School District Wellness Policies: Where do they Stand and What do you Need to Know?

A Presentation to Accompany the May, 2014 CDC and Bridging the Gap Local School Wellness Policy Briefs

July, 2014
Presentation Purpose

- Accompany CDC and Bridging the Gap (BTG) local school wellness policy research briefs
  - Contains content pulled directly from briefs
- Serve as a communications tool for stakeholders
  - Entire slide set
  - Specific topic area slide set(s)
  - Specific slide(s)/chart(s)/figure(s)
- Aid stakeholders in presenting content from briefs in a meaningful and impactful way
Suggested Presentation Citation

FOR SLIDES, CONTENT AND/OR FIGURES FROM THIS SLIDE SET:

CDC & Bridging the Gap Local Wellness Policy Briefs

- Developed by CDC and BTG to help stakeholders
  - Strengthen existing policies
  - Implement new policies
  - Understand where wellness policies are well established and where opportunities exist
- 7 topic areas + methods document
  - 3 four-page briefs
  - 4 two-page fact sheets
- Available on CDC and BTG websites
  - [http://www.cdc.gov/healthyyouth/npao/wellness.htm](http://www.cdc.gov/healthyyouth/npao/wellness.htm)
  - [http://www.bridgingthegapresearch.org/research/district_wellness_policies/](http://www.bridgingthegapresearch.org/research/district_wellness_policies/)
Slideshow Content Organization

- Each topic area contains
  - Background information
    - Health impact
    - Current recommendations
  - Actions (results)
  - Strategies and expert recommendations
  - Resources from CDC, USDA, Action for Healthy Kids (AFHK), and others
  - References to literature
Methods Document for the CDC and Bridging the Gap Local School Wellness Policy Briefs

Methods Brief Overview

- **Purpose**
  - Provide a methodological overview for the entire series of CDC and BTG briefs

- **Background**
  - **Federal wellness policy mandate**
    - Child Nutrition and WIC Reauthorization Act of 2004¹
    - Healthy, Hunger-Free Kids Act of 2010²
  - **Bridging the Gap (BTG) program**
    - Largest, ongoing nationwide evaluation of the district wellness policy progress and opportunities
      - School year (SY) 2006-07 through 2011-12 (for these briefs)
      - Collection continued through the current school year
      - Includes concomitant state laws
Methods

SAMPLE DESIGN

- Based on
  - 2009-10 National Center for Education Statistics’ Common Core of Data³
  - 2011-12 SY data
- Nationally representative sample
  - Inferences for each grade level
  - 699 districts
    - n=668 (95.5% response rate)
Methods

POLICY COLLECTION

- Resources collected
  - District policies
    - Wellness Policy
    - Associated administrative policies
    - Other policies incorporated by reference within the wellness policy
  - State laws
    - Codified statutory (legislative) laws
    - Codified administrative (regulatory) laws
    - Validated against existing secondary source compilations of state laws
Methods

POLICY COLLECTION

- Resources collected
  - District policies
    - Wellness Policy
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- National Cancer Institute’s Classification of Laws Associated with School Students (CLASS) system
- National Conference of State Legislatures Childhood Obesity Legislative Tracking database
- Centers for Disease Control and Prevention’s Chronic Disease State Policy Tracking System
- National Association of State Boards of Education School Health Policy Database
- Trust for America’s Health annual F as in FAT compilation
Methods

POLICY CODING

- District policies and state laws analyzed by two trained analysts
- Strong policy provisions
  - Required
  - Specified implementation plan or strategy
  - Banned competitive foods or met Institute of Medicine (IOM) competitive food standards
- Weak policy provisions
  - Vague terms, suggestions, recommendations
  - Contained exceptions
References for slide set accompanying the
Methods Document for the CDC and Bridging the Gap
Local School Wellness Policy Briefs

Strategies for Supporting Quality Physical Education and Physical Activity in Schools

Brief Purpose

- Highlights areas where policy opportunities exist, as well as areas where policies are well-established relative to physical education (PE) and physical activity (PA)
- Summarizes the range of actions taken by public school districts relative to PE/PA
Impact on Health

- Physically active kids are healthier kids.¹
- Opportunities for physical activity programs
  - During the school day
    - Physical education
    - Recess
    - Activity breaks
  - Outside of school hours
    - Community use of facilities
    - Walking or biking to school
What do the experts recommend?

- The US Department of Health and Human Services recommends that youth engage in a minimum of 60 minutes of PA each day.²
- Federal wellness policy requirement³,⁴ to include goals for PA
- Recommended policies and practices that support PA²,⁵-¹³
  - Requiring PE
  - Allowing recess
  - Supporting safe routes to school
What Actions have School Districts Taken? PE Requirements

PERCENTAGE OF DISTRICT POLICIES THAT ADDRESS NUMBER OF MINUTES PER WEEK OF PHYSICAL EDUCATION, SY 2011–12

- Required policy (meets AAHPERD standard)
- Recommended policy**
- No policy

*N=668 districts, weighted to represent districts nationwide
**Also includes required policies that do not meet AAHPERD standards

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken? PE Graduation Requirements, SY 2011–12

- Only 19% of districts required specific PE graduation requirements.

- Nearly 80% of district policies did not include specific PE graduation requirements.

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken? Quality PE Components

PERCENTAGE OF DISTRICTS THAT REQUIRED, RECOMMENDED, OR HAD NO POLICY REGARDING QUALITY PE COMPONENTS, SY 2011–12

*N=668 districts, weighted to represent districts nationwide
Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken? PA Opportunities During the School Day

PERCENTAGE OF DISTRICTS THAT REQUIRED, RECOMMENDED, OR HAD NO POLICY REGARDING PHYSICAL ACTIVITY OPPORTUNITIES DURING THE SCHOOL DAY, SY 2011–12

*N=668 districts, weighted to represent districts nationwide
Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken?  
PA Opportunities Beyond the School Day

Percentage of districts that required, recommended, or had no policy regarding opportunities for physical activity beyond the school day, SY 2011–12

- Required policy
- Recommended policy
- No policy

*N=668 districts, weighted to represent districts nationwide
Source: Bridging the Gap Research Program, 2014
Supporting the PE and PA Environment

WHAT CAN YOU DO?

Supporting the PE and PA Environment

STATES CAN3,6-12

- Provide districts with professional development and technical assistance for revising district wellness and PE and PA policies
- Assist districts with monitoring and reporting on the implementation of district wellness policies
- Partner with key organizations such as the state SHAPE America affiliate and state AFHK team to support the implementation of PE and PA policies and practices
- Provide professional development opportunities for district PE staff
Supporting the PE and PA Environment

SCHOOL DISTRICTS AND SCHOOLS CAN 3,6-12

- Create a school health council or wellness committee that includes district and community stakeholders to implement activities that align with wellness policy goals.
- Require quality PE for all students that aligns with national and state recommendations and standards.
- Prohibit waivers allowing students to be exempted from taking PE for participation in interscholastic and intramural sports.
- Require that state licensed or credentialed teachers instruct all PE classes.
- Provide ongoing professional development for PE teachers, as well as for other teachers, to incorporate PA as part of non-PE classroom exercises.
- Offer daily recess for elementary school students.
- Increase opportunities for children, their families, and the community to be physically active by opening up school facilities outside of school hours.
Resources for slide set accompanying the brief

**Strategies For Supporting Quality Physical Education and Physical Activity in Schools**


Cont’d: Resources for slide set accompanying the brief
_Strategies For Supporting Quality Physical Education and Physical Activity in Schools_


References for slide set accompanying the brief

*Strategies For Supporting Quality Physical Education and Physical Activity in Schools*


REFERENCES

References for slide set accompanying the brief

Strategies For Supporting Quality Physical Education and Physical Activity in Schools


Strategies to Support Recess in Elementary Schools

Brief Purpose

- Highlights areas where school recess policy opportunities exist, and where policies are well-established
- Summarizes actions taken by school districts and states relative to recess
Impact on Health

- Recess
  - Provides students with a break from their structured school day
  - Can improve children’s physical, social, and emotional well-being\(^1,2\)
  - Can enhance learning\(^3\)
  - Helps children meet the goal of 60 minutes of PA per day\(^4\)
What do the Experts Recommend?

- National organizations recommend that districts provide at least 20 minutes of daily recess for all students in elementary schools.²,⁵⁻⁹
What Actions Have School Districts Taken?
Recess Policies in Elementary Schools

Percentage of districts and states that required, recommended, or had no policy for daily recess in elementary schools, SY 2011–12

- No policy
- Recommended policy
- Required policy

% of districts* and states** nationwide

Districts

States

*N=668 districts, weighted to represent districts nationwide
**All 50 states and DC
Source: Bridging the Gap Research Program, 2014
Encouraging Daily Recess

STATES CAN\textsuperscript{2,4-9}

- Develop and adopt daily recess policies, and monitor district and school implementation.
- Work with districts to upgrade and maintain PA equipment and facilities that are used for recess.
- Provide districts with training and technical assistance for aligning wellness and recess policies with national recommendations.
- Assist districts with monitoring and reporting on the implementation of district wellness policies.
Encouraging Daily Recess

SCHOOL DISTRICTS AND SCHOOLS CAN\textsuperscript{2,4-9}

- Create a school health council that includes district and community stakeholders to implement, monitor, and evaluate activities that align with wellness policy goals
- Review and revise the district wellness policy to align with national recess recommendations
- Assist schools with implementing the policy
- Make the district wellness policy available to parents and other stakeholders (e.g., district website)
- Involve stakeholders in reviewing and revising district wellness and recess policies
- Offer daily recess for elementary school students in addition to PE
- Maintain safe and age-appropriate equipment for students to use during recess
- Ensure that well-trained supervisors are present during recess
Resources for slide set accompanying the brief
*Strategies for Supporting Recess in Elementary Schools*


Cont’d: Resources for slide set accompanying the brief

**Strategies for Supporting Recess in Elementary Schools**


References for slide set accompanying the brief
Strategies for Supporting Recess in Elementary Schools

Strategies for Creating Supportive School Nutrition Environments

Brief Purpose

- Highlights areas where policy opportunities exist, as well as areas where policies are well-established relative to:
  - Nutrition standards for competitive foods and beverages
  - Marketing and promotion of foods and beverages
  - Access to free drinking water
  - Nutrition education
  - Farm to School programs and school gardens
  - Nutrition-related training for school personnel
  - Strategies to increase participation in school meals
Impact on Health

- Good nutrition is vital for optimal health.¹,²
- Schools have the potential to shape healthy behaviors, including eating habits.
- A supportive nutrition environment provides
  - Access to healthy foods in all venues
  - Consistent messages about healthy eating
  - Opportunities for students to learn about healthy eating
- Improving nutrition can improve physical health and academic achievement.³-⁵
What Do the Experts Recommend?

- National organizations recommend that schools\textsuperscript{3,4,6-8}
  - Provide healthy and appealing foods
  - Limit marketing of low-nutrient, high calorie foods
  - Implement Farm to School programs
  - Provide nutrition education
What Actions Have School Districts Taken?

- Nutrition standards for competitive food and beverages
- Marketing and promotion of foods and beverages
- Access to free drinking water on school campuses
- Nutrition education for students
- Farm to School programs and school gardens
- Nutrition-related training for school personnel
- Policy strategies to increase participation in school meals
What Actions Have School Districts Taken? Nutrition Standards for Competitive Foods and Beverages

Locations where competitive foods and beverages were restricted in district wellness policies by school level, SY 2011-12

*N=668 districts, weighted to represent districts nationwide. Source: Bridging the Gap Research Program, 2014.
What Actions Have School Districts Taken?
Nutrition Standards for Competitive Foods and Beverages

WELLNESS POLICY COMPETITIVE FOOD REQUIREMENTS BY SCHOOL LEVEL, SY 2011-12

*Locations where policy requirement applies: vending machines, school stores, a la carte lines, in-school fundraisers, and/or classroom parties.
*N=668 districts, weighted to represent districts nationwide.
Source: Bridging the Gap Research Program, 2014.
What Actions Have School Districts Taken?
Nutrition Standards for Competitive Foods and Beverages

WELLNESS POLICY COMPETITIVE BEVERAGE REQUIREMENTS BY SCHOOL LEVEL, SY 2011-12

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ban regular soda</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Ban other sugar-sweetened beverage</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Limit sugar/calorie content of milk</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Ban 2%/whole milk</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Locations where policy requirement applies: vending machines, school stores, a la carte lines, in-school fundraisers, and/or classroom parties.
*N=668 districts, weighted to represent districts nationwide.
Source: Bridging the Gap Research Program, 2014.
What Actions Have School Districts Taken?
Marketing and Promotion of Foods and Beverages, SY 2011–12

- 14% of districts prohibited all forms of advertising and promotion of unhealthful choices.
- 5% of districts promoted marketing of healthful items or used strategies to encourage healthy choices.

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken?
Access to Free Drinking Water on School Campuses, SY 2011–12

- 10% of districts required free access to drinking water throughout the school day.
- 9% of districts required free access to drinking water during school meals.

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken?

Nutrition Education for Students, SY 2011–12

- 52% of districts required skill-based nutrition education.
- 35% of districts required a nutrition education curriculum be provided for each grade level.
- Less than 1% of district policies required a specific number of nutrition education courses or contact hours.

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken?
Farm to School Programs and School Gardens, SY 2011–12

- Approximately 1% of district policies required Farm to School programs or locally-grown food to be purchased for school meals.
- 1% of districts required a school garden.

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken?
Nutrition-Related Training for School Personnel, SY 2011–12

- 12% of districts required nutrition education training or professional development for all district staff.
- 10% of districts required nutrition education training or professional development for food service staff.

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken? School Meals Participation

**POLICY STRATEGIES TO INCREASE SCHOOL MEAL PARTICIPATION, SY 2011-12**

<table>
<thead>
<tr>
<th>% OF DISTRICTS NATIONWIDE**</th>
<th>USDA School Breakfast Program</th>
<th>Engaging Students</th>
<th>Adequate Time to Eat</th>
<th>Recess Before Lunch (Elementary)</th>
<th>Closed Campus Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>50</strong></td>
<td><strong>20</strong></td>
<td><strong>10</strong></td>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

*Percentage of district wellness policies containing required strategies to increase school meal participation.

**N=668 districts, weighted to represent districts nationwide.
Source: Bridging the Gap Research Program, 2014.
Supporting School Nutrition

STATES CAN^6,7,9-13

- Provide training and technical assistance to districts on revising district wellness policies to align with national recommendations
- Assist districts with monitoring and reporting on the implementation of district wellness policies
- Educate districts and relevant state groups on elements of a healthy school nutrition environment
- Work to develop Farm to School programs
- Work with districts to update school kitchens with the equipment needed to prepare healthy meals
- Provide nutrition training and professional development opportunities for district and food service staff
- Support standards-based nutrition education for districts and schools
Supporting School Nutrition

SCHOOL DISTRICTS AND SCHOOLS CAN

- Review and revise the district wellness policy to align with national recommendations
- Assist schools with implementing the policy
- Implement strong nutrition standards that meet or exceed the USDA’s “Smart Snacks in School” nutrition standards for all foods sold in school
- Prohibit marketing of unhealthful items, and promote more healthful items
- Encourage school staff to model healthy eating behaviors
- Adopt strategies to improve school meal participation rates
Resources for slide set accompanying the brief

*Strategies for Creating Supportive School Nutrition Environments*

- Bridging the Gap Research. School district wellness policy-related reports and materials. [www.bridgingthegapresearch.org/research/district_wellness_policies](http://www.bridgingthegapresearch.org/research/district_wellness_policies).


References for slide set accompanying the brief

Strategies for Creating Supportive School Nutrition Environments


Strategies for Improving Access to Drinking Water in Schools

Brief Purpose

- Highlights areas where
  - Local school wellness policies address water accessibility
  - Policy opportunities exist
- Summarizes actions taken by school districts relative to water accessibility
Impact on Health

- Water consumption is important\textsuperscript{1-3} for students’
  - Cognition
  - Dental health
  - Physical health
- Availability and promotion of free water at school
  - Increases students’ water consumption\textsuperscript{4,5}
  - May prevent school children from being overweight\textsuperscript{3}
What do the experts recommend?

- The Institute of Medicine recommends making free, potable water available.⁶
- The American Academy of Pediatrics recommend that districts provide students with access to free drinking water throughout the school day.⁷
- Federal requirements (USDA)⁸ for water availability in
  - National School Lunch Program
  - School Breakfast Program
What Actions Have School Districts Taken? Water Policies in Schools

PERCENTAGE OF DISTRICTS WITH POLICIES TO PROVIDE FREE DRINKING WATER BY LOCATION, SY 2011–2012

*N=668 districts, weighted to represent districts nationwide. Source: Bridging the Gap Research Program, 2014
Improving Water Access

WHAT CAN YOU DO?

Work with districts to ensure that free, clean, and safe drinking water is available throughout school campuses

Help districts secure funding to improve the condition of water fountains

Strengthen building codes that affect the availability of drinking water

Encourage school districts and schools to promote water consumption by using marketing campaigns and practices that make water easily accessible (e.g., allowing students to bring water bottles into classrooms)
Improving Water Access

SCHOOL DISTRICTS AND SCHOOLS CAN\textsuperscript{6,9,10}

- Include language about drinking water access in the district wellness policy
- Offer free drinking water during lunch periods
- Ensure that water fountains are clean and functioning properly
- Install drinking fountains where students can easily access them
- Offer nonfountain sources of water where drinking fountains are not feasible
- Provide cups at water sources to encourage students to drink more water
- Allow water bottles in classrooms
- Promote water consumption by using marketing campaigns
- Limit the availability of sugar-sweetened beverages
- Encourage school staff to model healthy behaviors, including water consumption
Resources for slide set accompanying the brief

*Strategies for Improving Access to Drinking Water in Schools*

References for slide set accompanying the brief

*Strategies for Improving Access to Drinking Water in Schools*


References for slide set accompanying the brief

Strategies for Improving Access to Drinking Water in Schools


Strategies to Improve Marketing and Promotion of Foods and Beverages at School

Brief Purpose

- Highlights areas where policy opportunities exist, as well as areas where policies are well-established relative to in-school food marketing.
  - Marketing
  - Promotion
  - Messaging
- Summarizes actions taken by school districts relative to marketing and promotion.
Food and beverage marketing often appears throughout schools.\textsuperscript{1,2}

- Posters
- Vending machine fronts
- In-school television advertisements
- School newspapers
- Textbook covers
- Sports equipment
- Scoreboards

Many foods marketed in schools are of poor nutritional quality.\textsuperscript{3-5}
What Experts Recommend

- The Centers for Disease Control and Prevention, Institute of Medicine, and American Academy of Pediatrics recommend that school districts implement policies and practices to promote foods and beverages that support healthful diets. \(^1,6-11\)
What Actions have School Districts Taken? Food Marketing, Promotion, and Messaging

District Wellness Policy Strategies for Food and Beverages Marketing and Promotion, SY 2011–12

* N=668 districts, weighted to represent districts nationwide
Source: Bridging the Gap Research Program, 2014
Marketing Healthy Food Choices

STATES CAN¹,⁶⁻¹¹

- Educate districts and relevant state groups about the elements of a healthy school nutrition environment including the marketing and promotion of healthy foods and beverages
- Provide training and technical assistance to districts for revising wellness policies that address the marketing and promotion of foods and beverages
- Assist districts with monitoring and reporting on the implementation of wellness policies
Marketing Healthy Food Choices

SCHOOL DISTRICTS AND SCHOOLS CAN1,6-11

- Negotiate contracts with vendors to limit the sale and marketing of less nutritious foods and beverages in schools
- Promote healthier foods and beverages
- Prohibit the use of food as reward or punishment for student behavior, and provide teachers with a list of ideas for alternative nonfood rewards
- Conduct an assessment of food and beverage advertising and marketing in schools
- Review and revise the wellness policy to address the marketing and promotion of foods and beverages
- Encourage staff and parents to model healthy behaviors
- Provide the district wellness policy to parents and other stakeholders
- Solicit input from students on items to include in the school meals
Resources for slide set accompanying the brief

*Strategies to Improve Marketing and Promotion of Foods and Beverages at School*

Cont’d: Resources for slide set accompanying the brief

**Strategies to Improve Marketing and Promotion of Foods and Beverages at School**

- Center for Science in the Public Interest. Fact Sheet: Marketing of low-nutrition foods and beverages in schools

- California Project LEAN. Captive kids: Selling obesity at schools. An action guide to stop the marketing of unhealthy foods and beverages in school.


- Action for Healthy Kids- Healthy Fundraisers Tip Sheet.
References for slide set accompanying the brief

Strategies to Improve Marketing and Promotion of Foods and Beverages at School


References for slide set accompanying the brief

*Strategies to Improve Marketing and Promotion of Foods and Beverages at School*


Brief Purpose

- Highlights the extent to which public school districts have included weight status measurement as part of a comprehensive wellness policy
- Summarizes the strength scores of wellness policy components by whether the policy requires a weight status provision
Some school districts include weight status measurement programs in their wellness policies for both surveillance and screening purposes.\textsuperscript{1,2}

- **Surveillance Programs**
  - Monitor students’ weight status

- **Screening Programs**
  - Help identify students at risk of weight-related health problems
  - Provide parents with health information about their child’s weight status
Impact on Health

- A strong wellness policy with a weight status measurement provision may\textsuperscript{1,3-5}
  - Increase awareness of overweight and obesity
  - Allow students to practice behaviors that promote a healthy weight
What do the Experts Recommend?

- Weight Status measurement programs
  - Are not currently identified by CDC as an evidence-based practice to address and prevent childhood obesity
  - Should be complemented by a strong wellness policy
- Districts offering these programs should support parents and children in managing children’s weight.¹
What Actions have School Districts Taken? Weight Status Measurement

STRENGTH SCORE* OF WELLNESS POLICY** PROVISIONS BY WHETHER THE POLICY REQUIRES WEIGHT STATUS MEASUREMENT, SY 2011–12

Wellness Policy Category

*Strength score reflects the proportion of required items in each wellness policy category and in the overall wellness policy. Policy strength score is measured on a scale from 0-100 with 0 indicating no policy and 100 indicating a required policy that aligns with evidence based recommendations or best practices.

**N=668 districts, weighted to represent districts nationwide.
Source: Bridging the Gap Research Program, 2014

*p<.01  **p<.001
Weight Status Measurement in Schools

States can

- Offer guidance on whether school districts should pursue weight status measurement, and describe appropriate and inappropriate practices
- Provide assistance on implementing a comprehensive set of strategies to address obesity
Weight Status Measurement in Schools

SCHOOL DISTRICTS AND SCHOOLS CAN\textsuperscript{1,6-11}

- Safeguards for weight status screening and surveillance
  - Support physical activity and nutrition
  - Introduce the program and obtain parental consent
  - Train staff
  - Protect student privacy
  - Accurately measure height and weight
  - Use BMI-for-age percentile
  - Develop efficient data collection
  - Avoid using results to evaluate student or teacher performance
  - Evaluate the program
Weight Status Measurement in Schools

School Districts and Schools Can

- Additional Screening Safeguards
  - Share resources for follow-up
  - Provide parents a clear explanation of results
Resources for slide set accompanying the brief

Strategies for Addressing Weight Status Measurement in Schools


Resources for slide set accompanying the brief
Strategies for Addressing Weight Status Measurement in Schools


References for slide set accompanying the brief

Strategies for Addressing Weight Status Measurement in Schools


References for slide set accompanying the brief

Strategies for Addressing Weight Status Measurement in Schools


Local School Wellness Policies: Where do They Stand and What Can You Do?

**Brief Purpose**

- Pulls together highlights from other briefs in the series relative to
  - Nutrition education and promotion
  - Nutrition standards
  - Physical Activity
  - Physical education
- Provides data for topics not covered in other briefs
  - Nutrition standards for school meals
  - Stakeholder involvement
  - Wellness policy monitoring, evaluation, and reporting
What Actions Have School Districts Taken?
Nutrition Standards for School Meals, SY 2011-2012

- Approximately 85% of districts included an assurance in the wellness policy that school meals meet federal standards.
- Nearly 51% of districts required participation in the School Breakfast Program.
What Actions Have School Districts Taken? Stakeholder Provisions

STAKEHOLDER PROVISIONS INCLUDED IN DISTRICT WELLNESS POLICIES, SY 2011–12

- Stakeholders involved in policy development
- Staff role modeling
- Stakeholders involved in policy review
- Stakeholders involved in policy updating

No policy | Recommended policy | Required policy
---|---|---

% of districts nationwide:

* N=668 districts, weighted to represent districts nationwide

Source: Bridging the Gap Research Program, 2014
What Actions Have School Districts Taken? Implementation, Evaluation, and Reporting

IMPLEMENTATION, EVALUATION, AND REPORTING REQUIREMENTS WITHIN DISTRICT WELLNESS POLICIES, SY 2011–12

% OF DISTRICTS NATIONWIDE*

- Plan for measuring implementation
- Implementation plan with responsible entity
- Reporting requirement
- Evaluation plan
- Posting policy (non-website)
- Posting policy (website)

*N=668 districts, weighted to represent districts nationwide
Source: Bridging the Gap Research Program, 2014
Resources for slide set accompanying the brief
Local School Wellness Policies: Where Do They Stand and What Can You Do?

For More Information

- Centers for Disease Control and Prevention (CDC)
- Bridging the Gap Research Program (BTG)