Wellness Policy Assessment Report

LEA / District Name: DPSCD

Reporting Timeframe (month/year to month/year): 2019-2022

Name(s) of Reviewer(s): Wellness Assessment Subcom

School Name (if applicable):

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Included in the written policy?

Yes | No

Implemented in the school building(s)?

Fully in Place | Partially in Place | Not in Place

Public Involvement, Notification, and Assessment

We have LEA official(s)/designee(s) in charge of wellness policy compliance.

- Name(s)/Title(s): Dr. Nikolai Vitti, Superintendent

We complete an assessment of the local school wellness policy at least every three years ("triennial assessment").

- Triennial assessment results are made available to the public in an easily accessible manner.
- Website address and/or description of how to access copy: www.detroitk12.org

At least every three years we use the results of the triennial assessment to update or modify the wellness policy as needed.

The LEA informs and updates the public about the contents, updates, and implementation of the wellness policy at least annually and the policy is accessible to the public.

- Website address for policy and/or description of how to access copy: www.detroitk12.org (search board docs for Policy 8510 "Health and Wellness")

We retain records as required by federal regulations including:

- The written school wellness policy,
- Documentation of making the wellness policy publicly available,
- Documentation of outreach efforts inviting stakeholders to participate in the wellness committee / wellness policy process, and
- Copy of triennial assessment and documentation of reporting results to public.

The LEA utilizes a wellness committee that includes these community stakeholders in the development, implementation, review, and update of the wellness policy:

- Administrators
- Food service staff
- School health professionals
- Parents
- School board members
- PE teachers
- Students
- Public

Other stakeholders (describe): Community Partners

Notes on public involvement, notification, and assessment:

DPSCD Wellness Committee re-established in 2022 after pandemic related lapses in activity, established monthly meetings during the school year with all required stakeholder groups. Assessment Subcommittee established and modified this assessment tool generated by the PA Dept. of Ed. in concert with school-level surveys of 34 schools (32% of buildings) Goals not in our policy were not assessed.

Nutrition Education*

Nutrition education is provided within sequential, comprehensive health education standards.

We teach, model, encourage, and support healthy eating through nutrition education.

June 2022

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## Wellness Policy Assessment Report

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- We provide all students with knowledge and skills for healthy lives via nutrition education. **No**
- We offer age-appropriate nutrition education and activities to students in: ☐ Elementary School ☐ Middle School ☐ High School **No**
- Our nutrition education curriculum teaches behavior-focused skills such as menu-planning, reading nutrition labels, and media awareness. **No**
- School food service and nutrition education classes work together to create a learning laboratory. **No**
- In addition to meeting academic standards for nutrition education, we integrate nutrition education into a variety of subjects (e.g., math, science, language arts). **No**
- We reinforce lifelong lifestyle balance by linking nutrition and physical activity. **Yes**
- Staff providing nutrition education receive standards-based training and professional development. **Yes**
- We engage and involve families and the community in nutrition education efforts. **Yes**

Other goal (describe):

### Notes on goals for nutrition education:

At a majority of schools, the surveys indicated that the broad policy goals and directives are in place (Partially in place was selected as the default answer as not 100% of responses showed policy compliance). DPSCD has policy language that differs slightly from this tool, but shows potential areas to strengthen the current policy.

### Nutrition Promotion*

- We use evidence-based techniques and nutrition messages in school and encourage participation in school meal programs. **No**
- We participate in Farm to School activities such as having a school garden, taste-testing local products, incorporating local foods into school meals, and educating students in the classroom and on field trips about local agriculture. **No**
- We cooperate with community agencies and organizations to provide opportunities for student projects related to nutrition. **No**
- We implement behavioral economics techniques in the cafeteria to encourage consumption of whole grains, fruits, and vegetables and to decrease plate waste. **No**
- We display and disseminate consistent nutrition messages in schools, classrooms, cafeterias, homes, community, and media. **No**
- Our staff model healthy eating in front of students and avoid using unhealthy foods in classroom lesson plans. **No**
- We offer health and nutrition resources to parents to help them provide healthy meals for their children. **No**

Other goal (describe):

### Notes on goals for nutrition promotion:

At a majority of schools, the surveys indicated that the broad policy goals and directives are in place (Partially in place was selected as the default answer as not 100% of responses showed policy compliance). DPSCD has policy language that differs slightly from this tool, but shows potential areas to strengthen the current policy.

### Physical Activity*

- We provide a variety of developmentally appropriate opportunities for physical activity during the school day for all students. **No**
- We contribute to the effort to provide students daily opportunities to accumulate at least sixty minutes of age-appropriate physical activity daily as recommended by the CDC. **No**
### Wellness Policy Assessment Tool and Report Template

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- In addition to planned physical education, we offer activities such as indoor and outdoor recess, before and after school programs, intramurals, interscholastic athletics, and clubs to meet the needs and interests of our students.
- We maintain a physical and social environment that encourages safe and enjoyable activity for all students.
- We discourage extended periods of inactivity (two hours or more) for students.
- We provide physical activity breaks in the classroom.
- We offer before and/or after-school programs that include physical activity for participating children.
- We partner with parents/guardians and community members and organizations (e.g., YMCA, Boys & Girls Clubs, local parks, hospitals, etc.) to offer programs supporting lifelong physical activity.
- We do not use physical activity as a punishment (e.g., running laps).
- We do not withhold physical activity as a punishment (e.g., taking away recess).
- We encourage walking and biking to school.
- We encourage students and families to use our physical activity facilities, such as playgrounds and ball fields, outside of school hours in accordance with school rules.

**Other goal (describe):**

### Notes on goals for physical activity:

At a majority of schools, the surveys indicated that the broad policy goals and directives are in place (Partially in place was selected as the default answer as not 100% of responses showed policy compliance). DPSCD has policy language that differs slightly from this tool, but shows potential areas to strengthen the current policy.

#### Physical Education (PE)

- We implement a PE program consistent with state academic standards. All students participate in PE.
- PE instruction promotes skills and knowledge necessary for lifelong physical activity.
- PE classes provide the means for students to learn, practice, and be assessed on developmentally appropriate skills.
- Our curriculum promotes both team and individual activities.
- We offer a comprehensive PE course of study with planned instruction time for students to meet standards at the proficient level.
- We use a local assessment system to track student progress on state standards. Students are moderately to vigorously active as much time as possible during PE class. Accommodations are made in class for documented medical conditions and disabilities.
- We provide safe and adequate equipment, facilities, and resources for PE class.
- Certified health and PE teachers teach our classes.
- We provide professional development for PE staff.
- PE classes have a teacher-student ratio similar to other courses for safe and effective instruction.
- We do not use or withhold physical activity as a form of punishment in PE class.

**Other goal (describe):**

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**Notes on goals for physical education:**

At a majority of schools, the surveys indicated that the broad policy goals and directives are in place.

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Other School-Based Wellness Activities*

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Notes on goals for other school-based activities:
At a majority of schools, the surveys indicated that the broad policy goals and directives are in place (Partially in place was selected as the default answer as not 100% of responses showed policy compliance). DPSCD has policy language that differs slightly from this tool, but shows potential areas to strengthen the current policy.

Nutrition Guidelines for All Foods and Beverages at School

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- We limit the number of food fundraisers at school and have procedures in place for requesting a fundraiser exemption (i.e., selling foods that do not meet Smart Snacks) in accordance with limits set by PDE.
- We have local standards in our written policy for foods and beverages offered for free to students at school, including food rewards, items offered at classroom parties and celebrations, and foods/beverages provided to the class as shared classroom snacks.
- We provide a list of nonfood ideas and healthy food/beverage alternatives to staff and parents/guardians.
- Only foods and beverages that meet or exceed federal nutrition standards (USDA Smart Snacks in School) are permitted to be marketed or promoted to students during the school day. Examples: posters, vending machines, menu boards, cups for beverage dispensing, coolers, trash cans.

Notes on nutrition guidelines for foods and beverages at school:
At a majority of schools, the surveys indicated that the broad policy goals and directives are in place (Partially in place was selected as the default answer as not 100% of responses showed policy compliance). DPSCD has policy language that differs slightly from this tool, but shows potential areas to strengthen the current policy.

*At least one goal for these categories must be included in the written policy per federal regulations.*

Report on the progress made in attaining the goals of the wellness policy (REQUIRED):

DPSCD's Wellness Policy has one major flaw in its policy language; lack of SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals. DPSCD policies are often too broad and have no specific, measurable, or time sensitive components. This Assessment Committee recommends that DPSCD strengthen its policy by adopting the Michigan Department of Education required SMART goal framework. Presently the DPSCD Wellness Policy is not completely in compliance due to this concern.

DPSCD policy language is also often repetitive, with distinct policy bullets having language that is redundant. The duplicated language points should be streamlined to remove any unnecessarily reiterated points. As indicated by several survey responses to specific policy goals, DPSCD policy is potentially being misinterpreted by school staff. In order to ensure district compliance, DPSCD needs to make any vague policy points more direct, detailed, and user-friendly. Confusing language cannot be expected to be understood by staff without adequate training.

The Wellness Assessment Subcommittee also recommends that all district staff receive a mandatory training related to the Wellness Policy, similar to those provided regarding other policies like Harassment or Conflict of Interest. Staff cannot be expected to follow and uphold policy that they have not been introduced to and trained.

In terms of compliance of the policy as written, the surveyed schools, indicate a high level of compliance to the policy. It can be inferred that DPSCD is largely meeting its expectations on policy goals. An online survey was created using every policy bullet point (word for word). To assess school-level awareness and adherence to the policy, this survey was presented to school staff orally by a partner organization surveyor and responses consisted of yes, no, or unsure. An additional survey was created for school district level Food Service Operations, consisting of regulatory policy points that school-based staff would potentially be unaware of. It is important to note, items in this survey marked not in place, do not mean that the activity is not being conducted, only that it was not assessed as a policy goal.

In the short term, the School Wellness Committee recommends to address flaws by drafting an amended version of the policy to present to the school board in the Fall of 2022. School Level assessments should continue to be conducted annually ahead of the next required triennial assessment in 2025 in order to gauge compliance and relative strength of the adopted policy.