



Board Agenda Item #	III C: Action Item
Date:	January 21, 2021
To:	MPS Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Dr. Brenda D. Lopez, Director of Student Services and David Yilmaz, Chief Accountability Officer
RE:	MPS School Wellness Policy (revised)

Proposed Board Recommendation

I move that the board approve the revised MPS School Wellness Policy.

Previous Board Actions on the Agenda

The policy was adopted on December 14, 2017 and in order to be compliant with the United States Department of Agriculture (USDA) final rule of 2016 (final rule) the policy must be reviewed and if applicable revised every three years.

Background

Each local educational agency that participates in the National School Lunch Program or other federal Child Nutrition programs is required by federal law to establish a local school wellness policy for all schools under its jurisdiction.

MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation. This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school, including during distance learning;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness, including during distance learning;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school, including distance learning.

- The community is engaged in supporting the work of MPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

MPS will convene a representative CMO-level wellness committee (hereto referred to as the MPS-WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this CMO-level wellness policy (heretofore referred as "wellness policy"). Home Office staff suggest that the school wellness agenda be overseen by the academic board committee periodically. We have established a roster of MPS-WC members (Appendix A) and will continue to outreach to our stakeholders to expand that list.

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-WC. Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals.

It is our expectation that each SWC will evaluate their implementation of the policy annually and present it to the MPS board committee and to the full board at a regular board meeting and that the policy is reviewed and updated every three years by the board based on feedback and evaluation of the policy.

Triennial Assessments

In order to be compliant with the USDA final rule, at least once every three years, MPS will assess the Local School Wellness Policy (LWP) by measuring:

- The extent to which MPS schools are in compliance with the wellness policy;
- The extent to which MPS' wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the MPS' wellness policy.

The following are highlights for the bulleted points above.

1. All MPS schools are in compliance with the wellness policy. Each MPS has a working SWC that meets quarterly. On an annual basis, the SWC conducts a wellness assessment and creates an action plan and shares it with stakeholders. Overall, the SWC has closely monitored the implementation of the wellness policy at the school sites. At the organization level MPS deans of students and school leads have annually evaluated the policy, discussed best practices and made recommendations.
2. MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation and chose policy language that meets our current needs and also supports growth over time. Where appropriate, MPS used optional policy language to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels.

3. The following is an organization-level summary of highlights from our triennial assessment process:
 - A) Nutrition is a focus for all school sites and finding a balance when providing food options for students, the section at the top of mind is after school and fundraising. As an organization, each school has made a concerted effort to make available Smart snacks and incorporate non-food fundraisers. What has worked well is creating opportunities for staff to model healthy life choices, for example having a step challenge between staff to see who can add up the most steps using a pedometer to promote an active lifestyle. This challenge was extended to students and even families at some school sites. Promoting hydration was also a priority and having water accessible during learning even while physically distanced. The common themes to work on for school sites moving forward is to create more opportunities for professional development for staff to lead lessons on topics listed in the wellness policy, and to incorporate wellness activities during staff meetings. An action item across our schools is related to continuing to build connection during distance learning and promoting self-care for all stakeholders. The mental health and wellness component is essential to continue to strengthen because we know overall wellness includes the mind.
 - B) Revisions to the policy included adding topics to the list of suggested learning opportunities, i.e. students learn about alternative food options like gluten free, soy, etc. We also selected healthy sleep routines as a topic, this was motivated by feedback from the mental health and wellness survey stakeholders completed during the Fall 2020 semester. Stakeholders shared good quality of sleep was an area of need especially during a global pandemic. A critical update to the policy includes physical activity during distance learning and continuing to promote a healthy lifestyle when learning remotely.

Budget Implications

N/A

Attachments

- MPS School Wellness Policy & Appendix A
- Healthy Schools Program Framework of Best Practices
- Alliance for a Healthier Generation Model Wellness Policy Guide
- Healthy Schools Assessment Guide
- School Site Action Center Assessment
- Action Plans for each school site

MAGNOLIA PUBLIC SCHOOLS (MPS) WELLNESS POLICY

Table of Contents

[Preamble](#)2

[School Wellness Committee](#)3

[Wellness Policy Implementation, Monitoring,
Accountability, and Community Engagement](#)5

[Nutrition](#)7

[Physical Activity](#)14

[Other Activities that Promote Student Wellness](#)19

[Glossary](#)21

MAGNOLIA PUBLIC SCHOOLS (MPS) WELLNESS POLICY

[Note: MPS has developed its wellness policy based on the model template provided by the Alliance for a Healthier Generation.]

[Note: This “Basic” district-level wellness policy template meets the minimum Federal standards for local school wellness policy implementation under the final rule of the [Healthy, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and minimum best practice standards accepted in the education and public health fields. Where appropriate, the template includes optional policy language school districts can use to establish a stronger policy that meets the Healthy Schools Program Silver or Gold award levels. School districts should choose policy language that meets their current needs and also supports growth over time] If you are using this tool to compare your policy against, you should include the language in italics as the strongest examples for comparison.

Preamble

Magnolia Public Schools (MPS) is committed to the optimal development of every student. MPS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents’ Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines MPS' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in MPS have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of MPS in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- MPS will coordinate the wellness policy with other aspects of school management, including the schools' LCAP, when appropriate; and
- MPS establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in MPS. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

MPS will convene a representative CMO-level wellness committee (hereto referred to as the MPS-WC) that meets at least four times per year to establish goals for and oversee school health and safety policies and

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. Pediatrics 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

programs, including development, implementation and periodic review and update of this CMO-level wellness policy (heretofore referred as “wellness policy”).

The MPS-WC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the MPS-WC will include representatives from each school building and reflect the diversity of the community.

Each MPS school will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the MPS-WC. Schools can choose to have their existing School Site Council (SSC) serve as the SWC, with the addition of representatives of the school nutrition program, physical education teachers, school health staff services staff, mental health and social services staff, and other health professionals. Refer to Appendix B for a list of SWC contacts.

Leadership

The Superintendent or designee(s) will convene the MPS-WC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Refer to Appendix A for a list of these individuals.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

MPS will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.magnoliapublicschools.org.

Recordkeeping

MPS will retain records to document compliance with the requirements of the wellness policy at the MPS Home Office and/or on its server. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods MPS uses to make stakeholders aware of their ability to participate on the MPS-WC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

MPS will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. MPS will make this information available via the CMO website and/or CMO-wide communications. MPS will provide as much information as possible about the school nutrition environment. This will include a summary of MPS' and schools' events or activities related to wellness policy implementation. Annually, MPS will also publicize the name and contact information of MPS/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, MPS will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which MPS schools are in compliance with the wellness policy;

- The extent to which MPS' wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the MPS' wellness policy.

Refer to Appendix A for the position/person responsible for managing the triennial assessment and contact information.

The MPS-WC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

MPS schools will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The MPS-WC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as MPS priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

MPS is committed to being responsive to community input, which begins with awareness of the wellness policy. MPS will actively communicate ways in which representatives of MPS-WC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for MPS. MPS will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. MPS will use electronic mechanisms, such as email or displaying notices on the MPS' and schools' websites, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. MPS will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that MPS and individual schools are communicating important school information with parents.

MPS will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. MPS will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

MPS is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All MPS schools participate in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). MPS will explore other USDA child nutrition programs, such as the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others. To the extent possible, MPS will also consider operating additional nutrition-related programs and activities including Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others. All MPS schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (MPS offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

In addition;

- Menus will be posted on the individual school websites, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The MPS child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- MPS schools will implement at least four of the following five Farm to School activities (meets Healthy Schools Program Gold-level criteria):
 - Local and/or regional products are incorporated into the school meal program;
 - Messages about agriculture and nutrition are reinforced throughout the learning environment;
 - School hosts a school garden;
 - School hosts field trips to local farms; and
 - School utilizes promotions or special events, such as tastings, that highlight the local/ regional products.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards](#) website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). MPS schools will make drinking water available where school meals are served during mealtimes.

In addition;

- Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.
- Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

MPS is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <https://www.fns.usda.gov/cn/tools-schools-focusing-smart-snacks> The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at on their website searching for [Smart Food Planner](#).

[Note: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

[Note: Foods and beverages sold or served at MPS schools will meet both the federal requirements and the California nutrition standards.]

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* [and *ideally, the extended school day**] will meet or exceed both the USDA Smart Snacks standards and the California nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and the California nutrition standards, including through:

1. Celebrations and parties. MPS will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. MPS will provide to parents a [list of foods and beverages that meet Smart Snacks nutrition standards](#).
3. Rewards and incentives. MPS will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Wellness Policy Coordinators will ensure that celebrations and rewards are consistent with nutrition policies and options. Foods and beverages will not be withheld as a punishment for any reason.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. MPS will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)].

Given the pervasiveness of food fundraisers in many schools and the wide availability of profitable, healthy fundraising options, MPS encourages the following for our schools:

- *Schools will strive toward using only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).*
- *Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc. (Meets Healthy Schools Program Gold-level criteria)*

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

MPS will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that MPS and individual schools may use are available at <https://foodplanner.healthiergeneration.org>.

Nutrition Education

MPS will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;

- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

In addition;

- *In elementary schools, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets Healthy Schools Program Silver/Gold-level criteria).*

Essential Healthy Eating Topics in Health Education

MPS will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Understanding alternative food options like gluten free, soy, etc.
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior

- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

MPS is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. MPS strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information MPS is imparting through nutrition education and health promotion efforts. It is the intent of MPS to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the MPS wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards and the California nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the schools.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

¹⁵

As the MPS/school nutrition services/Athletics Department/SSC/PTF reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the MPS wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and MPS is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All MPS schools will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. (This does not include participation on sports teams that have specific academic requirements.) In the same respect, physical activity will not be used to punish or discipline students. MPS will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, MPS will ensure that its grounds and facilities are safe and that equipment is available to students to be active. MPS will conduct necessary inspections and repairs.

In addition;

- *Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). [Change Lab Solutions](#) provides guidance regarding joint- or shared-use agreements.*
- *MPS will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.*

Physical Education

MPS will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. MPS will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

MPS encourages all our schools to offer physical education for at least 200 minutes for every 10 school days for students in grades 1-6 and at least 400 minutes for every 10 school days for students in grades 7-12. MPS schools will annually administer the California Physical Fitness Test (PFT) to students in grades 5, 7, and 9.

MPS' physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

In addition;

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers at MPS will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes at MPS are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*

Essential Physical Activity Topics in Health Education

MPS will strive to offer health education in all grades (elementary) and encourage middle and high school students to take and pass at least one Health Education course and/or Life Skills course and/or PE course that includes a health education curriculum. MPS schools will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Healthy sleep routines
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids

- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. (This policy may be waived on early dismissal or late arrival days.) If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students will be allowed outside for recess except when outdoor temperature is above/below MPS-set temperature, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightning or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the schools must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. (Each school will maintain and enforce its own indoor recess guidelines.)

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

MPS recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. MPS recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

MPS will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

MPS will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity During Distance Learning

It is important for students to remain active even when learning from home. Distance Learning presents a unique opportunity for students and staff to get moving in creative ways. MPS will encourage the use of physical activity during distance learning by promoting promising practices across the organization. Examples of promising practices include:

- During synchronous instruction, facilitation of movement breaks, at durations appropriate to the age of the students, to decrease sedentary behavior
- Weekly exercise logs to promote an active lifestyle
- Weekly activities, modeled by the teacher, where students record themselves performing the activity
- Motivational videos from elite athletes
- Fitness Testing: pre, mid, and post assessments
- Weekly PE classes with physical activities
- Physical movement breaks using GoNoodle, other videos, or teacher led movements
- Physical activities with outside organizations like the LA Clippers and LA Rams
- Step challenge for stakeholders (tracking daily steps and promoting increased activity)
- Healthy habits such as healthy options for snacks during brain breaks
- Establishing structured routines that include stretching and movement
- Educating students about the importance of healthy sleep patterns
- Contribute to and share the [MPS Padlet](#) (an online virtual “bulletin” board) housing resources focused on promoting healthy habits such as exercise, nutrition and self-care activities that can be accessed by a variety of stakeholders remotely
- Implement professional development for staff focused on integrating physical activities in the virtual classroom for students
- Implementing physical activities into weekly professional development meetings for staff.

Before and After School Activities

MPS schools will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. MPS will encourage students to be physically active before and after school by: physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, etc.

Active Transport

MPS will support active transport to and from school, such as walking or biking. MPS will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week

- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

MPS will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. MPS will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

MPS schools are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the MPS' curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the MPS-WC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

MPS will develop, enhance, and continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

MPS will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, MPS will use electronic mechanisms (e.g., email or displaying notices on the schools' websites), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The MPS-WC will have a staff wellness representative that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. Refer to Appendix A for the contact information of the staff wellness representative.

MPS schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include having fruit on the teacher's desk, drinking water in front of students, walking with students during recess/afterschool, participating in a PE class, setting personal health and wellness

goals, and more. MPS promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

In addition;

- *For all events with available food options, MPS will optimize healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.*

Professional Learning

When feasible, MPS will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help MPS staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts. Available resources to support staff wellness and education can also be accessed through the [Alliance for a Healthier Generation Action Center](#) and selecting training.

Glossary:

Distance Learning - instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology
- (2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Synchronous Instruction - a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person.

Triennial – recurring every three years.

Appendix A: CMO-Level Contacts

CMO-Level MPS-Wellness Committee (MPS-WC) Contacts

The MPS-WC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the MPS-WC will include representatives from each school building and reflect the diversity of the community.

Currently, the following members serve on the MPS-WC. MPS will strive to include more representatives from diverse backgrounds and update this list as new members join. Either as members of the MPS-WC or just as participants, MPS-WC would like to invite and involve the MPS community and the communities we serve to be partners in our wellness program, attend meetings to establish goals for and oversee school health and safety policies and programs, and review and update this wellness policy.

Name	Title / Relationship to the School or MPS	Email address	Role on Committee
Alfredo Rubalcava	CEO & Superintendent	arubalcava@magnoliapublicschools.org	Provides general oversight and policy guidance
Sandra Covarrubias	Board Member / Academic Board Committee Member	scovarrubias@magnoliapublicschools.org	Oversees School Wellness agenda on the board and board committee meetings
David Yilmaz	Chief Accountability Officer	dyilmaz@magnoliapublicschools.org	Updates policy drafts for review by the MPS-WC; assists in the evaluation of the policy implementation; assists with the triennial assessment
Erdinc Acar	Chief Academic Officer	eacar@magnoliapublicschools.org	Oversees nutrition education and physical education curriculum

Dr. Brenda D. Lopez	Director of Student Services	blopez@magnoliapublicschools.org	Assists with the triennial assessment; assists in the evaluation of the policy implementation; coordinates the Deans of Students who lead the SWCs
Lydiatt Vega	Executive Office Manager	lvega@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation
Veronica Romero	Elementary School Representative; Office Manager	vromero@magnoliapublicschools.org	Assists with the implementation of the USDA child nutrition programs; assists in the evaluation of the policy implementation, especially in elementary schools
Suat Acar	Chief Operations Officer	sacar@magnoliapublicschools.org	Oversees school facilities and budgets, and ensures equipment budget is available to students to be active
Arturo Prado	Secondary School Representative; Dean of Students	aprado@magnoliapublicschools.org	Assists in the implementation and evaluation of the policy
Each school has a representative that will be invited to join the quarterly meetings and currently serves as a School Wellness Committee member	Secondary School Representative; Physical Education Teacher	@magnoliapublicschools.org	Assists in the implementation and evaluation of the policy
Derya Hajmeirza	Staff Wellness Representative	dhajmeirza@magnoliapublicschools.org	Focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff

School-Level Wellness Policy Coordinators

School	Name	Title	Email Address
MSA-1	Jason Mertell	Dean of Students	jmertell@magnoliapublicschools.org
MSA-2	David Garner	Dean of Students	dgarner@magnoliapublicschools.org
MSA-3	Roy Thomas	Dean of Students	rthomas@magnoliapublicschools.org
MSA-4	Kamil Veli	Assistant Principal	kveli@magnoliapublicschools.org
MSA-5	Susan Khweiss	Discipline Coordinator	skhweiss@magnoliapublicschools.org
MSA-6	James Choe	Assistant Principal	jchoe@magnoliapublicschools.org
MSA-7	Gil Yoon	Assistant Principal	gyoon@magnoliapublicschools.org
MSA-Bell	Arturo Prado	Dean of Students	aprado@magnoliapublicschools.org
MSA-San Diego	Cornelio Egasani	Dean of Students	cegasani@magnoliapublicschools.org
MSA-Santa Ana	Maria Czerner-Rowell	Assistant Principal	mrowell@magnoliapublicschools.org

HEALTHY SCHOOLS PROGRAM

framework

of best practices





HEALTHY STUDENTS LEARN BETTER.

**STUDIES SHOW HEALTHY STUDENTS PERFORM
BETTER ON TESTS, ATTEND SCHOOL MORE OFTEN
AND BEHAVE BETTER IN CLASS.**

The Alliance for a Healthier Generation believes every child deserves a healthy future. For more than a decade, Healthier Generation has been empowering kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health. Our Healthy Schools Program helps to create and sustain healthier school environments where students, especially those in greatest need, can learn more and flourish. The Program is an evidence-based initiative that creates healthy change in schools and is proven to have a positive impact on student health.

The Healthy Schools Program Framework of Best Practices identifies specific criteria for a healthy school environment and serves as a guide for policy and practice change. It aligns with the 2017 School Health Index, created by the Centers for Disease Control and Prevention (CDC), which reflects the Whole School, Whole Community, Whole Child model (WSCC). The WSCC model recognizes the connection between health and academic achievement and promotes an inclusive, school-wide approach to student health. The CDC retains the full comprehensive School Health Index at [cdc.gov/healthyYouth](https://www.cdc.gov/healthyYouth), addressing seven health topics: physical activity and physical education, nutrition, tobacco use prevention, alcohol and other drug use prevention, chronic health conditions (e.g., asthma and food allergies), unintentional injury and violence prevention (safety), and sexual health.

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Schools.HealthierGeneration.org hosts an assessment tool, which is a version of the School Health Index that addresses the health topics in the Healthy Schools Program Framework of Best Practices:



Healthier Generation recommends that schools use the six-step process to implement the framework:

- 1.** Convene a school wellness committee
- 2.** Assess your school's health environment using Healthier Generation's Healthy Schools Program assessment
- 3.** Develop an action plan based on what's important and achievable at your school
- 4.** Explore resources and tools available to help your school
- 5.** Take action to implement your plan and achieve your goals
- 6.** Celebrate your success and monitor your progress

Visit **Schools.HealthierGeneration.org** to access the assessment.



HEALTHIER GENERATION IS WITH YOU EVERY STEP OF THE WAY

Behind the framework's best practices and evidence-based recommendations is a team of people ready to help you create and sustain a healthier school environment. Healthier Generation provides technical assistance, in-person and virtual trainings. To further assist with implementation, we also help you access and use state-of-the-art tools and resources, such as the Healthier Generation Store with Amazon Business, the Smart Food Planner, Virtual Training Center and more!

This framework, implementation tools, and our team help your school work toward Healthier Generation's National Healthy Schools Award, and in turn, a spot on our annual national list of America's Healthiest Schools. Schools that receive this prestigious award have transformed their environments into healthier places by meeting the criteria in this framework.

BEST PRACTICES FOR **Policy and Environment**

P0-1 Representative school health committee or team:

School has a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs.

P0-2 Written school health and safety policies:

School or district has written health and safety policies that include the following components:

- Rationale for developing and implementing the policies
- Population for which the policies apply (e.g., students, staff, visitors)
- Where the policies apply (e.g., on and/or off school property)
- When the policies apply
- Programs supported by the policies
- Designation of person(s) responsible (e.g., school administrator(s), teachers) for implementing the policies
- Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies
- Communication procedures (e.g., through staff meetings, professional development, website, staff handbook, parent handbook) of the policies
- Procedures for addressing policy infractions
- Definitions of terms

P0-3 Local school wellness policy: School has implemented all of the following components of the district's local wellness policy:

- Specific goals for nutrition education and promotion activities
- Specific goals for physical activity opportunities
- Specific goals for other school-based activities that promote student wellness
- Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School (See page 15 for more information.)

- Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents).
- Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day.
- Permit 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 local school wellness policy.
- Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy.
- Informed and updated the public (including parents, students and others in the community) about the local school wellness policy on an annual basis.
- At least once every three years, measure:
 - the extent to which schools are in compliance with the local school wellness policy,
 - the extent to which the local education agency's local wellness policy compares to model local school wellness policies, and
 - the progress made in attaining the goals of the local wellness policy and made this assessment available to the public.

P0-4 School start times (middle and high schools only):

School day starts at 8:30 a.m. or later to promote sufficient sleep and improved health and academic performance.

P0-5 Health services provided by a full-time school nurse:

School has a full-time, registered school nurse responsible for health services all day, every day.

BEST PRACTICES FOR **Policy and Environment**

P0-6 Counseling, psychological and social services provided by a full-time counselor, social worker and psychologist: School has access to a full-time counselor, social worker, or psychologist for providing counseling, psychological and social services.

P0-7 Parenting strategies: School provides educational resources for families that address all of the following parenting strategies:

- Praising and rewarding desirable behavior
- Staying actively involved with children in fun activities
- Making time to listen and talk with their children
- Setting expectations for appropriate behavior and academic performance
- Sharing parental values
- Communicating with children about health-related risks and behaviors
- Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer)
- Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening)
- Monitoring children's daily activities (knowing child's whereabouts and friends)

- Modeling nonviolent responses to conflict
- Modeling healthy behaviors
- Emphasizing the importance of children getting enough sleep
- Providing a supportive learning environment in the home

P0-8 Family engagement in school decision making: Families have opportunities to be involved in school decision making for health and safety policies and programs.

P0-9 Community involvement in school health initiatives: School partners with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities.

P0-10 Out-of-school programs: School works with community-based, out-of-school programs (e.g., Boys & Girls Clubs, 21st Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health* for all participating students.

** Note: Routine activities that promote health refer to activities that are intended to improve student health status, such as health assessments, health education and physical activity/physical education.*



"We modeled our policy after the suggestions offered by Healthier Generation. As a result, our entire district has a true, meaningful, and purposeful wellness policy that addresses every topic from student mental health, nutrition, physical activity, medical practices, and staff wellness."

– **Hugh Brockway**, Physical Education Teacher,
Lovettsville Elementary School, Virginia

BEST PRACTICES FOR Nutrition Services

NS-1 Breakfast and lunch programs: School offers school meals* (both breakfast and lunch) programs that are fully accessible to all students.

NS-2 School breakfast: School uses strategies to maximize participation in school breakfast program.

NS-3 School lunch: School provides multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab-and-go-options, reimbursable vending options, to maximize participation in the National School Lunch Program.

NS-4 Variety of offerings in school meals: School meals* include a variety of offerings that meet six to eight of the following criteria:

Lunch

- Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the 3 vegetable subgroups (e.g., dark green, red and orange, dry beans and peas)
- Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week)
- Offer fresh fruit at least 1 day per week
- Offer foods that address the cultural practices of the student population
- Offer an alternative entrée option at least 1 time per week that is legume-based, reduced-fat dairy or fish-based (including tuna)
- Offer at least 3 different types of whole grain-rich food items each week

Breakfast

- Offer at least 3 different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week)
- Offer fresh fruit at least 1 day per week

**A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings.*

NS-5 Promote healthy food and beverage choices and school meals using marketing and merchandising techniques: Healthy food and beverage choices are promoted through 10 or more of the following techniques:

- A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless steel pans)
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS)

- Vegetables are offered on all serving lines
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection
- Place pre-packed salads or salad bar, if available, in a high traffic area
- Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice

BEST PRACTICES FOR Nutrition Services

- Self-serve salad bar tongs, scoops and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items
- White milk is displayed in front of other beverages in all coolers
- 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name
- Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable
- Signs show students how to make a reimbursable meal on any service line
- Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
- Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service
- Students, teachers or administrators announce today's menu in daily announcements
- A monthly menu is posted in the main office
- Information about the benefits of school meals is provided to teachers and administration at least annually
- Brand, name and decorate the lunchroom in a way that reflects the student body
- Conduct a taste test of a new entrée at least once a year

NS-6 Annual continuing education and training requirements for school nutrition services staff: All school nutrition program directors, managers and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements. (Topics covered may include, but are not limited to, food safety and HACCP, nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.)

NS-7 Venues outside the cafeteria offer fruits and vegetables: Most or all venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars or snack or food carts) where food is available offer fruits and non-fried vegetables.

NS-8 Collaboration between nutrition services staff members and teachers: School nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom:

- Participate in design and implementation of nutrition education programs
- Display educational and informational materials that reinforce classroom lessons
- Provide food for use in classroom nutrition education lessons
- Provide ideas for classroom nutrition education lessons
- Teach lessons or give presentations to students
- Tasting party in collaboration with classroom teacher
- Presentation on nutrition and food services to PTA/PTSA/PTO
- Sports nutrition – collaboration with coaches
- Classroom tour of cafeteria or meet and greet with school nutrition staff

NS-9 Student and family involvement in the school meal programs and other foods and beverages sold, served, and offered on school campus: Students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served, and offered on school campus and feedback on the meal programs and other foods and beverages sold, served and offered on school campus.

BEST PRACTICES FOR **Nutrition Services**

NS-10 Prohibit using food as reward or punishment: School prohibits giving students food as a reward and withholding food as punishment. This prohibition is consistently followed.

NS-11 Adequate time to eat school meals: Students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated.

NS-12 Farm to School activities: School is implementing four to five of the following Farm to School activities:

- Local and/or regional products are incorporated into the school meal program

- Messages about agriculture and nutrition are reinforced throughout the learning environment
- School hosts a school fruit or vegetable garden
- School hosts field trips to local farms
- School utilizes promotions or special events, such as tastings, that highlight the local/regional products
- School hosts a farmer's market (student and parent involvement)
- Menu states local product(s) being served
- Local farmers/producers participate in career day activities

"Students are not rewarded with candy and sweets, but rather with 'Bull Dog Bucks' that can be spent on toys, books and extra playing time."

—Doretha Pearson, Student Wellness Coordinator,
Normandy Schools Collaborative, Missouri



BEST PRACTICES FOR Smart Snacks

- SS-1 USDA's Smart Snacks in School nutrition standards* (foods sold during the school day):** All competitive foods sold to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).
- SS-2 USDA's Smart Snacks in School nutrition standards* (beverages sold during the school day):** All competitive beverages sold to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).
- SS-3 Food and beverage marketing:** School limits food and beverage marketing on school campus to foods and beverages that meet or exceed the USDA's Smart Snack in School nutrition standards. This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic equipment and sports bags.
- SS-4 USDA's Smart Snacks in School nutrition standards* (served and offered during the school day):** All foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties and school-wide celebrations.
- SS-5 USDA's Smart Snacks in School nutrition standards* (sold during the extended school day):** All foods and beverages sold to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes vending machines, school stores and snack or food carts.
- SS-6 USDA's Smart Snacks in School nutrition standards* (served and offered during the extended school day):** All foods and beverages served and offered to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards. This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties, and school-wide celebrations.
- SS-7 USDA's Smart Snacks in School nutrition standards* (fundraising):** Fundraising efforts during and outside school hours sell only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards. This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.

"Healthy food choices are promoted in the lunchroom and during special activities. A variety of fruits and vegetables are offered for breakfast and lunch and are accessible to all students and staff."

– Stephen Caropreso, Assistant Principal, Palmer Elementary School, Illinois

***Smart Snacks in School – Nutrition Standards for Food**

Any food sold in schools must:

- ✓ Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or
- ✓ Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food (e.g., beans, eggs, poultry, meat, nuts, seeds, etc.); or
- ✓ Be a combination food that contains at least ¼ cup of fruit and/or vegetable

Foods must also meet several nutrient requirements:

Calorie limits:

- Snack items: ≤ 200 calories
- Entrée items: ≤ 350 calories

Sodium limits:

- Snack items: ≤ 200 mg
- Entrée items: ≤ 480 mg

Fat limits:

- Total fat: ≤35% of calories
- Saturated fat: < 10% of calories
- Trans fat: zero grams

Sugar limit:

- ≤ 35% of weight from total sugars in foods

***Smart Snacks in School – Nutrition Standards for Beverages**

All schools may sell:

- Plain water (with or without carbonation)
- Unflavored or flavored low-fat or fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners

There is no portion size limit for plain water. Middle schools and high schools may sell up to 12-ounce portions of milk and juice.

Additional options for high school:

- Calorie-free beverages that are labeled to contain <5 calories per 8 fluid ounces or <10 calories per 20 fluid ounces in up to 20 ounce portions
- Lower-calorie beverages with < 40 calories per 8 fluid ounces, or < 60 calories per 12 ounces in up to 12 ounce portions

Go to <https://foodplanner.healthiergeneration.org/calculator> to determine if your food or beverage is Smart Snacks in School compliant!

BEST PRACTICES FOR

Health and Physical Education

HPE-1 Minutes of physical education per week (elementary schools only): All students in each grade receive physical education for at least 150 minutes per week throughout the school year.

HPE-2 Years of physical education (middle and high schools only): Students are required to take the equivalent to all academic years of physical education.

HPE-3 Sequential physical education curriculum consistent with standards: All teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see National Standards).

HPE-4 Students active at least 50% of class time: Teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions.

HPE-5 Professional development for physical education teachers: All teachers of physical education are required to participate at least once a year in professional development in physical education.

HPE-6 Information and materials for physical education teachers: All teachers of physical education are provided with the following information and materials to assist in delivering physical education:

- Goals, objectives, and expected outcomes for physical education
- A chart scope and sequence for instruction
- A written physical education curriculum
- A plan for assessing student performance
- Physical activity monitoring devices, such as pedometers, heart rate monitors
- Internet resources, such as SHAPE America online tools and resources or PE Central
- The Presidential Youth Fitness Program
- Protocols to assess or evaluate student performance in physical education
- Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity

NATIONAL STANDARDS FOR PHYSICAL EDUCATION

A physically literate individual:

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)

- Learning activities that actively engage students with long-term physical, medical, or cognitive disabilities in physical education

HPE-7 Licensed physical education teachers: All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

HPE-8 Health education taught in all grades (elementary schools only): Students receive health education instruction in all grades.

HPE-9 Required health education course (middle and high schools only): School or district requires all students to take and pass at least one health education course. *If your school has more than four grade levels (e.g. 7-12) your school must require all students to take and pass at least two health education courses.*

BEST PRACTICES FOR Health and Physical Education

HPE-10 Essential topics on physical activity:

- Health education curriculum addresses most of the following topics on physical activity:
- The physical, psychological or social benefits of physical activity
 - How physical activity can contribute to a healthy weight
 - How physical activity can contribute to the academic learning process
 - How an inactive lifestyle contributes to chronic disease
 - Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
 - Differences between physical activity, exercise and fitness
 - Phases of an exercise session, that is, warm up, workout, and cool down
 - Overcoming barriers to physical activity
 - Decreasing sedentary activities, such as TV watching
 - Opportunities for physical activity in the community
 - Preventing injury during physical activity
 - Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while physically active
 - Social influences on physical activity, including media, family, peers and culture
 - How to find valid information or services related to physical activity and fitness
 - How to influence, support or advocate for others to engage in physical activity
 - How to resist peer pressure that discourages physical activity

HPE-11 Essential topics on healthy eating: Health education curriculum addresses most of these essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate

- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat and cholesterol do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to take steps to achieve the personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

HPE-12 Opportunities to practice skills: All teachers of health education provide opportunities for students to practice or rehearse the skills needed to maintain and improve their health.

BEST PRACTICES FOR Physical Activity

PA-1 Recess (elementary schools only): Students are provided at least 20 minutes of recess during each school day, and teachers or recess monitors encourage students to be active.

PA-2 Availability of physical activity breaks in classrooms: All students are provided opportunities to participate in physical activity breaks in classrooms—outside of physical education, recess, and class transition periods—on all or most days during a typical school week.

Physical activity breaks are actual breaks that occur in academic classrooms allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last for 5-30 minutes, and occur all at once or several times during school day.

PA-3 Promotion or support of walking and bicycling to and/or from school: School promotes or supports walking and bicycling to school in six or more of the following ways:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- Crossing guards
- Crosswalks on streets leading to schools
- Walking school buses
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

PA-4 Availability of before and/or after school physical activity opportunities: School offers opportunities for all students to participate in physical activity either before and/or after the school day, for example, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activities).

PA-5 Professional development for classroom teachers: All classroom teachers are required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom.

PA-6 Prohibit using physical activity as punishment: School prohibits using physical activity and withholding physical education class as punishment. This prohibition is consistently followed.

Please do not consider issues related to participation in interscholastic sports for this best practice.

PA-7 Prohibit withholding recess as punishment (elementary schools only): School prohibits withholding recess as punishment. This prohibition is consistently followed.

PA-8 Access to physical activity facilities outside school hours: Indoor and outdoor physical activity facilities are open to students, their families and the community outside school hours.

Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared-use agreement. A joint-use or shared-use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.

"Having our students meet in the gym before school to walk and dance has helped them get energized to begin the school day."

– Michael Morales, Physical Education Teacher, Christa McAuliffe Elementary School, Texas



BEST PRACTICES FOR **Employee Wellness**

EW-1 Health assessments for staff members:

School or district offers staff members accessible and free or low-cost health assessments at least once a year.

EW-2 Programs for staff members on physical activity/fitness: School or district offers staff members accessible and free or low-cost physical activity/fitness programs.

EW-3 Programs for staff members on healthy eating/weight management: School or district offers staff members healthy eating/weight management programs that are accessible and free or low-cost.

EW-4 Promote staff member participation:

School or districts use three or more methods to promote and encourage staff member participation in its health promotion programs.

EW-5 Stress management programs for staff:

School or district offers staff members accessible and free or low-cost stress management programs at least once a year.

EW-6 USDA's Smart Snacks in School nutrition standards (foods and beverages served and sold to staff): All foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards. (See page 15.)

"We've given them the tools they need, and they share ideas with each other. Now, everyone is on board! I walk down the hall and see teachers doing Zumba® with their students."

– **Susanne Carpenter**, Principal, Atherton Elementary School, Michigan



Glossary

The following terms appear in the Healthy Schools Program Framework of Best Practices. The definitions are intended to clarify terms and assist schools in effectively interpreting criteria.

À la carte: a set of foods offered for sale from which students can choose individual items that are not usually counted as part of a reimbursable meal

At least 50% of class time: at least half of the total time scheduled for a physical education class session

Competitive foods and beverages: are those outside the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers, or school meetings. These foods and beverages are required to meet science-based nutrition standards, as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010 and are often referred to as “Smart Snacks.” (See also Smart Snacks in School.)

Culturally appropriate activities and examples may include:

- highlighting the contributions and skills of diverse groups of people (e.g., diversity in race, ethnicity, sex, gender identity, sexual orientation, religion, physical or mental ability, appearance, other personal characteristics)
- acknowledging, respecting, and appreciating student diversity
- validating and building students’ self-esteem and sense of culture and national background
- strengthening students’ skills to engage in intercultural interactions
- not stigmatizing or stereotyping individuals or groups
- building on the cultural resources of families
- featuring diverse groups of people in materials and presentations

Environment: the physical and aesthetic surroundings and the psychosocial climate and culture of the school; factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting; the psychological environment

includes the physical, emotional, and social conditions that affect the well-being of students and staff

Extended school day: time during before and after school activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

Fully accessible: the school (1) offers free and reduced-price meals for students who meet income requirements in a way that ensures these students are not identified by other students as recipients of these programs and (2) coordinates class and bus transportation schedules so that all students can eat breakfast and lunch at school

Health assessments might include:

- height and weight
- blood pressure
- cholesterol level
- blood sugar level
- physical activity participation
- dietary habits
- tobacco use
- alcohol and substance use
- safety (e.g., seat belts, helmets, smoke alarms, drinking and driving, coercive or abusive relationships)
- mental health

Health education: a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health; designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors; allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices; comprehensive curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality

Glossary

education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse; provided by qualified, trained teachers

Moderately to vigorously active: engaging in physical activity that is equal in intensity to or more strenuous than fast walking; activities that cause an increase in heart rate, breathing, and body temperature

National/state standards for physical education: content standards that define what a student should know and be able to do as result of a quality health education or physical education program and that provide a framework for developing realistic and achievable expectations for student performance at every grade level

Nutrition Services: involve access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education and serve as a resource for linkages with nutrition-related community services. School nutrition services also operate Federal Child Nutrition Programs, such as the National School Lunch Program (NSLP) and School Breakfast Program (SBP).

Outside school hours: the time before and after school and during evenings, weekends and school vacations

Physical activity breaks: actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5– 30 minutes, and occur all at one time or several times during the school day (e.g., brain breaks, energizers, classroom activity breaks, etc.).

Physical education: structured physical education classes or lessons, not physical activity breaks or recess and not substitution of participation in a sport team, Reserve Officers' Training Corps (ROTC), marching band, etc., for physical education course credit; is a planned, sequential, K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythm and dance; games; team, dual,



and individual sports; tumbling and gymnastics; and aquatics; quality physical education should promote each student's optimum physical, mental, emotional, and social development, including sports and activities that all students enjoy and can pursue throughout their lives. Physical education is provided by qualified, trained teachers.

Policies: are legal codes, rules, standards, administrative orders, guidelines, mandates, resolutions, or protocols. Policies are usually developed at the school district or state level and implemented at the school level.

Professional development: is the systematic process used to strengthen the professional knowledge, skills and attitudes of those who serve youth to improve the health, education and well-being of youth. It is consciously designed to actively engage learners and includes the planning, design, marketing, delivery, evaluation and follow-up of professional development offerings (events, information sessions and technical assistance).

Representative: may include school administrators, health education teachers, physical education teachers, mental health or social services staff members, nutrition services staff members, health services staff members, maintenance and transportation staff members, students, parents, community members, local health departments or organizations, faith-based organizations, businesses and local government representatives

Glossary



Sequential curriculum: a curriculum that builds on concepts taught in preceding years and provides opportunities to reinforce skills across topics and grade levels

Skills needed to maintain and improve health include:

- developing critical thinking and problem solving skills
- decision-making and assessing consequences of decisions
- developing communication skills
- developing refusal skills
- expressing feelings in a healthy way
- articulating goals to be healthy
- accessing valid and reliable health information
- identifying and countering health-compromising marketing strategies (e.g., tobacco or coping with difficult personal situations such as negative peer pressure and family changes)

- managing anger
- building positive relationships
- reading food labels
- planning healthy snacks
- developing a safe, individualized physical activity plan
- wearing and correctly using protective equipment (e.g., bicycle helmet, seat belt, eye protection)

Smart Snacks in School: are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day, which is defined as the midnight before to 30 minutes after the end of the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went in to effect July 1, 2014 and are required for all foods and beverages sold outside the school meals programs, including vending machines, a la carte, school stores, snack or food carts and in-school fundraising. The School Health Index refers to Smart Snacks in School in questions regarding foods and beverages that may not fall under the scope or time frame of Smart Snacks in School; however, consistent use of these standards when and wherever foods and beverages are available to students helps ensure a consistent message about healthy eating and nutritious choices is being sent to students at all times in all places.

Whole grain-rich: foods that contain 100% whole grain or contain a blend of whole grain meal and/or flour and enriched meal and/or flour of which at least 50% is whole grain; products must contain at least 50% whole-grains and the remaining grain, if any, must be enriched. Whole grain-rich products are not easily identified because whole grain content is not required on product labels. In practice, the simplest way to determine if a product is whole grain-rich is to look at where whole grains appear on the ingredient list. For non-mixed dishes (e.g., breads, cereals), a whole grain must be the primary ingredient by weight (that is, it is the first ingredient in the list). For mixed dishes (e.g., pizza, corn dogs) a whole grain must be the first grain ingredient in the list.) Detailed instructions for determining if a product is whole grain rich appear in the Whole Grains Resource for the National School Lunch and School Breakfast Programs, available online.

**"Healthier Generation
has motivated us to
take our school to the
next level in our pursuit
of a healthier staff and
student body."**

– Erin Gustream, Guidance Instructional Advisor,
William Saroyan Elementary School, California



ALLIANCE FOR A
HEALTHIER
GENERATION





Model Local School Wellness Policy

POLICY GUIDANCE



TABLE OF CONTENTS

3	Overview of Local School Wellness Policy Requirements
4	Overview of this Document
5	How to Use this Document
6	Model Local School Wellness Policy
6	I. Preamble
8	II. District Wellness Council
9	III. Accountability
11	IV. Nutrition Services
19	V. Physical Activity Opportunities
23	VI. Other Activities that Promote Student Wellness
24	Health and Physical Education Policy Language (recommended)
26	Whole School, Whole Community, Whole Child (WSCC) Policy Language (recommended)
33	Glossary
37	Appendices
46	Acknowledgements

OVERVIEW OF LOCAL SCHOOL WELLNESS POLICY REQUIREMENTS

Each local education agency* (LEA) participating in the National School Lunch Program* and/or School Breakfast Program* is required to develop a Local School Wellness Policy* (LWP). The responsibility for developing, implementing and evaluating a LWP is placed at the local (district) level to ensure that the unique needs of each school under the LEA’s jurisdiction can be addressed.

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

- identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- include language inviting caregivers, students, representatives of the school food authority* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- include language requiring that at least once every three years, the following is measured and made available to the public:
 - the extent to which schools comply with the LWP
 - the extent to which the LWP compares to model local school wellness policies
 - the progress made in attaining the goals of the LWP
- include nutrition standards for all foods and beverages **sold** on the school campus* **during the school day*** that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards* (Smart Snacks)
- include standards for all foods and beverages **offered*, but not sold**, to students **during the school day** (e.g., for classroom parties or classroom snacks brought by caregivers)
- include specific goals for nutrition education* and nutrition promotion* activities
 - include requirements for marketing and advertising on the school campus **during the school day** of only those foods and beverages that meet Smart Snacks
 - include specific goals for physical activity opportunities
 - include specific goals for other school-based activities that promote student wellness



OVERVIEW OF THIS DOCUMENT

This document includes a model LWP that meets the minimum federal standards for LWP implementation under the Healthy, Hunger-Free Kids Act of 2010. Although the final rule establishes strong recommendations for LWP language related to the nutrition and physical activity environment in schools, the Alliance for a Healthier Generation's (Healthier Generation) Healthy Schools Program Framework sets higher standards for schools and represents best practices in school nutrition and physical activity, as well as health education (HE) and physical education (PE). Therefore, recommended policy language is provided to encourage districts to go beyond the final rule to ensure that all children, including children with disabilities, have access to healthy school environments with nutritious food, physical activity and HE/PE (including nutrition education).

In addition to the school environment, out-of-school time (OST) settings* such as academic enrichment programs (e.g., reading or math-focused programs), summer and day camps, specialty programs (e.g., sports teams, science, technology, engineering and math (STEM) programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers*, Boys & Girls Clubs*, recreation agencies* and YMCAs), provide critical opportunities to support students' academic and emotional development.¹ They are also ideal places to teach and reinforce healthy habits. Therefore, language from the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards is included throughout this document to support the inclusion of school-based OST programs (whether run by the school, district or an outside provider) in health and wellness activities. It is recommended that OST providers also develop wellness policies in order to institutionalize health and wellness practices and programs.

The Centers for Disease Control and Prevention (CDC) and the Association for Supervision and Curriculum Development (ASCD) developed the Whole School, Whole Community, Whole Child* (WSCC) model in collaboration with key leaders from the fields of health, public health, education and school health to strengthen a unified and collaborative approach designed to improve learning and health in our nation's schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based* school health policies and practices.² While USDA does not require that all ten components of the WSCC model be included in the LWP, the LWP and the District Wellness Council* (DWC) can facilitate coordination of all physical and mental health initiatives across the district. Therefore, this document includes background on the WSCC model, as well as recommended policy language for the areas of the model that are not required by USDA. The CDC's Virtual Healthy School provides an interactive illustration of the key components of a healthy school.

As districts seek to address the physical and mental health needs of students, health and wellness should be aligned with other school improvement efforts. Healthier Generation recommends that districts align their LWPs with school improvement plans given the close connection between health and chronic absenteeism. Districts should consider health and wellness initiatives an integral part of ensuring the best academic outcomes for all students and include health and wellness in needs assessments for low-performing schools. To this end, there should be close communication between the DWC and other district decision making bodies such as the Leadership Team. In addition, districts should focus on health equity* and work to ensure that all students and staff across the district have equitable access to health and wellness efforts, particularly those in lower-resourced schools.

HOW TO USE THIS DOCUMENT

DWCs can use this model policy to establish an LWP that meets (or exceeds) federal regulations. The DWC should review the model policy and choose language that adheres to the final rule, and additional policy language as appropriate to the district.

If a state has regulations pertaining to any of the LWP areas that exceed the federal regulations, the DWC must ensure that those are incorporated into the LWP. For information about additional school health policies that may be in place in each state, visit the NASBE School Health Policy Database and ask for guidance from the state education agency* (SEA).

Districts should consider the creation and revision of the LWP as an opportunity to integrate all physical and mental health and wellness initiatives across the district and engage staff responsible for implementation in collaborating through the DWC. The recommended policy language, as well as the health and physical education and WSCC sections, can support this effort.



The WellSAT 3.0 is a quantitative assessment tool to help districts assess and improve the strength and comprehensiveness of their LWPs. Healthier Generation recommends that districts utilize this tool both before and after updating their LWPs. The WellSAT WSCC has recently been developed to assist districts that wish to create more comprehensive LWPs that address a wide variety of mental and physical health areas (for more information, see the Whole School, Whole Community, Whole Child Policy Language section of this document).

If you have questions about revising or implementing your LWP, please contact Healthier Generation's National Advisors for technical assistance and implementation support.

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)

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.

Research shows that proper nutrition and physical activity before, during and after the school day are strongly correlated with positive academic outcomes. For example, student participation in the School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{3,4} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products is associated with lower grades. Participation in active transportation to and from school (e.g., walking and bicycling), recess, physical activity breaks, physical education and extracurricular activities involving physical activity results in better academic outcomes for students.^{6,7} Finally, there is evidence that adequate hydration is associated with better cognitive performance.⁸

This local school wellness policy (LWP) outlines the district's approach to ensuring that the school environment provides opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. This policy applies to all students, staff and schools in the district. Specific measurable goals and outcomes are identified within each section.

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

- identify one or more school district and/or school official(s) who have the authority and responsibility for ensuring that each school complies with the LWP
- include language inviting caregivers, students, representatives of the school food authority* (SFA), teachers of physical education (PE), school health professionals, the school board, school administrators and the general public to participate in the development, implementation, review and update of the LWP
- include language describing the methods for informing the public (including caregivers, students and others in the community) about the LWP and any updates to the policy on an annual basis
- include language requiring that at least once every three years, the following is measured and made available to the public:
 - the extent to which schools comply with the LWP
 - the extent to which the LWP compares to model local school wellness policies
 - the progress made in attaining the goals of the LWP
- include nutrition standards for all foods and beverages **sold** on the school campus* **during the school day*** that are consistent with federal regulations for school meals and the Smart Snacks in School nutrition standards* (Smart Snacks)

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.

- include standards for all foods and beverages **offered***, **but not sold**, to students **during the school day** (e.g., for classroom parties or classroom snacks brought by caregivers)
- include specific goals for nutrition education* and nutrition promotion* activities
- include requirements for marketing and advertising on the school campus **during the school day** of only those foods and beverages that meet Smart Snacks
- include specific goals for physical activity opportunities
- include specific goals for other school-based activities that promote student wellness

RECOMMENDED POLICY LANGUAGE

The district understands that resources are not equally distributed. The district will maintain a focus on health equity and will work to ensure that all students and staff across the district have equitable access to health and wellness efforts.

The district recognizes that the out-of-school time (OST) settings, such as academic enrichment programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs, recreation agencies and YMCAs), provide critical opportunities to teach and reinforce healthy habits. As such, the district will promote the use of the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards among all school-based OST program providers.



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

In order to be compliant with the USDA final rule, the DWC will include representatives from the school and district level and will reflect the diversity of the community.

The DWC membership will include, but is not limited to:

- 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.

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.

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

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

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

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.

In order to be compliant with the USDA final rule, the district will ensure that communications are culturally and linguistically appropriate to the community and will use communication methods that are appropriate to ensure that all caregivers have access to the information. The district will keep persons with disabilities or those that represent the interests of those with disabilities involved in all aspects including LWP updates and assessments. The district will use multiple methods to distribute this information to the community, including but not limited to:

- electronic mechanisms (e.g., email)
- displaying notices on the district and school websites
- non-electronic mechanisms (e.g., newsletters)
- presentations to caregivers
- sending information home to caregivers

Public Involvement

In order to be compliant with the USDA final rule, the district is committed to ensuring that the community is aware of and involved in the development and implementation of the LWP. The district will actively communicate the ways in which representatives of the DWC, SWC and others can participate in the development, implementation and periodic review and update of the LWP.



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.

In order to be compliant with the USDA final rule, all schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will provide meals that meet the nutrition standards for school meals by including:

- fruits and vegetables, including a variety of fruits and vegetables that meet the required vegetable subgroups (dark green, red and orange, dry beans and peas and legumes)
- grains (whole grain-rich)
- meats and meat alternates
- fat-free and low-fat milk
- access to free drinking water

In addition:

- school meals will be accessible to all students, and the district will accommodate special dietary needs and food allergies as required by federal regulations
- school meals will be administered by a team of qualified nutrition professionals who meet or exceed the hiring and annual continuing education/training requirements of the USDA Professional Standards for Child Nutrition Professionals
- the district will make every effort to ensure, to the maximum extent practicable, that the method of payment does not identify a student as eligible for free or reduced-price meals (e.g., using prepayment systems which mask students' eligibility status)

The USDA Child Nutrition Programs include the National School Lunch Program, National School Breakfast Program, Fresh Fruit and Vegetable Program, Special Milk Program, Summer Food Service Program and Child and Adult Care Food Program. These programs alleviate hunger and obesity by ensuring that all children have access to healthy foods before, during and after the school day. The LWP should include the names of all the child nutrition programs that the district offers. The district policy should also highlight other nutrition-related programs the district offers such as farm-to-school activities, school gardens or alternative breakfast delivery models including breakfast in the classroom and mobile breakfast carts. States and districts may exceed the nutrition standards for school meals - and any ways in which they exceed these standards should be indicated in the LWP.

RECOMMENDED POLICY LANGUAGE

The district/schools will:

- offer a variety of foods and beverages that are appealing and attractive to children
- ensure that eating settings are clean and inviting
- provide adequate time to eat school meals, meaning that students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- establish practices related to feeding students with unpaid meal balances that do not embarrass children or increase social stigma related to being of low-income
- prohibit the use of food as a reward or the withholding of foods as a punishment
- ensure that menus are created/reviewed by a Registered Dietitian or another certified nutrition professional
- post menus on the district website and/or individual school websites and include nutrient content and ingredients
- ensure that students are served lunch at a reasonable and appropriate time of day
- ensure that lunch follows the recess period to better support learning and healthy eating
- promote participation in child nutrition programs among students and caregivers to ensure that caregivers know which programs are available in their district and have access to those programs
- encourage staff to model healthy eating behaviors
- implement the following farm-to-school activities:
 - incorporating local or regional foods into school meal programs
 - hosting promotions or special events, such as tastings, that highlight the local/regional foods
 - reinforcing messages about agriculture and nutrition throughout the learning environment
 - supporting schools in hosting school gardens and field trips to local farms
- promote healthy food and beverage choices using the following marketing and merchandising techniques:
 - displaying whole fruit options in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - making sliced or cut fruit available daily
 - displaying daily fruit options in the line of sight and reach of students
 - giving creative or descriptive names to all available vegetable options
 - bundling daily vegetable options into all grab-and-go meals available to students
 - training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal
 - placing white milk in front of other beverages in all coolers
 - highlighting alternative entrée options (e.g., salad bar or yogurt parfaits) on posters or signs within all service and dining areas
 - allowing students to create reimbursable meals in any service area available to them (e.g., salad bars or grab-and-go lines)

- conducting student surveys and taste testing opportunities and using them to inform menu development, dining space décor and promotional ideas
- using daily announcements to promote and market menu options

Water

Access to safe, free drinking water helps to increase students' overall water consumption, maintain hydration and reduce energy intake when substituted for sugar-sweetened beverages. In addition, adequate hydration may improve cognitive function among children and adolescents, which is important for learning.⁸

In order to be compliant with the USDA final rule, free, safe, unflavored drinking water will be available to all students during mealtimes where school meals are served.

The Centers for Disease Control and Prevention's (CDC) Increasing Access to Water in Schools Toolkit can be used by school health councils, nutrition services providers, principals, teachers, caregivers and other school staff who are interested in increasing access to drinking water.

RECOMMENDED POLICY LANGUAGE

The district requires that:

- free, safe and unflavored drinking water is available to students **during the school day** and **during the extended school day*** (including during out-of-school time and before and after school),
- water cups/jugs are available in the cafeteria if a drinking fountain is not present
- students can bring and carry approved water bottles filled with only water before, during and after the school day across the school campus
- all water sources and containers (e.g., drinking fountains, water jugs, hydration stations and water jets) will be maintained regularly to ensure adherence to health and safety standards

Competitive Foods and Beverages*

Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

In order to be compliant with the USDA final rule, the district will ensure that all foods and beverages sold to students on the school campus **during the school day** support healthy eating, including those provided outside of the school meal programs. All foods and beverages **sold** outside of the school meal programs, **during the school day** will, at a minimum, meet Smart Snacks. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption **during the school day**.

To qualify as a Smart Snack, a snack or entrée must:

- be a grain product that contains 50% or more whole grains by weight (have a whole grain as the first ingredient), or
- have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- be a combination food that contains at least ¼ cup of fruit and/or vegetable, and
- meet the following minimum standards for calories, sodium, sugar and fats:

Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. In some cases, states have passed nutrition standards for competitive foods and beverages that are more stringent than Smart Snacks. In these states, districts and schools must comply with both federal and state standards, and the LWP should list both sets of standards. Healthier Generation's Smart Snacks Calculator allows users to enter the information from the nutrition facts panel to determine if a food or beverage is compliant with Smart Snacks.

RECOMMENDED POLICY LANGUAGE

The district requires that all foods and beverages **sold** 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.



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.

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

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.

RECOMMENDED POLICY LANGUAGE

The district requires that fundraising, including activities such as donation nights at restaurants, cookie dough, candy and pizza sales and market days **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) sell only non-food items or foods and beverages that meet or exceed Smart Snacks.

The district encourages schools to use fundraisers that promote physical activity (e.g., walk-a-thons, Jump Rope for Heart or fun runs).

The district will make available to caregivers and all school and school-based OST staff a list of healthy fundraising ideas.

Nutrition Education

Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices.¹⁵

In order to be compliant with the USDA final rule, the district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level.

Nutrition education should be part of a comprehensive health education curriculum. The National Health Education Standards outline the health knowledge and skills that students should achieve at every grade level. Many states have adopted these standards while others have developed their own health education standards. Nutrition education is a critical component of the health education curriculum and can also be integrated into other academic subjects such as math and science. USDA's Team Nutrition Initiative has standards-based nutrition education curricula including Dig In! and Serving Up MyPlate: A Yummy Curriculum.

RECOMMENDED POLICY LANGUAGE

The district will teach, model, encourage and support healthy eating and physical activity among students. Schools will provide nutrition and physical activity education integrated into other subjects, as part of health education and/or offer stand alone classes at each grade level.

The district will ensure that:

- nutrition and physical activity education are taught using evidence-based curricula that are aligned with the National Health Education Standards and address the essential healthy eating and physical activity topics (Appendix B)
- the curricula used are consistent with the CDC's Characteristics of an Effective Health Education Curriculum
- the curricula used are designed to provide students with the knowledge and skills necessary to promote and protect their health

- nutrition and physical activity education are integrated into classroom subjects such as math, science, language arts, social studies and art, and are also included as part of health education classes and elective subjects
- nutrition and physical activity education include developmentally appropriate, culturally relevant and participatory activities
- schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- teachers and other staff are provided with training on nutrition and physical activity education
- foodservice staff and PE teachers collaborate with classroom teachers and other school staff to provide nutrition and physical activity education throughout the school campus

Nutrition Promotion

Nutrition promotion using evidence-based techniques and nutrition messages helps to create healthy food environments and positively influences lifelong healthy eating behaviors.¹⁶ It also helps to encourage and increase participation in school meal programs.

In order to be compliant with the USDA final rule, the district will ensure that students and staff receive consistent nutrition messages throughout the school campus including in classrooms, gymnasiums and cafeterias. The district and all schools will promote healthy food and beverage choices for all students across the school campus **during the school day** and will encourage participation in school meal programs.

RECOMMENDED POLICY LANGUAGE

The district and all schools will promote healthy food and beverage choices for all students across the school campus **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) and will encourage participation in school meal programs.

The district will ensure the promotion of healthy food and beverage choices through:

- school announcements, newsletters and website postings
- implementation of the evidence-based marketing and merchandising techniques (see School Meals section of this document)

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.

In order to be compliant with the USDA final rule, all foods and beverages marketed to students on the school campus **during the school day** will meet or exceed Smart Snacks. This includes the marketing of products on:

- the exterior of vending machines
- posters, flyers, menu boards, coolers, trash cans and other foodservice equipment
- cups used for beverage dispensing

As entities, including the district, school nutrition services, athletics department and the parent-teacher association/organization* (PTA/PTO) review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the marketing guidelines established by this LWP.

State agencies and LEAs may choose to adopt more stringent policies for food and beverage marketing than is required by USDA. Restricting Food and Beverage Marketing in Schools by ChangeLab Solutions discusses policy options for school districts that want to go beyond the minimum requirements and address unhealthy marketing comprehensively.

RECOMMENDED POLICY LANGUAGE

All foods and beverages marketed or promoted to students on the school campus **during the school day** and **during the extended school day** (including during out-of-school time and before and after school) will meet or exceed Smart Snacks.

The marketing of products that do not meet Smart Snacks, in any and all of the following ways, is prohibited:

- brand names, trademarks, logos or tags, including on cups used for beverage dispensing; menu boards; coolers; trash cans; vending machines and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, such as marquees; message boards; scoreboards and backboards displayed distributed, offered or sold by the district
- advertisements in school publications and school mailings; during broadcasts on school radio stations and in-school television; through digital media, such as computer screensavers; school-operated or school-sponsored websites and servers; or through the school public announcement system
- free samples, taste tests or coupons for products
- educational incentive programs (such as contests that use foods or beverages as a reward) including the promotion of programs that provide schools with supplies or funds when caregivers or participants purchase specific food products

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.

RECOMMENDED POLICY LANGUAGE

The district requires that all students receive education on the benefits of physical activity in conjunction with health (including nutrition) education.

The district prohibits the use or withholding of physical activity (including recess) as a punishment **during the school day** and **during the extended school day** (including during out-of-school time and before and after school). The district will provide resources and training to school and OST staff on appropriate ways to discipline students.

The district requires that physical activity opportunities be adapted in order to make them accessible to students with disabilities.

A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program* (CSPAP). A CSPAP ensures strong coordination and synergy throughout the school environment to encourage students to be active for at least 60 minutes per day. A CSPAP includes PE, physical activity before, during and after the school day, family and community engagement and staff involvement. Healthier Generation strongly recommends that LWPs address all the areas within the CSPAP. Recommended policy language for physical education is provided in the Health and Physical Education Policy Language section of this document.

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

Classroom physical activity can benefit students by:

- improving their concentration and ability to stay on-task in the classroom
- reducing disruptive behavior, such as fidgeting, in the classroom
- improving their motivation and engagement in the learning process
- helping to improve their academic performance (higher grades and test scores)
- increasing their amount of daily physical activity¹⁹

The district requires that:

- classroom physical activity be incorporated into planning throughout **the school day and the extended school day**
- classroom physical activity be integrated into planned academic instruction to reinforce academic concepts and to reinforce skills learned in physical education
- physical activity be provided in the classroom outside of planned instruction (physical activity breaks)
- classroom physical activity be offered in addition to physical education and recess at all school levels
- barriers to classroom physical activity, such as lack of equipment or available space, are minimized
- schools do not utilize activities or materials that are the product of a food, beverage or dietary supplement company
- classroom physical activity not be withheld from or required of students as a disciplinary approach
- classroom teachers receive resources and annual training on promoting physical activity and integrating physical activity in the classroom



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:

- provide schools and students with adequate spaces, facilities, equipment and supplies for recess
- ensure that spaces and facilities for recess meet or exceed recommended safety standards
- prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom
- provide staff members who lead or supervise recess with ongoing professional development
- provide strategic inclusion and oversight of opportunities for students with special needs or disabilities to participate
- assess the accessibility of playgrounds and outdoor play areas and make changes to improve access
- provide equipment to allow for inclusion of students with disabilities into activities

SHAPE America has worked with CDC to develop resources to support recess implementation. Twenty minutes of recess is recommended for elementary school students. Middle and high school students should be given a period of daily physical activity in addition to physical education and classroom physical activity. Recess should occur daily; however, districts may include weather guidelines in their LWPs. For example, “students will be allowed outside for recess except when outdoor temperature is below 30 degrees Fahrenheit, inclusive of wind chill factors, during “code orange” or “code red” days, during storms with lightening or thunder, or at the discretion of the building administrator based on his/her best judgment of safety conditions.”

BEFORE AND AFTER SCHOOL ACTIVITIES

Physical activity before and after school can increase the amount of physical activity that students engage in. Physical activity before and after school includes walking or biking to and from school programs, physical activity clubs, intramural programs (sports organized by the school or community in which any child can participate), interscholastic sports (competitive sports between schools) and physical activity in before-and after-school programs. Encouraging students to be physically active before and after school helps them identify activities they enjoy and might engage in long term.²³

The district will offer opportunities for all students to participate in physical activity before and/or after the school day through a variety of methods including:

- physical activity clubs
- physical activity breaks in aftercare
- intramurals or interscholastic sports

SUPPORT FOR AND PROMOTION OF ACTIVE TRANSPORTATION

Walking and bicycling to school can be an important part of enabling students to accumulate the physical activity they need each day.²⁴

The district will provide strong support for walking, bicycling and other forms of active transportation for students and staff to and from school through a combination of education, encouragement, enforcement and engineering activities. The district will encourage students, caregivers and staff to walk and bicycle to and from school and is committed to putting in safeguards to provide safe walking and bicycling access in school vicinities.

The district will at minimum support active transportation in the following ways:

- communicating broadly their support for walking and bicycling to school; publicizing tools and resources for active transportation on their website and through new student communications including student/caregiver handbooks and other communication materials
- promoting participation in International Walk to School Day and National Bike to School Day and other active transportation promoting activities
- providing prominent and secure storage facilities for bicycles and other transportation modes, such as skateboards and scooters (e.g., sheltered bicycle parking, shed, cage or fenced area)
- providing instruction on walking/bicycling safety to students
- improving safe access to school entrances for students arriving on foot or by bicycle by ensuring designated routes on driveways, through parking lots and to bicycle parking, and by prioritizing sidewalks and crosswalks as well as separating modes of arrival to school

In addition, the district will support active transportation in at least four of the following ways:

- providing bicycling skills instruction to students
- promoting safe routes to school programs to students, staff and caregivers via newsletters, websites and/or the local newspaper
- designating a Safe Routes to School coordinator to lead district Safe Routes to School activities and support school activities
- ensuring that the school transportation department includes walking and bicycling to school as part of school transportation responsibilities
- ensuring provision of one or more crossing guards for every school
- working with local jurisdictions to encourage installation of high visibility crosswalks and other infrastructure to improve walking and bicycling safety on streets leading to schools
- conducting walking and bicycling safety audits of the routes to each school and sharing that information with local jurisdictions
- providing outreach and adaptive Safe Routes to School programming for students with disabilities
- creating monthly or weekly walk and bicycle to school days (e.g., Walking Wednesdays)
- promoting walking school buses and bicycle trains
- designating safe or preferred routes to school
- creating and distributing maps of the active school environment (e.g., sidewalks, crosswalks, roads, pathways and bike racks)
- engaging in tracking, evaluation and reporting of student travel methods (e.g., walking, bicycling, school bus, carpool and private vehicle) and utilizing this data for continuous improvement

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 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.

POLICY LANGUAGE

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

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

- PE classes utilize a curriculum that incorporates essential health education concepts as discussed above and in Appendix B
- students are engaged in moderate to vigorous physical activity* (MVPA) for at least 50% of class time during most or all PE classes
- all PE teachers in the district receive professional development in PE at least once per year
- all PE classes are taught by licensed teachers who are certified or endorsed to teach PE
- waivers, exemption or substitutions for PE classes are not granted
- PE teachers provide appropriate accommodations to ensure that all students, including students with disabilities, are provided with an equal opportunity to participate
- PE teachers are provided with training and specialized equipment to support the inclusion of students with disabilities in PE
- student physical fitness is promoted through individualized fitness and activity assessments (e.g., the Presidential Youth Fitness Program and FitnessGram) and criterion-based reporting is used for each student, including students with disabilities

All students, including those with disabilities, should be provided with access to PE. SHAPE America and Special Olympics have compiled resources to support the inclusion of students with disabilities in PE and the National Center on Health, Physical Activity, and Disability (NCHPAD) has developed a Guide to Inclusive Physical Activity Programs. These resources can help districts ensure that students with disabilities are not excluded from PE. It is essential that PE teachers are trained in adaptive PE and have appropriate adaptive equipment to meet the needs of all children.



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

So far, this document has addressed three components of the WSCC model, nutrition environment and services, health education, and physical education and physical activity. However, the LWP is an ideal location to coordinate all the physical and mental health policies and programs across the district, with implementation support from the DWC. When incorporating these additional WSCC areas into your LWP, be sure to address any state or district regulations related to these areas and include those responsible for implementation on the DWC.

This section is aligned with the WellSAT WSCC. Since 2010, school districts have been able to use the WellSAT to assess the strength and comprehensiveness of their LWPs. In response to interest in assessing policies associated with other components of the WSCC model, the WellSAT WSCC was developed to allow school districts to assess local policies across all domains of the WSCC model.²⁸ In addition to scales that address all 10 components of the WSCC model, it includes an 11th scale entitled, "Integration, Implementation, and Evaluation" to assess whether policies include language ensuring that they will be successfully implemented and evaluated. Further, this scale assesses the presence of language that integrates all domains of school wellness throughout the school. The Collaboratory on School and Child Health's WSCC Practice Briefs provide more in-depth information about each area of the WellSAT WSCC and links to additional information.



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.

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:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices*
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports* and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning* (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices
- regularly assessing and reporting upon the district- and building-level implementation of these practices and providing appropriate resources for continuous improvement

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.

Healthier Generation has a partnership with Sanford Harmony, a social-emotional learning program for Pre-K-6th grade students designed to foster intergender communication and understanding, connection and community both inside and outside of the classroom, and to develop children into compassionate and caring adults. Sanford Harmony promotes positive peer relationships through lessons and activities that encourage communication, collaboration and mutual respect - helping children learn how to build healthy relationships. All materials are available to schools free of charge.

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:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate (see Social-Emotional Climate section of this document)
- implementing evidence-based interventions for students in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based OST staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

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

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

A critical issue facing schools is the increase in the use of e-cigarettes. Schools are being called upon to teach students about the health risks of e-cigarettes and offer tobacco prevention and cessation programming. In addition to presenting numerous health risks, there has been an increase in suspensions as a result of e-cigarette use. Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH) is a new, convenient alternative to suspension or citation that helps schools and communities address the teen vaping problem in a more supportive way.

- ensuring that school-based health staff consult and collaborate with teachers and other school and school-based OST staff regarding pertinent student health information
- disseminating health information resources to students and caregivers (e.g., pamphlets, flyers and posters)
- providing student physical health screenings (e.g., vision and hearing)
- addressing management of acute health incidents (e.g., allergic reactions, asthma attacks and low blood sugar) in the school setting
- providing education regarding high-risk behaviors such as sexual activity and substance use
- coordinating with caregivers to address students' health needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

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:

- identifying regular cleaning and maintenance practices and ensuring compliance with safety standards
- addressing prevention and safe removal (if applicable) of mold and moisture
- addressing reduction/minimization of student and staff exposure to toxins (e.g., vehicle exhaust, mold, air pollution, pesticides and cleaning products)
- specifying a system for monitoring and addressing water quality
- specifying an integrated pest management plan
- addressing the physical condition of buildings and grounds (e.g., lighting, noise, ventilation and air quality)
- establishing tobacco-free building and grounds
- educating students, school staff and school-based OST staff on maintaining the safety of the school physical environment
- specifying physical safety measures and procedures (e.g., double entry access, locked doors and windows, surveillance, supervision of hallways, check-in/check-out systems for visitors and safe transport)
- requiring the establishment of an ongoing school safety team for the district (can be part of the DWC) and in each school building
- specifying a crisis preparedness and response plan for the district and assisting each school in developing a plan
- addressing the presence of and training for school resource officers
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

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

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:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district organizational structure
- disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters)
- conducting free or low-cost physical and mental health risk screenings at least once per year
- conducting employee wellness/health (physical and mental) promotion activities at least once per year
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
 - healthy eating and weight management
 - physical activity
 - stress management
 - tobacco avoidance and cessation
 - social-emotional health
- considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
- promoting a positive workplace climate with a focus on diversity and inclusion practices
- designating a consistent and systemic approach for employee conflict resolution
- addressing space and break time for lactation/breastfeeding
- including employees in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Healthier Generation strongly recommends that districts establish healthy meeting policies to support employee health and ensure that staff are modeling healthy habits for children. Many districts require that all food served at staff meetings adhere to Smart Snacks requirements.



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:

- ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for caregivers (e.g., PTA/PTO and other school committees)
- including caregivers in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement

Studies show that the majority of students do not get a sufficient amount of sleep each night. This shortage can lead to health issues including obesity, diabetes and problems with attention and behavior. Developing quality sleep habits can help reduce these risks and improve kids' mental, physical and emotional well-being. Healthier Generation has partnered with Sleep Number to develop Sleep Smarter, Perform Better, a digital resource center featuring information and tools to help youth achieve better sleep and improve their health, well-being and academic performance. Schools can share these resources with caregivers and assist them with creating healthy sleep patterns for their students.



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:

- ensuring that community members are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that community members participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- developing relationships with community organizations to identify community-based opportunities for student service-learning
- developing joint or shared-use agreements for physical activity participation at all schools
- including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement



GLOSSARY

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC) – The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs and physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children who are served by the program.

BOYS AND GIRLS CLUBS OF AMERICA (BGA) – Boys and Girls Clubs of America is a national, nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by installing a sense of competence, usefulness, belonging and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

CHILD NUTRITION PROGRAMS – The Child Nutrition Programs are federally funded programs aimed at providing low-income children with nutritionally balanced, low-cost or free meals and snacks in schools, childcare centers and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program and the Summer Foodservice Program.

COMPETITIVE FOODS AND BEVERAGES – Competitive foods and beverages are those sold outside of the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers or school meetings. These foods and beverages are required to meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010.

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP) – A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day and develop the knowledge, skills and confidence to be physically active throughout their lives.

DISTRICT WELLNESS COUNCIL (DWC) – A District Wellness Council is sometimes referred to as the School Health Advisory Council (SHAC). It is comprised of district, school and community members who meet at least four times per year to establish district goals and to oversee school health and safety policies and programs, including development, implementation, evaluation and updates of the Local School Wellness Policy.

DIVERSITY AND INCLUSION PRACTICES – Diversity and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how programming is presented, but also reaching out to people, engaging them in ways that address their needs and perspectives and encouraging all to become actively involved.

EVIDENCE-BASED – Evidence-based interventions have been rigorously studied and have been shown to improve student outcomes.

EXTENDED SCHOOL DAY – The extended school day is the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

FOOD AND BEVERAGE MARKETING – Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements, made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

HEALTH EQUITY – Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination and their consequences including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.

HEALTHY, HUNGER-FREE KIDS ACT OF 2010 – The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and for the first time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

LOCAL EDUCATION AGENCY (LEA) – A Local Education Agency is the local/district agency that is responsible for education within their jurisdiction and/or school district.

LOCAL SCHOOL WELLNESS POLICY (LWP) – A Local School Wellness Policy is a written document of official policies that guide a local education agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity.

MODERATE TO VIGOROUS PHYSICAL ACTIVITY (MVPA) – Moderate to vigorous physical activities cause an increase in heart rate, breathing and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

NATIONAL SCHOOL LUNCH PROGRAM (NSLP) – The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools as well as residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

NUTRITION EDUCATION – Nutrition education involves using a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or it can be integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

NUTRITION PROMOTION – Nutrition promotion is using evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, displaying posters about healthy eating in the cafeteria.

OFFERED – Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

OUT-OF-SCHOOL TIME (OST) SETTINGS – Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after-school programs on (or offsite from) a school campus or facilities, academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs or arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

PARENT TEACHER ASSOCIATION/PARENT TEACHER ORGANIZATION (PTA/PTO) – Parent Teacher Associations and Parent Teacher Organizations are associations of caregivers and teachers that play a pivotal role in how educational standards and other policies are enacted and implemented at the state, district and school levels. PTA/PTO leaders are encouraged to meet with their school, district and/or state administrators to ensure a school environment where all students can learn.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS) – Positive Behavioral Intervention and Supports is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know what the expectations are.

PARK AND RECREATION AGENCIES – Park and recreation agencies oversee parks and recreation facilities that are for the purposes of leisure, entertainment and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails and built structures for sport, recreation or arts programs. Examples of services include recreation activity programs, athletic leagues, special events, arts programs and environmental education programs. Many recreation agencies provide OST programming for children and youth.

SCHOOL BREAKFAST PROGRAM (SBP) – The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students across the country. School breakfast can be offered in the cafeteria, though many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in the meal programs, and to reduce the stigma of receiving school breakfast.

SCHOOL CAMPUS – The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums and parking lots.

SCHOOL DAY – The school day is represented by the time between midnight the night before to 30 minutes after the end of the instructional day.

SCHOOL FOOD AUTHORITY (SFA) – The School Food Authority is the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the federal meal programs.

SCHOOL WELLNESS COMMITTEE (SWC) – A School Wellness Committee is a school-level committee that focuses on the health and wellness needs of the student, staff and community partners at a specific school. The SWC is comprised of school staff, students, caregivers and community stakeholders, and supports school-level implementation of the local school wellness policy.

SMART SNACKS IN SCHOOL NUTRITION STANDARDS (SMART SNACKS) – The Smart Snacks in School Nutrition Standards are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went in to effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including through vending machines, à la carte, school stores, snack or food carts and in-school fundraising.

SOCIAL-EMOTIONAL CLIMATE – The social-emotional climate refers to the physical, social, academic and disciplinary environment in a school building, school campus or out-of-school time site. This includes norms, values, culture, policies, practices, characteristics of relationships and organizational structure. A positive school climate supports the overall mental and physical health of children while meeting their academic needs and ensuring positive interactions between students and staff.

SOCIAL-EMOTIONAL LEARNING (SEL) – Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

STATE EDUCATION AGENCY (SEA) – A State Education Agency, often referred to as the Department of Education, is responsible for providing information, resources and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

TRAUMA-INFORMED APPROACHES – Trauma-informed refers to the delivery of services in a way that includes an understanding of trauma and an awareness of the impact it can have across settings, services and populations.

TRAUMA-SENSITIVE APPROACHES – Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL – The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention’s framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.



APPENDIX A: RESOURCES

ACTIVE TRANSPORTATION

Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program. Safe Routes Partnership. Available at: <https://www.saferoutespartnership.org/resources/toolkit/building-blocks>

CHRONIC ABSENTEEISM

Framework for Action: Addressing Chronic Absenteeism through the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation, Attendance Works and Healthy Schools Campaign. Available at: <https://healthyschoolscampaign.org/wp-content/uploads/2017/05/Framework-for-Action-Addressing-Chronic-Absenteeism-through-ESSA-Implementation.pdf>

COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

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APPENDIX B: ESSENTIAL HEALTHY EATING AND PHYSICAL ACTIVITY TOPICS IN HEALTH EDUCATION

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS	
K-2	<ul style="list-style-type: none"> ▪ MyPlate ▪ Meals and Snacks ▪ Valid Information ▪ Food Safety 	<ul style="list-style-type: none"> ▪ Breakfast ▪ Social Influences ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
3-5	<ul style="list-style-type: none"> ▪ MyPlate ▪ Fruits/Vegetables /Whole Grains ▪ Fats ▪ Added Sugars ▪ Calcium ▪ Meals and Snacks ▪ Valid Information ▪ Breakfast 	<ul style="list-style-type: none"> ▪ Peer Pressure ▪ Food Safety ▪ Water ▪ Breakfast ▪ Sodium ▪ Social Influences ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
6-8	<ul style="list-style-type: none"> ▪ Disease Prevention ▪ MyPlate ▪ Labels ▪ Variety ▪ Fruits/Vegetables/ Whole Grains ▪ Fats ▪ Added Sugars ▪ Calcium ▪ Meals and Snacks 	<ul style="list-style-type: none"> ▪ Peer Pressure ▪ Body Size ▪ Water ▪ Breakfast ▪ Eating Out ▪ Eating Disorders ▪ Dietary Guidelines ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully
9-12	<ul style="list-style-type: none"> ▪ Disease Prevention ▪ Labels ▪ Energy In/Out ▪ Peer Pressure ▪ Weight Control Practices ▪ Body Size ▪ Food Safety 	<ul style="list-style-type: none"> ▪ Breakfast ▪ Eating Out ▪ Eating Disorders ▪ Dietary Guidelines ▪ Eating Goals ▪ Advocating for Others to Eat Healthfully

GRADE LEVEL	ESSENTIAL PHYSICAL ACTIVITY TOPICS
K-2	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity
3-5	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity ▪ Physical Activity and Weight ▪ Physical Activity and Academics ▪ Phases of Exercise Sessions ▪ Opportunities for Community Physical Activity ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity
6-8	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Social Influences on Physical Activity ▪ Physical Activity and Weight ▪ Physical Activity and Academics ▪ Differences between Physical Activity/Exercise/Fitness ▪ Phases of Exercise Sessions ▪ Opportunities for Community Physical Activity ▪ Injury Prevention ▪ Weather-Related Safety ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity
9-12	<ul style="list-style-type: none"> ▪ Benefits of Physical Activity ▪ Health-Related Fitness ▪ Decreasing Sedentary Activities ▪ Physical Activity and Academics ▪ Inactive Lifestyle and Chronic Disease ▪ Phases of Exercise Sessions ▪ Overcoming Barriers to Physical Activity ▪ Opportunities for Community Physical Activity ▪ Injury Prevention ▪ Weather-Related Safety ▪ Valid Information on Physical Activity Services ▪ Personal Physical Activity Goals ▪ Physical Activity Advocacy ▪ Resisting Peer Pressure that Discourages Physical Activity

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ACKNOWLEDGEMENTS

The Alliance for a Healthier Generation wishes to acknowledge the invaluable input of several organizations and individuals to the development of the Model Local School Wellness Policy. Their expertise, time and important contributions resulted in a comprehensive policy that is inclusive of diverse backgrounds, voices and perspectives.

Nichole K. Bobo, MSN, RN, Director of Nursing Education, National Association of School Nurses

Sandra M. Chafouleas, Distinguished Professor and Co-Director, University of Connecticut Collaboratory on School and Child Health

Barbara M. Kaplan, MPH, National Director, Asthma Programs, American Lung Association

Alex Mays, MHS, Senior National Program Director, Healthy Schools Campaign

Caitlin Merlo, MPH, RDN, Health Scientist, Centers for Disease Control and Prevention, Division of Population Health, School Health Branch

Marlene B. Schwartz, PhD, Director and Professor, UConn Rudd Center for Food Policy and Obesity

Carly Wright, VP, Advocacy and Equity, Diversity and Inclusion, SHAPE America - Society of Health and Physical Educators

Sara Zimmerman, JD, Director, Climate Equity Policy Center (Formerly: Director of Program and Policy, Safe Routes Partnership)

This project was supported by Cooperative Agreement Number NU1ADP003091, funded by the National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health, School Health Branch, from the Centers for Disease Control and Prevention. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.



Healthy Schools Assessment Guide

The Alliance for a Healthier Generation (Healthier Generation) [Healthy Schools Framework of Best Practices](#) identifies specific criteria for a healthy school environment and serves as a guide for policy and practice change. The Healthy Schools Assessment is a subset of questions from the Centers for Disease Control and Prevention's School Health Index that allows schools and districts to assess their health policies and programs in the areas of: Policy & Environment, Nutrition Services, Smart Snacks, Health & Physical Education, Physical Activity and Employee Wellness.

This guide will help schools and districts navigate the Healthy Schools Assessment as a tool for continuous quality improvement.

1. Use this guide to gather answers to the assessment questions. Reference the “people who may know” column to identify the people at the school or district level who can help to complete the assessment.
2. Enter responses in the online assessment tool at www.healthiergeneration.org/app.
3. Continuously share information with the school wellness committee and create an [action plan](#).

NOTES:

- Questions marked with “FR” are components of the federal requirement for local school wellness policies (LWP).
- Questions marked with an * are in the Healthy Districts Assessment. District staff can suggest an answer to these questions for their schools to select. While district staff can provide guidance on these questions, each school should accurately represent what is being implemented in their building.

Healthy Schools Assessment Guide

Topic Area: Policy and Environment

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
PO-1	<p><u>Representative school health committee or team:</u></p> <p>Does your school have a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs?</p>	<p>3 = Yes.</p> <p>2 = There is a committee or team that does this, but it could be more representative of the school and include more individuals from across the school community.</p> <p>1 = There is a committee or team, but it is not representative of the school community, or it meets less often than four times a year.</p> <p>0 = No.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify that the committee meets regularly and has at least six members from the school and community, including parents and students (CDC recommendation).</p> <p>List and publicize meetings date and times to encourage participation.</p> <p>List and publicize committee members and their roles to support increasing participation and involvement.</p>	<p>School Wellness Committee Toolkit</p> <p>Building a Successful School Wellness Committee "TEAM"</p> <p>School Wellness Committee Meeting Schedule</p>
PO-2*	<p><u>Written school health and safety policies:</u></p> <p>Does your school or district have written health and safety policies that include the following components?</p> <ul style="list-style-type: none"> ▪ Rationale for developing and implementing the policies ▪ Population for which the policies apply (e.g., students, staff, visitors) ▪ Where the policies apply (e.g., on and/or off school property) ▪ When the policies apply ▪ Programs supported by the policies ▪ Designation of person(s) responsible 	<p>3 = All of our health and safety policies include all of these components.</p> <p>2 = Most of our health and safety policies include all of these components.</p> <p>1 = Some of our health and safety policies include some of these components.</p> <p>0 = Few of our health and safety policies include</p>	<p>Principal District food service director District wellness lead School wellness lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify that the required components are included in written policy (these components may also be included in local school wellness policy or other district policies). The school or district safety policy must be a comprehensive safety plan including the following; emergency evacuation procedures, air quality management, post COVID-19 regulations, campus safety, and gang and bullying prevention.</p>	<p>Model Wellness Policy</p>

Healthy Schools Assessment Guide

	<p>(e.g., school administrator(s), teachers) for implementing the policies</p> <ul style="list-style-type: none"> ▪ Designation of person(s) responsible (e.g., school administrator(s), teachers) for enforcing the policies ▪ Communication procedures (e.g., through staff meetings, professional development, website, staff handbook, parent handbook) of the policies ▪ Procedures for addressing policy infractions ▪ Definitions of terms 	<p>only a few of these components, or our school or district does not have any health and safety policies.</p>			
PO-3	<p><u>Local school wellness policy:</u></p> <p>Has your school implemented the following components of the local education agency's (LEA) or district's local school wellness policy?</p> <ul style="list-style-type: none"> ▪ Specific goals for nutrition education and promotion activities ▪ Specific goals for physical activity opportunities ▪ Specific goals for other school-based activities that promote student wellness ▪ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and Smart Snacks in School ▪ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., in classroom parties or classroom snacks brought by parents) ▪ Policies for marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on the school campus during the school day ▪ Permit parents, students, representatives of the school food 	<p>3 = Yes, our school has implemented all of these components.</p> <p>2 = Our school has implemented most of these components.</p> <p>1 = Our school has implemented a few of these components.</p> <p>0 = No, we have not implemented any of these components, or our policy does not include any of these components, or our district does not have a local school wellness policy.</p>	<p>Principal District food service director District wellness lead School wellness lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify that the local school wellness policy includes all required components of the USDA final rule.</p>	<p>10 Essential Components of Local School Wellness Policy Checklist</p> <p>Model Wellness Policy</p> <p>Putting Policy Into Practice</p>

Healthy Schools Assessment Guide

<p>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 local school wellness policy</p> <ul style="list-style-type: none"> ▪ Identified one or more school district and/or school official(s) who have the authority and responsibility to ensure each school complies with the policy <ul style="list-style-type: none"> ▪ Informed and updated the public (including parents, students, and others in the community) about the local school wellness policy on an annual basis ▪ At least once every three years, measure: <ul style="list-style-type: none"> - the extent to which schools are in compliance with the local school wellness policy, - the extent to which the local education agency's local school wellness policy compares to model local school wellness policies, and - the progress made in attaining the goals of the local school wellness policy and made this assessment available to the public. <p>By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2104, USDA's Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. (See https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks). USDA's Smart Snacks in School nutrition standards are practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016. Your school health team should review your district's local school</p>				
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Healthy Schools Assessment Guide

	wellness policy before completing this question.				
PO-4	<p><u>School start times (middle and high schools only):</u></p> <p>Does your school day start at 8:30 a.m. or later to promote sufficient sleep and improved health and academic performance?</p> <p>NOTE: The American Academy of Pediatrics recommends that middle schools and high schools start classes no earlier than 8:30 a.m. in order to permit students to get adequate sleep.</p>	<p>3 = Yes.</p> <p>2 = School starts between 8:00 a.m. and 8:29 a.m.</p> <p>1 = School starts between 7:30 a.m. and 7:59 a.m.</p> <p>0 = School starts before 7:30 a.m.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify that middle and high schools start at 8:30 a.m. or later.</p> <p>*Note: Serving breakfast is a part of the school schedule and must begin 8:30am or later.</p>	<p>Start School Later</p>
PO-5	<p><u>Health services provided by a full-time school nurse:</u></p> <p>Does your school have a full-time, registered school nurse responsible for health services all day, every day? Are an adequate number of full-time school nurses provided, based on the recommendation of at least one nurse per school?</p> <p>NOTE: More nurses are recommended if students have extensive nursing needs.</p>	<p>3 = Yes, we have a registered school nurse present all day every day.</p> <p>2 = We have a registered school nurse present most of the time each week.</p> <p>1 = We have a registered school nurse present some of the time each week, or we have an LPN or UAP (supervised by a school nurse) who is present at least some of the time each week.</p> <p>0 = No, we do not have a registered school nurse, LPN, or UAP present in our school, or we have an unsupervised LPN or UAP in our school.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify that a registered school nurse is present all day, every day. The school nurse's schedule should be publicized on the school website.</p>	<p>Resources and Practices to Support the School Nurse Role in Building a Healthier School Environment</p> <p>NASN The Role of the 21st Century School Nurse</p>
PO-6	<p><u>Counseling, psychological, and social services provided by a full-time counselor, social worker, and</u></p>	<p>3 = Yes, we have a full-time counselor, social worker, and</p>	<p>Principal School wellness lead</p>	<p>Verify that your school has a full-time counselor, social worker and/or psychologist</p>	

Healthy Schools Assessment Guide

	<p><u>psychologist:</u></p> <p>Does your school have access to a full-time counselor, social worker, or psychologist for providing counseling, psychological, and social services? Is an adequate number of these staff members provided based on the following recommended ratios?</p> <ul style="list-style-type: none"> ▪ One counselor for every 250 students ▪ One social worker for every 400 students ▪ One psychologist for every 1,000 students 	<p>psychologist, and the recommended ratios are present.</p> <p>2 = We have a full-time counselor, social worker, and psychologist, but fewer than the recommended ratios.</p> <p>1 = We have a full-time counselor, social worker or psychologist, but not all three.</p> <p>0 = No, we do not have even one full-time counselor, social worker or psychologist.</p>	<p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>and the recommended student to professional ratios are present.</p>	
PO-7	<p><u>Parenting strategies:</u></p> <p>Does your school provide educational resources for families that address all of the following parenting strategies?</p> <ul style="list-style-type: none"> ▪ Praising and rewarding desirable behavior ▪ Staying actively involved with children in fun activities ▪ Making time to listen and talk with their children ▪ Setting expectations for appropriate behavior and academic performance ▪ Sharing parental values ▪ Communicating with children about health-related risks and behaviors ▪ Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, 	<p>3 = Yes, addresses all of these topics.</p> <p>2 = Addresses most of these topics.</p> <p>1 = Addresses some of these topics.</p> <p>0 = Addresses none of these topics or does not provide educational resources that address parenting strategies.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify that information about specific parenting strategies is included in the parent/student handbook, newsletters, websites, emails, bulletin boards and/or events.</p> <p>Note: Most of the listed strategies should be addressed.</p>	<p>Parent, Family, and Community Involvement in Education</p> <p>Involving Parents as Partners for Youth Development</p>

Healthy Schools Assessment Guide

	<p>homework, time spent using TV and computer)</p> <ul style="list-style-type: none"> ▪ Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening) ▪ Monitoring children’s daily activities (knowing child’s whereabouts and friends) ▪ Modeling nonviolent responses to conflict ▪ Modeling healthy behaviors ▪ Emphasizing the importance of children getting enough sleep ▪ Providing a supportive learning environment in the home 				
PO-8	<p><u>Family engagement in school decision making:</u></p> <p>Do families have opportunities to be involved in school decision making for health and safety policies and programs?</p> <p>NOTE: This question only applies to decision making around health and wellness addressing areas outlined in the Healthy Schools Program Framework of Best Practices.</p>	<p>3 = Yes, families have opportunities to be involved in all school decision-making processes for health and safety policies and programs.</p> <p>2 = Families have opportunities to be involved in most school decision-making processes for health and safety policies and programs.</p> <p>1 = Families have opportunities to be involved in some school decision-making processes for health and safety policies and programs.</p> <p>0 = No, families do not have opportunities to be involved in school decision-making processes for health</p>	<p>Principal School wellness lead PTA lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify ways families are involved with decision-making, such as: serving on school committees, suggestion/feedback boxes and/or organizing events.</p>	<p>CDC Parents for Healthy Schools</p> <p>CDC Parent Engagement: Strategies for Involving Parents in School Health</p> <p>Involving Parents as Partners for Youth Development</p> <p>CDC Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development</p>

Healthy Schools Assessment Guide

		and safety policies and programs.			
PO-9	<p><u>Community involvement in school health initiatives:</u></p> <p>Does your school partner with local community organizations, businesses, or local hospitals to engage students and their families in health promotion activities?</p>	<p>3 = Yes, our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for all school health initiatives.</p> <p>2 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for most school health initiatives.</p> <p>1 = Our school partners with local community organizations, businesses, or local hospitals to promote and engage students and their families in health promotion activities, for some school health initiatives.</p> <p>0 = No, our school does not partner with local community organizations, businesses, or local hospitals to promote and engage students and their families in</p>	<p>School wellness lead PTA lead</p> <p>National Advisor: Shauvon.Simmons-Wright@healthiergeneration.org</p>	<p>Verify ways that your school partners with local community organizations, businesses or local hospitals to engage students and their families in health promotion activities, such as mobile clinics, health screening/awareness fairs and/or local school health-related events.</p>	<p>Act for Youth - Positive Youth Development</p> <p>Innovative Examples of Community Involvement in Schools</p>

Healthy Schools Assessment Guide

		health promotion activities for school health initiatives.			
PO-10	<p><u>Out-of-school programs:</u></p> <p>Does your school work with community-based, out-of-school time (OST) programs (e.g., Boys & Girls Clubs, 21st Century Community Learning Centers, Parks and Recreation) to develop and implement routine activities that promote health* for all participating students?</p> <p>*NOTE: Routine activities that promote health refer to activities that are intended to improve student health status, such as health assessments, health education, and physical activity/physical education.</p>	<p>3 = Yes, our school works with out-of-school programs to develop and implement routine activities that promote health for all participating students.</p> <p>2 = Our school works with out-of-school programs to develop and implement routine activities that promote health for select participating students.</p> <p>1 = Our school work with out-of-school programs to develop and implement occasional activities that promote health for participating students.</p> <p>0 = No, our school does not work with out-of-school programs to develop or implement activities that promote health for participating students.</p>	<p>Before/ after school staff</p> <p>National Advisor: Michelle.Owens@healthiergeneration.org</p>	<p>Verify your school's work with community-based, out-of-school time programs that develop and implement routine activities that promote health* for all participating students.</p> <p>OR</p> <p>OST provider representatives serve on school health-related committees and provide input on school wellness community events.</p>	<p>Healthy Out-of-School Time Roadmaps</p> <p>Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies</p> <p>CDC Out of School Time</p>

Healthy Schools Assessment Guide

Topic Area: Nutrition Services

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
NS-1*	<p><u>Breakfast and lunch programs:</u></p> <p>Does the school offer <u>school meals</u> (both breakfast and lunch) programs that are <u>fully accessible</u> to all students?</p>	<p>3 = Yes.</p> <p>2 = Our school offers breakfast and lunch programs, but they are not fully accessible to all students.</p> <p>1 = Our school offers only a lunch program, but there are plans to add a breakfast program.</p> <p>0 = Our school offers only a lunch program and there are no plans to add a breakfast program, or the school does not offer a breakfast or a lunch program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>Satisfactory administrative review by the state department valid for current three-year period.</p>	<p>Group Purchasing for Healthier School Meals</p> <p>Student School Food Survey</p> <p>Recipes for Schools</p>
NS-2*	<p><u>School breakfast:</u></p> <p>Does your school use strategies to maximize participation in the school breakfast program?</p> <p>*Generally, universal free breakfast is ideal for schools with ≥70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.</p>	<p>3 = Our school offers universal free breakfast* after the bell, such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models.</p> <p>2 = Our school offers breakfast after the bell, such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models.</p> <p>1 = Our school offers a traditional breakfast</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>Communication sent to families, students and/or staff indicating that the school serves breakfast after the bell to all students, or if not, a student that comes in after the bell can get a breakfast to bring to class.</p> <p>OR</p> <p>The local school wellness policy states that all schools in the district offer universal free breakfast after the bell and maximize participation in the</p>	<p>Healthier Breakfasts for Students</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		<p>program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a breakfast program.</p>		<p>school breakfast program through strategies such as breakfast in the classroom, grab and go to the classroom, or second chance breakfast models, or that students arriving after the bell will receive a breakfast to bring to class.</p>	
NS-3*	<p><u>School lunch:</u></p> <p>Does your school provide multiple alternative points of sale for reimbursable meals, such as outside lines, kiosks, grab and go options, reimbursable vending options, to maximize participation in the National School Lunch Program?</p>	<p>3 = Our school provides multiple alternative points of sale at lunch.</p> <p>2 = Our school provides one alternative point of sale at lunch.</p> <p>1 = Our school offers a traditional lunch program served and consumed in the cafeteria.</p> <p>0 = Our school does not offer a lunch program.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>Communication sent to families and students promoting at least two separate points of sale for reimbursable meals such as outside lines, kiosks, grab and go options, or reimbursable vending options to maximize participation in the National School Lunch Program.</p> <p>OR</p> <p>The local school wellness policy states that schools must provide at least two separate points of sale for reimbursable meals, such as outside lines, kiosks, grab and go</p>	<p>Healthy Lunches To Go</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				<p>options or reimbursable vending options, to maximize participation in the National School Lunch Program.</p> <p>**Note: Each point of sale must have a unique point of sale system where students can enter/provide their ID number</p>	
NS-4*	<p><u>Variety of offerings in school meals:</u></p> <p>Do school meals* include a variety of offerings that meet the following criteria?</p> <p><u>Lunch</u></p> <ul style="list-style-type: none"> ▪ Go beyond the National School Lunch Program requirements to offer one additional serving per week from any of the three vegetable subgroups (dark green, red and orange, dry beans and peas) ▪ Offer a different fruit every day of the week during lunch (100% fruit juice can be counted as a fruit only once per week) ▪ Offer fresh fruit at least one day per week ▪ Offer foods that address the cultural practices of the student population ▪ Offer an alternative entrée option at least one time per week that is legume-based, reduced-fat dairy, or fish-based (including tuna) 	<p>3 = Yes, meets six to eight of these criteria for variety.</p> <p>2 = Meets three to five of these criteria for variety.</p> <p>1 = Meets one to two of these criteria for variety.</p> <p>0 = Meets none of these criteria for variety.</p>	<p>School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>Satisfactory administrative review by the state department valid for current three-year period.</p>	<p>Simple Tips to Eat More Fruits & Veggies</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> Offer at least three different types of whole grain-rich food items each week <p><u>Breakfast</u></p> <ul style="list-style-type: none"> Offer at least three different fruits and vegetables each week (100% fruit juice can be counted as a fruit only once per week) Offer fresh fruit at least one day per week <p>*NOTE: A school meal is a set of foods that meets school meal program regulations. This does not include à la carte offerings.</p>				
NS-5* FR	<p><u>Promote healthy food and beverage choices and school meals using marketing and merchandising techniques:</u></p> <p>Are healthy food and beverage choices promoted through the following techniques?</p> <ul style="list-style-type: none"> A variety of mixed whole fruits are displayed in nice bowls or baskets (instead of stainless-steel pans) Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale (POS) Vegetables are offered on all serving lines At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection Place pre-packed salads or salad bar if available in a high traffic area 	<p>3 = Yes, healthy food and beverage choices are promoted through ten or more of these techniques.</p> <p>2 = Healthy food and beverage choices are promoted through five to nine of these techniques.</p> <p>1 = Healthy food and beverage choices are promoted through one to four of these techniques.</p> <p>0 = Healthy food and beverage choices are promoted through none of these techniques.</p>	<p>School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that schools must promote healthy food and beverage choices using at least ten of the marketing and merchandising techniques.</p> <p>OR</p> <p>Evidence that the school nutrition services staff promote healthy food and beverage choices using at least ten or more of the marketing and merchandising techniques such as photographs or examples of marketing and merchandising techniques used.</p>	<p>Food & Beverage Marketing Assessment</p> <p>CDC Smart Food Choices: How to Implement Food Service Guidelines in Public Facilities</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> ▪ Label pre-packaged salads or salad bar choices with creative, descriptive names and display next to each choice ▪ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items ▪ White milk is displayed in front of other beverages in all coolers ▪ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name ▪ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable ▪ Signs show students how to make a reimbursable meal on any service line ▪ Alternative entrée options (salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas ▪ Cafeteria staff smile and greet students upon entering the service line and continually throughout meal service ▪ Students, teachers, or administrators announce today's menu in daily announcements ▪ A monthly menu is posted in the main office ▪ Information about the benefits of school meals is provided to teachers and administration at least annually ▪ Brand, name, and decorate the lunchroom in a way that reflects the student body 				

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> Conduct a taste test of a new entrée at least once a year 				
NS-6*	<p><u>Annual continuing education and training requirements for school nutrition services staff:</u></p> <p>Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements*?</p> <p>Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, meal counting and claiming, customer service, or food production techniques.</p> <p>*NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See https://professionalstandards.fns.usda.gov/content/professional-standards-information)</p>	<p>3 = Yes, all food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>2 = Most food and nutrition services meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>1 = Some food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p> <p>0 = No, no food and nutrition services staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements.</p>	<p>School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>Satisfactory administrative review by the state department valid for current three-year period.</p>	<p>USDA Professional Standards for Child Nutrition Professionals</p> <p>A Pinch, Dash, Spoonful...Heap. Why Does it Matter What I Use?</p> <p>Nuts, Shrimp, and Milk: What Do They Have In Common?</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
NS-7*	<p><u>Venues outside the cafeteria offer fruits and vegetables:</u></p> <p>Do venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) where food is available offer fruits and non-fried vegetables*?</p> <p>*NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p>	<p>3 = Yes, most or all venues outside the cafeteria do. [NOTE: If your school does not have <u>any</u> food venue outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts), select 3].</p> <p>2 = About half of the venues do.</p> <p>1 = Fewer than half of the venues do.</p> <p>0 = None of the venues do.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that food venues outside of the cafeteria (vending machines, school stores, canteens, snack bars or snack or food carts) must offer fruits and non-fried vegetables.</p> <p>OR</p> <p>Evidence that most or all food venues outside the cafeteria (vending machines, school stores, canteens, snack bars or snack or food carts) include fruits and non-fried vegetables such as photographs, menus or communications sent to students and/or families.</p>	<p>USDA Tools for Schools: Focusing on Smart Snacks</p>
NS-8*	<p><u>Collaboration between nutrition services staff members and teachers:</u></p> <p>Do school nutrition services staff members use three or more of the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?</p> <ul style="list-style-type: none"> Participate in design and implementation of nutrition education programs 	<p>3 = Yes, use three or more methods.</p> <p>2 = Use two of these methods.</p> <p>1 = Use one of these methods.</p> <p>0 = Use none of these methods.</p>	<p>Principal School wellness lead School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that school nutrition services staff members use three or more methods to collaborate with teachers to reinforce nutrition education lessons.</p> <p>OR</p>	<p>Promoting and Integrating Healthy Messages in Your Classroom</p> <p>Nutrition Education Resources</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> ▪ Display educational and informational materials that reinforce classroom lessons ▪ Provide food for use in classroom nutrition education lessons ▪ Provide ideas for classroom nutrition education lessons ▪ Teach lessons or give presentations to students ▪ Tasting party in collaboration with classroom teacher ▪ Presentation on nutrition and food services to PTA/PTSA/PTO ▪ Sports nutrition – collaboration with coaches ▪ Classroom tour of cafeteria or meet and greet with School Nutrition staff 			<p>Evidence that nutrition services staff communicate with teachers to collaborate on reinforcing nutrition education lessons taught in the classroom such as photographs or email or other communications between nutrition services staff and teaching staff.</p>	
NS-9*	<p><u>Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus:</u></p> <p>Do students and family members have opportunities to provide both suggestions for school meals and other foods and beverages sold, served, and offered on school campus and feedback on the meal programs and other foods and beverages sold, served, and offered on school campus?</p>	<p>3 = Yes, both students and family members have opportunities to provide suggestions and feedback.</p> <p>2 = Yes, both students and family members have opportunities to provide either suggestions for school meals or feedback on the meal program.</p> <p>1 = Either students or family members have opportunities, but not both.</p> <p>0 = Neither students nor family members have these opportunities.</p>	<p>Principal School wellness lead School food service manager District food service director PTA lead</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy describes the opportunities for provide suggestions and feedback on the school meal programs and other foods and beverages sold, served, and offered.</p> <p>OR</p> <p>Evidence that students and families have opportunities to provide feedback on the school meal programs and other foods and beverages sold, served and offered through taste tests, school food surveys, etc. such as</p>	<p>Student and Family Engagement in School Meals</p> <p>Student School Food Survey</p> <p>Taste Testing Guide</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				photographs, surveys or data collected from surveys, or communication sent to students and families indicating how they can provide feedback.	
NS-10* FR	<p><u>Prohibit using food as reward or punishment:</u></p> <p>Does your school prohibit giving students food as a reward and withholding food as punishment? Is this prohibition consistently followed?</p>	<p>3 = Yes, using food as a reward and withholding food as punishment are prohibited, and both prohibitions are consistently followed.</p> <p>2 = One of these practices is prohibited, and this prohibition is consistently followed.</p> <p>1 = One or both of these practices is prohibited, but this prohibition is not consistently followed.</p> <p>0 = Neither practice is prohibited.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that the use of food as a reward or punishment in schools is prohibited</p> <p>OR</p> <p>A school handbook or school-level policy states that the use of food as a reward or punishment in schools is prohibited.</p>	<p>Healthy Ways to Reward Kids</p> <p>Nutrition in Schools Videos</p> <p>A Candy Here, A Candy There: Proposing Alternatives to Foods as Rewards</p> <p>But, It's Just a Cupcake</p>
NS-11*	<p><u>Adequate time to eat school meals:</u></p> <p>Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?</p> <p>NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments). If the school does not have a breakfast program, but does provide at</p>	<p>3 = Yes. [NOTE: If the school does not have a breakfast program, but does provide at least 20 minutes for lunch, select 3].</p> <p>2 = Have adequate time for breakfast or lunch, but not for both.</p> <p>1 = No, but there are plans to</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that students must have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have their food and are seated.</p>	<p>CDC School Nutrition</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	least 20 minutes for lunch, select 3].	increase the time. 0 = No.		OR A school handbook or school policy states that students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have their food and are seated.	
NS-12* FR	<p><u>Farm to School activities:</u></p> <p>Is your school implementing any Farm to School activities?</p> <ul style="list-style-type: none"> ▪ Local and/or regional products are incorporated into the school meal programs ▪ Messages about agriculture and nutrition are reinforced throughout the learning environment ▪ School hosts a fruit or vegetable garden ▪ School hosts field trips to local farms ▪ School utilizes promotions or special events, such as tastings, that highlight the local/regional products ▪ School hosts a farmer’s market (student and parent involvement) ▪ Menu states local product(s) being served ▪ Local farmers/producers participate in career day activities 	<p>3 = Yes, our school is implementing four to five of these activities.</p> <p>2 = Our school is implementing two to three of these activities.</p> <p>1 = Our school is implementing at least one of these activities.</p> <p>0 = No, our school is not implementing any of these activities.</p>	<p>Principal School food service manager District food service director School wellness lead</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that the district is implementing at least four farm to school activities at all schools in the district.</p> <p>OR</p> <p>Evidence that the school is implementing at least of four or more farm to school activities such as photographs, communications sent to students and/or families or documentation of lessons utilized to integrate farm to school concepts into the curriculum.</p>	<p>Farm to School Activities</p> <p>USDA Farm to Child Nutrition Programs Planning Guide</p> <p>Farmers MarKids</p>

Healthy Schools Assessment Guide

Topic Area: **Smart Snacks**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-1* FR	<p><u>All foods sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u></p> <p>Do all competitive foods sold to students during the school day meet or exceed the USDA's nutrition standards for all foods sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food-based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Foods</i></p> <p>Any food sold in schools must:</p> <ul style="list-style-type: none"> • Be a grain product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or • Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or • Be a combination food that contains at least ¼ cup of fruit and/or vegetable <p>Foods must also meet several nutrient requirements:</p> <ul style="list-style-type: none"> • Calorie limits: <ul style="list-style-type: none"> ○ Snack items: ≤ 200 calories ○ Entrée items: ≤ 350 calories 	<p>3 = Yes, all competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive foods at our school.</p> <p>2 = Most competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no competitive foods sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that all competitive foods sold to students during the school day must meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Smart Snacks Product Calculator</p> <p>Healthy Snack and Beverage Ideas</p> <p>Smart Snacks Memo to Administrators and Staff</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> • Sodium limits: <ul style="list-style-type: none"> ○ Snack items: ≤ 200 mg ○ Entrée items: ≤ 480 mg • Fat limits: <ul style="list-style-type: none"> ○ Total fat: ≤ 35% of calories ○ Saturated fat: < 10% of calories ○ Trans fat: zero grams • Sugar limit: <ul style="list-style-type: none"> ○ ≤ 35% of weight from total sugars in foods 				
SS-2* FR	<p><u>All beverages sold during the school day meet the USDA's Smart Snacks in School* nutrition standards:</u></p> <p>Do all competitive beverages sold to students during the school day meet or exceed the USDA's nutrition standards for all beverages sold to students (commonly called Smart Snacks in School)? This includes à la carte, vending, school stores, snack or food carts, and any food based fundraising (school follows fundraising exemptions and guidance set by their state agency, which also must adhere to the federal Smart Snacks in School nutrition standards).</p> <p><i>*Smart Snacks in School – Nutrition Standards for Beverages</i></p> <p>All schools may sell:</p> <ul style="list-style-type: none"> • Plain water, with or without carbonation, in any portion size • Unflavored or flavored low-fat or fat-free milk and milk alternatives permitted by National School Lunch Program/ School Breakfast Program 	<p>3 = Yes, all competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell competitive beverages at our school.</p> <p>2 = Most competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no competitive beverages sold meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that all competitive beverages sold to students during the school day must meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Healthy Snack and Beverage Ideas</p> <p>Make a Splash with Water</p> <p>5 Tips to Drink More Water</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> • 100% fruit or vegetable juice • 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners <p><i>There is no portion size limit for plain water.</i></p> <p><i>Elementary schools may sell up to 8-ounce portions of milk and juice.</i></p> <p><i>Middle schools and high schools may sell up to 12-ounce portions of milk and juice.</i></p> <p>Additional options for high school:</p> <ul style="list-style-type: none"> • Calorie-free beverages that are labeled to contain <5 calories per 8 fluid ounces or < 10 calories per 20 fluid ounces in up to 20-ounce portions • Lower-calorie beverages with < 40 calories per 8 fluid ounces, or < 60 calories per 12 ounces in up to 12-ounce portions 				
SS-3* FR	<p><u>Food and beverage marketing:</u></p> <p>Does your school limit food and beverage marketing (e.g., contests or coupons) on school campus to foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?</p> <p>This may include, but is not limited to, marketing and branding in cafeterias, hallways, common spaces, classrooms, staff lounges or school stores; and on snack or food carts, vending machine exteriors, display racks, food or beverage cups or containers, coolers, athletic</p>	<p>3 = Yes, only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards are advertised or promoted, or no foods and beverages are advertised or promoted on school campus.</p> <p>2 = Most foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School</p>	<p>Principal School food service manager District food service director Athletic director School store manager PTA lead</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that all foods and beverages marketed or promoted to students on the school campus must meet or exceed the USDA Smart Snacks in School nutrition standards.</p>	<p>Food & Beverage Marketing Assessment</p> <p>Smart Food Planner</p> <p>Swap Your Snack Campaign</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	equipment, and sports bags. Examples may include, but are not limited to, in-school media, signs, posters, and stickers.	nutrition standards. 1 = Some foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, no foods and beverages advertised or promoted on school campus meet or exceed the USDA's Smart Snacks in School nutrition standards.			
SS-4 FR	<p><u>All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages served and offered to students during the school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks that are not part of a federally reimbursed child nutrition program, birthday parties, holiday parties, and school-wide celebrations.</p>	3 = Yes, all foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not serve or offer additional foods or beverages at our school. 2 = Most foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards. 1 = Some foods and beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards. 0 = No, no foods and	Principal School food service manager District food service director Classroom teachers National Advisor: Nancy.Katz@healthiergeneration.org	The local school wellness policy states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks in School nutrition standards. OR A communication to staff/students/parents or a student/staff handbook states that all foods and beverages served and offered to students during the school day must meet the USDA's Smart Snacks in School nutrition standards.	Smart Snacks Product Calculator Celebrations that Support Child Health Healthy Ways to Reward Children

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		beverages served and offered meet or exceed the USDA's Smart Snacks in School nutrition standards.			
SS-5	<p>All foods and beverages sold during the <u>extended school day</u> meet the <u>USDA's Smart Snacks in School nutrition standards</u>:</p> <p>Do all foods and beverages sold to students during the extended school day* meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes vending machines, school stores, and snack or food carts *Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.</p>	<p>3 = Yes, all foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not sell foods and beverages during the extended school day at our school.</p> <p>2 = Most foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages sold during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Before/ after school staff</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or a student/staff handbook states that all foods and beverages sold to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p>	<p>Smart Snacks Product Calculator</p> <p>USDA Tools for Schools: Focusing on Smart Snacks</p> <p>Swap Your Snack Campaign</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-6	<p><u>All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages served and offered to students during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards? This includes snacks and meals served in the extended school day that are not part of a federally reimbursed child nutrition program (e.g., CACFP, NSLP Afterschool Snack Program), birthday parties, holiday parties, and school-wide celebrations.</p>	<p>3 = Yes, all foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards, or we do not serve or offer foods and beverages during the extended school day at our school.</p> <p>2 = Most foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages served and offered during the extended school day meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School food service manager District food service director Before/ after school staff</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or student/staff handbook states that all foods and beverages served and offered to students during the extended school day must meet the USDA's Smart Snacks in School nutrition standards.</p>	<p>Afterschool Snacks and Meals Survey</p> <p>Student Survey Healthy Celebrations</p> <p>USDA A Guide to Smart Snacks in Schools</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
SS-7 FR	<p><u>Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do fundraising efforts during and outside school hours* sell only non-food items or only foods and beverages that meet or exceed the USDA's Smart Snacks in School nutrition standards?</p> <p>This may include, but is not limited to, donation nights; cookie dough, candy, and pizza sales; and market days.</p> <p><i>* Outside school hours- includes before and after school during evenings, weekends and school vacations</i></p>	<p>3 = Yes, all fundraising efforts sell only non-food items, or all foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>2 = Most fundraising efforts sell only non-food items, or most foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some fundraising efforts sell only non-food items, or some foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no fundraising efforts sell only non-food items, or no foods and beverages sold as fundraisers meet or exceed the USDA's Smart Snacks in School nutrition standards.</p>	<p>Principal School store manager Athletic director PTA lead</p> <p>National Advisor: Nancy.Katz@healthiergeneration.org</p>	<p>The local school wellness policy states that fundraising efforts during and outside school hours must sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks in School nutrition standards.</p> <p>OR</p> <p>A communication to staff/students/parents or student/staff handbook states that fundraising efforts during and outside school hours must sell only non-food items or sell foods and beverages that meet USDA's Smart Snacks in School nutrition standards.</p>	<p>Healthy Fundraising Solutions</p> <p>Healthy Fundraising for Communities</p> <p>USDA Smart Snacks in School Fundraising</p>

Healthy Schools Assessment Guide

Topic Area: Health & Physical Education

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
HPE-1	<p><u>Minutes of physical education per week (elementary only):</u></p> <p>Do all students in each grade receive physical education for at least 150 minutes per week throughout the school year?</p> <p>NOTE: Physical education classes should be spread over at least three days per week, with daily physical education preferable.</p>	<p>3 = Yes.</p> <p>2 = 90-149 minutes per week for all students in each grade throughout the school year.</p> <p>1 = 60-89 minutes per week for all students in each grade throughout the school year.</p> <p>0 = Fewer than 60 minutes per week or not all students receive physical education throughout the school year.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>The physical education teacher's schedule showing the number of minutes of physical education for each class. Verify that the schedule documents the number of minutes per week reflected in your assessment response.</p> <p>Note: ALL physical education time must appear on the master schedule and occur during the regularly scheduled instructional day.</p>	<p>SHAPE America Physical Education Checklist</p>
HPE-2	<p><u>Years of physical education (middle and high schools only):</u></p> <p>How many total years of physical education are students at this school required to take?</p>	<p>3 = The equivalent of all academic years of physical education.</p> <p>2 = The equivalent of at least one academic year but less than all academic years of physical education.</p> <p>1 = The equivalent of one-half academic year of physical education.</p> <p>0 = The equivalent of less than one-half academic year of physical education or students are not required to take</p>	<p>Principal Physical education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Middle School: Documentation (student handbook, required courses or wellness policy) that states the physical education requirements for all students.</p> <p>If physical education is an elective, provide evidence that 90% of all students in the school are enrolled in physical education for the required amount of time.</p>	<p>SHAPE America Physical Education Checklist</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		<p>physical education at this school.</p> <p>Note: the equivalent of one academic year is 2 semesters or 3 trimesters.</p>		High School: Verify that graduation requirements state the number of years of physical education instruction.	
HPE-3*	<p><u>Sequential physical education curriculum consistent with standards:</u></p> <p>Do all teachers of physical education use an age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards below) and the district's requirements for physical education?</p> <p>NOTE: Consider using CDC's <i>Physical Education Curriculum Analysis Tool (PECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written physical education curriculum. PECAT results can help districts and schools enhance, develop, or select appropriate and effective physical education curricula for delivering high-quality physical education in schools. The PECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p> <p>NATIONAL STANDARDS FOR PHYSICAL EDUCATION</p> <p>A physically literate individual:</p> <ol style="list-style-type: none"> 1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 	<p>3 = Yes.</p> <p>2 = Some use a sequential physical education curriculum, and it is consistent with state or national standards and the district's requirements for physical education.</p> <p>1 = Some use a sequential physical education curriculum, but it is not consistent with state or national standards or the district's requirements for physical education.</p> <p>0 = None do, or the curriculum is not sequential, or there is no physical education curriculum.</p>	<p>Principal Physical education teacher District curriculum specialist</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Goals, objectives and expected outcomes for physical education or a chart with scope and sequence for instruction or a written physical education curriculum.</p> <p>If the district does not have a curriculum, the school may create its own.</p>	<p>QPE for All: Best Practices in Physical Education</p> <p>OPEN Curriculum</p> <p>SPARK PE Standards Alignment</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<p>4. Exhibits responsible personal and social behavior that respects self and others.</p> <p>5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p><i>National Standards & Grade-Level Outcomes for K-12 Physical Education (SHAPE America & Human Kinetics, 2014)</i></p>				
HPE-4	<p>Students active at least 50% of class <u>time</u>:</p> <p>Do teachers keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions?</p>	<p>3 = Yes, during most or all classes.</p> <p>2 = During about half the classes.</p> <p>1 = During fewer than half the classes.</p> <p>0 = During none of the classes, or there are no physical education classes.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that teachers use evidence-based strategies to keep students moderately to vigorously active for at least 50% of the time during most or all physical education class sessions.</p> <p>Teachers use the following teaching strategies in each physical education class:</p> <ul style="list-style-type: none"> • Classes start with an instant activity • Students warm up during roll call • Instructions are brief and concise • Existing activities are altered to increase PA (relays, team sports, elimination games) • High interest, high activity games/sports/skill practice are added • Individual or small group practice is utilized 	<p>Creating a Quality PE Program</p> <p>Planning & Teaching with the OPEN Priority Outcomes</p> <p>SPARK PE Sample Lesson Plans</p> <ul style="list-style-type: none"> • •

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				<ul style="list-style-type: none"> • Student/equipment ratio doesn't exceed 3 to 1 during skill practice or 6 to 1 during game/activity play • Challenges to motivate students during skill practice/game play are provided • Equipment is appropriately managed to minimize students waiting to obtain equipment • There is a focus on lifetime activities • Teaching is based on a research-based curriculum 	
HPE-5*	<p><u>Professional development for physical education teachers:</u></p> <p>Are all teachers (i.e. physical education teachers, classroom teachers) required to participate at least once a year in professional development in physical education?</p>	<p>3 = Yes, all do.</p> <p>2 = Most do.</p> <p>1 = Some do.</p> <p>0 = None do, or no one teaches physical education.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that all teachers who deliver physical education instruction have attended at least one professional development event during the past year that focused on physical education best practices.</p> <p>If teachers have completed professional development for HPE-4, the same information can be</p>	<p>MVPA I: Spelling it Out</p> <p>MVPA II: Making It Happen</p> <p>MVPA III: Disguising Fitness</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				provided for HPE-5. Note: This does not include CPR, First Aid or other related trainings.	
HPE-6*	<p><u>Information and materials for physical education teachers:</u></p> <p>Are all teachers of physical education provided with the following information and materials to assist in delivering physical education?</p> <ul style="list-style-type: none"> Goals, objectives, and expected outcomes for physical education A chart scope and sequence for instruction A written physical education curriculum A plan for assessing student performance Physical activity monitoring devices, such as pedometers, heart rate monitors Internet resources, such as SHAPE America online tools and resources or PE Central The Presidential Youth Fitness Program Protocols to assess or evaluate student performance in physical education Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity Learning activities that actively 	<p>3 = Yes, all teachers of physical education are provided with at least eight kinds of these materials.</p> <p>2 = Teachers of physical education are provided with four to seven kinds of these materials.</p> <p>1 = Teachers of physical education are provided with one to three kinds of these materials.</p> <p>0 = Teachers of physical education are not provided with these kinds of materials.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that physical education teachers have received information and materials regarding at least eight of the items listed.</p>	<p>Module 1: Getting started with the Presidential Youth Fitness Program</p> <p>SHAPE America Teacher's Toolbox</p> <p>Active Schools Survey Report: Inclusive Physical Education and Physical Activity, Meeting the Needs of Students with Disabilities</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	engage students with long-term physical, medical, or cognitive disabilities in physical education				
HPE-7*	<p><u>Licensed physical education teachers:</u></p> <p>Are all physical education classes taught by licensed teachers who are certified or endorsed to teach physical education?</p>	<p>3 = Yes, all are.</p> <p>2 = Most classes are.</p> <p>1 = Some classes are.</p> <p>0 = No classes are, or there are no physical education classes.</p>	<p>Principal Physical education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that licensed teachers with state certifications and/or endorsements in physical education deliver all physical education instruction.</p> <p>Information should include license number, endorsement area and expiration date for all teachers who deliver physical education instruction.</p>	<p>Importance of Certified Physical Education Teachers</p>
HPE-8	<p><u>Health Education taught in all grades (elementary only):</u></p> <p>Do students receive health education* instruction in all grades?</p> <p>*NOTE: Health education, including nutrition education.</p>	<p>3 = Yes, in all grades.</p> <p>2 = In most grades.</p> <p>1 = In some grades.</p> <p>0 = In no grades.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that health education is taught in all grades and gather the following information for each grade level:</p> <ul style="list-style-type: none"> - How health education is taught - Who is teaching (classroom teacher, PE teacher, counselor etc.) 	<p>Health Education Instruction Survey</p> <p>Scheduling Health Education</p> <p>SHAPE America: The Essential Components of Health Education</p>
HPE-9	<p><u>Required health education course (middle and high schools only):</u></p> <p>Does your school or district require all students to take and pass at least one health education course?</p>	<p>3 = Yes.</p> <p>2 = Students are required to take one course, but they do not have to take it again if they fail it (see note).</p>	<p>Principal District curriculum director Health education specialist Health education teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that all students are required to take at least one health education course. The district or the school</p>	<p>SHAPE America: The Essential Components of Health Education</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	NOTE: If your school has more than four grade levels (e.g., grades 7-12), answer this question instead: "Does the school require all students to take and pass at least two health education courses?" and for answer response 2 replace "one course" with "two courses."	1 = No, but there is an elective health education course. 0 = No.		determines course length.	
HPE-10	<p><u>Essential topics on physical activity:</u></p> <p>Does your health education curriculum address all of these topics on physical activity?</p> <ul style="list-style-type: none"> ▪ The physical, psychological, or social benefits of physical activity ▪ How physical activity can contribute to a healthy weight ▪ How physical activity can contribute to the academic learning process ▪ How an inactive lifestyle contributes to chronic disease ▪ Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition ▪ Differences between physical activity, exercise, and fitness ▪ Phases of an exercise session, that is, warm up, workout, and cool down ▪ Overcoming barriers to physical activity ▪ Decreasing sedentary activities, such as TV watching ▪ Opportunities for physical activity in the community ▪ Preventing injury during physical activity ▪ Weather-related safety, for example, avoiding heat stroke, 	<p>3 = Yes, addresses all of these topics.</p> <p>2 = Addresses most of these topics.</p> <p>1 = Addresses some of these topics.</p> <p>0 = Addresses one or none of these topics, or there is no health education curriculum.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teacher</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that all topics are included in the health education curriculum.</p>	<p>Physical Activity Skills in Health Education</p> <p>Grade Level Alignment to Essential Skills in Physical Activity and Healthy Eating</p> <p>Health Smart</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<p>hypothermia, and sunburn while physically active</p> <ul style="list-style-type: none"> ▪ How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity (Middle School/High School) ▪ Developing an <u>individualized physical activity and fitness plan</u> (Middle School/High School) ▪ Monitoring progress toward reaching goals in an individualized physical activity plan (Middle School/High School) ▪ Social influences on physical activity, including media, family, peers, and culture ▪ How to find valid information or services related to physical activity and fitness ▪ How to take steps to achieve the personal goal to be physically active (Elementary School) ▪ How to influence, support, or advocate for others to engage in physical activity ▪ How to resist peer pressure that discourages physical activity <p>NOTE: Consider using <i>CDC's Health Education Curriculum Analysis Tool (HECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in</p>				

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	determining if the curriculum being analyzed is sequential.				
HPE-11	<p><u>Essential topics on healthy eating:</u></p> <p>Does your health education curriculum address all of these essential topics on healthy eating?</p> <ul style="list-style-type: none"> ▪ The relationship between healthy eating and personal health and disease prevention ▪ Food guidance from MyPlate ▪ Reading and using food labels ▪ Eating a variety of foods every day ▪ Balancing food intake and physical activity ▪ Eating more fruits, vegetables, and whole grain products ▪ Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat ▪ Choosing foods and beverages with little added sugars ▪ Eating more calcium-rich foods ▪ Preparing healthy meals and snacks ▪ Risks of unhealthy weight control practices ▪ Accepting body size differences ▪ Food safety ▪ Importance of water consumption ▪ Importance of eating breakfast ▪ Making healthy choices when eating at restaurants ▪ Eating disorders (Middle School/High School) ▪ The Dietary Guidelines for Americans (Middle School/High School) ▪ Reducing sodium intake (Middle School/High School) 	<p>3 = Yes, addresses all of these topics.</p> <p>2 = Addresses most of these topics.</p> <p>1 = Addresses some of these topics.</p> <p>0 = Addresses one or none of these topics, or there is no health education curriculum.</p>	<p>Principal District curriculum director Health education specialist Health education teacher Classroom teachers</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that all topics are included in the health education curriculum.</p>	<p>Nutrition Education Resources</p> <p>Health Smart</p> <p>Grade Level Alignment to Essential Skills in Physical Activity and Healthy Eating</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> ▪ Social influences on healthy eating, including media, family, peers, and culture ▪ How to find valid information or services related to nutrition and dietary behavior ▪ How to develop a plan and track progress toward achieving a personal goal to eat healthfully (Middle School/High School) ▪ Resisting peer pressure related to unhealthy dietary behavior ▪ Influencing, supporting, or advocating for others' healthy dietary behavior <p>NOTE: Consider using CDC's <i>Health Education Curriculum Analysis Tool (HECAT)</i>, which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.</p>				
HPE-12	<p><u>Opportunities to practice skills:</u></p> <p>Do all teachers of health education provide opportunities for students to practice or rehearse the <u>skills needed to maintain and improve their health?</u></p>	<p>3 = Yes, all do. 2 = Most do. 1 = Some do. 0 = None do, or no one teaches health education.</p>	<p>Principal Health education teacher District curriculum specialist</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that teachers provide opportunities for students to practice or rehearse skills to maintain and improve their health in healthy eating or in physical activity.</p> <p>Health Education Skills:</p> <ul style="list-style-type: none"> • Accessing health information • Analyzing influences 	<p>RMC Health--change to Health Education Skills Models</p> <p>SHAPE America: Health Education in the 21st Century-A Skills-based Approach</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
				<ul style="list-style-type: none">• Interpersonal communication• Decision making• Goal setting• Self-management• Advocacy	

Healthy Schools Assessment Guide

Topic Area: **Physical Activity**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
PA-1* FR	<p><u>Recess (elementary only):</u></p> <p>Are students provided at least 20 minutes of recess during each school day, and do teachers or recess monitors encourage students to be active?</p> <p>NOTE: Recess should complement physical education class, not substitute for it.</p>	<p>3 = Yes, recess is provided for at least 20 minutes each day, and teachers or recess monitors encourage students to be active.</p> <p>2 = Recess is provided for at least 20 minutes each day, but teachers or recess monitors do not encourage students to be active.</p> <p>1 = Recess is provided each day but for less than 20 minutes, or it is provided on some days but not on all days.</p> <p>0 = Recess is not provided on any day.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Schedule demonstrating that all classroom teachers have recess scheduled for 20 minutes each day of the week.</p>	<p>Recess for ALL!</p> <p>Indoor Recess Strategies</p> <p>Playworks</p>
PA-2 FR	<p><u>Availability of physical activity breaks in classrooms:</u></p> <p>Are all students provided opportunities to participate in physical activity breaks in classrooms, outside of physical education, recess, and class transition periods?</p> <p>NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–</p>	<p>3 = Yes, on all days during a typical school week.</p> <p>2 = On most days during a typical school week.</p> <p>1 = On some days during a typical school week.</p> <p>0 = No, we do not provide students with opportunities to participate in physical activity breaks in classrooms.</p>	<p>Principal School wellness lead Classroom teachers</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that students are provided the opportunity to participate in physical activity breaks in the classroom on all days during a typical school week. These breaks can be teacher or student led.</p>	<p>Before, During and After School Physical Activity</p> <p>Fostering Belonging through Physical Activity</p> <p>Fit for a Healthier Generation Videos</p> <p>Go Noodle</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	30 minutes, and occur all at one time or several times during the school day.				
PA-3 FR	<p><u>Promotion or support of walking and bicycling to and/or from school:</u></p> <p>Does your school promote or support walking and bicycling to and/or from school in the following ways?</p> <ul style="list-style-type: none"> ▪ Designation of safe or preferred routes to school ▪ Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week ▪ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) ▪ Instruction on walking/bicycling safety provided to students ▪ Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper ▪ Crossing guards ▪ Crosswalks on streets leading to schools ▪ Walking school buses ▪ Documentation of number of children walking and or biking to and from school ▪ Creation and distribution of maps of school environment (sidewalks, 	<p>3 = Yes, our school promotes or supports walking and bicycling to and/or from school in six or more of these ways.</p> <p>2 = Our school promotes or supports walking and bicycling to school in three to five of these ways.</p> <p>1 = Our school promotes or supports walking and bicycling to school in one to two of these ways.</p> <p>0 = Our school does not promote or support walking and bicycling to school.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school promotes and supports walking and bicycling in at least six ways.</p>	<p>Walk Bike to School Alternatives</p> <p>Safe Routes to School</p> <p>Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	crosswalks, roads, pathways, bike racks, etc.)				
PA-4	<p><u>Availability of before and after school physical activity opportunities:</u></p> <p>Does your school offer opportunities for all students to participate in physical activity, before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)?</p>	<p>3 = Yes, both before and after the school day.</p> <p>2 = We offer before school or after school, but not both.</p> <p>1 = We do not offer opportunities for students to participate in physical activity before and after the school day, but there are plans to initiate it.</p> <p>0 = No, we do not offer opportunities for students to participate in physical activity before and after the school day, and there are no plans to initiate it.</p>	<p>Principal School wellness lead Before/after school staff</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school offers organized physical activity opportunities both before and after school to all students throughout the school year.</p>	<p>Before, During and After School Physical Activity</p> <p>How to Start a Walking Club</p> <p>Marathon Kids</p>
PA-5*	<p><u>Professional development for classroom teachers:</u></p> <p>Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?</p>	<p>3 = Yes, all do.</p> <p>2 = Most do.</p> <p>1 = Some do.</p> <p>0 = None do, or professional development on physical activity is not available to classroom teachers.</p>	<p>Principal School wellness lead</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Document training dates, topics and teachers attending. Training can be provided by district, physical education teachers, trained school staff and/or online opportunities.</p>	<p>Before, During and After School Physical Activity</p>
PA-6*	<p><u>Prohibit using physical activity as punishment:</u></p> <p>Does your school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed?</p> <p>NOTE: Please do not consider issues</p>	<p>3 = Yes, using physical activity as punishment and withholding physical education class as punishment are prohibited, and both prohibitions are consistently followed.</p> <p>2 = One of these practices is prohibited, and this prohibition is consistently</p>	<p>Principal School wellness lead</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Staff/student/parent handbook which clearly states that the school prohibits using physical activity and withholding physical education class as punishment.</p>	<p>Model Wellness Policy</p> <p>Alternatives to Withholding Recess or Physical Activity</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	related to participation in interscholastic sports programs when answering this question.	followed. 1 = One or both of these practices is prohibited, but this prohibition is not consistently followed. 0 = Neither practice is prohibited.			
PA-7*	<u>Prohibit withholding recess as punishment (elementary only):</u> Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?	3 = Yes, withholding recess as punishment is a written policy and this prohibition is consistently followed. 2 = Yes, withholding recess as punishment is discouraged and this prohibition is consistently followed. 1 = Yes, withholding recess as punishment is discouraged but this prohibition is not consistently followed. 0 = This practice is not prohibited.	Principal School wellness lead National Advisor: Lisa.Perry@healthiergeneration.org	Staff/student/parent handbook that clearly states that the school prohibits withholding recess as punishment.	Model Wellness Policy Alternatives to Withholding Recess or Physical Activity
PA-8*	<u>Access to physical activity facilities outside school hours:</u> Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours ? NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school	3 = Yes, both indoor and outdoor facilities are available outside of school hours. 2 = Indoor or outdoor facilities, but not both , are available outside of school hours. 1 = Indoor or outdoor facilities are available, but the hours of availability are very limited. 0 = No, neither indoor nor outdoor facilities are available.	Principal School wellness lead Custodian Before/after school staff National Advisor: Lisa.Perry@healthiergeneration.org	Verify that the school makes facilities available to students and their families and the community outside of school hours.	ChangeLab Solutions: What Is a Joint Use Agreement? Joint Use Agreements for Physical Activity

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	facilities or community facilities to share costs and responsibilities.				

Topic Area: **Employee Wellness**

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
EW-1*	<p><u>Health assessments for staff members:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost health assessments at least once a year?</p>	<p>3 = Yes, health assessments are offered, and all staff members find them accessible and free or low-cost.</p> <p>2 = Health assessments are offered, but some staff members find them inaccessible or high-cost.</p> <p>1 = Health assessments are offered, but many staff members find them inaccessible or high-cost.</p> <p>0 = Health assessments are not offered at least once a year.</p>	<p>Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school or district offers health assessments to staff members.</p>	<p>Employee Wellness Baseline Assessment</p> <p>Sailing into Employee Wellness</p> <p>CDC - Workplace Health Promotion</p>
EW-2*	<p><u>Programs for staff members on physical activity/fitness:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost physical activity/fitness programs?</p>	<p>3 = Yes.</p> <p>2 = Offers physical activity/fitness programs, but some staff members find them inaccessible or high-cost.</p> <p>1 = Offers physical activity/fitness programs, but many staff members find</p>	<p>Employee wellness lead Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school or district offers physical activity programs to staff.</p> <p>NOTE: This does not include memberships to a local gym. This question refers to opportunities on school or district grounds.</p>	<p>Thriving Schools</p> <p>Sailing into Employee Wellness</p> <p>Walk the Talk - Modeling Healthy Behaviors</p> <p>Every Body Walk Toolkit</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
		<p>them inaccessible or high-cost.</p> <p>0 = Does not offer physical activity/fitness programs.</p>			Fitness Break Cards
EW-3	<p><u>Programs for staff members on healthy eating/weight management:</u></p> <p>Does your school or district offer staff members healthy eating/weight management programs that are accessible and free or low-cost?</p>	<p>3 = Yes.</p> <p>2 = Offers healthy eating/weight management programs, but some staff members find them inaccessible or high-cost.</p> <p>1 = Offers healthy eating/weight management programs, but many staff members find them inaccessible or high-cost.</p> <p>0 = Does not offer healthy eating/weight management programs.</p>	<p>Employee wellness lead Principal School wellness lead School nurse Benefits manager</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school or district offers healthy eating/weight management programs to staff.</p> <p>NOTE: This question refers to opportunities on school or district grounds.</p>	<p>Healthy Potluck Sign-up</p> <p>Sailing into Employee Wellness</p> <p>Walk the Talk - Modeling Healthy Behaviors</p> <p>5 Tips to Drink More Water</p>
EW-4*	<p><u>Promote staff member participation:</u></p> <p>Does your school or district use three or more methods to promote and encourage staff member participation in its health promotion programs?</p> <ul style="list-style-type: none"> ▪ Information at orientation for new staff members ▪ Information included with paycheck ▪ Flyers posted on school bulletin boards 	<p>3 = Yes, uses three or more of these methods.</p> <p>2 = Uses two of these methods.</p> <p>1 = Uses one of these methods.</p> <p>0 = Uses none of these methods.</p>	<p>Employee wellness lead Principal School wellness lead School nurse</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school communicates opportunities to participate in employee wellness program and activities.</p>	<p>Employee Wellness Staff Survey</p> <p>Kicking Off Employee Wellness</p> <p>Employee Wellness Incentives</p> <p>CDC - Workplace Health Promotion</p> <p>Center for Science in the Public Interest - Healthy Meetings</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
	<ul style="list-style-type: none"> ▪ Letters mailed directly to staff ▪ Announcements at staff meetings ▪ Articles in staff newsletters ▪ Incentive/reward programs ▪ Public recognition ▪ Life/health insurance discounts ▪ Gym or health club discounts, such as YMCA ▪ Posting to a website or listserv ▪ E-mail messages ▪ Positive role modeling by administrators or other leaders 				
EW-5*	<p><u>Stress management programs for staff:</u></p> <p>Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year?</p>	<p>= Yes, stress management programs are offered, and all staff members find them accessible and free or low-cost.</p> <p>2 = Stress management programs are offered, but some staff members find them inaccessible or high-cost.</p> <p>1 = Stress management programs are offered, but many staff members find them inaccessible or high-cost.</p> <p>0 = Stress management programs are not offered at least once a year.</p>	<p>Employee wellness lead Principal School wellness lead School nurse</p> <p>National Advisor: Lisa.Perry@healthiergeneration.org</p>	<p>Verify that the school or district offers stress management programs to staff. Stress management programs assist adults in effectively managing stress in healthy ways, including: exercising, seeking social support, using pleasant activities, mindfulness classes and relaxation techniques.</p>	<p>Connect & Recharge: Designing Your Customized Staff Relaxation Zone</p> <p>Teacher Stress and Health</p> <p>Pause for Appreciation</p>

Healthy Schools Assessment Guide

Criteria	Question	Level of Completion	People Who May Know	Evidence of Success	Resources
EW-6	<p><u>All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards:</u></p> <p>Do all foods and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA's Smart Snacks in School nutrition standards?</p>	<p>3 = Yes, all foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>2 = Most foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>1 = Some foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p> <p>0 = No, no foods and beverages served and sold to staff meet USDA's Smart Snacks in School nutrition standards.</p>	<p>Employee wellness leader Principal School wellness lead School nurse Classroom teachers</p> <p>National Advisors: Lisa.Perry@healthiergeneration.org Nancy.Katz@healthiergeneration.org</p>	<p>Verify that the district or school has a policy that addresses serving and selling food to staff that meets Smart Snacks nutrition standards.</p>	<p>Model Wellness Policy</p> <p>Sailing into Employee Wellness</p> <p>Healthy Potluck Sign-up</p> <p>Walk the Talk - Modeling Healthy Behaviors</p>

- Dashboard
- My Organizations
- Magnolia Science Aca...
- Assessments
 - Quick Start Health ...
 - Healthy Schools As...
 - RISE Index
- Action Plan
- Reports
- Team

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 1

School in Reseda, CA

Overview Info

35

Action Plan items


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[Go to Action Plan](#)


6

Team Members

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Assessments

These are the assessments available for Magnolia Science Academy 1. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition 	<div style="width: 100%; height: 15px; background-color: #00A0C0;"></div> 100%	a month ago by Lori M	Report
Healthy Schools Assessment 	<div style="width: 100%; height: 15px; background-color: #00A0C0;"></div> 100%	a month ago by Lori M	Report
RISE Index 	<div style="width: 100%; height: 15px; background-color: #00A0C0;"></div> 100%	a month ago by Lori M	Report

- Dashboard
- My Organizations
- Magnolia Science Aca...
- Assessments
- Quick Start Health ...
- Healthy Schools As...
- RISE Index
- Action Plan
- Reports
- Team

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 2

School in Van Nuys, CA

Overview

Info

4

Action Plan items


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[Go to Action Plan](#)

5


Team Members

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Assessments

These are the assessments available for Magnolia Science Academy 2. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	2 months ago by Curtiss P	Report
Healthy Schools Assessment ?	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	2 months ago by Curtiss P	Report
RISE Index ?	<div style="width: 100%; height: 15px; background-color: #00AEEF;"></div> 100%	2 months ago by Curtiss P	Report

- Resources
- Training
- Get Help
- Log out

- Dashboard
- My Organizations
- Magnolia Science Aca...
- Assessments
- Quick Start Health ...
- Healthy Schools As...
- RISE Index
- Action Plan
- Reports
- Team

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 3

School in Carson, CA

Overview Info

23
Action Plan items
Updated 21 days ago by Roy T
[Go to Action Plan](#)

4
Team Members
[Invite a Team Member](#)

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Assessments

These are the assessments available for Magnolia Science Academy 3. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition	100%	21 days ago by Roy T	Report
Healthy Schools Assessment	100%	21 days ago by Roy T	Report
RISE Index	100%	21 days ago by Roy T	Report

Dashboard

My Organizations

Magnolia Science Aca...

Assessments

Quick Start Health ...

Healthy Schools As...

RISE Index

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 4

School in Los Angeles, CA

Overview

Info

51

Action Plan items

[Go to Action Plan](#)

3

Team Members

[Invite a Team Member](#)



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Assessments

These are the assessments available for Magnolia Science Academy 4. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	<div style="width: 100%;"></div> 100%	22 days ago by Kamil V	Report
Healthy Schools Assessment ?	<div style="width: 100%;"></div> 100%	a year ago by Bryant O	Report
RISE Index ?	<div style="width: 100%;"></div> 100%	22 days ago by Kamil V	Report

Dashboard

My Organizations

Magnolia Science Aca...

Assessments

Quick Start Health ...

Healthy Schools As...

RISE Index

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 5

School in Reseda, CA

Overview

Info

23

Action Plan items

[Go to Action Plan](#)

7

Team Members

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Assessments

These are the assessments available for Magnolia Science Academy 5. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ⓘ	Start this Assessment 0%	2 months ago by Susan K	Report
Healthy Schools Assessment ⓘ	 100%	a year ago by Susan K	Report
RISE Index ⓘ	 100%	2 months ago by Susan K	Report

- Dashboard
- My Organizations
- Magnolia Science Aca...
- Assessments
- Quick Start Health ...
- Healthy Schools As...
- RISE Index
- Action Plan
- Reports
- Team

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 6

School in Los Angeles, CA

Overview

Info

16


Action Plan items

[Go to Action Plan](#)


4

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Assessments

These are the assessments available for Magnolia Science Academy 6. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	<div style="width: 100%; height: 15px; background-color: #00a6c9;"></div> 100%	2 months ago by james c	Report
Healthy Schools Assessment ?	<div style="width: 100%; height: 15px; background-color: #00a6c9;"></div> 100%	a year ago by james c	Report
RISE Index ?	<div style="width: 100%; height: 15px; background-color: #00a6c9;"></div> 100%	2 months ago by james c	Report

Dashboard

My Organizations

Magnolia Science Aca...

Assessments

Quick Start Health ...

Healthy Schools As...

RISE Index

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Academy 7

School in Northridge, CA

Overview

Info

54

Action Plan items

Updated 2 months ago by Gil Y

Go to Action Plan

7

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Assessments

These are the assessments available for Magnolia Science Academy 7. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition [?]	<div style="width: 100%;"></div> 100%	2 months ago by Gil Y	Report
Healthy Schools Assessment [?]	<div style="width: 100%;"></div> 100%	2 months ago by Gil Y	Report
RISE Index [?]	<div style="width: 100%;"></div> 100%	2 months ago by Gil Y	Report

Dashboard

My Organizations

Magnolia Science Aca...

Assessments

Quick Start Health ...

Healthy Schools As...

RISE Index

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCIENC...

Magnolia Science Acad 8 Bell

School in Bell Gardens, CA

Overview

Info

42

Action Plan items

[Go to Action Plan](#)

8

Team Members

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Assessments

These are the assessments available for Magnolia Science Acad 8 Bell. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition [?]	<div style="width: 100%;"></div> 100%	a month ago by Jose H	Report
Healthy Schools Assessment [?]	<div style="width: 100%;"></div> 100%	a year ago by Arturo P	Report
RISE Index [?]	<div style="width: 100%;"></div> 100%	a month ago by Jose H	Report

Dashboard

My Organizations

Magnolia Sci Acad-Sa...

Assessments

Quick Start Health ...

Healthy Schools As...

RISE Index

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCI AC...

Magnolia Sci Acad-Santa Ana

School in Santa Ana, CA

Overview

Info

34

Action Plan items

Updated 2 months ago by Shane P

Go to Action Plan

4

Team Members

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Is your organization eligible for an award?

Learn more about awards



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Assessments

These are the assessments available for Magnolia Sci Acad-Santa Ana. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	100%	17 days ago by Maria R	Report
Healthy Schools Assessment ?	100%	a year ago by Brenda L	Report
RISE Index ?	100%	17 days ago by Maria R	Report

Dashboard

My Organizations

Magnolia Sci Acad-Sa...

Assessments

Quick Start Health ...

Healthy Schools As...

RISE Index

Action Plan

Reports

Team

Resources

Training

Get Help

Log out

ACCOUNT > MY ORGANIZATIONS > MAGNOLIA SCI AC...

Magnolia Sci Acad-San Diego

School in San Diego, CA

Overview

Info

5

Action Plan items

Updated a month ago by Neil E

Go to Action Plan

3

Team Members

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Assessments

These are the assessments available for Magnolia Sci Acad-San Diego. [Learn more here.](#)

ASSESSMENT	PERCENT COMPLETE	LAST UPDATE	REPORT
Quick Start Health Assessment: School Edition ?	<div style="width: 100%;"></div> 100%	a month ago by Neil E	Report
Healthy Schools Assessment ?	<div style="width: 100%;"></div> 100%	a month ago by Neil E	Report
RISE Index ?	<div style="width: 100%;"></div> 100%	a month ago by Neil E	Report

Action Plan

MSA-1

What is the Action Plan

This is a collaborative to-do list. It will help you identify and keep track of the specific steps to achieve your school's goals. Add questions from the assessments that you'd like to work on. Categorize them to help focus on your most important tasks

Access your Action Plan online at:

<https://healthiergeneration.org/app/account/organizations/8303/plan>

Add colleagues as team members here:

<https://healthiergeneration.org/app/account/organizations/8303/team>

To work on

HPE-9 HSP

Required health education course

Not in place

PO-6 HSP

Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist

Under development

NS-12 HSP

Farm to School activities

This year's goals

HPE-5 HSP

Professional development for physical education teachers

Partially in place

NS-8 HSP

Collaboration between school nutrition services staff members and teachers

Partially in place

UPS-7 RISE

Done

NS-6 HSP

Annual continuing education and training requirements for school nutrition services staff

Fully in place

NS-7 HSP

Venues outside the cafeteria offer fruits and vegetables

Fully in place

PO-2 HSP

Written school

Partially in place

PA-5 HSP

Professional development for classroom teachers

Under development

PA-2 HSP

Availability of physical activity breaks in classrooms

Partially in place

SWB-7 RISE

SSH-2 QS

Expectations related to work-life balance

Mostly in place

Professional learning on active supervision

Mostly in place

Written school health and safety policies

Fully in place

PO-3 HSP

Local school wellness policy

Fully in place

PO-8 HSP

Family engagement in school decision making

Fully in place

NS-1 HSP

Breakfast and lunch programs

Fully in place

NS-2 HSP

School breakfast

Fully in place

NS-4 HSP

Variety of offerings in school meals

Fully in place

NS-5 HSP

Promote healthy food and beverage choices and school meals using marketing and

merchandising techniques.

Fully in place

HPE-2 HSP

Years of physical education

Fully in place

HPE-3 HSP

Sequential physical education curriculum consistent with standards

Fully in place

HPE-4 HSP

Students active at least 50% of class time

Fully in place

HPE-6 HSP

Information and materials for physical education teachers

Fully in place

HPE-7 HSP

Licensed physical education teachers

Fully in place

PA-6 HSP

Prohibit using physical activity as punishment

Fully in place

EW-1 HSP

Health assessments for staff members

Fully in place

EW-4 HSP

Promote staff member participation

Fully in place

EW-2 HSP

Programs for staff members on physical activity/fitness

Fully in place

NS-9 HSP

Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus.

Fully in place

NS-10 HSP

Prohibit using food as reward or

punishment

Fully in place

NS-11 HSP

Adequate time to eat school meals

Fully in place

SS-1 HSP

All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

SS-2 HSP

All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

SS-4 HSP

All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

SS-5 HSP

All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

SS-6 HSP

All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place

Every child deserves a healthy future

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Healthy Schools Program Action Planning Chart

2019-2020 SCHOOL YEAR

SCHOOL: MSA2

DISTRICT: MPS

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
EW-2 - Programs for staff members on physical activity/fitness	Have monthly staff physical activity as part of protocol.	Mr. Capretta	6/11/2021	Mr. Capretta will work with the PBIS team to plan activities which will be promoted to teachers and staff via email and ParentSquare system.	Pictures of completed activities. Email / ParentSquare invitations.
EW-5 - Stress management programs for staff	Have 1 stress management activity for staff each quarter during 2 nd semester	Ms. Hekimian	6/11/2021	Ms. Hekimian will coordinate a stress management activity that all staff will be invited to participate in and invited via email and ParentSquare system.	Pictures of completed activities. Email / ParentSquare invitations.



Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

SS-7 Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards	75% of all of MSA2's school based fundraising efforts should meet or exceed the USDA Smart Snack School Standards throughout the 2 nd semester.	Ms. Villagomez	6/11/2021	Ms. Villagomez will coordinate with ASB, Mr. Compagno and Mr. T to ensure that 75% of the fund raising nutritional efforts meet or exceed the SS-7 goal.	Pictures/ video of the 75% of the fundraising goods and services that meet SS-7 will be posted to Parent Square and utilized within MSA2's website.
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
Click to choose criterion.			Click to enter a date.		
Click to choose criterion.			Click to enter a date.		



Healthy Schools Program Partners & Stakeholders Worksheet

2018-2019 SCHOOL YEAR

Click to choose criterion.			Click to enter a date.		
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CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential parson or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy -3 Carson, Ca.

DISTRICT: LAUSD

2020-2021

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PA-5 - PD's for classroom teachers on promoting and integrating physical activity in the classroom.	Create and add to PD's calendar on PD's in the classroom.	Roy Thomas	5/1/2021	Support Staff, Computer, Emails, etc	Written Documentation- Fliers, emails, parent square communication etc
PO-1 - School Rep for Healthy Schools and meet four times a year.	Does your school have a representative committee or team that meets at least four times a year and oversees school health and safety policies and programs?	Roy Thomas / Keith Wright	5/1/2021	Support Staff, Computer, Emails etc, ask for donations from parents	Written Documentation- Fliers, emails etc.



Healthy Schools Program Action Planning Chart

EW-5 - Stress management programs for staff	Establish times for teachers and staff to debrief and exercise using stress management techniques etc.	Roy Thomas	5/1/21	Administration, Support staff, counselors on campus, Safe Space location for teachers to decompress	Written Documentation – Fliers, emails etc.- Events: staff vs students game, massage therapy for teachers PD, etc.
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PO-2	Revisit and revise policy for health for MSA-3	Mr Thomas	5/1/21	Online Tools	Have the written policy prepared and communicated during PDs/



Healthy Schools Program Partners & Stakeholders Worksheet

PA-8 Access to physical fitness activities after school hours.	Ensure gym and outside areas are available for the students to exercise and get fit under supervision.	Mr Thomas	5/21/20	Other school, lessons, parent meetings	Documentation



Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy- 4

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person is responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate the implementation of the criteria.</i>
PO-9 - Community involvement in school health initiatives	<ul style="list-style-type: none"> Build a community network with businesses (Kaiser West L.A, Parks and Recreation, grocery stores) that promote health and wellness. Inviting a representative to our campus/ via Zoom. Use our resources to promote on our campus. 	Musa Avsar Kamil Veli Jasmin Gomez Crystal Peña	12/18/2020	<ul style="list-style-type: none"> Health and Wellness organizations. INKIE, CSUN, Kaiser Permanente. 	<ul style="list-style-type: none"> Mindfulness activities during Advisory class. Implementation of programs in our school Health and Wellness school Events Community business visiting our school to promote healthy options.
PA-2 - Availability of physical activity breaks in classrooms	<ul style="list-style-type: none"> Staff PD from the P.E. department. 	Musa Avsar Kamil Veli Jasmin Gomez Crystal Peña	12/18/2020	<ul style="list-style-type: none"> Lesson plan/Physical Fitness focus. Planned activities 	<ul style="list-style-type: none"> Send a message via Parent Square Classroom observations



Healthy Schools Program Action Planning Chart

PA-5 - Professional development for classroom teachers	<ul style="list-style-type: none"> Staff PD from the P.E. department. Continue on 2nd Semester 	Musa Avsar Kamil Veli Jasmin Gomez Crystal Peña	12/18/2020	Planned activities Research-based resources	<ul style="list-style-type: none"> Sign-In Sheet Posted Parent Square
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate the implementation of the criteria.</i>
EW-5 - Stress management programs for staff	<ul style="list-style-type: none"> Sandy Hook Promise - Hello Training SEL Curriculums- Zones of Regulation & Ripple Effect 	Kamil Veli	01/22/21	<ul style="list-style-type: none"> Panorama Feedback survey School wellness team Access to Zones of Regulation & Ripple Effect 	<ul style="list-style-type: none"> Stress management programs for staff
Click to choose criterion.			Click to enter a date.		



Healthy Schools Program Partners & Stakeholders Worksheet

Click to choose criterion.			Click to enter a date.		
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CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential person or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



Healthy Schools Program Action Planning Chart

Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



Healthy Schools Program Action Planning Chart

2020-2021 SCHOOL YEAR

SCHOOL: Magnolia Science Academy 5

DISTRICT: LACOE

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
EW-5 - Stress management programs for staff	Partner with Tarzana Treatment Center to have another PD about mental health and stress	Khweiss (Dean of Students)	2/29/2021	All Staff	Agenda, Minutes
PO-7 - Parenting strategies	Continue to strengthen Parent Awareness 101 program	Khweiss (Dean of Students)	2/15/2021	Incentivize attendance	Flier, Hand-outs, Parent Square, Agenda
PO-8 - Family engagement in school decision making	Meetings with parents to build school partnership with parents and school decision-making	Brad Plonka (Principal)	3/5/2020	PTF, reserve room, snacks	Agenda, Parent Square



Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
HPE-5 - Professional development for physical education teachers	AP will send PE teacher to necessary PD's	Kaplan	4/30/2021	AP, Principal, Coach, PD funding	PE teaching will bring back info from PD sessions
PA-6 - Prohibit using physical activity as punishment	Staff will receive PD on this criteria	Kaplan	2/29/2021	Staff	Evaluations, PD agenda
EW-1 - Health assessments for staff members	We will provide health assessment for staff members	Khweiss	2/27/2021	Staff, Projector, Assessment	Assessment completion, Sign in sheets



Healthy Schools Program Partners & Stakeholders Worksheet

2018-2019 SCHOOL YEAR

CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential parson or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
EW-5 - Stress management programs for staff	Tarzana Treatment Center	Khweiss	2/29/2021	I have been partnering up with a specialist at Tarzana treatment center regarding essential oils and stress management for staff.
HPE-1 - 150 minutes of physical education per week	Coach Bradison	Kaplan	1/31/2021	Assistant Prinicipal will ensure through observation and follow-up that students are receiving 150 minutes of physical education a week.
PO-6 - Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist	Ms. Scott	Khweiss	5/31/2021	Psychologist will ensure students are receiving necessary counseling minutes.
NS-3 - School lunch	Plonka	Plonka	4/30/2021	Principal will ensure that the school lunch is healthy for our students.
EW-1 - Health assessments for staff members	Khweiss	Khweiss	3/2/20201	Khweiss will provide assessment for staff



Healthy Schools Program Action Planning Chart

2018-2019 SCHOOL YEAR

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Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy 6 - Palms

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PO-5 Health services provided by a full-time school nurse	Funding and a contract with nurse services.	The Home office/principal	As soon as we have students coming back to our campus or earlier.	Funding, Home office support, and board approval	<ul style="list-style-type: none"> - Contract for a nurse to prove that he/she is a nurse for our school. - Supplies that will be specifically for a nurse. - A log of the people that the nurse is screening and/or helping during school hours.
SYS-10 SMH-1 Cultivating positive classroom culture.	A position was created to help facilitate and implement SEL programs in classes. Professional development was also given to teachers (KAGAN) to help with positive classroom culture.	Mr. Theis All staff. Professional development company, Kagan.	On-going The Kagan pd happened prior to the beginning of school.	We are using a book from Home office, to help with SEL.	<ul style="list-style-type: none"> - Survey from Panorama - Engagement in classroom



Healthy Schools Program Action Planning Chart

PO-7 Parenting strategies	Best practices from other parents and from staff members to help parents with distance learning.	Mr. Choe Parents/Families Staff	On-going (monthly)	Zoom meetings with parents/families.	- Monthly Zoom meetings with registration as evidence that parents are attending.
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Healthy Schools Program Action Planning Chart

2020-2021 SCHOOL YEAR

SCHOOL: Magnolia Science Academy - 7

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PA-7 - Prohibit withholding recess as punishment	<ul style="list-style-type: none"> -Create a written policy for this school-wide expectation -Monitor that the policy is being followed by all staff and address if needed -Continue to train staff in PBIS methods and alternatives to withholding recess 	<ul style="list-style-type: none"> -Meagan Wittek, Principal -Gil Yoon, Assistant Principal -PBIS Team Members 	6/10/2021	<ul style="list-style-type: none"> -Campus Aides -PBIS training -Admin supervision of recess & lunch procedures 	<ul style="list-style-type: none"> -List of alternatives to withholding recess & lunch -Observations of these alternate consequences or PBIS strategies being used -Teach Boost Staff Self-Assessments and evaluations
EW-2 - Programs for staff members on physical activity/fitness	<ul style="list-style-type: none"> -Develop school-wide physical fitness programs and activities -Appoint a team member to follow through with the implementation of these programs and activities 	<ul style="list-style-type: none"> -Meagan Wittek, Principal -Gil Yoon, Assistant Principal -Jennifer Rivera, Staff Wellness Representative -Ja'Neice Allen, PE 	6/10/2021	<ul style="list-style-type: none"> -Staff wellness liason -Prizes to motivate participation in activities -Time dedicated to staff physical activities/programs to increase participation 	<ul style="list-style-type: none"> -Tracking of programs and participation rates -Staff survey results



Healthy Schools Program Action Planning Chart

2020-2021 SCHOOL YEAR

		Teacher			
SWB-5 - To what extent do staff receive professional learning opportunities on planning, implementing and reflecting on their own well-being?	<ul style="list-style-type: none"> -Develop school-wide stress management programs and well-being activities -Appoint a team member to follow through with the implementation of these programs and activities 	<ul style="list-style-type: none"> -Meagan Wittek, Principal -Gil Yoon, Assistant Principal -Jennifer Rivera, staff wellness representative - Sunshine Committee -School Psychologist 	6/10/2021	<ul style="list-style-type: none"> -Staff wellness liason -CSUN Mindfulness -Prizes to motivate participation in activities -Time dedicated to stress management activities/programs to increase participation 	<ul style="list-style-type: none"> -Tracking of programs and participation rates -Staff MHW Survey results



Healthy Schools Program Action Planning Chart

SCHOOL: Magnolia Science Academy- Bell

DISTRICT: Magnolia Public Schools

CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
PO-9 - Community involvement in school health initiatives	-Build a community network with businesses (Chuze Gym, Kaiser Cudahy, Parks and Recreation, grocery stores) that promote health and wellness. -Inviting them to our campus -Use our resources to promote on our campus.	Varol Gurler Arturo Prado Jason Hernandez	12/11/2020	Health and Wellness organizations. INKIE, CSUN, Saint Francis Medical Center, Kaiser.	- Implementation of programs in our school - Health and Wellness school Events - Community business visiting our school to promote healthy options. -
PA-2 - Availability of physical activity breaks in classrooms	-Staff PD from PE department.	Mr. Prado Ms. Madigan Mr. Hernandez Mr. Bloomquist Mr. Hernandez	12/11/2020	Lesson plan/Physical Fitness focus. Planned activities Calendar Availability	- Posted on Parent Square - Classroom observations



Healthy Schools Program Action Planning Chart

PA-5 - Professional development for classroom teachers	-Staff PD from PE department. Goal of 2 sessions for 2 nd semester.	Mr. Prado Ms. Madigan Mr. Hernandez Mr. Bloomquist Mr. Hernandez Mrs. Mendoza	12/11/2020	Ms. Madigan Mr. Hernandez Mr. Bloomquist Planned activities Research based resources	<ul style="list-style-type: none"> - Agenda - Sign-In Sheet - Posted Parent Square
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CRITERIA	TASKS	LEAD	DATE	RESOURCES	EVIDENCE OF SUCCESS
<i>Healthy Schools Program criteria to improve.</i>	<i>List of specific tasks needed to complete the Action Step.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>People, tools, support & funding to help complete tasks.</i>	<i>Evidence needed to demonstrate implementation of the criteria.</i>
EW-5 - Stress management programs for staff	Mitchell Family Counseling Services Social Workers Intern SEL Curriculums- Zones of Regulation & Ripple Effect	Mr. Prado	12/11/2020	Panorama Feedback survey School wellness team Access to Zones of Regulation & Ripple Effect	EW-5 - Stress management programs for staff



Healthy Schools Program Partners & Stakeholders Worksheet

Click to choose criterion.			Click to enter a date.		
Click to choose criterion.			Click to enter a date.		

CRITERIA	PARTNER OR STAKEHOLDER	LEAD	DATE	REQUEST
<i>Healthy Schools Program criteria to improve.</i>	<i>Potential person or partner who can help your school wellness committee improve a criterion.</i>	<i>Person responsible for ensuring tasks are completed.</i>	<i>Goal date to complete all tasks.</i>	<i>Describe how you will ask the partner or stakeholder to help you improve a criterion.</i>
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	



Healthy Schools Program Action Planning Chart

Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	
Click to choose criterion.			Click to enter a date.	

Action Plan ? MSA-SA

- Dashboard
- My Organizations
- Magnolia Sci Acad-Sa...
- Assessments
- Quick Start Health ...
- Healthy Schools As...
- RISE Index
- Action Plan**
- Reports
- Team

- Resources
- Training
- Get Help
- Log out

Introducing the Action Plan

The Action Plan is a collaborative to-do list that helps you and your Wellness Team plan and prioritize healthy changes for your organization this year.

Want to help us improve the Action Plan? [Let's talk!](#)

How do I use the Action Plan?

Use your Action Plan to outline the tasks, dates, and resources that you and your Wellness Team will use to meet your goals.

[Learn more about using the Action Plan](#)

To work on ?

[+ Add item](#)

PO-6 HSP

Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist

Fully in place [View >](#)

PO-7 HSP

Parenting strategies

Fully in place [View >](#)

SS-1 HSP

All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

SS-2 HSP

All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

SS-4 HSP

All foods and beverages served and

This year's goals ?

[+ Add item](#)

EW-5 HSP

Stress management programs for staff

Fully in place [View >](#)

TIS-1 RISE

Identifying students in need of interventions

Unanswered [View >](#)

SWB-1 RISE

Opportunities for staff to build relationships with each other

Unanswered [View >](#)

SWB-2 RISE

SSH-4 QS

Opportunities for staff to display gratitude

Unanswered [View >](#)

SWB-8 RISE

Spaces for staff to relax and build relationships

Done ?

[+ Add item](#)

PO-8 HSP

Family engagement in school decision making

Partially in place [View >](#)

COL-5 RISE

Utilization of feedback gathered from stakeholders

Unanswered [View >](#)

PO-4 HSP

School start times

Fully in place [View >](#)

NS-2 HSP

School breakfast

Fully in place [View >](#)

NS-3 HSP

School lunch

Fully in place [View >](#)

Fully in place [View >](#)

SS-2 HSP

All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

SS-4 HSP

All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

HPE-12 HSP

Opportunities to practice skills

Partially in place [View >](#)

EW-6 HSP

All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards

Fully in place [View >](#)

PA-1 HSP

Recess

Fully in place [View >](#)

HPE-7 HSP

Licensed physical education teachers

Fully in place [View >](#)

PA-8 HSP

Access to physical activity facilities outside school hours

Fully in place [View >](#)

SWB-2 RISE

SSH-4 QS

Opportunities for staff to display gratitude

Mostly in place [View >](#)

SWB-8 RISE

Spaces for staff to relax and build relationships

Mostly in place [View >](#)

SYS-1 RISE

Presence of a leadership team

Mostly in place [View >](#)

SYS-8 RISE

SMH-2 QS

Adjusting environments to reduce triggers

Mostly in place [View >](#)

SYS-10 RISE

SMH-1 QS

Cultivating positive classroom culture

Mostly in place [View >](#)

UPS-1 RISE

Engaging in positive relationships with students

Mostly in place [View >](#)

UPS-2 RISE

SMH-3 QS

Motivating class participation

Fully in place [View >](#)

UPS-3 RISE

Professional learning in social and emotional learning

NS-2 HSP

School breakfast

Fully in place [View >](#)

NS-3 HSP

School lunch

Fully in place [View >](#)

NS-4 HSP

Variety of offerings in school meals

Fully in place [View >](#)

HPE-1 HSP

Minutes of physical education per week

Fully in place [View >](#)

EW-4 HSP

Promote staff member participation

Fully in place [View >](#)

PA-6 HSP

Prohibit using physical activity as punishment

Fully in place [View >](#)

Action Plan | Alliance for a Healthier Generation MSASD 2020-2021

ALLIANCE FOR A HEALTHIER GENERATION | ACTION CENTER

Welcome, Neil | My Account | Log out

My Organizations

- Magnolia Sci Acad-Sa...
- Assessments
 - Quick Start Health ...
 - Healthy Schools As...
 - RISE Index
- Action Plan**
- Reports
- Team

Resources

To work on

[+ Add Item](#)

SWB-6 RISE
Trauma-informed lens for staff well-being policies
Mostly in place [View >](#)

SYS-2 RISE
Use of continuous improvement process
Mostly in place [View >](#)

This year's goals

[+ Add Item](#)

PO-5 HSP
Health services provided by a full-time school nurse
Partially in place [View >](#)

PO-6 HSP
Counseling, psychological, and social services provided by a full-time counselor, social worker, and psychologist
Under development [View >](#)

Done

[+ Add Item](#)

SWB-5 RISE
Professional learning on reflecting on own well-being
Mostly in place [View >](#)

To work on

[+ Add Item](#)

SWB-6 RISE
Trauma-informed lens for staff well-being policies
Mostly in place [View >](#)

SYS-2 RISE
Use of continuous improvement process
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This year's goals

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