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The Hallways to Health Toolkit and Local Wellness Policies: The Role of SBHCs in Creating Healthier School Environments

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We Believe...


In the transformational power
of the health and education
intersection

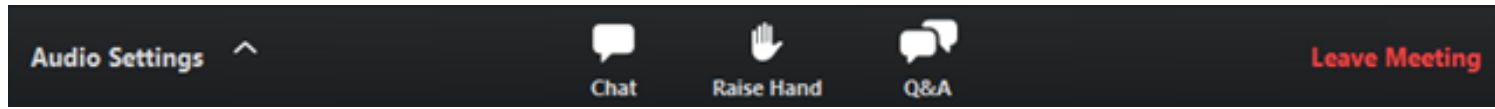


Re-Imagining School-Based Healthcare Together :
SUPPORTING STUDENTS NOW AND IN THE FUTURE

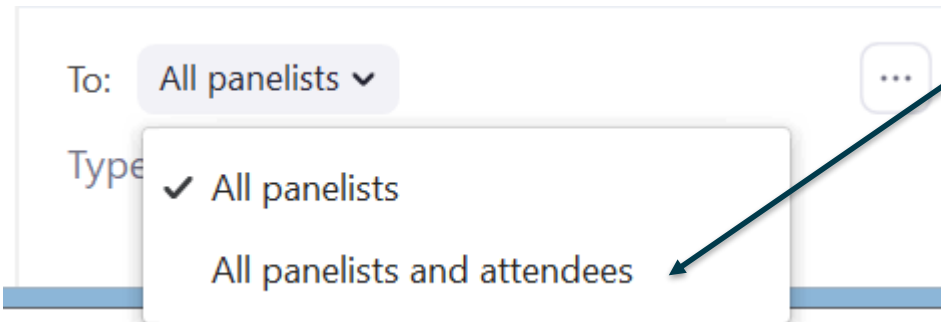
REMINDERS


 All attendees are in **listen-only mode**.

 To ask a question during the session, use the **“Q&A” icon** that appears on the bottom your Zoom control panel.



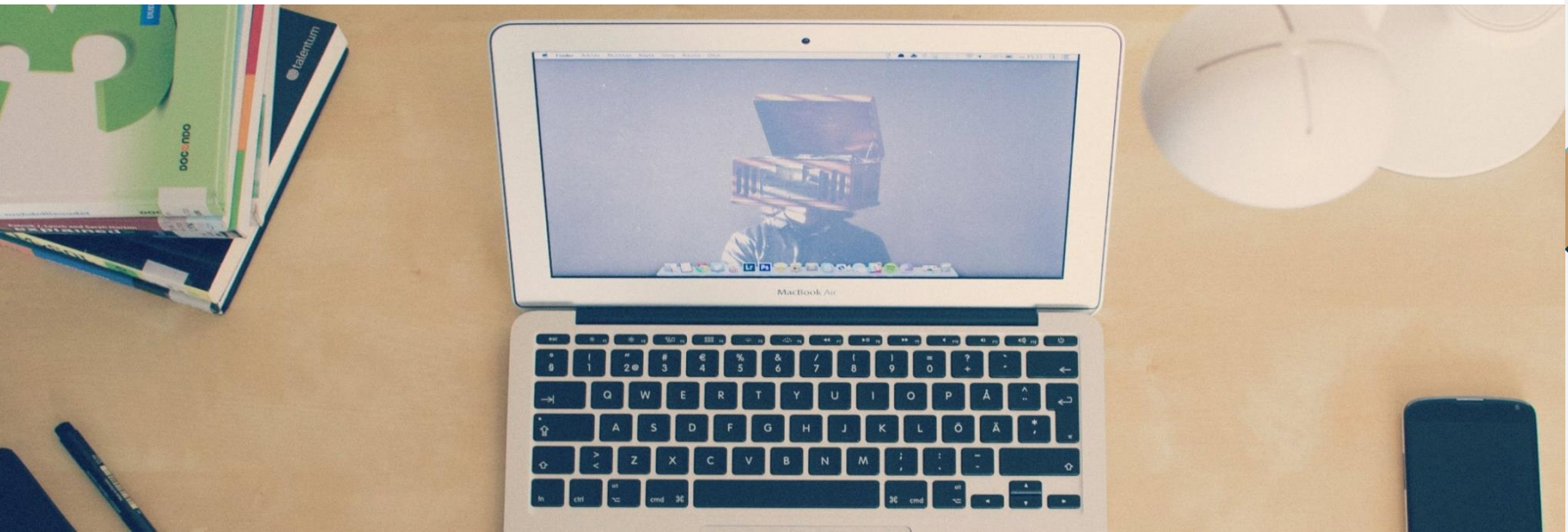
 When using the chat, please select “all panelist and attendees” before typing a message



 Please complete evaluation poll questions at the end of the presentation.

WEBINAR ARCHIVE

- School-Based Health Centers in the Time of COVID-19
- Suicide Prevention, Intervention, and Postvention During COVID-19: What School-Based Staff Need to Know
- Lead the Way: Engaging Youth in Health Care
- How You(th) Are the Key to Tackling the Stigma on Mental Health



TODAY'S PRESENTERS



Shauvon Simmons-Wright, M.Ed.

National Content Advisor, School Policy and
Environment
Alliance for a Healthier Generation



Emily Baldi, MSW

Program and Consulting Associate
School-Based Health Alliance



The Hallways to Health Toolkit and Local School Wellness Policies: The Role of SBHCs in Creating Healthier School Environments

Presenters



Emily A. Baldi, MSW
Programs & Consulting Associate
School-Based Health Alliance



Shauvon Simmons-Wright, M.Ed
National Content Advisor,
Policy & Environment, AHG

Objectives

- Discuss how the Hallways to Health Toolkit can help SBHCs support school-wide cultures of wellness
- Identify the minimum requirements for local wellness policies, as well as recommended language that can establish stronger policies at the local level
- Discover best practice strategies for engaging with district wellness councils and school wellness committees to support achieving goals of the district's wellness policy and to create healthier school environments
- Identify the roles an SBHC might play in developing and implementing a local wellness policy.

What is an SBHC?



A school-based health center (SBHC) is a shared commitment between a school, community, and health care organizations to support students' health, well-being, and academic success by providing preventative, early intervention, and treatment services where students are: in school.

The Hallways to Health Toolkit

Hallways to Health: Creating a School-Wide Culture of Wellness

Wellness is determined in great part by where children live, learn, and grow. Recognizing this, schools across the country are collaborating to create a culture of wellness that extends beyond the health clinic walls into school hallways, classrooms, cafeteria, teachers' lounges and campus spaces.

LEARN MORE



Build a Wellness Team



Engage Community-Based Organizations and Businesses



Build Buy-In and Engage Stakeholders and Partners



Engage Youth



Engage Parents And Guardians



Engage School Partners



Assess Conditions For Wellness



Create & Implement Your Action Plan



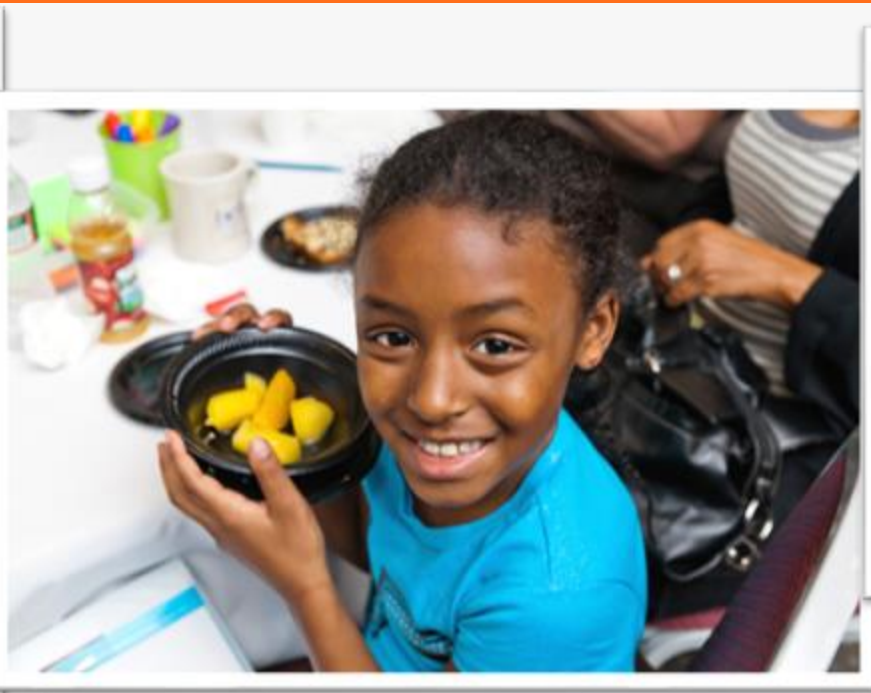
Tell Your Story



Sustain Your Efforts



Resource And Tools



What is a Local School Wellness Policy?



What is a Local School Wellness Policy?

Establishes a school environment that promotes student's health, well-being, and ability to learn.





Model Local School Wellness Policy

POLICY GUIDANCE



- Aligns to USDA final rule of 2016 language
- Includes model policy language that meets minimum federal standards of Healthy, Hunger-Free Kids Act of 2010
- Includes Healthier Generation's Healthy Schools Program Framework criteria with higher standards
- Includes WSCC Model policy language

Additional Language Included:

OVERVIEW OF THIS DOCUMENT

- Out of School Time Settings,
- Center for Disease Control (CDC) and Association for Supervision and Curriculum Development (ASCD) as developers of the WSCC model,
- Aligning the LWP with school improvement plans,
- Include health and wellness in needs assessment,
- Communication between the District Wellness Council (DWC) and Leadership Team (LT),
- Focus on health equity for equitable access for students & staff.



Additional Information

THIS DOCUMENT INCLUDES

- background and citations to support policy language
- policy language to ensure compliance with the final rule
- recommended policy language for each required section of the LWP (shaded in gray) that school districts can use to establish stronger policies as recommended by Healthier Generation
- recommended policy language for health and physical education
- recommended policy language for the areas of the WSCC model not required by the final rule
- call-out boxes elaborating on specific sections of the document (in orange text)
- links to additional resources from Healthier Generation and partner organizations (for a full list of resources, see Appendix A)
- a glossary (terms defined in the glossary are marked with an asterisk (*) the first time that they appear in the document)

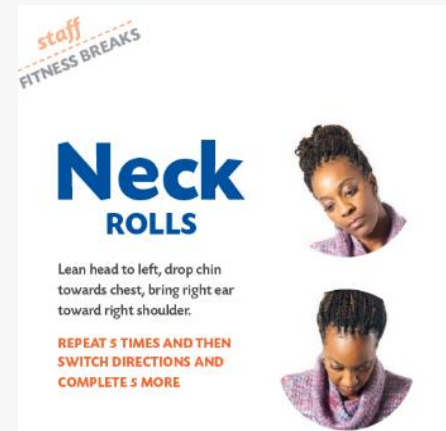


Local School Wellness Policy Requirements



In order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule), the policy must at minimum:

- A school district official to ensure compliance
- Public Participation
- Standards for all foods and beverages sold
- Standards for all foods and beverages provided, but not sold
- Specific goals for other school-based activities that promote student wellness
- Specific goals for nutrition education and promotion activities
- Specific goals for physical activity opportunities

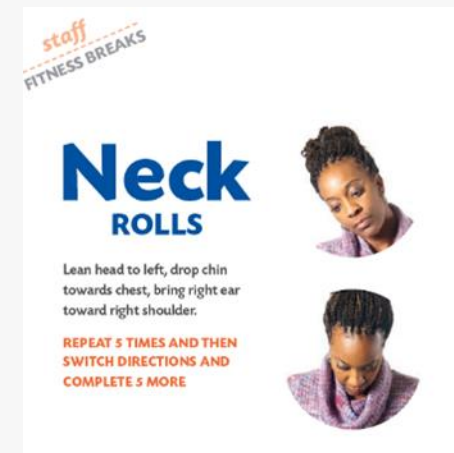


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Missing USDA final Rule components

- Food and Beverage Marketing
- Annual Public Updates
- Triennial Assessment



Specific goals for
nutrition education
and promotion

Specific goals for
physical activity
opportunities

Specific goals for other
school-based activities
that promote student
wellness

Standards for school
meals and
competitive foods and
beverages sold

Standards for foods
and beverages offered
and not sold

Marketing and
advertising of only foods
and beverages that meet
Smart Snacks

USDA's final rule language to ensure minimum requirements
are included in LWP in order to be compliant

Public participation in the development, implementation, review, and update of the LWP

Identification of a school district official to ensure LWP compliance

An assessment of the LWP every three years

Annual public updates on the LWP

USDA's final rule language to ensure minimum requirements are included in LWP in order to be compliant

Two resources to ensure minimum required language is included



The contents of this guidance document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010: Summary of the Final Rule

What is a local school wellness policy?

A local school wellness policy ("wellness policy") is a written document that guides a local educational agency's (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn.

The wellness policy requirement was established by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Reauthorization Act of 2004 and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It requires each LEA participating in the National School Lunch Program and/or School Breakfast Program to develop a wellness policy. The final rule expands the requirements to strengthen policies and increase transparency. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA's jurisdiction can be addressed.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. The final rule requires LEAs to begin developing a revised local school wellness policy during School Year 2016-2017. LEAs must fully comply with the requirements of the final rule by June 30, 2017.

Content of the Wellness Policy

At a minimum, policies are required to include:

- **Specific goals** for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. LEAs are required to review and consider evidence-based strategies in determining these goals.
- **Standards and nutrition guidelines** for all foods and beverages sold to students on the school

Wellness Leadership

LEAs must establish **wellness policy leadership** of one or more LEA and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.

Public Involvement

At a minimum, LEAs must:

- **Permit participation** by the general public and the school community (including parents, students, and



Ten Essential Components of Local School Wellness Policy Checklist

This document outlines the ten required components of the local school wellness policy (LWP) as defined by the USDA final rule of 2016. Districts can use this checklist in conjunction with Healthier Generation's Model Wellness Policy, to revise/update their LWP and ensure that it meets federal requirements. Healthier Generation's Model Wellness Policy includes model language for the required components, as well as resources to support implementation.

RATING SCALE

2 = Includes **all** required language

1 = Include **some** of the required language

0 = Include **none** of the required language

RATING	REQUIRED COMPONENTS	NOTES
<input type="checkbox"/>	The policy identifies one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the policy.	
<input type="checkbox"/>	The policy includes language inviting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the LWP.	

USDA's Final Rule Summary

Ten Essential Components of Local School Wellness Policy Checklist

Preamble

MODEL LOCAL SCHOOL WELLNESS POLICY

I. PREAMBLE

The district is committed to the optimal physical and academic development of every student. For students to achieve personal, academic, developmental and social success, we must create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. The district will align health and wellness efforts with other school improvement endeavors to ensure the optimal health and academic success of all students.



Callout Boxes



To strengthen the case for your LWP, include relevant state or local data supporting the need for establishing and achieving the goals in the policy. Examples include childhood obesity rates or data showing low levels of physical activity and/or inadequate nutritional intake among children in the state.

Such data is available through the Youth Risk Behavior Surveillance System and the National Health and Nutrition Examination Survey.

District Wellness Council

II. DISTRICT WELLNESS COUNCIL

Purpose of the Council

In order to be compliant with the USDA final rule, the district will convene a representative District Wellness Council (DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this LWP.



Council Membership = Public Involvement

- superintendent (or designee)
- caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- students
- representatives of the school nutrition program (e.g., school nutrition director)
- physical and health education teachers and school health professionals (e.g., school nurses, physicians, dentists or other personnel who provide school health services)
- specialized instructional support personnel (e.g., school counselors, psychologists or social workers)
- school administrators (e.g., superintendents, principals or vice principals)
- school board members
- community health professionals (e.g., dietitians, doctors, nurses or dentists)
- school-based OST program staff (e.g., district afterschool program coordinator, 21st Century Community Learning Center district lead or director of community-based afterschool services)
- general public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- community stakeholders (e.g., Supplemental Nutrition Assistance Program Education (SNAP Ed) coordinators, representatives from community-based organizations or local business representatives)

Local school boards represent the community's voice in public education, providing citizen governance and knowledge of the community's resources and needs. Board members are the policy-makers closest to the student. School boards can play a role in the direct response to children who are experiencing trauma and toxic stress and can put policies in place that ensure the school environment supports students' physical and mental health.



H2H: Engage Youth

**Hallways to Health:
Creating a School-Wide Culture of Wellness**

Wellness is determined in great part by where children live, learn, and grow. Recognizing this, schools across the country are collaborating to create a culture of wellness that extends beyond the health clinic walls into school hallways, classrooms, cafeteria, teachers' lounges and campus spaces.

[LEARN MORE](#)

 Build a Wellness Team	 Engage Community-Based Organizations and Businesses	 Build Buy-In and Engage Stakeholders and Partners
 Engage Youth	 Engage Parents And Guardians	 Engage School Partners
 Assess Conditions For Wellness	 Create & Implement Your Action Plan	 Tell Your Story
 Sustain Your Efforts	 Resource And Tools	

- Create a conducive environment for youth to be meaningfully involved
- Offer a variety of ways for youth to be involved

Council Leadership

Council Leadership

In order to be compliant with the USDA final rule, the superintendent (or designee) will convene the DWC, facilitate development of and updates to the LWP and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.

RECOMMENDED POLICY LANGUAGE

The district requires that each school within the district establish an ongoing School Wellness Committee* (SWC) that supports LWP implementation as well as LWP monitoring and reporting to the DWC. Schools can refer to the [School Wellness Committee Toolkit](#) for guidance.

H2H: Build a Wellness Team

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LEARN MORE

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 Sustain Your Efforts	 Resource And Tools	

- Recruit wellness team members
- Develop a vision
- Define roles, responsibilities, and scope

Accountability

III. ACCOUNTABILITY

Triennial Assessments

In order to be compliant with the USDA final rule, at least once every three years, the district will assess the LWP by measuring:

- the extent to which the LWP meets the requirements of the final rule
- the extent to which schools under the jurisdiction of the district are complying with the LWP
- the progress made in attaining the goals of the LWP

RECOMMENDED POLICY LANGUAGE

The district will develop and annually update an action plan for the execution of this LWP. The plan will outline who is responsible for overseeing each component, as well as actions and a timeline for the completion of activities and goals.

The district recommends that schools use the Healthy Schools Program Assessment or the School Health Index to complete an annual school-level health and wellness assessment.

The district ensures that the LWP aligns with the Alliance for a Healthier Generation's Model Wellness Policy.

The district requires that all efforts related to obtaining federal, state or association recognition of and/or funding for healthy school environments be coordinated with and complementary of this LWP, including but not limited to ensuring the involvement of the DWC/SWC.



Documentation

Documentation

In order to be compliant with the USDA final rule, the district will retain records to document the presence of and compliance with the LWP, including but not limited to:

- the current and previous board-approved LWP
- documentation demonstrating that the LWP has been made available to the public
- documentation of the most recent district- and school-level assessments of implementation
- documentation of efforts to review and update the LWP, including who was involved and how the district made stakeholders aware of their ability to participate

RECOMMENDED POLICY LANGUAGE

The district will document the impact of the LWP on behavioral and educational outcomes, (e.g., student and employee attendance or office discipline referrals) and will make this information available to the public.



Policy Updates

Policy Updates

In order to be compliant with the USDA final rule, the DWC will update the LWP based upon:

- the results of the triennial assessment
- district priorities
- community needs
- the results of school health assessments
- school-level implementation progress
- emerging scientific information
- new federal or state regulations or guidance



Notification to the Public

Notification to the Public

In order to be compliant with the USDA final rule, the district will actively inform caregivers and the public each year of basic information about the LWP, including but not limited to:

- its content and any updates
- district- and school-level implementation status
- an explanation of why updates were made, who was involved and how stakeholders were made aware of their ability to participate
- the effective dates of any policy changes
- the names and contact information of the district and school officials leading and coordinating the DWC
- information on how the public can get involved with the DWC
- information about DWC meetings including dates, times, locations, agendas and meeting minutes
- mechanisms for the public to provide feedback and comments

The USDA Food and Nutrition Service's (FNS) Local School Wellness Policy Outreach Toolkit provides ready-to-go customizable communication tools to engage school staff and caregivers in school wellness.

Two Resources that Can Help Notify the Public



USDA LWP Outreach Toolkit



Local School Wellness Policy Public Update Guide

The [USDA Final Rule](#) requires that each local education agency (LEA) make their local school wellness policy (LWP) available to the public, including any annual updates. They must also provide information about the required triennial assessment including progress towards meeting the goals of the wellness policy. This document provides support for meeting the public update requirements of the final rule. Districts can utilize this resource to guide the development of a webpage to report and inform the public about the LWP and annual updates.

Location

It is important to provide easy access to the LWP from the school district's main webpage. Ideal locations are under school nutrition services, student wellness, or student services. Be sure to:

- ✓ Include clearly defined links to the LWP,
- ✓ Limit the number of clicks required to access the LWP, and
- ✓ Regularly check the links to ensure they are active.

Content

✓ Overview

Example: The District is committed to the optimal physical and academic development of every student. For students to have the opportunity to achieve personal, academic, developmental, and social success, we must create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

✓ Purpose

HG LWP Update

H2H: Tell Your Story

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[LEARN MORE](#)

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Sustain Your Efforts	Resource And Tools	

- Strategic "marketing"
- A variety of channels
- Storytelling



HG School Wellness Committee Toolkit & Video



School Wellness
Committee

TOOLKIT



Nutrition & Healthy Eating



HealthierGeneration.org



staff
FITNESS BREAKS

Triceps STRETCH

Put one arm overhead. Position forearm as close as possible to upper arm. Grasp elbow overhead with other hand. Pull elbow back and toward head. Hold stretch. Repeat with opposite arm.



HOLD FOR 30 SECONDS ON EACH SIDE

Nutrition Services

IV. NUTRITION SERVICES

School Meals

Children consume as many as half of their daily calories at school. Schools play an important role in offering meals with vital nutrients while shaping students' eating habits. Students who participate in the school meal programs have access to nutritious foods and beverages to support their growth, development and academic performance.

The USDA Child Nutrition Programs* (child nutrition programs) aim to improve the health of students, help mitigate hunger and obesity and model healthy eating by providing meals that are low in fat and sodium, and abundant in fruits, vegetables and whole grains. These programs support the development of lifelong healthy eating patterns while accommodating cultural food preferences and special dietary needs.

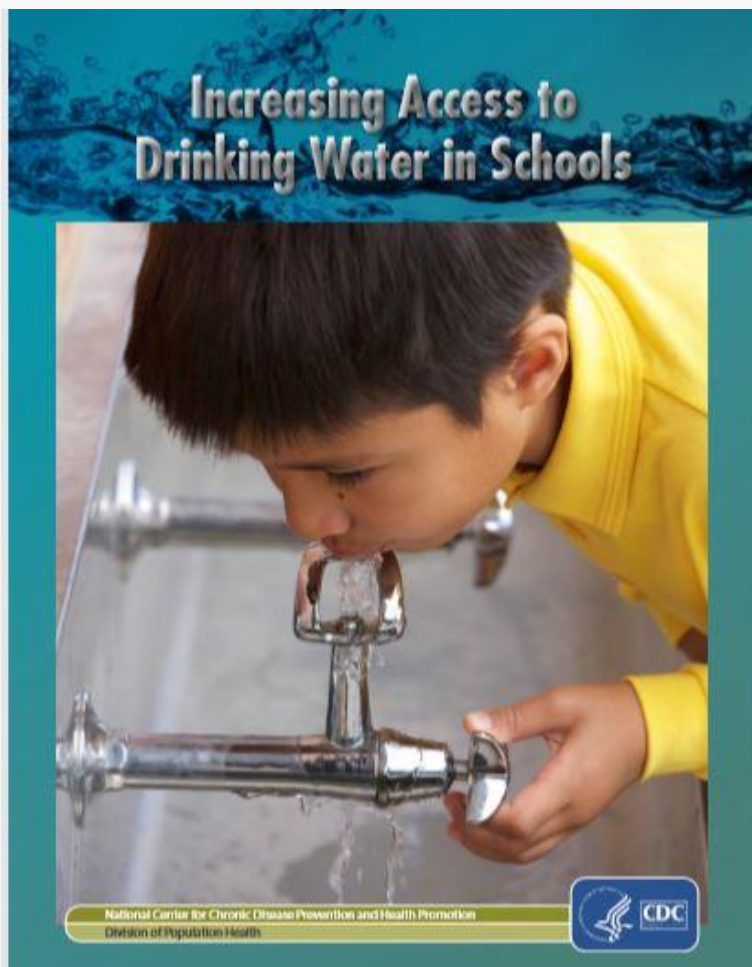




Access to Safe, Free Drinking Water



Competitive Foods &
Beverages
“Smart Snacks”



CDC In-School Water Toolkit

A screenshot of the "SMART SNACKS PRODUCT CALCULATOR" website. The page has a white background with a grey header. The header includes a calculator icon and the text "SMART SNACKS PRODUCT CALCULATOR" on the left, and the "ALLIANCE FOR A HEALTHIER GENERATION" logo on the right. The main content area is titled "Product Information" in blue. It contains several paragraphs of text: "Take the guess work out of your day! Answer a series of questions to see if your product meets the USDA's Smart Snacks in School nutrition standards*. Then save and print for your records!", a disclaimer about accuracy, a "CHECK OUT THE BLUE INFORMATION BUBBLES FOR ASSISTANCE!" section with a link to a Q&A document, instructions to enter product information as SOLD, and a "NOTE" about the %DV standard. Below this is a form titled "My Product is a ..." with four radio button options: "a) Snack", "b) Side", "c) Entree", and "d) Beverage". At the bottom of the form are two buttons: "START OVER" (highlighted in red) and "NEXT STEP" (greyed out). The footer contains copyright information for the Alliance for a Healthier Generation and a "Questions? Contact us" link.

Healthier Generation Smart Snack Calculator

Celebrations and Rewards

Celebrations and positive reinforcement are an important part of our district's culture of supporting students.¹² Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.¹³

In order to be compliant with the **USDA final rule**, the district will ensure that celebrations and rewards are consistent with our nutrition policies. All foods and beverages **served and offered** on the school campus outside of the school meal programs **during the school day** will meet *[insert standards determined by the district]*. This includes foods and beverages offered during celebrations and parties, for classroom snacks and as rewards and incentives. The district recommends utilizing rewards that promote physical activity and/or promote educational messages (e.g., a coupon for a free book at the book fair for consistently returning books to the library on time). Foods and beverages will not be withheld as a punishment for any reason.

The final rule requires that school districts determine standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by caregivers, or other foods given as incentives). Healthier Generation recommends that all foods and beverages provided to students meet Smart Snacks to ensure consistency between foods offered and sold.

Celebrations & Rewards

RECOMMENDED POLICY LANGUAGE


The district requires that all foods and beverages served and offered on the school campus outside of the school meal programs during the school day and during the extended school day (including during out-of-school time and before and after school) will, at a minimum, meet Smart Snacks.

The district will make available for caregivers and all school and school-based OST staff:


- A list of healthy and non-food party ideas
- A list of foods and beverages that meet Smart Snacks
- A list of healthy and non-food rewards




Wake County Public Schools, North Carolina



Smart Solutions for Schools
Child Nutrition Services Smart Snacks



CHILD NUTRITION SERVICES
1551 Rock Quarry Road
Raleigh, NC 27610
919.856.2918



Healthy Options for School Events
♦ Smart Snacks Compliant♦

2019-2020 Smart Solutions Item & Price List

Snacks	Price
Cheese, Mozzarella (String) Stick	\$.40
Cookie, Iced Sugar (whole grain), SOLD BY THE DOZEN	\$10.00
Crackers, Pepperidge Farms Cheddar Goldfish (whole grain)	\$.40
Crackers, Keebler Graham Bug Bites (whole grain)	\$.40
Crackers, Shaped Grahams – Movie Theme: "Frozen" (whole grain)	\$.40
Cupcake, "Celebration" Frosted Chocolate (whole grain)	\$.75
Cupcake, "Birthday" Frosted Vanilla (whole grain)	\$.75
Fruit Bar, Nutri-Grain, variety of flavors (whole grain)	\$.60
Fresh Fruit in Season (1/2 cup)	\$.60
Fresh Vegetable in Season (Ranch dressing available upon request)	\$.60
Fruit/Vegetable – Specialty Items	\$ 1.00
Ice Cream - Novelty	\$.65
Ice Cream - Premium	\$ 1.00
Muffin, Fruited	\$.75
Popcorn, Frito Lay Smartfood White Cheddar (whole grain)	\$.50
Pretzels, Low Sodium (whole grain)	\$.50
Rice Krispies Marshmallow Treat (whole grain) Traditional or Choc.	\$.65
Sunflower Kernels	\$.45
Jennie-O Turkey Stick, Lightly Flavored Sweet BBQ	\$.90
Yogurt, variety of flavors	\$.45
Wafer, Grandma's Mini Blueberry Vanilla Bites	\$.45
Beverages	Price
Water, Plain, 12 oz. bottle	\$.65
Juice, Tropicana or Dole - available upon request	

Contact the School Café Manager for Information

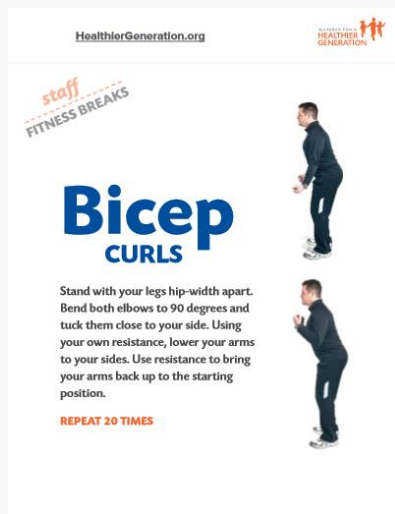
How to Order *Smart* Solutions Food & Beverages

Food & Beverage Marketing

Food and Beverage Marketing*

Health and wellness efforts are weakened when students are subjected to advertising on district property that promotes unhealthy foods and beverages.¹⁷

The district is committed to teaching students to make informed choices about nutrition, health and physical activity and to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors.



Fundraising



Fundraising

Fundraising efforts provide opportunities for student, staff, family and community collaboration and reflect the healthy eating practices and policies in the district.¹⁴

In order to be compliant with the USDA final rule, the district will allow only foods and beverages that meet or exceed Smart Snacks to be sold through fundraisers on the school campus during the school day.

Some states allow a set number of fundraisers each year that are exempt from these requirements. Districts may follow fundraising exemptions and guidance set by their state education agency or may set more rigorous fundraising standards through their LWP. Healthier Generation strongly recommends that all fundraisers throughout the school year sell only non-food items or foods and beverages that meet Smart Snacks. Districts should ensure that fundraising policies are clearly communicated to schools.

HealthierGeneration.org



staff
FITNESS BREAKS

Bicep CURLS

Stand with your legs hip-width apart. Bend both elbows to 90 degrees and tuck them close to your side. Using your own resistance, lower your arms to your sides. Use resistance to bring your arms back up to the starting position.

REPEAT 20 TIMES





Ideas for Parents

You can be involved in your child's school by **attending** meetings, workshops, or training events offered by the school; **communicating** with school staff and other parents; **volunteering** for school events or in your child's classroom; **reinforcing** healthy messages and practices your child learns at school; **helping** make decisions about health in the school; and **being part** of community activities supported by the school. Here are some specific ideas for how you can support your child's school in providing healthy fundraisers.

- E-mail or discuss with other parents the importance of having healthy school fundraisers.
- Join the school or district committee (e.g., wellness committee) that sets the policies for health and wellness, and work to include language about healthy fundraisers in these policies.^{1,6,7}
- Talk with the parent-teacher groups about **healthy alternatives for fundraising events**.⁸
- Work with community groups or local businesses to sponsor a physical activity fundraising event, such as a skate-a-thon or dance-a-thon.
- Learn more about the types of fundraisers available at school. Consider tracking the different fundraisers at your child's school by using an **assessment tool**.
- When you see a healthier fundraiser in place, reach out to the organizers, and let them know you appreciate their efforts.



Photo courtesy of USDA

IDEAS FOR PARENTS

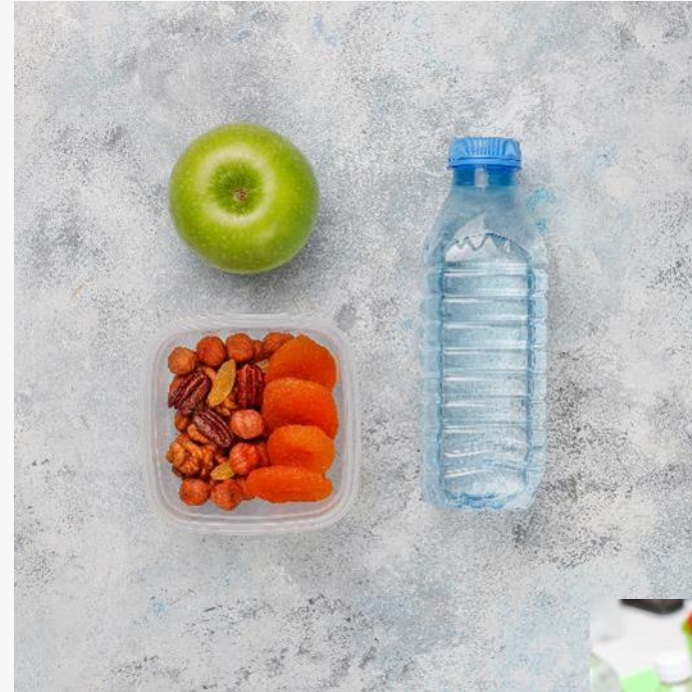
Healthy School Fundraisers

How Can You Help?

Schools are a key setting where children and adolescents learn about and have opportunities to practice healthy eating.^{1,2} Foods and beverages sold for fundraisers during the school day must meet new Smart Snacks in School nutrition standards.³ These standards promote options that have whole grains, fruits, vegetables, or low-fat dairy, as their main ingredients, and set limits for calories, sugar, fat, and sodium.³ However, some states allow exemptions for items that do not meet Smart Snacks in School standards to be sold for fundraisers.⁴ Schools can help provide consistent messages about healthy eating by using fundraising activities that support health by aligning with Smart Snacks in School standards, involving physical activity (e.g., dance-a-thon), or selling non-food items (e.g., student artwork).¹

CDC's Ideas for Parents

Nutrition Education & Promotion



Nutrition Promotion

Nutrition Education



Physical Activity



staff
FITNESS BREAKS

March IN PLACE

Lift knees high and
exaggerate the arm swing.

MARCH FOR 60 SECONDS



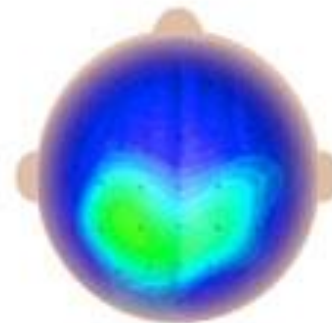
Active Kids Learn Better

active kids learn better

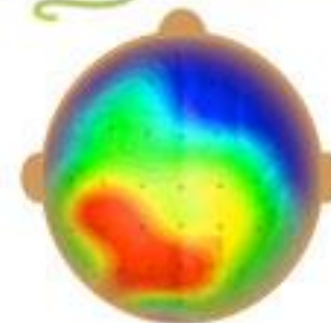
BRAIN SCANS OF STUDENTS TAKING A TEST:



Red areas are very active; blue areas are least active.



after 20 minutes of sitting quietly



after 20 minutes of walking

Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief.

<https://activelivingresearch.org>

staff
FITNESS BREAKS

March
IN PLACE

Lift knees high and exaggerate the arm swing.

MARCH FOR 60 SECONDS



Physical Activity Opportunities



V. PHYSICAL ACTIVITY OPPORTUNITIES

Children and adolescents, including children with disabilities, should participate in at least 60 minutes of physical activity every day in order to ensure optimum health.¹⁸

In order to be compliant with the USDA final rule, the district requires that a combination of physical activity opportunities from, but not limited to, the list below be offered to students:

- physical education (see Physical and Health Education section for additional recommended language)
- classroom physical activity
- active academics
- daily recess
- before- and after-school activities, including sports
- active transportation

While many children do not get the recommended 60 minutes of physical activity per day, this is particularly true for children with disabilities. The "I Can Do It" program is a physical activity curriculum designed to provide students with disabilities in the K-12 school setting the opportunity to be physically active for 60 minutes a day. This can be achieved through adapted PE, classroom physical activity, recess, active transport to and from school, community partnerships and extracurricular activities.

Physical Activity

CLASSROOM PHYSICAL ACTIVITY

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time during the school day.¹⁹

Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school).²⁰ The two primary approaches for classroom physical activity are:

- physical activity integrated into planned academic instruction
- physical activity outside of planned academic instruction

DAILY RECESS

Recess is a scheduled time that provides an essential break from demanding cognitive tasks. Recess provides time to move, play, problem solve and socialize. Increased attention span and academic performance can result after recess, and recess helps children to learn social skills that may not be achieved in a structured classroom environment.²¹ Recess is offered in kindergarten through 12th grade and although these physical activity periods may not always be called recess in secondary schools, they serve the same purpose—to provide student-selected opportunities to engage in physical activity and take a break from academic work during the school day.²²

The district will ensure that all elementary schools will offer 20 or more minutes of recess on all days during the school year which will complement, not substitute for, physical education class and will:



Recess Resource



STRATEGIES FOR RECESS IN SCHOOLS

January 2017



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



health. moves. minds.



SHAPE America and CDC

Other Activities that Promote Student Wellness

VI. OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

Schools are integral in promoting healthy behaviors, and the school building provides numerous opportunities to educate students about healthy habits.²⁵

In order to be compliant with the USDA final rule, the district will integrate wellness activities across the entire school setting, including the cafeteria, other food and beverage venues, classrooms and physical activity facilities.

RECOMMENDED POLICY LANGUAGE

Schools in the district will integrate health and wellness into other curriculum areas, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the district curriculum experts.

The district will coordinate and integrate wellness activities, so all efforts are complementary rather than duplicative and work towards the same set of goals and objectives. These initiatives will be culturally inclusive, accessible to all students and staff across the district and age-appropriate.

All school-sponsored events, whether before, during or after school, will adhere to the LWP guidelines and will include physical activity and healthy eating opportunities when appropriate.

The district requires that all school and school-based OST staff will model healthy eating and physical activity behaviors by not bringing in/or consuming personal food or beverages in front of students that would not meet the requirements of this LWP, and by participating in physical activities along with students.



Health & Physical Education



Health and Physical Education Policy

HEALTH AND PHYSICAL EDUCATION POLICY LANGUAGE (RECOMMENDED)

This section provides recommended policy language for HE and PE. The final rule does not require that HE and PE be included in the LWP. In fact, there is no federal law mandating that HE and PE be taught. Some states have enacted policies requiring HE and PE and most districts offer HE and PE, though the time devoted to these subjects is generally limited. Healthier Generation recommends that districts include HE and PE language in their LWPs. This makes it clear to stakeholders what the district requires and allows the DWC to include HE and PE under their umbrella, providing a mechanism for collaboration and oversight to support implementation. It is also critical that adequate resources be allocated at the state and district level to ensure that HE and PE are of high quality, and are made available to all students across the district.



Health Education

Health Education

Effective health education emphasizes the teaching of essential health topics and skills necessary to adopt, practice and maintain healthy behaviors, such as choosing nutritious foods and engaging in regular physical activity.²⁶ A full list of physical activity and healthy eating topics that should be included in health education is included in Appendix B.

The district will ensure that:

- all students, K-12, take comprehensive, skills-based health education
- health education is taught by qualified and trained professionals
- the health education learning standards and curriculum are regularly evaluated and revised
- schools utilize a planned, sequential and comprehensive health education curriculum that:
 - is culturally and developmentally appropriate
 - addresses a clear set of behavioral outcomes that promote healthy eating and physical activity behaviors
 - provides opportunities for students to practice the following skills: analyzing influences, accessing information, interpersonal communications, decision making, goal setting, self-management and advocacy



Start with feet shoulder width apart. Extend arms in front of the chest. Sit back and down, keeping the kneecaps behind the toes. Contract the gluteal and hamstring muscles to begin extending the legs. Fully extend the legs until you're back to standing position.

REPEAT 20 TIMES

Physical Education

Physical Education

PE, as the basis of a CSPAP, provides students with the opportunity to develop motor skills, as well as knowledge and behaviors for physical activity. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe and supportive environment. PE can increase grades and standardized test scores and help students to stay on task in the classroom.²⁷ Though important for increasing physical activity, other physical activity experiences such as recess, intramural sports or recreational endeavors should not be used as a replacement for physical education.

The district will ensure that:

- all elementary students, including students with disabilities, receive 150 minutes per week of PE instruction throughout the school year
- all middle and high school students, including students with disabilities, receive the PE during all academic years
- PE classes are based upon age-appropriate, sequential physical education curricula that are consistent with national and state standards, promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits

staff
FITNESS BREAKS



Squats

Start with feet shoulder width apart. Extend arms in front of the chest. Sit back and down, keeping the kneecaps behind the toes. Contract the gluteal and hamstring muscles to begin extending the legs. Fully extend the legs until you're back to standing position.

REPEAT 20 TIMES

CDC Virtual Healthy School



Virtual Healthy School



<https://www.cdc.gov/healthyschools/vhs/index.html>



WSCC Model

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) POLICY LANGUAGE (RECOMMENDED)

This section provides optional language that districts can use to integrate all the WSCC components into their LWP. The WSCC model is centered on the school, while connecting to the family and the community to address the needs of the whole child. Districts should look to the WSCC model to provide greater alignment, integration and collaboration between health and education. The five principles located in the center of the WSCC model - healthy, safe, engaged, supported and challenged - are critical for improving students' health and academic achievement.²



Social Emotional Health

An important component of a positive social-emotional climate is student and staff resilience. Programs that support resilience allow teachers and students to better manage emotions, recognize strengths and weaknesses as well as rise above adversity. A safe and supportive school can increase students' academic performance as well as job satisfaction and performance in adults. Healthier Generation's RISE Initiative supports schools in improving student and staff resilience.

Increasing Student and Staff Resilience

In partnership with  **KAISER PERMANENTE**®

Schools function best when students and teachers are happy and healthy. A safe and supportive school climate can increase students' academic performance as well as job satisfaction and performance in adults.

Healthier Generation, together with Kaiser Permanente, launched the Resilience in School Environments (RISE) Initiative to support teachers and students with tools and resources to better manage emotions, recognize strengths and weaknesses, and rise above adversity.

Social Emotional Climate

POLICY LANGUAGE

Social - Emotional Climate* (School Climate)

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.²⁹

The district is committed to creating a positive social-emotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by:

According to 2007-2017 Youth Risk Behavior Surveillance System data, a significantly higher percentage of lesbian, gay or bisexual students were bullied at school compared to heterosexual students. It is critical that schools enact policies to protect lesbian, gay, bisexual and gender non-conforming students. The California Safe Schools Coalition has model policy language to assist districts and schools in protecting the rights of these students.

Counseling, Psychological and Social Services

Counseling, Psychological and Social Services

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.²⁹

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by:

Foundational knowledge in critical aspects of social-emotional and behavioral health is critical to ensuring staff have the knowledge and skills to respond to students in need. Important training topics include, but are not limited to: trauma-informed approaches, social-emotional learning, equity and diversity, staff well-being, student-centered discipline and the importance of building relationships with students.

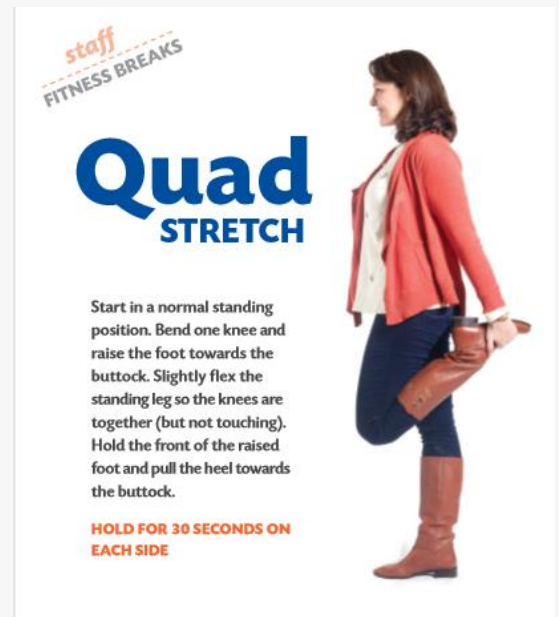
Health Services

Health Services

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students.²⁹

The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of students
- ensuring students have access to highly qualified nurses or other medical professionals in the school setting (with appropriate student to professional ratios) and referrals to and collaboration with community services as needed
- coordinating with caregivers and community medical providers to address students' health needs



Physical Environment

Physical Environment

The physical school environment includes the school buildings as well as the area and facilities surrounding them. A healthy school environment will address schools' physical condition during normal operation as well as renovation, and will protect staff and students from physical dangers as well as biological and chemical agents in the air, water or soil including those brought into the school.²⁹

The district is committed to ensuring that the school environment protects the health and safety of students and staff. The district will support healthy and safe school environments within and around all district facilities by:



Asthma is one of the most common chronic health conditions among students. There are many policies and practices that districts and schools can employ to improve the health of children with asthma. Enhancing School Wellness Policies to Protect Student Lung Health from the American Lung Association provides additional information on ensuring that wellness policies support students with asthma.



Employee Wellness

Employee Wellness

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.²⁹

The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by:



staff
FITNESS BREAKS

Quad STRETCH

Start in a normal standing position. Bend one knee and raise the foot towards the buttock. Slightly flex the standing leg so the knees are together (but not touching). Hold the front of the raised foot and pull the heel towards the buttock.

HOLD FOR 30 SECONDS ON EACH SIDE



H2H: Engage School Partners

**Hallways to Health:
Creating a School-Wide Culture of Wellness**

Wellness is determined in great part by where children live, learn, and grow. Recognizing this, schools across the country are collaborating to create a culture of wellness that extends beyond the health clinic walls into school hallways, classrooms, cafeteria, teachers' lounges and campus spaces.

LEARN MORE

Build a Wellness Team	Engage Community-Based Organizations and Businesses	Build Buy-In and Engage Stakeholders and Partners
Engage Youth	Engage Parents And Guardians	Engage School Partners
Assess Conditions For Wellness	Create & Implement Your Action Plan	Tell Your Story
Sustain Your Efforts	Resource And Tools	

School staff want to be part of wellness programming!

- Staff-specific wellness programs
- Serving staff at the SBHC



Family Engagement & Community Involvement

Caregiver (Family) Engagement

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development.²⁹

The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement by:

Community Involvement

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff.²⁹

The district is committed to encouraging community involvement in school-level decision making and activities. The district will support community involvement by:

Share strategies for engaging families & community members in school-wide wellness policies and programming

A sampling of responses offered by participants on the 10/13/2020 webinar:

- Offer food at meetings.
- Host “think tank” where parents are invited to brainstorm needs and solutions for promoting wellness during COVID-19.
- Hold meetings online, after school hours. Share the link publicly so students, families, and community members can join.
- Invite students and parents to participate in exercise activities at school and in the community.

H2H: Engage Parents and Guardians



- Caregivers as partners
- Ongoing, varied opportunities for engagement
- Connect families to community supports

H2H: Engage Community-Based Organizations and Businesses



- Shared priorities
- Consider formal partnerships (MOUs)
- Include CBO representation in wellness committees

What Will Be Your Next Steps?



Next Steps

- Review & Share Hallways to Health Toolkit and HG's Model Local School Wellness Policy
- Review your districts/school wellness policy to ensure the minimum requirement of the USDA final rule components are included
- Identify how to become more involved with district wellness council to support school-level implementation and progress
- Use resources and strategies to create healthier hallways & school environments

Contact Us



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