowledge of healthy foods; and
- participation in the National School Breakfast or Lunch Program changed.



*What you choose to
evaluate will
determine what you
implement.*

*Choose areas that
are your priority.*

4. Evaluate Implementation

Evaluation and feedback are very important in maintaining a local Wellness Policy. Evaluation is **what you do with the information you have gathered**. Evaluation helps determine the effectiveness of your strategies and strength of the policy. Evaluation is critical to assessing local Wellness Policy activities in individual school systems and helps state agencies to provide targeted technical assistance and school system accountability. It also helps determine if your strategies need to be modified in order to meet or maintain goals. Monitoring and evaluation results should be shared with your key stakeholders.

Evaluation helps to:

- improve the content of, support for, and implementation of, local Wellness Policies;
- document environmental changes, staff needs, and changes in revenue;
- provide better services for staff, faculty, and students;
- make a case for more staff, funding, or policies;
- ensure programs are on course; and
- identify new and changing needs.

What does success look like?

Look for opportunities to recognize achievements and celebrate successes as a part your Wellness Policy evaluation process.

Examples of success include the following:

- Policies have been implemented at all schools.
- Policies were changed if they did not achieve desired outcomes or if they were causing unintended negative outcomes.
- Policies were changed if the needs of students or staff changed.
- Barriers to success have been identified and overcome.
- Behaviors have changed and been redirected toward healthier options.
- Collaboration with the Parent Teacher Association and nutrition services at back to school nights has increased.
- Staff has been trained on comprehensive health education.
- More schools are recognized by the National Association of Sport and Physical Education (NASPE) Stars Program.
- More schools receive HealthierUS Challenge awards.

Types of Data to Collect:

Both process and outcome data will be useful in evaluating the success of local school Wellness Policies. You should collect the data that provides the best information to track and improve policy implementation and maintenance. Schools frequently collect large amounts of data as a general course of school administration. Look for existing data that can be used to review the progress of a Wellness Policy. This data could be from your school system, local health department, county organization or a national data source.

Examples of process and outcome questions and data include:

<u>Process Questions</u> (What did you do?)	<u>Process Data</u> (How will you know what happened?)
<ol style="list-style-type: none"> 1. What activities were undertaken? When? 2. What was the level of quality of the activities? 3. How many people were involved? 4. How many people in the school system received copies of the local Wellness Policy? 5. How many teachers received training to implement physical and nutrition education recommendations? 6. Are resources and support available to implement and maintain the policy? 	<ol style="list-style-type: none"> 1. Types and number of activities implemented. 2. Quality and consistency of efforts/information. 3. Sign-in sheets. 4. Number and type of individuals reached through information distribution efforts. 5. Number and type of teachers reached through professional development efforts. 6. Resources and budgets allocated.

<u>Outcome Questions</u> (What changed as a result of what you did?)	<u>Outcome Data</u> (How will you know what happened?)
<ol style="list-style-type: none"> 1. What were the intended outcomes of the policy? 2. What were the actual outcomes? 3. What parts of the policy were implemented? 4. Did the parts that were implemented address the greatest needs of students and school staff? 5. What are the documented and observed changes to the nutrition and physical activity environments of local schools? 	<ol style="list-style-type: none"> 1. School culture and environment changes. 2. Changes in school nutrition programs including marketing and promotion. 3. Policy changes and implementation plans. 4. Needs and satisfaction surveys of students and school staff. 5. Changes to physical and health education programs using tools such as Youth Risk Behavior Survey and School Health Policy and Promotion Survey.

Student Data

Collect and review data on student performance or activity that will describe how the Wellness Policy directly impacted the students.

Student Data	
<ul style="list-style-type: none"> • student absenteeism; • referrals, suspensions, classroom stresses, fights; • meal participation (breakfast and lunch); • academic performance; 	<ul style="list-style-type: none"> • physical activity opportunities, before, during and after school; • eating patterns in connection with recess (before, after) and • FitnessGram[™] or The President's Challenge Results.

Match Outcomes to Data Collection

Identify specific outcomes first and then look for data that exists to support measuring the outcome. Some data may apply to multiple outcomes.

<u>Sample Outcomes</u>	<u>Sample Data to Collect</u>
<ol style="list-style-type: none"> 1. Wellness Policy is a school system priority. 2. Wellness Policy is a systemic effort. 3. School staff has skills necessary to support Policy goals. 4. Foods and beverages sold and served comply with Policy. 5. Student stakeholders are involved with Policy implementation. 6. School meals promoted as the meal of choice to all students. 7. School meals environment is pleasant and inviting. 8. Regular physical activity is promoted. 9. Only foods that comply with Wellness Policies are sold and profits maintained. 10. Foods as a reward were discontinued, and foods offered during celebrations are healthier. 11. Resources and budgets for equipment are funded. 	<ol style="list-style-type: none"> 1. Agendas or meeting minutes at school health councils and school board meetings. 2. Audit nutrition and physical activity promotional efforts throughout the school. 3. Professional development or training conducted. 4. Compliance with nutrition standards for competitive foods. 5. Numbers of students assist in planning menus or selecting foods/ beverages for sale on campus. 6. Participation rates in the National School Lunch or Breakfast programs or number of activities designed to promote school meals. 7. Satisfaction survey of the cafeteria environment quality. 8. Opportunities for physical activity. 9. Monitor fundraising types of foods sold by and profits from school groups. 10. Document classroom reward and celebration practices. 11. Equipment purchased and secured that supports policies (e.g., vending machines without ads, physical equipment).

How to Collect Data

Look for easy and quick methods to collect data. This can be accomplished by conducting a survey of progress in a health education class from year to year or a simple visual survey of the school cafeteria environment. Data could also be collected by the local health department, Parks and Recreation, a County organization or a national organization.

<u>How to Collect Data</u>	
<ul style="list-style-type: none">• self-administered questionnaires;• site observations (environmental assessments);• fiscal analysis; e.g., sales from vending and fundraising activities, and foodservice department purchases;• systematic document review;• environmental observations;	<ul style="list-style-type: none">• online surveys;• established monitoring plans;• student and stakeholders questionnaires and interviews;• focus groups;• Nutrition Advisory Council meetings; and• data extraction (from existing data sources).

Potential Sources of Data in Maryland

Many sources of data exist in Maryland and in your school system. Check with your school's information office to determine what could be used to monitor and evaluate your activities.

<u>Potential Sources of Data in Maryland</u>	
<ul style="list-style-type: none">• Youth Risk Behavior Survey;• Maryland Adolescent Survey;• Youth Tobacco Survey;• School Health Services Annual Survey;• Kids Count;• Jump Rope and Hoops for the Heart;• School Health Policies and Programs Study;	<ul style="list-style-type: none">• Intramural Sports Participation;• Interscholastic Sports Participation;• Maryland School Performance Report;• Walk to School Day;• School Meals Initiative; and• FitnessGram[™] or The President's Challenge.

For additional ideas on what to monitor and evaluate, see California Project LEAN's *School Food and Beverage Marketing Assessment Tool*, available at www.CaliforniaProjectLEAN.org. Project LEAN revised CDC's *School Health Index* to address just nutrition and physical activity.

Policy Component: Nutrition Guidelines

Sample Goals and Activities

Goal # 1 **School meal programs are consistent with State and U.S. Department of Agriculture (USDA) requirements and HealthierUS Schools criteria.**

Activities:

- 1.1 Inform appropriate constituencies (parents, teachers, school administrators, community, etc.) about this key element of the Wellness Policy.
- 1.2 Plan and prepare menus to comply with established nutrition standards.
- 1.3 Provide food service personnel with regular professional development on school meal programs, nutrition/health education, and wellness.
- 1.4 Share nutrition information about foods and beverages with school constituencies to the extent possible.
- 1.5 Promote participation in and application for locally or nationally-recognized awards programs.
- 1.6 Offer breakfast in all elementary and secondary schools when possible.
- 1.7 Promote the Maryland Meals for Achievement (MMFA) breakfast program.

Goal # 2 **Increase meal participation rates by offering quality, accessible, and appealing meals.**

Activities:

- 2.1 Provide students an opportunity for input on school menu items.
- 2.2 Feature menus with healthy choices that are flavorful and attractively presented.
- 2.3 Upgrade eating and serving areas to improve function and image of the cafeteria.
- 2.4 Promote the school meal programs to all constituencies.
- 2.5 Provide food safety training to all nutrition staff.
- 2.6 Conduct regular food tasting activities with students to introduce healthy menu items.

Goal # 3 **Vending and à la carte nutrition standards within the school meal programs will meet locally- or nationally-recognized standards.**

Activities:

- 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 3.2 Encourage meal participation with à la carte foods and beverages to supplement school meals.
- 3.3 Ensure à la carte foods and beverages meet established nutrition standards and support healthy eating.

Goal # 4 Vending nutrition standards outside the school meal programs will meet locally- or nationally-recognized standards.

Activities:

- 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 4.2 Ensure that all student-accessible vended foods meet established nutrition standards and support healthy eating.
- 4.3 Promote healthy choices for vended foods and beverages to ensure sustained sales volume.

Goal # 5 School parties/celebrations/meetings (PCM) and other school-sponsored events should maximize the use of healthy food choices.

Activities:

- 5.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 5.2 Provide the school system with alternatives to food for celebrations.
- 5.3 Establish food standards for school PCM and other school-sponsored events.
- 5.4 Provide recognition or an award to schools for meeting healthful food and beverage options for school PCM and other school-sponsored events.

Goal # 6 Use non-food rewards for school accomplishments.

Activities:

- 6.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 6.2 Provide the school system and Parent Teacher Association/Organization (PTA/PTO) with alternatives for food rewards.
- 6.3 Provide training to teachers on non-food related incentives.

Goal # 7 School-based organizations should raise funds with non-food options.

Activities:

- 7.1 Inform appropriate constituencies about this key element of the Wellness Policies.
- 7.2 Provide the school system and PTA/PTO with alternatives to food fundraisers.

Goal # 8 Students will have adequate space and time to eat in a pleasant dining environment.

Activities:

- 8.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 8.2 Provide facilities that are easy to access and adequate to meet demand.
- 8.3 Provide meal schedules that support healthy meal patterns.
- 8.4 Provide recess before lunch whenever possible.

Sample Goals and Activities

GOAL #1

School meal programs are consistent with State and USDA requirements and HealthierUS Schools criteria.

Activities:

- 1.1 Inform appropriate constituencies (parents, teachers, school administrators, community, etc.), about this key element of the Wellness Policy.
- 1.2 Plan and prepare menus to comply with established nutrition standards.
- 1.3 Provide food service personnel with regular professional development on school meal programs, nutrition/health education, and wellness.
- 1.4 Share nutrition information about foods and beverages with school constituencies to the extent possible.
- 1.5 Promote participation in and application for locally- or nationally-recognized awards programs.
- 1.6 Offer breakfast in all elementary and secondary schools when possible.
- 1.7 Promote the Maryland Meals for Achievement (MMFA) breakfast program.

GOAL #1 School meal programs are consistent with State and USDA requirements and HealthierUS Schools criteria.

Activity 1.1 Inform appropriate constituencies (parents, teachers, school administrators, community, etc.) about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the school health council (SHC). 2. Meet with school principals and administrators. 3. Present to school nurses/health education (HE) and physical education (PE) teachers. 4. Present to school and county Board of Education (BOE) PTA/PTO. 5. Share with students through assemblies, councils, and classroom events. 6. Present at Back to School (BTS) nights. 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTA/PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Surveys of meal program quality. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS nights. 	
Activity 1.2 Plan and prepare menus to comply with established nutrition standards.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Identify menu items. 2. Conduct nutrient analysis. 3. Review nutrient analysis. 4. Make required changes in menu items to meet Standards. 	<ul style="list-style-type: none"> • Nutrient profile of meals will improve. • Meals meet USDA school meals requirements. 	<ul style="list-style-type: none"> • School Meals Initiative (SMI) review results and standards. • Participation rates. 	

GOAL #1 School meal programs consistent with State and USDA requirements and HealthierUS Schools criteria.

Activity 1.3 Provide food service personnel with regular professional development on School Meals Programs, nutrition/health education, and wellness.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Identify training needs of staff. 2. Collaborate with Maryland School Nutrition Association (MSNA), Maryland State Department of Education (MSDE), Department of Health and Mental Hygiene (DHMH), Maryland Cooperative Extension (MCE), and others to provide training to staff. 3. Partner with HE and PE divisions to provide joint professional development for staff. 4. Establish a county School Nutrition Association (SNA) chapter to support training at monthly meetings. 5. Seek grants from Action for Healthy Kids (AFHK) or similar organizations. 6. Include nutrition training at staff development meetings that would include “train the trainer” modules for staff who provide their own training or direct training to food service staff during in-service times. 7. Establish a pay rate based on level of SNA certification. 	<ul style="list-style-type: none"> • Food service personnel will be more knowledgeable about the role of school meals in health and wellness. • Increase the number of SNA-certified staff. • More staff will participate in national, regional and statewide trainings. • Food service staff will write and submit grants. 	<ul style="list-style-type: none"> • Copies of training agenda, topics, dates and participants’ positions. • Number of trainings attended. • Number of SNA-certified members. • Number of training topics presented. • Pre and post test scores. • Grants written and submitted. • Interviews with staff. 	

GOAL #1 School meal programs consistent with State and USDA requirements and HealthierUS Schools criteria.

Activity 1.4. Share nutrition information about foods and beverages with school constituencies to the extent possible.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Post nutrition information on school web site. 2. Place nutrition information on school menus. 3. Provide nutrition and wellness information to employees for personal wellness and health. 4. Display nutrition information on school walls, bulletin boards, and in other public areas. 	<ul style="list-style-type: none"> • Parents and students will be able to make informed choices regarding if and when to purchase meals at school. • Constituencies will be more informed about nutrition information. 	<ul style="list-style-type: none"> • Copies of nutrition charts or links to web sites. • Pre and post questionnaire on nutrition knowledge of constituencies. • Nutrition information on display. 	
Activity 1.5 Promote participation in and application for locally- or nationally-recognized awards programs.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Establish a school system team to identify eligible schools. 2. Evaluate school program to determine how it meets the guidelines. 3. Apply for the USDA HealthierUS Schools Award. 	<ul style="list-style-type: none"> • Be recognized as a representative of a locally- or nationally-recognized awards program. • Being a designated HealthierUS School may make schools eligible for additional resources (grants, etc.). 	<ul style="list-style-type: none"> • Recognition applied for. • Recognition granted. • Grants received. 	

GOAL #1 School meal programs consistent with State and USDA requirements and HealthierUS Schools criteria.

Activity 1.6 Offer breakfast in all elementary and secondary schools when possible.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Work with local advocacy groups to determine need for breakfasts. 2. Develop breakfast marketing and outreach activities. 3. Share goals of breakfast service with school administrators. 4. Offer breakfast programs in schools. 	<ul style="list-style-type: none"> • Breakfast will be offered in all schools. • Barriers to breakfast participation will be identified. • Solutions to breakfast participation will be identified. • Participation will increase. • Students will eat breakfast. • School administrators will embrace the importance of breakfast. 	<ul style="list-style-type: none"> • Breakfasts offered. • Participation rates. • Student surveys. • Administrator survey. 	
Activity 1.7 Promote the Maryland Meals for Achievement (MMFA) breakfast program.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Identify eligible schools (40% or more free and reduced). 2. Form team to plan school's application. 3. Submit application and follow up. 4. Offer MMFA breakfast program in schools. 	<ul style="list-style-type: none"> • Eligible schools will be identified. • Administration will support MMFA. • Breakfast participation will increase. • MMFA funding will be awarded. 	<ul style="list-style-type: none"> • Breakfasts offered. • Participation rates. • Student surveys. • Administrator survey. 	

Sample Goals and Activities

GOAL #2

Increase meal participation rates by offering quality, accessible, and appealing meals.

Activities:

- 2.1 Provide students an opportunity for input on school menu items.
- 2.2 Feature menus with healthy choices that are flavorful and attractively presented.
- 2.3 Upgrade eating and serving areas to improve function and image of the cafeteria.
- 2.4 Promote the school meal program to all constituencies.
- 2.5 Provide food safety training to all nutrition staff.
- 2.6 Conduct regular food tasting activities with students to introduce healthy menu items.

GOAL #2 Increase meal participation rates by offering quality, accessible, and appealing meals.

Activity 2.1 Provide students an opportunity for input on school menu items.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Form and conduct regular meetings with a student nutrition advisory team. 2. Hold student focus groups and meet with the student government associations. 3. Distribute an electronic or paper survey for those who cannot attend focus groups. 4. Establish a comment card system for the school meal program. 	<ul style="list-style-type: none"> • School meals participants will have more input on school meals. • Students will be more likely to purchase meals. • Student satisfaction with school meals will increase. 	<ul style="list-style-type: none"> • Number of meetings conducted. • Number of surveys conducted and collected. • Variety of constituencies involved. • Participation rates. • Pre and post surveys of meal quality. • Number of comment cards. • Number of suggestions. 	
Activity 2.2 Feature menus with healthy choices that are flavorful and attractively presented.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Involve students in menu planning and food tastings. 2. Provide freshly prepared food as available. 3. Use locally-grown foods when available. 4. Provide appropriate variety and consider seasonal or international themes. 5. Make meal presentation and meal items attractive. 6. Provide staff training and support for the preparation of fresh foods. 7. Change preparation techniques to reduce sodium and fat content and increase fiber and flavor. 8. Provide raw vegetables and/or cut fruit at least three times per week. 9. Offer a salad bar to teachers and students. 	<ul style="list-style-type: none"> • Perception of school meals will be enhanced by offering appealing foods. • Students will select school meals over snacking. • Locally-grown foods will be offered in school meals. • Staff will take on additional initiatives to support food quality. • School meal participation rates will increase. • Plate waste will be reduced. • Meal taste profiles will improve. • School Meals will meet 2010 Dietary Guidelines for Americans (DGA). • Students will select more raw vegetables and/or cut fruit. • Students will choose reimbursable salads. 	<ul style="list-style-type: none"> • Customer service surveys conducted. • School meal participation rates. • School Meals Initiative (SMI). • Self review of service line set up and presentation. • Plate waste surveys. • Amount of locally-grown food purchased. • School meal secret shopper's survey. • School revenue records. • Compare meals to Institute of Medicine recommendations and 2010 DGA. • Student interviews. • School focus groups. 	

GOAL #2 Increase meal participation rates by offering quality accessible and appealing meals.

Activity 2.3 Upgrade eating and serving areas to improve function and image of the cafeteria.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Consider international food court arrangements. 2. Include salad or fruit bars. 3. Add themed décor, fresh paint, murals, etc. 4. Replace long institutional-style tables and benches with smaller tables and chairs. 5. Provide catering services to the school system. 6. Train cafeteria staff in customer-oriented service. 7. Provide themed or other attractive attire for cafeteria staff. 	<ul style="list-style-type: none"> • Students will perceive the cafeteria as a more welcoming environment. • Students will select more fruits and vegetables. • Participants will choose reimbursable salad meals. • Participation rates will increase. • Food services will become customer oriented. • Food services will become a provider for special activities and catered events. 	<ul style="list-style-type: none"> • Audit school cafeteria facilities (see resource section samples). • Participation rates. • Number of fruit and salad bar sales. • Number of participants trained. • Customer service comment cards. • Number of events conducted by food services. 	

GOAL #2 Increase meal participation rates by offering quality, accessible, and appealing meals.

Activity 2.4 Promote the school meal program to all constituencies.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 2. Distribute application for the free and reduced-price meal program (i.e., send home with elementary children in their parent folders). 3. Develop attractive menus with pictures of meal options, and nutrition information to send home to parents and pass out to students; 4. Develop promotional materials with student input (signs, posters, in-class promotions, public address system, bulletins, and school cable TV ads). 5. Contact reporters about improvements in the meal program. 6. Train spokespersons to speak about school meal program. 7. Speak at meetings of the various stakeholders such as: parents, teachers, school administrators, and students, to garner their support. 8. Invite BOE members and PTA/PTO officers to have meals at schools. 9. Hold information sessions with BOE, PTA/PTO and elected officials on the school meal programs. 	<ul style="list-style-type: none"> • More students will submit free and reduced-price meal applications. • Participation rates will increase. • Students will perceive the cafeteria as a source for nutrition information. • Teachers will become more involved with the school meal program. • Administrators will become more knowledgeable about the school meal program. • Local media will report about your school meal program in a favorable manner. • Identify and utilize individuals who are effective at public presentations. • Administrators will become more involved with the school meal programs. 	<ul style="list-style-type: none"> • Applications submitted. • Participation rates. • Comments on menus. <p>Number of:</p> <ul style="list-style-type: none"> • promotional materials created; • administrators and teachers involved; • positive news articles published; • public presentations; • informational sessions conducted; • spokespersons identified; • interviews with customers; and • on-line surveys. 	

GOAL #2 Increase meal participation rates by offering quality, accessible, and appealing meals.

Activity 2.5 Provide food safety training to all nutrition staff.			In place by	Responsibility
Steps	Expected Outcomes	Monitoring		
<ol style="list-style-type: none"> 1. Offer food safety training classes to all managers and persons in charge (PIC). 2. Offer food safety training classes to all elementary, middle, and high school workers. 3. Offer annual food safety update training. 4. Offer regular food safety recertification classes. 5. Conduct annual audits of food safety practices. 6. Implement food safety self-inspection process. 	<ul style="list-style-type: none"> • All managers and PIC will be certified. • More staff will be certified. • Staff will be more focused on food safety. • More staff will maintain certification. • Self-inspection results will improve. • More positive comments will be noted on food safety inspections and state reviews. 	<ul style="list-style-type: none"> • Number of certified managers. • Number of certified staff. • Pass/fail rate. • Number of updates provided. • Self-inspections results. • State reviewers' comments. • Health Department inspections. 		
Activity 2.6 Conduct regular food tasting activities with students to introduce healthy menu items.			In place by	Responsibility
Steps	Expected Outcomes	Monitoring		
<ol style="list-style-type: none"> 1. Offer classes to all managers and PIC on how to conduct food tastings. 2. Offer food tastings at 50% of elementary schools. 3. Offer food tastings at 50% of middle and high schools. 4. Submit application for USDA Fresh Fruit and Vegetable Program (FFVP). 	<ul style="list-style-type: none"> • Managers will learn how to conduct food tastings. • Students will have a better outlook on school meals. • Conduct more food tastings. • Students will select more healthy items. • School will be awarded the FFVP. 	<ul style="list-style-type: none"> • Pre and post tests for classes. • Number of classes attended. • Customer comment cards. • Number of food tastings conducted. • Number of healthy items selected. 		

Sample Goals and Activities

GOAL #3

Vending and à la carte nutrition standards within the school meal programs will meet locally- or nationally-recognized standards.

Activities:

- 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 3.2 Encourage meal participation with à la carte foods and beverages to supplement school meals.
- 3.3 Ensure à la carte foods and beverages meet established nutrition standards and support healthy eating.

GOAL #3 Vending and à la carte nutrition standards within the school meal programs will meet locally- or nationally-recognized standards.

Activity 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the school health council (SHC). 2. Meet with school principals and administrators. 3. Present to school nurses, HE and PE teachers. 4. Present to school and county BOE and PTA/PTO. 5. Share with students through assemblies, councils, and classroom events. 6. Present at BTS nights. 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Pre and post surveys of meal program quality. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS nights. 	
Activity 3.2 Encourage meal participation with à la carte foods and beverages to supplement a school meal.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Identify high quality and nutritional foods to offer in the cafeteria. 2. Gradually remove foods that do not meet nutrition criteria from the cafeteria line. 3. Market healthier choices through activities such as varied pricing and promotion. 	<ul style="list-style-type: none"> • Create a list of high-quality and nutritional foods. • Reduce monitoring associated with compliance to nutrition standards of à la carte foods. • Improve nutritional balance of food that students consume. • Offerings will meet nutrition standards. 	<ul style="list-style-type: none"> • State or local reviews. • Sales of healthier options. • Peer reviews. • Customer service surveys. 	

GOAL #3 Vending and à la carte nutrition standards within the school meal programs will meet locally- or nationally-recognized standards.

Activity 3.3 Ensure that à la carte foods and beverages meet established standards and support healthy eating.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Provide vendor with nutrition specifications in all bid documents. 2. Double-check vendor food lists to ensure the foods and beverages meet school’s standards. 3. Work with a group of students to select the items they believe will be most popular. 4. Conduct taste tests with students. 5. Track sales volume to identify best-sellers. 6. Conduct student satisfaction/preference surveys. 7. Involve students in promoting the healthy options. 8. Have the vendor work with students to develop and market healthy product lines. 	<ul style="list-style-type: none"> • Student input will be considered when planning à la carte food offerings. • Students will have access to a wide variety of food offerings that meet the established nutrition standards. • Students will choose healthier options. 	<ul style="list-style-type: none"> • Product lists. • Bid documents. • Student sales. • Surveys conducted. • Taste tests. • Student satisfaction surveys. • Vendor/student meetings. 	

Sample Goals and Activities

GOAL #4

Vending nutrition standards outside the school meal program will meet locally- or nationally-recognized standards.

Activities:

- 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 4.2 Ensure that foods and beverages in all student-accessible vending on the school grounds meet established nutrition standards and support healthy eating.
- 4.3 Promote healthy choices for vended foods and beverages to ensure sustained sales volume.

GOAL #4 Vending nutrition standards outside the school meal program will meet locally- or nationally-recognized standards.

Activity 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the SHC. 2. Meet with school principals and administrators. 3. Present to school nurses, HE and PE teachers. 4. Present to school and county BOE PTA/PTO. 5. Share with students through assemblies, councils, and classroom events. 6. Present at BTS nights. 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTA/PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Pre and post surveys of meal program quality. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS nights. 	
Activity 4.2 Ensure that foods and beverages in all student-accessible vending on the school grounds meet established nutrition standards and support healthy eating.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Monitor and collect a list of current vending activities. 2. Ensure greater than 50% of options in vending machines meet nutrition standards. 3. Conduct a Competitive Foods Inventory. 4. Change vended foods to meet established nutrition standards. 	<ul style="list-style-type: none"> • Catalog all foods and beverages offered. • Identify revenue streams and impact of change. • Identify and collect actual costs and profits of food and beverage sales. 	<ul style="list-style-type: none"> • Competitive Foods Inventory. • Requisitions from all school purchases. • Interviews with students. • Costs and profits of food and beverage sales. 	

GOAL #4 Vending nutrition standards outside the school meal program will meet locally- or nationally-recognized standards.

Activity 4.3 Promote healthy choices for vended foods and beverages to ensure sustained sales volume.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Allow high school students to bring bottled water into classrooms. 2. Market healthier choices through activities such as price structure and promotion. 3. Conduct one or more activities to engage students in leading the change toward a healthier school environment. 4. Conduct a marketing campaign to promote nutritious snack choices where competitive foods are sold. 	<ul style="list-style-type: none"> • Students will select healthier foods. • Students will engage in creating a healthier school environment. • Students will be more interested in healthier options. • Raised awareness of healthier options. 	<ul style="list-style-type: none"> • Observation of high school beverage choices. • Sales of healthier foods. • Number of student-led activities to support a healthier school environment. • Self reporting student survey. 	

Sample Goals and Activities

GOAL #5

School parties/celebrations/meetings (PCM) and school-sponsored events should maximize the use of healthy food choices.

Activities:

- 5.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 5.2 Provide the school system with alternatives to food for celebrations.
- 5.3 Establish food standards for school PCM and other school-sponsored events.
- 5.4 Provide recognition or an award to schools for meeting healthful food and beverage options for school PCM and other school-sponsored events.

GOAL #5 School PCM and school-sponsored events should maximize the use of healthy food choices.

Activity 5.1 Inform appropriate constituencies about this key element of the wellness policy.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the School Health Council (SHC). 2. Meet with school principals and administrators. 3. Present to school nurses, HE and PE teachers. 4. Present to school and county BOE PTA/PTO). 5. Share with students through assemblies, councils, and classroom events. 6. Present at Back to School Nights (BTS). 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTA/PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Pre and post surveys of meal program quality. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS night. 	
Activity 5.2 Provide the school system with alternatives to food for celebrations.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Monitor and collect current celebration practices. 2. Work with PTA/PTO, SHC and students to develop a list of alternative foods for celebrations. 3. Provide a list of alternative foods for celebrations to all constituencies, especially teachers and parents. 4. Provide feedback to schools on their celebration practices. 	<ul style="list-style-type: none"> • PTA/PTO and SHC will develop and recommend nutrition standards. • Distribute a list of alternative foods for celebrations to all schools. 	<ul style="list-style-type: none"> • Teacher surveys. • Parent surveys. • Survey of celebration practices. • On-line surveys. 	

GOAL #5 School PCM and school-sponsored events should maximize the use of healthy food choices.

Activity 5.3 Establish food standards for PCM and other school-sponsored events.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Establish food standards in elementary schools. 2. Have the principal and PTA/PTO president from each school sign a pledge to comply with standards. 3. Implement standards in middle schools. 4. Implement standards in high schools. 	<ul style="list-style-type: none"> • All elementary schools will comply by 12/09. • All middle schools will comply by 12/10. • All high schools will comply by 12/11. 	<ul style="list-style-type: none"> • Classroom observations. • Pledges signed by principals and PTA/PTOs. 	
Activity 5.4 Provide recognition or an award to schools for meeting healthful food and beverage options for school PCM and other school-sponsored events.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Create a healthy celebration award standard. 2. Inform schools of the healthy celebration award and how to apply for recognition. 3. Evaluate schools and present recognition awards yearly. 4. Recognize schools for having healthy celebrations. 	<ul style="list-style-type: none"> • Standard will be created by 12/2009. • All schools will be informed by 12/2010. • The first recognition awards will be given by 12/2011. 	<ul style="list-style-type: none"> • State PTA/PTO and SHC review and application. • Classroom observations. • Awards applied for. • Awards presented. 	

Sample Goals and Activities

GOAL #6

Use non-food rewards for school accomplishments.

Activities:

- 6.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 6.2 Provide the school system and PTA/PTO with alternatives to food rewards.
- 6.3 Provide training to teachers on non-food related incentives.

GOAL #6 Use non-food rewards for school accomplishments.

Activity 6.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the SHC. 2. Meet with school principals and administrators. 3. Present to school nurses, HE and PE teachers. 4. Present to school and county BOE and PTA/PTO. 5. Share with students through assemblies, councils, and classroom events. 6. Present at BTS nights. 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTA/PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Pre and post surveys of meal program quality. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS nights. 	
Activity 6.2 Provide school system and PTA/PTO with alternatives to food rewards.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Monitor and collect current reward practices. 2. Work with PTA/PTO, SHC and students to develop a list of alternative reward systems. 3. Provide a list of alternatives to food as rewards to all constituencies. 4. Implement a new reward system. 5. Sponsor “Brain Food Breaks” in schools during state assessments. 	<ul style="list-style-type: none"> • PTA/PTO/SHC will develop and recommend items to be considered for classroom rewards. • Sponsor 10 high school brain breaks per year. • New reward system will be implemented. 	<ul style="list-style-type: none"> • Teacher surveys. • Parent surveys. • Survey of reward practices. • On-line surveys. 	

GOAL # 6 Use non-food rewards for school accomplishments.

Activity 6.3 Provide training to principals and teachers on non-food related incentives.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to school principals. 2. Present to teachers. 3. Present to school and county PTA/PTO. 4. Provide a list of viable alternatives to all groups. 	<ul style="list-style-type: none"> • Present to all involved groups in: <ul style="list-style-type: none"> ▪ 50% of elementary schools by 12/2009 ▪ 75% of elementary schools by 12/2011 • Teachers will be less likely to fall back on candy and other foods as a reward. 	<ul style="list-style-type: none"> • Number of presentations • List developed • Survey of all reward practices 	

Sample Goals and Activities

GOAL #7

School-based organizations should raise funds with non-food options.

Activities:

- 7.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 7.2 Provide the school system and PTA/PTO with alternatives to food fundraisers.

GOAL #7 School-based organizations should raise funds with non-food options.

Activity 7.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the SHC. 2. Meet with school principals and administrators. 3. Present to school nurses, HE and PE teachers. 4. Present to school and county BOE PTA/PTO. 5. Share with students through assemblies, councils, and classroom events. 6. Present at BTS nights. 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTA/PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Pre and post surveys of meal program quality. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS nights. 	
Activity 7.2 Provide the school system and PTA/PTO with alternatives to food fundraisers.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Monitor and collect current fundraising practices. 2. Conduct a resource fair/workshop for PTA/PTO demonstrating how to implement non-food fundraisers. 3. Develop a resource list of non-food fundraisers. 4. Distribute resource list to all schools. 	<ul style="list-style-type: none"> • Schools and PTA/PTO will be more likely to forgo food fundraisers. • SHC or similar group will develop and recommend alternatives for fundraiser. • Schools will use resource list. 	<ul style="list-style-type: none"> • Number of food fundraisers. • Number of non-food fundraisers. • PTA/PTO school surveys. • Purchase requests. • Resources developed. 	

Sample Goals and Activities

GOAL #8

Students will have adequate space and time to eat in a pleasant dining environment.

Activities:

- 8.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 8.2 Provide facilities that are easy to access and adequate to meet demand.
- 8.3 Provide meal schedules that support healthy meal patterns.
- 8.4 Provide recess before lunch whenever possible.

GOAL #8 Students will have adequate space and time to eat in a pleasant dining environment.

Activity 8.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present to the SHC. 2. Meet with school principals and administrators. 3. Present to school nurses, HE and PE teachers. 4. Present to school and county BOE PTA/PTO. 5. Share with students through assemblies, councils, and classroom events. 6. Present at BTS nights. 	<ul style="list-style-type: none"> • All of these groups will have the background, information, and knowledge necessary to implement the policy. • Develop school action plans and goals to implement and monitor the policy. • Collaboration with PTA/PTO BTS nights in: <ul style="list-style-type: none"> ▪ 50% of appropriate schools by 12/2009 ▪ 75% of appropriate schools by 12/2011 ▪ 100% of appropriate schools by 12/2013 	<ul style="list-style-type: none"> • Number of meetings conducted. • Variety of constituencies involved. • Attendance at meetings. • Pre and post surveys of meal program quality. • Dining environment survey. • Comment cards. • Number of assemblies conducted. • Attendee sign-in sheets. • Number of BTS nights. 	
Activity 8.2 Provide facilities that are easy to access and adequate to meet demand.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Monitor and review the current dining environment. 2. Establish a team to update the environment. 3. Provide an adequate number of points of service. 4. Use snack carts for reimbursable grab and go meals. 5. Review serving line configuration/line layout to enhance student flow through the line. 	<ul style="list-style-type: none"> • Nutrition advisory councils or similar group will establish facility and time standards. • Customer satisfaction will increase. • Meal times will meet demand. • Service time (in line) will be reduced. 	<ul style="list-style-type: none"> • School schedules. • Survey of facilities. • Customer surveys. • Dining room surveys. • Service times. 	

GOAL #8 Students will have adequate space and time to eat in a pleasant dining environment.

Activity 8.3 Provide meal schedules that support healthy meal patterns.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Review student schedules to determine the number of students at each meal period and plan meal service to optimize time and number of students. 2. Schedule meals at appropriate time in the day. 3. Allow adequate time for serving and eating meals as established by national standards (such as American School Health Association). 4. Consider scheduling breakfast after the first period for middle and high school students. 6. Provide special areas to accommodate students receiving academic support at lunch. 7. Utilize vending and other alternative distribution method for reimbursable school meals. 	<ul style="list-style-type: none"> • Students will be more satisfied with school meals. • More students will select school meals. • Students will purchase more reimbursable meals. • Students will consume a full meal. • Students will not rush through lunch or skip their meals to get academic support or participate in extra-curricular activities. 	<ul style="list-style-type: none"> • Meal scheduling times. • Participation rates. • Customer service surveys. • Plate waste surveys. 	
Activity 8.4 Provide recess before lunch whenever possible.		In Place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Review school schedules with school administrative team to determine lunch and recess schedules. 2. Schedule recess before lunch for two grades per year. 	<ul style="list-style-type: none"> • Students will purchase more reimbursable meals. • Students will not rush through lunch or skip their meals in order to go outside for recess. 	<ul style="list-style-type: none"> • Participation rates. • Customer service surveys. • Focus Groups. • Recess schedules. 	

Goals and Activities

WORKSHEET

GOAL: #1

Activity

- 1.1
- 1.2
- 1.3
- 1.4

GOAL: #2

Activity

- 2.1
- 2.2
- 2.3
- 2.4

GOAL: #3

Activity

- 3.1
- 3.2
- 3.3
- 3.4

GOAL: #4

Activity

- 4.1
- 4.2
- 4.3
- 4.4

Steps - Outcomes - Monitoring

WORKSHEET

<u>GOAL:</u>				
<u>Activity</u>			In place by	Responsibility
Steps		Expected Outcomes	Monitoring	
1.		•	•	
2.		•	•	
3.		•	•	
4.		•		
5.				
6.				

Policy Component: Nutrition Education

Sample Goals and Activities

Goal # 1 **Students in kindergarten through grade 12 will receive a comprehensive program in health education focused on the skills needed to adopt healthy eating behaviors and lifelong wellness practices.**

Activities:

- 1.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 1.2 Skills-based nutrition education, as a part of a dedicated, stand-alone, term-long comprehensive health education program, is provided to every student at every grade level PreK-8.
- 1.3 Skills-based nutrition education, as a part of a dedicated, stand-alone, term-long comprehensive health education program, is provided to every student at the high school level annually (1/2 credit per year).
- 1.4 Planned instruction is aligned to the national and state health education standards.
- 1.5 Nutrition education is culturally relevant and teaches students about cross-cultural nutrition.
- 1.6 Instruction is aligned to the Centers for Disease Control and Prevention’s *Characteristics of Effective Health Education Curricula*.

Goal # 2 **All schools will have highly-qualified teachers who are adequately prepared and who participate in regular professional development activities to effectively deliver nutrition education in the context of comprehensive school health education.**

Activities:

- 2.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 2.2 All teachers who teach health education receive annual professional development on health education, current nutrition information, and best educational practices.
- 2.3 All schools will have highly-qualified teachers who are adequately prepared and who participate in regular professional development activities to effectively deliver nutrition education in the context of comprehensive school health education.

Goal # 3 **Schools will collaborate with community agencies to enhance nutrition education efforts.**

Activities:

- 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 3.2 Food and Nutrition Services and other community agencies collaborate with teachers to reinforce nutrition education lessons taught in classroom.
- 3.3 Healthy eating is promoted to families and the surrounding community.
- 3.4 The cafeteria is used as a “learning laboratory” and includes enjoyable, developmentally-appropriate, participatory activities such as taste tests, promotions, and visits to farms.

Goal # 4 Nutrition education is integrated into other subject areas besides health education.

Activities:

- 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 4.2 The nutrition content of health education and physical education curricula is aligned.
- 4.3 Curricular connections for nutrition education are made in core subject areas; e.g., science, social studies, math, and language arts.

Sample Goals and Activities

GOAL #1

Students in kindergarten through grade 12 will receive a comprehensive program in health education focused on the skills needed to adopt healthy eating behaviors and lifelong wellness practices.

Activities:

- 1.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 1.2 Skills-based nutrition education, as a part of a dedicated, stand-alone, term-long comprehensive health education program, is provided to every student at every grade level PreK-8.
- 1.3 Skills-based nutrition education, as a part of a dedicated, stand-alone, term-long comprehensive health education program, is provided to every student at the high school level annually (1/2 credit per year).
- 1.4 Planned instruction is aligned to the national and state health education standards.
- 1.5 Nutrition education is culturally relevant and teaches students about cross-cultural nutrition.
- 1.6 Instruction is aligned to the Centers for Disease Control and Prevention's *Characteristics of Effective Health Education Curricula*.

GOAL#1 Students in kindergarten through grade 12 will receive a comprehensive program in health education focused on the acquisition of skills needed to adopt healthy eating behaviors and lifelong wellness practices.

Activity 1.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goals and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities. 3. Meet with health education teachers to share goals and activities. 4. Present goals and activities to the PTA/PTO. 5. Share goals and activities with the local school health council. 	<ul style="list-style-type: none"> • Provide better understanding of policy requirements. • Increase involvement of stakeholders. • Develop school action plans and goals to implement and monitor policy. 	<ul style="list-style-type: none"> • Agenda, attendance sheet, and evaluation. • Pre and post tests. • Number of plans developed. 	

GOAL#1 Students in kindergarten through grade twelve will receive a comprehensive program in health education focused on the acquisition of skills needed to adopt healthy eating behaviors and lifelong wellness practices.

Activity 1.2 Skills-based nutrition education, as a part of a dedicated, stand-alone, term-long comprehensive health education program, is provided to every student at every grade level PreK-8.		In place by	Responsibility
Steps		Monitoring	
1. Examine school schedules for dedicated time for health education. 2. Examine data from system-wide end-of-course assessment.	<ul style="list-style-type: none"> All students in PreK-8 receive comprehensive health education. 	<ul style="list-style-type: none"> Master list of schools with dedicated health education classes. Collect school end-of-course assessment data. 	
Activity 1.3 Skills-based nutrition education, as a part of a dedicated, stand-alone, term-long comprehensive health education program, is provided to every student at the high school level annually (1/2 credit per year).		In place by	Responsibility
Steps		Monitoring	
1. Examine course file for high school requirements. 2. Examine data from system wide end-of-course assessment.	<ul style="list-style-type: none"> Health education courses are available annually. 	<ul style="list-style-type: none"> Course file records. Collect school end-of-course assessment data. 	
Activity 1.4 Planned instruction is aligned to the national/state health education standards.		In place by	Responsibility
Steps		Monitoring	
1. Provide time and funds for curriculum review and revision. 2. Conduct a review of the curriculum. 3. Revise local curriculum to align with Voluntary State Curriculum (VSC). 4. Provide staff development. 5. Implement curriculum. 6. Nutrition Education is culturally relevant and teaches students about cross-cultural nutrition.	<ul style="list-style-type: none"> Time and funds available. Identify congruence between local curriculum and national and state health education standards. Local curriculum meets or exceeds VSC standards. Train staff in revised curriculum. Students receive aligned curriculum. 	<ul style="list-style-type: none"> Dates are identified in master calendar. Scope and sequence chart. Agenda, attendance sheet, and evaluation. Annual system-wide end-of-course assessments. 	

GOAL #1 Students in kindergarten through grade twelve will receive a comprehensive program in health education focused on the acquisition of skills needed to adopt healthy eating behaviors and lifelong wellness practices.

Activity 1.5 Instruction is aligned to the <i>Characteristics of Effective Health Education Curricula</i> .		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Provide time and funds for curriculum review and revision. 2. Conduct a review of the curriculum. 3. Revise local curriculum. 4. Provide staff development. 5. Implement curriculum. 	<ul style="list-style-type: none"> • Time and funds available. • Identify congruence between local curriculum and <i>Characteristics of Effective Health Education Curricula</i>. • Local curriculum contains <i>Characteristics of Effective Health Education Curricula</i>. • Train staff in revised curriculum. • Students receive aligned curriculum. 	<ul style="list-style-type: none"> • Dates are identified in master calendar. • Scope and sequence charts. • Agendas, attendance sheets, and evaluations. • Annual system-wide end-of-course assessments. 	
Activity 1.6 Nutrition education is culturally relevant and teaches students about cross-cultural nutrition.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Provide time and funds for curriculum review and revision. 2. Conduct a review of the curriculum. 3. Revise local curriculum. 4. Provide staff development. 5. Implement curriculum. 	<ul style="list-style-type: none"> • Time and funds available. • Identify relevant segments of the curriculum in which cross-cultural nutrition connections can be made. • Local curriculum contains cross-cultural nutrition connections. • Train staff in revised curriculum. • Students receive aligned curriculum. 	<ul style="list-style-type: none"> • Dates are identified in master calendar. • Scope and sequence chart. • Agendas, attendance sheets, and evaluations. • Annual system-wide end-of-course assessments. 	

Sample Goals and Activities

GOAL # 2

All schools will have highly-qualified teachers who are adequately prepared and who participate in regular professional development activities to effectively deliver nutrition education in the context of comprehensive school health education.

Activities:

- 2.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 2.2 All teachers who teach health education receive annual professional development on health education, current nutrition information, and best educational practices.
- 2.3 All schools will have highly-qualified teachers who are adequately prepared and who participate in regular professional development activities to effectively deliver nutrition education in the context of comprehensive school health education.

GOAL #2 All schools will have highly-qualified teachers who are adequately prepared and who participate in regular professional development activities to effectively deliver nutrition education in the context of comprehensive school health education.

Activity 2.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goals and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities. 3. Meet with health education teachers to share goals and activities. 4. Present goals and activities to the PTA/PTO. 5. Share goals and activities with the local school health council. 	<ul style="list-style-type: none"> • Provide better understanding of policy requirements. • Increase involvement of stakeholders. • Develop school action plans and goals to implement and monitor policy. 	<ul style="list-style-type: none"> • Agenda, attendance sheet, and evaluation. • Number of plans developed. • Pre and post tests. 	
Activity 2.2 All teachers who teach health education receive annual professional development on health education, current nutrition information, and best educational practices.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Identify student needs. 2. Identify training needs of staff. 3. Schedule annual professional development opportunities for all teachers of health education. 4. Collaborate with Maryland School Nutrition Association (MSNA), Department of Health and Mental Hygiene (DHMH), MD Cooperative Extension (MDCE) and local agencies to provide training to staff. 5. Provide additional ongoing staff development based on teacher and student needs. 	<ul style="list-style-type: none"> • Understand current student needs. • Understand staff training needs. • Professional development is scheduled. • Comprehensive nutrition information is presented to staff. • Provide frequent communications related to initial staff development. 	<ul style="list-style-type: none"> • Review results from: Youth Risk Behavior Survey, Maryland Adolescent Survey, Youth Tobacco Survey. • Review results from <i>Profiles Survey</i>. • Master Calendar. • Agendas, attendance sheets, and evaluations. • Monthly newsletters. 	

Sample Goals and Activities

GOAL #3

Schools will collaborate with community agencies to enhance nutrition education efforts.

Activities:

- 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 3.2 Food and Nutrition Services and other community agencies collaborate with teachers to reinforce nutrition education lessons taught in classroom.
- 3.3 Healthy eating is promoted to families and the surrounding community.
- 3.4 The cafeteria is used as a “learning laboratory” and includes enjoyable, developmentally-appropriate, participatory activities such as taste tests, promotions, and visits to farms.

GOAL #3 Schools will collaborate with community agencies to enhance nutrition education efforts.

Activity 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goals and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities. 3. Meet with health education teachers to share goals and activities. 4. Present goals and activities to the PTA/PTO. 5. Share goals and activities with the local school health council. 	<ul style="list-style-type: none"> • Provide better understanding of policy requirements. • Increase involvement of stakeholders. • Develop school action plans and goals to implement and monitor policy. 	<ul style="list-style-type: none"> • Agendas, attendance sheets, and evaluations. • Number of plans developed. • Pre and post tests. 	
Activity 3.2 Food and Nutrition Services and other community agencies collaborate with teachers to reinforce nutrition education lessons taught in the classroom.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Survey needs and interests of schools, teachers, parents, etc. 2. Contact MSNA, MSDE, DHMH, MDCE and local agencies to gain their support. 3. Schedule programs in schools. 	<ul style="list-style-type: none"> • Identify gaps in collaboration between teachers and school with community agencies through a survey. • Increase percentage of schools collaborating with community agencies related to nutrition education efforts. • Convene a meeting with representatives from local agencies and the schools to develop a comprehensive plan of collaboration between schools and community agencies. (Timeline by end of year 2 of a 4 year plan, for example.) • By the end of year 4, all schools will have an identified collaborator from a community agency for nutrition education. • All schools will report collaborative nutrition education activities annually. 	<ul style="list-style-type: none"> • Return of surveys by the stakeholders. • Meeting attendance sheets. • Collaboration Plan document. • Database of collaborating schools and events. 	

GOAL #3 Schools will collaborate with community agencies to enhance nutrition education efforts.

Activity 3.3		In place by	Responsibility
Healthy eating is promoted to families and the surrounding community.			
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Identify community needs. 2. Collaborate with PTA/PTO to plan promotion. 3. Collaborate with Maryland SNA, MSDE, DHMH, MD Cooperative Extension and local agencies assist in promotion. 4. Schedule activities throughout schools and the community. 	<ul style="list-style-type: none"> • A community healthy eating assessment is conducted. • Healthy Eating Promotion to families becomes a priority for the PTA/PTO council and a standing committee is established at the PTA/PTO. • Convene a meeting with representatives from Maryland SNA, MSDE, DHMH, MDCE and local agencies and the schools to share and collaborate on family and community healthy eating promotion activities. (Timeline by end of year 3 of a 4 year plan, for example.) • Creation of a website and community calendar of planned healthy eating promotion activities. 	<ul style="list-style-type: none"> • Survey of community agencies, media, and Nutrition Environmental Measures Survey. • PTA/PTO committee formation. • Meeting attendance. • Meeting agendas. • Plan for distribution of promotion materials to community. • Community calendar. 	

GOAL #3 Schools will collaborate with community agencies to enhance nutrition education efforts.

Activity 3.4 Cafeteria is used as a “learning laboratory” and includes enjoyable, developmentally-appropriate, participatory activities such as taste tests, promotions, and visits to farms.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Survey needs and interests of schools, teachers, parents, food service staff, etc., and the school nutrition environment. 2. Contact the school system’s Food and Nutrition Services department as well as Maryland SNA, FSNE, MSDE, DHMH, MD Cooperative Extension and local agencies to plan activities. 3. Schedule programs in schools. 	<ul style="list-style-type: none"> • Identify interests and attitudes of teachers, principals, food service staff and parents towards cafeteria-based learning through a survey. • Assess the school nutrition environment of the school cafeteria to identify barriers and enablers to carry out these activities at each school. • Convene a meeting with representatives of local agencies and the schools to identify existing activities. (Timeline by end of year 2 of a 4 year plan, for example.) • Plan a professional development day with teams from each school (teachers, food service workers, and principals) to create a cafeteria learning laboratory at their school. • By the end of year 4, all schools participating in the professional development will have created a learning laboratory in their cafeteria. All schools will report cafeteria-based nutrition activities. 	<ul style="list-style-type: none"> • Completed surveys by teachers, principals, food service staff and parents. • School nutrition environment assessment of all school cafeterias. (FSNE Protocol used in Walk the Line project). • Meeting attendance. • Professional development program attendance. • Database of cafeteria-based nutrition activities. 	

Sample Goals and Activities

GOAL # 4

Nutrition education is integrated into other subject areas besides health education.

Activities:

- 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 4.2 The nutrition content of health education and physical education curricula is aligned.
- 4.3 Curricular connections for nutrition education are made in core subject areas; e.g., science, social studies, math, and language arts.

GOAL #4 Nutrition education is integrated into other subject areas besides health education.

Activity 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goals and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities. 3. Meet with health education teachers to share goals and activities. 4. Present goals and activities to the PTA/PTO. 5. Share goals and activities with the local school health council. 	<ul style="list-style-type: none"> • Provide better understanding of policy requirements. • Increase involvement of stakeholders. • Develop school action plans and goals to implement and monitor policy. 	<ul style="list-style-type: none"> • Agendas, attendance sheets, and evaluations. • Number of plans developed. • Pre-post test. 	
Activity 4.2 The nutrition content of health education and physical education curricula is aligned.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Meet with central office physical education administrators to examine and adjust scope and sequence and make cross-curricular connections. 2. Meet with health education and physical education teachers to share cross-curricular connections. 	<ul style="list-style-type: none"> • Identify congruence between health education and physical education curricula. • Teacher will use cross-curricular activities to enhance students' wellness. 	<ul style="list-style-type: none"> • Scope and sequence charts. • Agendas, attendance sheets, and evaluations. 	
Activity 4.3 Curricular connections for nutrition education are made in core subject areas; e.g., science, social studies, math, and language arts.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Meet with central office curriculum administrators to identify and/or plan cross-curricular connections. 2. Present nutrition education connections and classroom activities to teachers in the other content areas. 	<ul style="list-style-type: none"> • Identify congruence between health education and other curricula. • Teacher will use cross-curricular activities to enhance students' wellness. 	<ul style="list-style-type: none"> • Scope and sequence charts. • Agendas, attendance sheets, and evaluations. • Collect sample lesson plans. 	

Goals and Activities

WORKSHEET

GOAL: #1

Activity

- 1.1
- 1.2
- 1.3
- 1.4

GOAL: #2

Activity

- 2.1
- 2.2
- 2.3
- 2.4

GOAL: #3

Activity

- 3.1
- 3.2
- 3.3
- 3.4

GOAL: #4

Activity

- 4.1
- 4.2
- 4.3
- 4.4

Steps - Outcomes - Monitoring

WORKSHEET

<u>GOAL:</u>				
<u>Activity</u>			In place by	Responsibility
Steps	Expected Outcomes		Monitoring	
1.	•		•	
2.	•		•	
3.	•		•	
4.	•		•	
5.				
6.				

Policy Component: Physical Education/ Physical Activity

Sample Goals and Activities

Goal #1 **Schools will have a Physical Education (PE) program that is consistent with national and state standards.**

Activities:

- 1.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 1.2 Provide a dedicated space for PE that meets the needs of the instructional program.
- 1.3 Provide instruction in PE that is aligned with the national and state PE standards.
- 1.4 Employ PE teachers who are Maryland state-certified in PE in all PE classrooms.
- 1.5 Assess students in PE for fitness, movement concepts, and skill development for program improvement and student goal setting.
- 1.6 Offer programs that are individualized for students with disabilities in PE and athletics.
- 1.7 Provide instructional time in PE at the elementary and middle school levels that meets the national standards of 150 minutes for elementary school and 225 minutes for middle school.
- 1.8 Align the nutrition and fitness content of the PE and health education curriculums.
- 1.9 Identify and recognize outstanding programs in PE.

Goal #2 **Schools will participate in regular professional development activities to effectively deliver PE and adapted PE instructional programs.**

Activities:

- 2.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 2.2 Plan yearly high-quality professional development to address current curricular instructional initiatives.

Goal #3 **Schools will collaborate with community agencies to enhance PE and physical activity efforts.**

Activities:

- 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 3.2 Provide increased physical activity opportunities to students before and after the school day and during school vacations to allow students to accumulate 60 minutes of daily physical activity.
- 3.3 Collaborate with existing physical activity programs to provide increased physical activity opportunities for the community.
- 3.4 Collaborate with other state agencies and organizations to develop programs to encourage students and staff to walk or bike to and from school.

Goal #4 **Schools will integrate PE and physical activity into the entire school day in order to allow students to accumulate 60 minutes of daily physical activity.**

Activities:

- 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 4.2 Promote kinesthetic learning experiences in all core subject areas; e.g., science, social studies, math, and language arts.
- 4.3 Provide daily recess with physical activity for a minimum of 20 minutes to allow students to accumulate 60 minutes of physical activity every day.

Sample Goals and Activities

GOAL #1

Schools will have a PE program that is sequential and consistent with national and state standards.

Activities:

- 1.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 1.2 Provide a dedicated space for PE that meets the needs of the instructional program.
- 1.3 Provide instruction in PE that is aligned with the national and state PE standards.
- 1.4 Employ PE teachers who are Maryland state-certified in PE in all PE classrooms.
- 1.5 Assess students in PE for fitness, movement concepts, and skill development for program improvement and student goal setting.
- 1.6 Offer programs that are individualized for students with disabilities in PE and athletics.
- 1.7 Provide instructional time in PE at the elementary and middle school levels that meets the national standards of 150 minutes for elementary school and 225 minutes for middle school.
- 1.8 Align the nutrition and fitness content of the PE and health education curriculums.
- 1.9 Identify and recognize outstanding programs in PE.

GOAL #1 Schools have a physical education program that is sequential and consistent with national and state standards.

Activity 1.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goals and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities for this goal. 3. Meet with PE teachers to share goals and activities for this goal. 4. Present goals and activities to school and county Parent Teacher Association/Parent Teacher Organization (PTA/PTO). 5. Meet with the school health council (SHC) to share goals and activities for this goal. 	<ul style="list-style-type: none"> • Increased understanding of policy requirements by central office staff. • Increased understanding of the activities for this goal by school-based personnel. • School action plans and goals developed to implement and monitor policy. 	<ul style="list-style-type: none"> • Number and types of meetings. • Meeting attendance sheets. • Post meeting evaluations. • List of involvement of others from the PTA/PTO on wellness committees. • List of involvement of others from SHC on school wellness committees. 	
Activity 1.2. Provide a dedicated space for physical education that meets the needs of the instructional program.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Develop a PE facility guide for use by appropriate school personnel addressing the PE dedicated space. 2. Share the policy with appropriate school personnel addressing the construction or renovation of new and existing PE facilities or designated space. 3. Develop alternative activities for instruction in classrooms or multipurpose rooms. 4. Provide professional development on alternative activities for instruction in classrooms or multipurpose rooms. 	<ul style="list-style-type: none"> • Improved consistency and compliance on issues related to providing designated space for PE in all new construction or renovations. • Development and distribution of a PE facility guide. • Development of alternative activities for instruction in small spaces. • Professional development on alternative activities provided. 	<ul style="list-style-type: none"> • PE facility guide shared. • Number and types of meetings and attendance sheets. • List of alternative activities for instruction in the classrooms or multipurpose rooms. • Professional development evaluations. 	

GOAL #1 Schools have a physical education program that is sequential and consistent with national and state standards.

Activity 1.3. Provide instruction in physical education that is aligned to the national and state physical education standards.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Review curriculum. 2. Provide time and funds for curriculum development to align curriculum with state standards. 3. Develop or realign the PE curriculum to state standards. 4. Provide staff development for the changes or realignment of the curriculum. 5. Implement the curriculum. 6. Conduct reassessment of curriculum using the National Association of Sport and Physical Education (NASPE) Physical Education Curriculum Analysis Tool (PECAT) for reassessment. 	<ul style="list-style-type: none"> • PE program aligned with national and state standards. • Reassessment of local curriculum using standardized format. • Professional development on changes made to existing curriculum. • PE instructional programs will improve by 2010. • Curriculum aligned with state standards will be implemented. 	<ul style="list-style-type: none"> • List of suggested changes for the curriculum based on review. • Published list of curriculum development workshops. • New or realigned PE curriculum developed. • Staff development provided on the curriculum. • Yearly plans collected to determine implementation of the curriculum. • Goals and objectives listed for reassessment of the curriculum through the use of the PECAT. 	
Activity 1.4. Employ physical education teachers in all physical education classrooms who are Maryland state-certified in physical education.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Meet with the Assistant Superintendent responsible for hiring to share objectives of this activity. 2. Meet with human relations division, division of school employment, or central office PE personnel to share objectives of the goal. 3. Conduct survey of all teachers to determine current certification status of PE teachers. 4. Interview and hire only certified PE teacher graduates. 	<ul style="list-style-type: none"> • Better understanding of policy requirements by hiring authority. • Develop school action plans and goals to implement and monitor policy. • Improved monitoring of current certification status of teachers. • Certified teachers hired to teach in all PE classrooms. 	<ul style="list-style-type: none"> • Checklist for monitoring current certification status developed by school system office of certification. • Number of action plans and goals developed. • Number of certified teachers hired in the system to teach PE. 	

GOAL #1 Schools have a physical education program that is sequential and consistent with national and state standards.

Activity 1.5. Assess students in PE for fitness, movement concepts, and skill development for program improvement and student goal setting.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Develop assessments for fitness. 2. Develop assessments for motor skills and patterns. 3. Develop assessments for movement concepts. 4. Develop assessments for personal and social behavior. 5. Develop end of course assessments for grades 2, 5, 8 and high school aligned to the Maryland Voluntary State Curriculum (VSC) in PE. 6. Plan revision of assessments based on data collection. 	<ul style="list-style-type: none"> • Assessments for fitness. • Assessments for motor skills and patterns. • Assessments for movement concepts. • Assessments for personal and social behavior. • End of course assessments for PE for grades 2, 5, 8 and high school. • Program improvement in PE by 2010. 	<ul style="list-style-type: none"> • New assessments developed. • Assessment data collected by central office. • Analysis of assessment data. • Revisions of assessments. • End of course assessments. 	
Activity 1.6. Offer programs that are individualized for students with disabilities in physical education and athletics.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Develop an adapted PE guide for use by appropriate school personnel. 2. Provide training on the adapted PE guide to local individual education plan (IEP) chairs. 3. Provide training and instruction in adapted PE for all PE teachers. 4. Share the “no waivers” requirement for PE with appropriate school personnel. 5. Develop a plan for including students with disabilities in interscholastic and intramural sports programs. 	<ul style="list-style-type: none"> • Development of an adapted PE guide. • Training of all school-based personnel on the adapted PE process. • Improved consistency and compliance regarding issues related to adapted PE programs in the local school systems. • Development of a plan for including students with disabilities in interscholastic and intramural sports programs. 	<ul style="list-style-type: none"> • Distribution of an adapted PE guide. • Number and type of trainings and list of who attends. • Post meeting evaluations. • Adapted PE IEP requirements distributed to all school-based personnel. • Number of interscholastic and intramural sports programs that include students with disabilities. 	

GOAL #1 Schools have a physical education program that is sequential and consistent with national and state standards.

Activity 1.7. Provide instructional time in physical education at the elementary and middle school levels that meets the national standards of 150 minutes for elementary school and 225 minutes for middle school.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present information to the SHC. 2. SHC contact local school board members, Superintendent of Schools, PTA/PTO, and PE advisory group. 3. PE advisory group works to develop policy changes reflecting an increase in time for PE in the elementary and middle schools. 4. Provide staff development for all school personnel to ensure an increase in PE in existing school schedules. 	<ul style="list-style-type: none"> • Provide better understanding of policy requirements by all SHCs. • SHC takes an active role in the goal of increasing PE time in schools. • Develop school action plans and goals to implement and monitor policy. • PE time in daily schedules will be increased. 	<ul style="list-style-type: none"> • Developed policy and guidelines for increased time for PE. • Number and type of meetings and list of who attends. • Post meeting evaluations. • Monitoring guide used for school action plans and goals. • School schedules reflect increased time for PE. 	
Activity 1.8. Align the nutrition and fitness content of the physical education and health education curriculum.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Conduct a review of curriculum. 2. Provide time and funds for curriculum development to align the PE and health curriculum. 3. Develop or realign the PE curriculum to the health curriculum. 4. Provide staff development for the changes or realignment of the curriculum. 5. Implement the curriculum. 6. Conduct re-assessment of curriculum. 	<ul style="list-style-type: none"> • Improved instruction in health and PE. • Assessment of local PE curriculum and alignment to health curriculum. • PE instructional programs will be aligned with the health curriculum. 	<ul style="list-style-type: none"> • School system curriculum aligned in health and PE. • Number and type of meetings and list of who attends meetings. • Post meeting evaluations. • Assess the curriculum using a curriculum tool like the PECAT. 	

GOAL #1 Schools have a physical education program that is sequential and consistent with national and state standards.

Activity 1.9. Identify and recognize outstanding programs in physical education.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Encourage schools to participate in the NASPE Stars Program. 2. Encourage schools to participate in the Maryland Association for Health, Physical Education, Recreation and Dance (MAHPERD) Demonstration School Project. 	<ul style="list-style-type: none"> • Recognize outstanding PE programs in Maryland. • Increase number of schools applying for demonstration school status. 	<ul style="list-style-type: none"> • Number of NASPE Stars PE programs in Maryland. • Number of MAHPERD Demonstration Schools for PE. 	

Sample Goals and Activities

GOAL # 2

Schools will participate in regular professional development activities to effectively deliver PE and adapted PE instructional programs.

Activities:

- 2.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 2.2 Plan yearly high-quality professional development to address current curricular instructional initiatives.

GOAL #2 Schools will participate in regular professional development activities to effectively deliver physical education and adapted physical education instructional programs.

Activity 2.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goal and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities. 3. Meet with PE teachers to share goals and activities. 	<ul style="list-style-type: none"> • Better understanding of policy requirements by central office staff. • Better understanding of the goals and activities by school-based personnel. • School action plans and goals developed to implement and monitor policy. 	<ul style="list-style-type: none"> • Number and type of professional development meetings and meeting attendance sheets. • Post meeting evaluations. 	
Activity 2.2. Plan yearly high quality professional development to address current curricular instructional initiatives.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Provide staff development on the most current nutrition and physical activity information. 2. Partner with health education and nutrition education personnel to provide joint trainings. 3. Evaluate staff development needs. 4. Provide additional staff development based on teacher and student needs. 5. Complete yearly review of goals and expectations based on teacher professional development. 6. Develop “Lesson Look-Fors” for instructional strategies that reflect professional development. 	<ul style="list-style-type: none"> • Improved staff knowledge of nutrition and physical activity information. • Improved quality of instruction for health education and nutrition. • Improved staff performance evaluations. • Yearly goals and expectations developed by teachers. • Improved instructional programs in PE using “Lesson Look-Fors.” 	<ul style="list-style-type: none"> • Professional development evaluations. • Review of teacher evaluations by central office personnel. • Yearly plans collected that reflect professional development initiatives. • Teacher observations of “Lesson Look-Fors” that reflect professional development. 	

Sample Goals and Activities

GOAL # 3

Schools will collaborate with community agencies to enhance PE/physical activity efforts.

Activities:

- 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 3.2 Provide increased physical activity opportunities to students before and after the school day and during school vacations to allow students to accumulate 60 minutes of daily physical activity.
- 3.3 Collaborate with existing physical activity programs to provide increased physical activity opportunities for the community.
- 3.4 Collaborate with other state agencies and organizations to develop programs to encourage walking or biking to and from school by students and staff.

GOAL #3 Schools will collaborate with community agencies to enhance physical education/physical activity efforts.

Activity 3.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goal and activities to central office curriculum, instruction personnel, and community agencies. 2. Meet with school principals to share goals and activities for this goal. 3. Meet with PE teachers to share goals and activities for this goal. 4. Meet with the SHC to share goals and activities for this goal. 5. Present goals and activities to school PTA and PTO. 	<ul style="list-style-type: none"> • Better understanding of policy requirements by central office staff. • Better understanding of the activities for this goal by school-based personnel. • School action plans and goals developed to implement and monitor policy. 	<ul style="list-style-type: none"> • Number and type of meetings and list of who attends. • Post meeting evaluations. • List of those that are involved from the PTA and PTO on wellness committees. • List of those that are involved from SHC on school wellness committees. 	
Activity 3.2. Provide increased physical activity opportunities to students before and after the school day and during school vacations in order to allow students to accumulate 60 minutes of daily physical activity.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Coordinate an intramural program and/or physical activity club in the local schools. 2. Meet with local physical activity groups such as the Department of Parks and Recreation to provide before- and after-school programs in elementary schools (open gyms, walking programs, and physical activity clubs). 3. Coordinate school transportation schedules for before- and after-school activities. 4. Plan family fun nights that encourage physical activity. 5. Encourage after-school childcare programs to provide developmentally appropriate physical activity for participating children. 	<ul style="list-style-type: none"> • Increased opportunities for physical activity in the school system by 2010. • Distribution of local, Parks and Recreation program guides to community. • Increased transportation provided for before- and after-school activities. • Increased family fun nights for physical activity. • Increased after-school child care programs provide developmentally appropriate physical activity for participating children. 	<ul style="list-style-type: none"> • Published list of intramural programs and/or physical activity clubs in schedules for the local schools. • Published list of physical activity opportunities offered in schools. • Bus transportation schedules developed for before- and after-school activities. • List of family fun nights held in schools. • List of developmentally appropriate physical activities for child care programs. 	

GOAL #3 Schools will collaborate with community agencies to enhance physical education/physical activity efforts.

Activity 3.3 Collaborate with existing physical activity programs to provide increased physical activity opportunities for the community.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Collaborate with the Department of Parks and Recreation leaders to exchange ideas and develop strategies to increase physical activity in the community. 2. Implement suggested ideas and strategies to increase physical activity in the community. 3. Develop a neighborhood resource guide of places to be physically active. 4. Encourage community involvement with outside agencies to promote physical activity programs for families. 5. Plan community physical activity events and programs such as those outlined in Team Nutrition’s “Successful Youth Projects Guide” distributed by the U.S. Department of Agriculture. 	<ul style="list-style-type: none"> • Increased opportunities for physical activity in the community by 2010. • Increased collaboration with community agencies and programs. • Increased community events and programs. 	<ul style="list-style-type: none"> • Published list of physical activity opportunities offered by the Department of Parks and Recreation. • Published list of “promising practices” to increase physical activity in the community. • Developed and distributed guides of places to be physically active. • List of community physical activity events. 	

GOAL #3 Schools will collaborate with community agencies to enhance physical education/physical activity efforts.

<p>Activity 3.4 Collaborate with other state agencies and organizations to develop programs to encourage walking or biking to and from school by students and staff.</p>	<p>In place by</p>	<p>Responsibility</p>
<p>Steps</p>	<p>Expected Outcomes</p>	<p>Monitoring</p>
<ol style="list-style-type: none"> 1. Identify other state agencies that can assist with this goal. 2. Divide goals and strategies for bicycle and pedestrian activities into the categories of: Education, Engineering, Enforcement, Encouragement and Evaluation (5 Es). 3. Review the Maryland Department of Transportation 20-Year Bicycle and Pedestrian Master Plan to determine goals and strategies for walking and biking activities. 4. Review the <i>Safe Routes to Schools Guidebook</i> to help identify resources and build community support for activities and projects. 5. Apply for a Safe Routes to Schools Grant to help with funding for activities and projects. 6. Develop guidelines for bicycle safety including safe storage for bicycles and bicycle equipment. 7. Develop guidelines for pedestrian safety. 8. Perform a community walk-ability and bike-ability assessment. 9. Create a "safe route" map for students walking or biking to schools for individual schools in the local school system. 10. Provide staff development on walking and bicycle activities and safety to local school personnel. 11. Pursue a bike-to-school program where parent volunteers monitor bicycle paths before and after school. 12. Encourage participation in a Walk or Bike to School Initiative like "International Walk/Bike to School Day" in October. 13. Discuss liability issues with the risk management division in local school systems to address liability concerns by local schools concerning walking and biking programs. 	<ul style="list-style-type: none"> • Increased opportunities for students and staff to walk or bike to school by 2010. • Increased number of grant applicants for the Safe Routes to Schools program. • Increased staff training on walking and biking in Maryland. • Increased walking and biking activities conducted in schools and communities. 	<ul style="list-style-type: none"> • Number of meetings listed for bike and pedestrian activities with other state agencies. • Published list of activities and strategies under the 5 Es. • List of goals and strategies for walking and biking developed by reviewing of the Maryland Department of Transportation 20-Year Bicycle and Pedestrian Master Plan. • Listed resources from the <i>Safe Routes to Schools Guidebook</i> to support activities and projects for this goal. • Applications for Safe Routes to Schools Grant. • Guidelines developed for bicycle and pedestrian safety. • Assessment of walking and biking routes to school. • Safe Route to School Map developed for individual schools. • Attendance list for staff development walking and biking activities. • Post meeting evaluations. • Published list of: <ul style="list-style-type: none"> ▪ Bike-to-School programs. ▪ Activities during "International Walk/Bike to School Day" in October. ▪ Activities during National Bike Month in May. • Published statement by local school systems to address liabilities concerning walking and biking programs.

Sample Goals and Activities

GOAL #4

Schools will integrate physical education/physical activity into the entire school day to allow students to accumulate 60 minutes of daily physical activity.

Activities:

- 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.
- 4.2 Promote kinesthetic learning experiences in all core subject areas; e.g., science, social studies, math, and language arts.
- 4.3 Provide daily recess with physical activity for a minimum of 20 minutes to allow students to accumulate 60 minutes of physical activity every day.

GOAL #4 Schools will integrate physical education/physical activity into the entire school day in order to allow students to accumulate 60 minutes of daily physical activity.

Activity 4.1 Inform appropriate constituencies about this key element of the Wellness Policy.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Present goal and activities to central office curriculum and instruction personnel. 2. Meet with school principals to share goals and activities. 3. Meet with PE teachers to share goals and activities. 	<ul style="list-style-type: none"> • Better understanding of policy requirements. • Better understanding of the activities for this goal by school-based personnel. • School action plans and goals developed to implement and monitor policy. 	<ul style="list-style-type: none"> • Number and type of meetings. • Meeting attendance lists. • Post meeting evaluations. 	
Activity 4.2. Promote kinesthetic learning experiences in all core subject areas; e.g., science, social studies, math, and language arts.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Conduct a review of different content areas of the curriculum. 2. Provide time and funds to develop kinesthetic curricular activities and sample lessons for other core subject areas. 3. Develop and distribute kinesthetic curricular activities and sample lesson ideas for other core subject areas. 4. Provide staff development addressing kinesthetic curricular activities for other core subject areas. 5. Implement the curriculum activities. 6. Conduct periodic assessment of curriculum activities. 	<ul style="list-style-type: none"> • Kinesthetic learning experiences will be provided in all core subject areas; e.g., science, social studies, math, and language arts. • Kinesthetic curricular activities are developed. • New curriculum ideas are developed and assessed. 	<ul style="list-style-type: none"> • List of suggested changes for the different content areas based on review of the curriculum. • Published list of curriculum development workshops. • Development and distribution of kinesthetic curricular activities and sample lessons for other core subject areas. • Attendance list of staff development workshops. • Sample lesson plans collected reflecting kinesthetic curricular activities and lesson ideas. • Feedback collected on kinesthetic curricular activities that are used during the year. 	

GOAL #4 Schools will integrate physical education/physical activity into the entire school day to allow students to accumulate 60 minutes of daily physical activity.

Activity 4.3. Provide daily recess with physical activity for a minimum of 20 minutes to allow students to accumulate 60 minutes of physical activity every day.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Create a physical activity leadership team in each elementary school chaired by the PE teacher to help develop policies and procedures for physical activity and recess. 2. Develop physical activity guidelines for recess with a guide addressing safety, appropriate activities, and equipment distribution. 3. Ensure that secondary instructional periods in which students are sedentary should not exceed 50 minutes at one time. 4. Ensure that school personnel not withhold opportunities for physical activity and recess as punishment. 5. Provide training to school personnel addressing the physical activity and recess guidelines. 6. Develop a school-wide schedule for daily recess. 7. Develop a weather policy addressing temperature guidelines (hot and cold) for indoor and outdoor physical activity and recess. 	<ul style="list-style-type: none"> • Improved consistency and adherence to physical activity and recess guidelines in local school systems. • Increased physical activity provided (such as recess in elementary school). • Decreased time students are sedentary during the instructional day. • Training for all school personnel on increasing physical activity during the instructional day. 	<ul style="list-style-type: none"> • Physical activity leadership teams for each school. • Developed and distributed physical activity and recess guidelines. • List of trainings provided to school-based personnel on the physical activity and recess guidelines. • Review school sample schedules to monitor daily physical activity and recess compliance. • Weather policy addressing temperature guidelines (hot and cold) developed and distributed. 	

Goals and Activities

WORKSHEET

GOAL: #1

Activity

- 1.1
- 1.2
- 1.3
- 1.4

GOAL: #2

Activity

- 2.1
- 2.2
- 2.3
- 2.4

GOAL: #3

Activity

- 3.1
- 3.2
- 3.3
- 3.4

GOAL: #4

Activity

- 4.1
- 4.2
- 4.3
- 4.4

Steps - Outcomes - Monitoring

WORKSHEET

<u>GOAL:</u>				
<u>Activity</u>			In place by	Responsibility
Steps		Expected Outcomes	Monitoring	
1.		•	•	
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5.				
6.				

Policy Component: Other School-Based Activities Designed to Promote Student Wellness

Sample Goals and Activities

Goal #1 **School staff will serve as role models and will practice healthy eating, physical activity, and other activities that support staff and student wellness.**

Activities:

- 1.1 Provide opportunities for school staff to be more physically active.
- 1.2 Encourage school staff to develop healthy eating habits.
- 1.3 Staff will promote healthy eating, and physical activity, and will serve as role models.

Goal #2 **Families and the school community will be involved in wellness activities.**

Activities:

- 2.1 Develop an on-site community vegetable garden.
- 2.2 Involve the community in gardening and landscaping on school grounds.
- 2.3 Hold community meals featuring a variety of ethnic foods.
- 2.4 Sponsor community service projects encouraging physical activity.

Goal #3 **School Health Services will promote and participate in wellness activities.**

Activities:

- 3.1 Conduct teaching activities in the classroom to promote student health and wellness.
- 3.2 Develop current lists of community health resources for students and families.

Sample Goals and Activities

GOAL #1

School staff will serve as role models and will practice healthy eating, physical activity, and other activities that support staff and student wellness.

Activities:

- 1.1 Provide opportunities for school staff to be more physically active.
- 1.2 Encourage school staff to develop healthy eating habits.
- 1.3 Staff will promote healthy eating and physical activity, and will serve as role models.

GOAL #1 School staff will serve as role models and will practice healthy eating, physical activity, and other activities that support staff and student wellness.

Activity 1.1 Provide opportunities for school staff to be more physically active.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 5. Start an after-school walking club. 6. Sponsor on-site fitness classes. 7. Encourage teachers to join students in active recess activities to model lifelong fitness. 	<ul style="list-style-type: none"> • Staff will participate in physical activity and develop lifelong fitness habits. • Teachers will serve as positive role models for physical activity to students. 	<ul style="list-style-type: none"> • Sign-in sheets for participants. • Participant log of walking distances, exercise programs, and individual goals. • Number of participants who complete personal goals. 	
Activity 1.2 Encourage school staff to develop healthy eating habits.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Stock healthy foods in employee lounge and vending areas. 2. Start a “new food of the month” program (e.g. employees take turns bringing in new fresh foods to taste: star fruit, Japanese radishes, pomegranates, green cauliflowers, etc.). 3. Provide training to staff on current nutrition trends and fads. 	<ul style="list-style-type: none"> • Staff will increase their consumption of healthy foods. • Staff will be cognizant of nutrition trends that are legitimate and those which should be avoided. 	<ul style="list-style-type: none"> • Vending machine offerings. • Staff survey of eating habits and changes towards healthier eating choices. • Number of trainings offered. 	

GOAL #1 School staff will serve as role models and will practice healthy eating, physical activity, and other activities that support staff and student wellness.

Activity 1.3 Staff will promote healthy eating and physical activity and will serve as role models.	In place by	Responsibility

Steps	Expected Outcomes	Monitoring
<ol style="list-style-type: none"> 1. Train staff how to serve as role models for successful implementation of wellness programs. 2. Sponsor workshops on stress management and personal wellness. 3. Develop a wellness leadership team that includes student and staff representatives in each school. 4. Conduct a staff needs assessment on school employee lifestyles and habits. 5. Develop a school employee wellness action plan to support personal physical activity and healthy eating. 6. Plan activities to promote school wellness such as wellness fairs, school wellness newsletters, walking clubs, healthy eating week, and fitness bulletin boards. 7. Maintain a responsive employee assistance program (EAP). 8. Sponsor on-site smoking cessation classes, tobacco prevention classes and support groups. 	<ul style="list-style-type: none"> • Staff will serve as role models to promote healthy eating and physical activity. • Increase staff members’ ability to manage stress and personal wellness. • School-based wellness leadership teams are created. • Dissemination of information to support school employees’ healthy lifestyles and habits. • School employee wellness action plans to support wellness are developed. • Staff will be more informed to promote school wellness. • Staff will discontinue use of tobacco products. 	<ul style="list-style-type: none"> • Number of trainings conducted. • Post-event surveys. • Name, position, and email of school wellness leadership teams. • Copy of the needs assessment tool used and a summary of the results. • Copy of employee wellness action plan. • Description of how the specific action plan components are being implemented. • Number and type of activities. • Number of staff members participating in workshops and support groups. • Number of staff members using EAPs. • Number of staff who discontinue use of tobacco products.

Sample Goals and Activities

GOAL #2

Families and the school community will be involved in wellness activities.

Activities:

- 2.1 Develop an on-site community vegetable garden.
- 2.2 Involve the community in gardening and landscaping on school grounds.
- 2.3 Host community meals featuring a variety of ethnic foods.
- 2.4 Sponsor community service projects encouraging physical activity.

GOAL #2 Families and the school community will be involved in wellness activities.

Activity 2.1 Develop an on-site community vegetable garden.		In place by	Responsibility:
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Invite students, staff, and families to participate with the gardening. 2. Raise funds for gardening equipment, soil, and seeds. 3. Incorporate gardening into health, science, and physical education curricula. 	<ul style="list-style-type: none"> • Students, staff, and families will learn how to grow, harvest, and use fruits, vegetables, and herbs. • Funds will be raised to support gardens. • Families will include vegetables in their diets. 	<ul style="list-style-type: none"> • Gardening plan. • Funding secured. • Vegetables and gardening incorporated into curricula. 	
Activity 2.2 Involve the community in gardening and landscaping on school grounds.		In place by	Responsibility:
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Request donations from local hardware stores and garden centers for supplies. 2. Have families and community members participate in gardening and landscaping activities. 	<ul style="list-style-type: none"> • Community members will share in developing a living legacy for the school. 	<ul style="list-style-type: none"> • Landscaping plan. • Funding secured. • Daily logs of garden progress. 	
Activity 2.3 Host community meals featuring a variety of ethnic foods.		In place by	Responsibility:
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Invite families and staff to participate in meals. 2. Collaborate with PTO/PTA and school food service supervisors to promote and support meals. 	<ul style="list-style-type: none"> • The school family will share and celebrate their diverse cultures and the foods they prepare in their homes. 	<ul style="list-style-type: none"> • Holding meals. • List of foods offered. • List of participants. 	
Activity 2.4 Sponsor community service projects encouraging physical activity.		In place by	Responsibility:
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> 1. Hold fundraising walks or bicycle rides. 2. Sponsor community clean-ups. 3. Paint or create murals in community areas. 	<ul style="list-style-type: none"> • The community will share in projects to benefit the school, students, and their families' healthy lifestyles. 	<ul style="list-style-type: none"> • List of participants. • Individual logs of participants. • Amount of funding secured. 	

Sample Goals and Activities

GOAL #3

School Health Services will promote and participate in wellness activities.

Activities:

- 3.1 Conduct teaching activities in the classroom to promote student health and wellness.
- 3.2 Develop current lists of community health resources for students and families.

GOAL #3 School Health Services will promote and participate in wellness activities.

Activity 3.1 Conduct teaching activities in the classroom to promote student health and wellness.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> School health staff will meet with instructional staff to develop classroom presentations about wellness. School health staff conducts classroom presentations on health, nutrition, communicable diseases, and wellness. 	<ul style="list-style-type: none"> School health services will become more visible to the student population. Increased awareness of wellness issues. 	<ul style="list-style-type: none"> Classroom presentations developed. Classroom presentations conducted. 	
Activity 3.2 Develop current lists of community health resources for students and families.		In place by	Responsibility
Steps	Expected Outcomes	Monitoring	
<ol style="list-style-type: none"> Develop list of local health care service such as, dental, mental health, and social services. Provide list to students, parents, and school staff. 	<ul style="list-style-type: none"> A list of health care services will be developed. Students and their families will have greater access to health services. 	<ul style="list-style-type: none"> Guides developed. Number and type of referrals issued. 	

Goals and Activities

WORKSHEET

GOAL: #1

Activity

- 1.1
- 1.2
- 1.3
- 1.4

GOAL: #2

Activity

- 2.1
- 2.2
- 2.3
- 2.4

GOAL: #3

Activity

- 3.1
- 3.2
- 3.3
- 3.4

GOAL: #4

Activity

- 4.1
- 4.2
- 4.3
- 4.4

Steps - Outcomes - Monitoring

WORKSHEET

<u>GOAL:</u>				
<u>Activity</u>			In place by	Responsibility
Steps		Expected Outcomes	Monitoring	
1.		•	•	
2.		•	•	
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Policy Component: Policy Implementation Plan

Sample Goal and Activities

Goal: Adopt and implement a Wellness Policy to support collaboration and focus on total student wellness.

1. Adopt a Wellness Policy that is consistent with the 2004 Congressional requirements.
2. Adopt administrative regulations (policies/procedures) that are aligned to the system's Wellness Policy.
3. Convene a wellness council or committee at each school.
4. Convene a school system's wellness council/committee meeting every other month.
5. Create a school system's wellness council/committee that is representative of the diversity of the student population.
6. Secure student wellness as a standing agenda item on the school's regular administrative meetings.
7. Provide students an opportunity to have meaningful input into the development and implementation of school health and wellness activities.
8. Dedicate funds in school system or school to implement the Wellness Policy.
9. Provide parents/guardians an opportunity to provide meaningful input into the development and implementation of school health and wellness activities.
10. Create a plan for the school system to evaluate and report progress on the implementation of the Wellness Policy.*

* See Sample Monitoring and Evaluation and Reporting Guide at the end of this section.

Sample Implementation Plan Goals and Activities

Goal: Adopt and implement a Wellness Policy to support collaboration and focus on total student wellness.

Steps	Expected Outcomes	Monitoring
1. Adopt a Wellness Policy that is consistent with the 2004 Congressional requirements.	The Policy is adopted.	Copy of the school system Wellness Policy.
2. Adopt administrative regulations (policies/procedures) that are aligned to the system's Wellness Policy.	Administrative regulations are developed.	Copy of the school system's Wellness Policy with administrative regulations highlighted and labeled.
3. Convene a wellness council/committee at each school.	Committees will support wellness goals and activities.	List of council members.
4. Convene school system's wellness council/committee every other month.	Meetings are held regularly.	Sign-in sheets, agendas, and meeting minutes.
5. Create a school system's wellness council/committee (SWC) that is representative of the diversity of the student population.	Diverse views will support implementation.	Description of how the members of the SWC represent the varying linguistic, cultural, and socioeconomic needs of the school's students.
6. Secure student wellness as a standing agenda item on the schools' regular administrative meetings.	Wellness will be a priority at all levels of school administration.	Meeting agendas and minutes for school site council or parent group meetings.
7. Provide students an opportunity to have meaningful input into the development and implementation of health and wellness activities.	Student involvement will be supported.	Description of how students have the opportunity to provide meaningful input into the development and implementation of health and wellness activities.
8. Dedicate funds in school system or school to implement the Wellness Policy.	Resources will be available.	Copy of the document that demonstrates there are funds allocated to implement the Wellness Policy.
9. Provide parents/guardians an opportunity to provide meaningful input into the development and implementation of school health and wellness activities.	Input from parents/guardians will enhance policy implementation.	Description of how parents/guardians have the opportunity to provide meaningful input into the development and implementation of school health and wellness activities.
10. Create a plan for school system to evaluate and report progress on the implementation of the wellness policy.	A plan will increase accountability for implementation.	Copy of the evaluation plan or evaluation and progress reporting plan in the district wellness policy.

A Plan to Monitor

A plan to monitor the Wellness Policy’s goals and activities should consider the following questions:

1. What are the expected outcomes? What do you think will happen after the policy component is implemented?
2. What information (data source) will be monitored?
3. Who is responsible for monitoring?
4. How often will the data be reviewed?
5. To whom will you report the results?

By answering these questions before collecting the data you will be develop usable information or data. The chart below can serve as a template for thinking through this data collection process. The following chart is a modified version of a chart developed in California.

Sample Monitoring and Evaluation and Reporting Guide					
Key element of policy to monitor and evaluate	Type of Data	Data Source (How will this be monitored?)	Who is responsible?	How often will monitoring take place?	To whom will you report results?
Vending meets national standards.	Process	Vending surveys conducted.	FSD*	annually	Wellness committee
Inform constituencies about new health education policy.	Process	Meetings conducted to communicate policy.	FSD	annually	Wellness committee
School meals meet national standards.	Process	State SMI reviews.	FSD	annually	Wellness committee
Increase meal participation.	Outcome	Changes in participation rates.	FSD	annually	Superintendent School Board
Offer quality, accessible, and appealing meals.	Outcome	Changes in customer comments.	FSD	annually	FSD

*FSD= Food Service Department

Wellness Policy Implementation and Monitoring Resources

General Evaluation and Implementation Resources

“Alaska School Wellness Toolkit.” State of Alaska, Department of Health and Social Services. 2006. 11 Dec. 2008.

<http://www.hss.state.ak.us/dph/chronic/school/pubs/AKSchoolWellness.pdf> (9.27 MB file).

“CDC Evaluation Working Group Resources.” Centers for Disease Control and Prevention. 2008. 11 Dec. 2008.

<http://www.cdc.gov/eval/resources.htm>

Provides basic background information on program evaluation and links to hundreds of manuals, tools, and resources from other organizations.

“Evaluating Community Programs and Initiatives.” Community Toolbox, University of Kansas. 2007. 11 Dec. 2008.

<http://ctb.ku.edu/en/Default.htm>

Please note the following sections for purposes of implementation and evaluation of wellness policies:

- **Do the Work**
Toolkits outline key tasks, examples, and support for 16 core competencies or skill areas.
- **Solve a Problem**
Troubleshooting guides identify common challenges in doing this work, reflection questions, and links to supports.

“Evaluating Local School Wellness Policies.” Wisconsin Department of Instruction. 11 Dec. 2008.

<http://dpi.state.wi.us/fscp/pdf/ne-eval-local.pdf>

When evaluating a local Wellness Policy, this resource provides general guidance on what needs to be addressed and what information needs to be collected at state and local levels.

“Evaluation Primer: An overview of education evaluation.” US Department of Education. 1993. 11 Dec. 2008.

<http://www.ed.gov/offices/OUS/PES/primer1.html>

“Framework for Program Evaluation in Public Health.” Centers for Disease Control and Prevention. MMWR 1999; 48(No. RR-11). 11 Dec. 2008.

<http://www.cdc.gov/eval/framework.htm>

“Local Wellness Policies One Year Later: Showing Improvements in School Nutrition and Physical Activity.” Action for Healthy Kids. 2007. 11 Dec. 2008.

<http://www.actionforhealthykids.org/filelib/WPAnalysisMay2007.pdf>

“Maintain, Measure and Evaluate the School Wellness Policy.” Montana Team Nutrition. 2006. 11 Dec. 2008.

<http://www.opi.mt.gov/pdf/schoolfood/MaintainMeasureEvaluate.pdf>

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