

**Northern Oklahoma Youth Services  
Triennial Wellness Policy Assessment Report**

As required by law, each school Food Authority (SFA) must establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the school is meeting the policy. Assessment should be ongoing. Requirements also include community participation or a team of collaborators responsible for reviewing the wellness policy and evaluating results.

A sustained effort by each SFA is necessary to assure that new policies are faithfully implemented. Periodically assess how well the policy is being managed and enforced. Reinforce the policy goals with school staff if necessary. Be prepared to update or amend the policy as the process moves on. The school district or individual schools should celebrate policy success milestones (and the district team can do the same!).

The regulations require each SFA to compare their local wellness policies with the model local wellness policy. The model local wellness policy can be found online at: [https://www.healthiergeneration.org/asset/wtqdwu/14-6372\\_ModelWellnessPolicy.doc](https://www.healthiergeneration.org/asset/wtqdwu/14-6372_ModelWellnessPolicy.doc)

Note about the model local wellness policy: It is important to keep in mind the fact that the model local wellness policy is best practice, and exceeds current program requirements.

Evaluation and feedback are very important in maintaining a local wellness policy. You need to document any financial impact to the school foodservice program, school stores, or vending machine revenues.

It is also important to assess student, parent, teacher/staff member, and administration satisfaction with the new policies. A good evaluation plan does not need to be extensive, formal or put additional undue burdens on staff that is involved in the process.

Through the evaluation process, you will be able to answer some basic questions that are very important to policymakers, students, school staff, parents, and the general public:

Designated Person(s) responsible for review and compliance:

Designated Person's Name Jennifer Haney,  Residential Youth Shelter & Services Coordinator	Designated Person's Name Kathy Moorhead,  Direct Care Worker & Nutritional Support Staff
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Date of Review	7/17/2018
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**Name and title of committee members participating in assessment:**

<b>Name</b>	<b>Title</b>	<b>Relationship to the SFA</b>
<b>James Carter</b>	<b>Executive Director</b>	<b>Executive Director</b>
<b>Jenny Creech</b>	<b>Healthy Living Coordinator</b>	<b>Volunteer</b>
<b>Jennifer Haney</b>	<b>Shelter Coordinator</b>	<b>Employee</b>
<b>Kathy Moorhead</b>	<b>Nutritional Support Worker</b>	<b>Employee</b>
<b>Chris Cannady</b>	<b>Food Service Manager</b>	<b>Employee</b>
<b>Amy Pickard</b>	<b>Shelter Counselor</b>	<b>Employee</b>

**1. 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 district wellness policy and the last assessment?**

**For example:**

- **Did the number of students participating in nutrition education change?**
- **Did the students have a different number of minutes of physical activity?**
- **Did any of the campuses change available food options?**
- **Did participation in the National School Breakfast or Lunch Program change?**

<b>We have had no changes in the National School Lunch or Breakfast Programs.</b>
<b>We consult with the local Healthy Living Program to implement the latest ideas and policies.</b>

**2. Are the goals listed in the current Local Wellness Policy implemented (review policy)?**

<b>Yes X</b>	<b>No</b>
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If no, what steps are being taken to ensure implementation?


3. What is the assessment of the current Local Wellness Policy?

For example:

- Is it making a difference?
- What's working?
- What's not working?

Major changes are difficult to document in an Emergency Shelter situation with a mostly transient client base with generally short, temporary stays. However, Staff have embraced the philosophical and attitudinal changes.

4. Were recommended revisions in the last assessment adopted into policy?

Yes	No
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If yes, date of last revision	NA
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5. Has the review team compared policy to other Local Model Wellness Policies (policies may be reviewed at [http://teammnutrition.usda.gov/Healthy/wellnesspolicy\\_steps.html](http://teammnutrition.usda.gov/Healthy/wellnesspolicy_steps.html) or [https://www.healthiergeneration.org/asset/wtqdwu/14-6372\\_ModelWellnessPolicy.doc](https://www.healthiergeneration.org/asset/wtqdwu/14-6372_ModelWellnessPolicy.doc))?

Yes	No
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6. How can the impact of the policy be increased to enhance its effect on student health and academic learning?

Most residents are here for short stays, the big changes come in the education and practicing the skills learned.


7. Has the local wellness policy been compared to the model local Wellness Policy?

X Yes	No
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8. Did the school provide this review and updates to the community and team collaborators?

Yes	No
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If you need further information on the evaluation process, the following resources are among those available to assist you:

***Evaluation Primer: An overview of education evaluation.*** This material is excerpted from ***Understanding Evaluation: The Way to Better Prevention Programs*** [PDF].

***Evaluating Community Programs and Initiatives*** (chapter 36-39 of the Community Toolbox) developed by the University of Kansas Work Group on Health Promotion and Community Development. This document contains information on developing a plan for evaluation, methods for evaluation and using evaluation to understand and improve the initiative.

**Reference:**

Team Nutrition, United States Department of Agriculture. *Healthy Schools*. [online] April 2009. <[http://teamnutrition.usda.gov/Healthy/wellnesspolicy\\_steps.html](http://teamnutrition.usda.gov/Healthy/wellnesspolicy_steps.html)>