

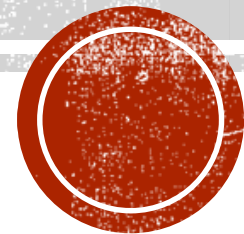
# BENTLEY WELLNESS

Board Report: Monday, June 12, 2023

Committee Mtg: Tuesday, May 23, 2023

Jean Kish, Food Services Director

Kristy Spann, PhD, Superintendent



# OVERVIEW

- A wellness committee was convened, per state guidelines, to review existing policies and identify areas for improvement.



# PURPOSE:

- By law, the Board of Education shall have a wellness policy that supports the development of good eating habits and promotes increased physical activity both in and out of school for students, staff, family and community.
- Why?
  - There is a positive correlation between students' health and well-being and their ability to learn.
  - These positive health behaviors should be modeled by the adults in students' lives.



# OBJECTIVES

- Understand the policy and administrative guidelines as they pertain to nutrition, physical education, physical activity, and other school-based health activities
- Establish health goals
  - Nutrition Promotion and Education
  - Physical Activity
  - Other school based activities that promote student wellness (SEL)



# **PARTICIPANTS MUST INCLUDE PEOPLE FROM THE FOLLOWING GROUPS:**

- Parents
- Students
- Representatives of the school food authority
- Educational staff (including health and physical education teachers)
- Mental health and social services staff
- School health professionals
- Members of the public and school administrators



# POLICY 8510: WELLNESS

- The current policy was compared to the Michigan State Board of Education *Model Local School Wellness Policy*
  - One point needed to be added to the existing district policy: The person responsible for the triennial assessment is the Director of Food Services, who can be reached at (810) 591-9120.
  - All other required points from the Michigan State Board of Education model policy already exist in the current district policy.



# GOAL 1: NUTRITION PROMOTION AND EDUCATION

- Specific: Identify the exact area to improve.
- Measurable: Quantify the progress.
- Attainable: Determine what is achievable.
- Realistic: Consider resources and determine what can reasonably be accomplished.
- Time bound: Identify deadlines for goals and related tactics.

**Students will be able to make healthier nutrition choices at lunch time when at school.**

**Actions: Staff at each building will 1) work with students to educate them about healthy eating choices and why it is important and 2) have students help them choose positive nutrition posters to place in the cafeterias to remind them of those good choices.**



# GOALS 2: PHYSICAL ACTIVITY

- **Specific:** Identify the exact area to improve.
- **Measurable:** Quantify the progress.
- **Attainable:** Determine what is achievable.
- **Realistic:** Consider resources and determine what can reasonably be accomplished.
- **Time bound:** Identify deadlines for goals and related tactics.

**Three times per marking, quarter, or semester, students will choose a physical activity via vote from a list of activities. Chosen activities will be charted in order to measure what is being selected and how often.**

**Action: teacher and students will co-create a list of activities students enjoy. The list may be re-visited at the start of each marking period, quarter, or semester. The primary stakeholders are the students. The lead person is the physical education teacher.**





# GOAL 3: OTHER SCHOOL BASED ACTIVITY THAT PROMOTES STUDENT WELLNESS

- Specific: Identify the exact area to improve.
- Measurable: Quantify the progress.
- Attainable: Determine what is achievable.
- Realistic: Consider resources and determine what can reasonably be accomplished.
- Time bound: Identify deadlines for goals and related tactics.

**Students will be able to identify the five (5) competencies of social emotional learning by the end of the year as measured with pre- and post-surveys and anecdotally.**

**Students will have the voice and agency to respond in healthy and socially appropriate ways to the world around them.**

**Actions: K-5 SEL coaches and 6-12 classroom teachers will teach the SEL competencies: 1) Self awareness, 2) Self management, 3) Social awareness, 4) Relationship skills, and 5) Responsible decision making. Staff will help students use a problem-solving reflection guide when working through issues, which should eventually result in decreased negative behaviors.**



**QUESTIONS?**

