



# 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.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3,4</sup> 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.<sup>6,7</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>8</sup>

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.<sup>8</sup>

**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.<sup>12</sup> 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.<sup>13</sup>

**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.<sup>14</sup>

**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.<sup>15</sup>

**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.<sup>16</sup> 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.<sup>17</sup>

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.<sup>18</sup>

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.<sup>19</sup>

Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle and high school).<sup>20</sup> 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 activity<sup>19</sup>

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.<sup>21</sup> 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.<sup>22</sup>

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.<sup>23</sup>

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.<sup>24</sup>

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.<sup>25</sup>

**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.<sup>26</sup> 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.<sup>27</sup> 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.<sup>2</sup>

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.<sup>28</sup> 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.<sup>29</sup>

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.<sup>29</sup>

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.<sup>29</sup>

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.<sup>29</sup>

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.<sup>29</sup>

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.<sup>29</sup>

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.<sup>29</sup>

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

Adverse Childhood Experiences: The School Board's Role in Building Connections and Support for Students. The National Schools Boards Association. Available at: <https://www.nsba4safeschools.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=f4601164-89b2-d814-a0b0-104e86ae2370&forceDialog=0>

Examining the Evidence Base for School-Wide Positive Behavior Support. United States Department of Education Office of Special Education Programs. Available at: <https://www.pbis.org/resource/examining-the-evidence-base-for-school-wide-positive-behavior-support>

Model School District Policy on Suicide Prevention, Model Language, Commentary, and Resources. The American Foundation for Suicide Prevention, The American School Counselor Association, The National Association of School Psychologists and The Trevor Project. Available at: [https://afsp.org/wp-content/uploads/2016/01/Model-Policy\\_FINAL.pdf](https://afsp.org/wp-content/uploads/2016/01/Model-Policy_FINAL.pdf)

### DIVERSITY AND INCLUSION

A Guide to Inclusive Physical Activity Programs. National Center on Health, Physical Activity and Disability. Available at: <https://www.nchpad.org/1505/6461/Discover~Inclusive~School~Wellness>

Diversity and Inclusion Toolkit. National PTA. Available at: [https://www.pta.org/home/run-your-pta/Diversity-Inclusion-Toolkit?gclid=Cj0KCOjw-Mr0BRDyARIsAKEFbecAYnR5LJsRTMpD2YD1TxoGQuNeXXcCmTSNuW3LkOFFwSFYohcCeUoaAkcqEALw\\_wcB](https://www.pta.org/home/run-your-pta/Diversity-Inclusion-Toolkit?gclid=Cj0KCOjw-Mr0BRDyARIsAKEFbecAYnR5LJsRTMpD2YD1TxoGQuNeXXcCmTSNuW3LkOFFwSFYohcCeUoaAkcqEALw_wcB)

I Can Do It! Mentoring Children and Youth with Disabilities to Lead Healthy, Active Lifestyles Program Manual. Administration of Community Living and Department of Health and Human Services. Available at: <https://acl.gov/sites/default/files/programs/2019-02/ICDIProgramManual2019.pdf>

Model School District Policy Regarding Transgender and Gender Nonconforming Students. California Safe Schools Coalition. Available at: <http://www.casafeschools.org/csscmodelpolicy1209.pdf>

Unified Physical Education Resources, 2nd Edition. Special Olympics Unified Champion Schools. Available at: [http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unifed%20Champion%20School-Unified-Physical-Education-Resources-v2.pdf?\\_ga=2.87557085.414026992.1565010701-557370348.1547143351](http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unifed%20Champion%20School-Unified-Physical-Education-Resources-v2.pdf?_ga=2.87557085.414026992.1565010701-557370348.1547143351)

### E-CIGARETTES AND TOBACCO

E-cigarettes and Youth: What Educators and Coaches Need to Know. Centers for Disease Control and Prevention. Available at: [https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Educators-and-Coaches-Need-to-Know-20190327-508.pdf](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/OSH-E-Cigarettes-and-Youth-What-Educators-and-Coaches-Need-to-Know-20190327-508.pdf)

INDEPTH: An Alternative to Teen Nicotine Suspension or Citation. American Lung Association. Available at: <https://www.lung.org/stop-smoking/helping-teens-quit/indepth.html>

Tobacco-free School Campus Policy. American Lung Association. Available at: <https://www.lung.org/getmedia/5503657a-dd39-42e7-a907-0f896133a17e/tobacco-free-school-campus.pdf.pdf>

**EMPLOYEE WELLNESS**

Teacher Stress and Health. Robert Wood Johnson Foundation. Available at:  
<https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>

**EVIDENCE-BASED INTERVENTIONS**

ESSA Tiers of Evidence: What you Need to Know. REL Midwest. Available at:  
<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>.

**FAMILY/CAREGIVER AND COMMUNITY ENGAGEMENT**

Parent, Family, and Community Involvement in Education. National Education Association. Available at:  
[http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

Parents for Healthy Schools. Centers for Disease Control and Prevention. Available at:  
<https://www.cdc.gov/healthyschools/parentsforhealthyschools/p4hs.htm>

Toolkit of Resources for Engaging Families and the Community as Partners in Education Part 1: Building an Understanding of Family and Community Engagement. Institute of Education Science. Available at:  
<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509>

**FARM-TO-SCHOOL**

Farm to Child Nutrition Programs Planning Guide. U.S. Department of Agriculture. Available at:  
<https://fns-prod.azureedge.net/sites/default/files/f2s/FTS-Planning-Guide.pdf>

**FITNESS ASSESSMENT**

FitnessGram. The Cooper Institute. Available at: <https://fitnessgram.net>.

Presidential Youth Fitness Program. United States Department of Health and Human Services. Available at:  
<https://www.hhs.gov/fitness/programs-and-awards/presidential-youth-fitness-program/index.html>

**HEALTHY CELEBRATIONS AND FUNDRAISING**

Healthy Celebrations Guide. Alliance for a Healthier Generation. Available at:  
<https://www.healthiergeneration.org/sites/default/files/documents/20191021/56ad180a/Healthy%20Celebrations.pdf>

Healthy Fundraising Solutions. Alliance for a Healthier Generation. Available at:  
[https://www.healthiergeneration.org/sites/default/files/documents/20190328/9da51885/08-459\\_AlternativeFundraisingIdeas.pdf](https://www.healthiergeneration.org/sites/default/files/documents/20190328/9da51885/08-459_AlternativeFundraisingIdeas.pdf)

Fundraising Exemptions and Guidance. United States Department of Agriculture. Available at:  
<https://fns-prod.azureedge.net/sites/default/files/cn/fundraisersfactsheet.pdf>

**HEALTHY SCHOOL AND OUT-OF-SCHOOL TIME ASSESSMENTS**

School Health Index. Centers for Disease Control and Prevention. Available at:  
<https://www.cdc.gov/healthyschools/shi/index.htm>

Healthy Schools Program Assessment. Alliance for a Healthier Generation. Available at:  
<https://www.healthiergeneration.org/take-action/schools>

Healthy Out-of-School Time Program Assessment. Alliance for a Healthier Generation. Available at:  
<https://www.healthiergeneration.org/take-action/out-of-school-time/assessment>

**HEALTHY MEETINGS**

National Alliance for Nutrition and Activity Healthy Meeting Toolkit. Center for Science in the Public Interest. Available at: <https://cspinet.org/sites/default/files/attachment/Final%20Healthy%20Meeting%20Toolkit.pdf>

### **MANAGING CHRONIC HEALTH CONDITIONS**

Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools. Centers for Disease Control and Prevention. Available at: [https://www.cdc.gov/healthyschools/chronic\\_conditions/pdfs/2017\\_02\\_15-How-Schools-Can-Students-with-CHC\\_Final\\_508.pdf](https://www.cdc.gov/healthyschools/chronic_conditions/pdfs/2017_02_15-How-Schools-Can-Students-with-CHC_Final_508.pdf)

Diabetes Care in the School Setting: A Position Statement of the American Diabetes Association. American Diabetes Association. Available at: <https://care.diabetesjournals.org/content/38/10/1958>

Practical Guidance for Schools and School Districts: Enhancing School Wellness Policies to Protect Student Lung Health. American Lung Association. Available at: <https://www.lung.org/getmedia/0d553cfd-dce3-4a5c-aa8c-9553eba754a5/practical-guidance.pdf.pdf>

### **NEEDS ASSESSMENTS**

Using Needs Assessments to Connect Learning + Health: Opportunities in the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation and Healthy Schools Campaign. Available at: <https://healthyschoolscampaign.org/wp-content/uploads/2018/03/ESSA-Needs-Assessments.pdf>

### **NUTRITION EDUCATION**

Dig In!. U.S. Department of Agriculture. Available at: <https://www.fns.usda.gov/tn/dig-standards-based-nutrition-education-ground>

Nutrition Education Resources. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/app/resources/134>

Serving up MyPlate: A Yummy Curriculum. United States Department of Agriculture. Available at: <https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

Team Nutrition Resources. United States Department of Agriculture. Available at: <https://www.fns.usda.gov/tn>

### **PHYSICAL ACTIVITY**

Strategies for Physical Activity in Schools. Centers for Disease Control and Prevention. Available at: [https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019\\_04\\_25\\_Strategies-for-CPA\\_508tagged.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_Strategies-for-CPA_508tagged.pdf)

Strategies for Recess in Schools. Centers for Disease Control and Prevention and SHAPE America. Available at: [https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019\\_04\\_25\\_SchoolRecess\\_strategies\\_508tagged.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_SchoolRecess_strategies_508tagged.pdf)

### **PHYSICAL AND HEALTH EDUCATION**

Comprehensive School Physical Activity Program. SHAPE America. Available at: <https://www.shapeamerica.org/cspap/what.aspx>

National Standards for K-12 Physical Education and Health Education. SHAPE America. Available at: <https://www.shapeamerica.org/standards/default.aspx>

### **PHYSICAL ENVIRONMENT**

Indoor Air Quality Tools for Schools: Preventive Maintenance Guidance. Environmental Protection Agency. Available at: [https://www.epa.gov/sites/production/files/2019-03/documents/epa\\_oria\\_iaq-tfs\\_preventive-maintenance-guidance\\_2019\\_final-508.pdf](https://www.epa.gov/sites/production/files/2019-03/documents/epa_oria_iaq-tfs_preventive-maintenance-guidance_2019_final-508.pdf)

### **SCHOOL DISCIPLINE**

Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide. National Center for Safe and Supportive Schools. Available at: <https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>

### **SCHOOL AND OUT-OF-SCHOOL TIME HEALTH AND WELLNESS BEST PRACTICES**

Healthy Eating and Physical Activity Standards 2.0. National AfterSchool Association. Available at: <https://naaweb.org/resources/naa-hepa-standards>

Healthy Schools Program Framework of Best Practices. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/resources/healthy-schools-program-framework-of-best-practices>

School Health Guidelines to Promote Healthy Eating and Physical Activity. Centers for Disease Control and Prevention. Available at: <https://www.cdc.gov/healthyschools/npao/strategies.htm>

Virtual Healthy School. Centers for Disease Control and Prevention. Available at: <https://www.cdc.gov/healthyschools/vhs/index.html>

#### **SCHOOL HEALTH POLICIES**

School Health Policy Database. National Association of State Boards of Education. Available at: <https://statepolicies.nasbe.org/health>

#### **SCHOOL HEALTH SERVICES**

School Health Services, Think About the Link. University of Connecticut Collaboratory on School and Child Health. Available at: <https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/09/Health-Services-.pdf>

#### **SCHOOL IMPROVEMENT PLANS**

Integrating Health into Education Policy and Practice with the Every Student Succeeds Act (ESSA): Local Wellness Policies and School Improvement Plans. The Alliance for a Healthier. Available at: <https://www.healthiergeneration.org/sites/default/files/documents/20181212/b47917dc/Local%20Wellness%20Policies%20and%20SIPs.pdf>

#### **SCHOOL NUTRITION PROFESSIONAL STANDARDS**

Professional Standards for Child Nutrition Professionals. United States Department of Agriculture. Available at: <https://www.fns.usda.gov/school-meals/professional-standards>

#### **SCHOOL WELLNESS COMMITTEES**

School Wellness Committee Toolkit. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/app/resources/235>

#### **SLEEP**

Recommended Amount of Sleep for Pediatric Populations: A Consensus Statement of the American Academy of Sleep Medicine. American Academy of Sleep Medicine. Available at: <http://www.sleepeducation.org/docs/default-document-library/pediatric-sleep-consensus.pdf>

#### **SMART SNACKS IN SCHOOLS**

A Guide to Smart Snacks in Schools. United States Department of Agriculture. Available at: <https://www.fns.usda.gov/tn/guide-smart-snacks-school>

Smart Snacks Product Calculator. Alliance for a Healthier Generation. Available at: <https://foodplanner.healthiergeneration.org/calculator/>

#### **SOCIAL-EMOTIONAL LEARNING**

The CASEL Guide to Schoolwide Social and Emotional Learning. The Collaborative for Academic, Social, and Emotional Learning (CASEL). Available at: <https://schoolguide.casel.org/>

#### **STUDENT HEALTH DATA**

2007- 2017 Youth Risk Behavior Surveillance System. Centers for Disease Control and Prevention. Available at: <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trendsreport.pdf>

National Health and Nutrition Examination Survey. Centers for Disease Control and Prevention. Available at: <https://www.cdc.gov/nchs/nhanes/index.htm>

#### **TRAUMA-SENSITIVE SCHOOLS**

A Guide to Creating Trauma-Sensitive Schools. Trauma and Learning Policy Initiative. Available at: <https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/>



## WATER ACCESS

Drinking Water Requirements for States and Public Water Systems. Environmental Protection Agency. Available at: <https://www.epa.gov/dwreginfo/lead-drinking-water-schools-and-childcare-facilities>

Water Access in Schools Toolkit. Centers for Disease Control and Prevention. Available at: [https://www.cdc.gov/healthyschools/npao/pdf/water\\_access\\_in\\_schools\\_508.pdf](https://www.cdc.gov/healthyschools/npao/pdf/water_access_in_schools_508.pdf)

## WELLNESS POLICY IMPLEMENTATION AND ASSESSMENT

10 Essential Components of Local School Wellness Policy Checklist. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/resources/10-essential-components-of-local-school-wellness-policy-checklist>

Healthy Out-of-School Time Wellness Policy Implementation Guide for Parks and Recreation Agencies. Alliance for a Healthier Generation and National Recreation and Park Association. Available at: <https://www.nrpa.org/contentassets/a6f430a9f9e7406692d601acfa91b94/commit-to-health-policy-implementation-guide-2017.pdf>

Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010: Summary of the Final Rule. United States Department of Agriculture. Available at: [https://fns-prod.azureedge.net/sites/default/files/tn/LWPsummary\\_finalrule.pdf](https://fns-prod.azureedge.net/sites/default/files/tn/LWPsummary_finalrule.pdf)

Local School Wellness Policy Outreach Toolkit. United States Department of Agriculture. Available at: <https://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit>

Local School Wellness Policy Progress Reporting Tool. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/resources/local-wellness-policy-progress-reporting-tool>

Local School Wellness Policy Public Update Guide. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/sites/default/files/documents/20190923/fe071a79/LWP%20Public%20Update%20Guide.pdf>

Model Wellness Policy. Alliance for a Healthier Generation. Available at: <https://www.healthiergeneration.org/app/resources/2>

WellsAT Wellness School Assessment Tool. UConn Rudd Center for Food Policy and Obesity. Available at: <http://www.wellsat.org>

## WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

WellsAT WSCC. University of Connecticut Collaboratory on School and Child Health. Available at: <https://csch.uconn.edu/wellsat-wscc/>

Whole School, Whole Community, Whole Child Model. Centers for Disease Control and Prevention. Available at: <https://www.cdc.gov/healthyschools/wscc/index.htm>

Think About the Link: WSCC in Practice. University of Connecticut Collaboratory on School and Child Health. <https://csch.uconn.edu/wscc-practice-briefs/#>.



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

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

## CITATIONS

- <sup>1</sup> Afterschool Alliance. (2019). Afterschool: Fostering protective factors that can last a lifetime. Retrieved from: [https://www.afterschoolalliance.org/afterschoolsnack/New-issue-brief-Afterschool-fostering-protective-factors\\_09-24-2019.cfm](https://www.afterschoolalliance.org/afterschoolsnack/New-issue-brief-Afterschool-fostering-protective-factors_09-24-2019.cfm).
- <sup>2</sup> Centers for Disease Control and Prevention. (2020). Whole School, Whole Community, Whole Child. Retrieved from: <https://www.cdc.gov/healthyschools/wsc/index.htm>.
- <sup>3</sup> Bradley B, Green AC. (2013). 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*. 52(5):523–532.
- <sup>4</sup> Taras H. (2005). Nutrition and student performance at school. *Journal of School Health*. 75(6):199–213.
- <sup>5</sup> MacLellan D, Taylor J, Wood K. (2008). Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 69(3):141–144.
- <sup>6</sup> Centers for Disease Control and Prevention. (2010). The association between school-based physical activity, including physical education, and academic performance. Retrieved from: [https://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/pa-pe\\_paper.pdf](https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf).
- <sup>7</sup> Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. (2012). Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment. *Arch Pediatr Adolesc Med*. 166(1):49-55.
- <sup>8</sup> Centers for Disease Control and Prevention. (2019). Water access: Healthy schools. Retrieved from <https://www.cdc.gov/healthyschools/npao/wateraccess.htm>.
- <sup>9</sup> Centers for Disease Control and Prevention. (2019). School nutrition. Retrieved from <https://www.cdc.gov/healthyschools/nutrition/schoolnutrition.htm>.
- <sup>10</sup> Centers for Disease Control and Prevention. (2012). Competitive foods and beverages in U.S. schools: A state policy analysis. Retrieved from: <https://www.cdc.gov/healthyschools/nutrition/pdf/compfoodsbooklet.pdf>.
- <sup>11</sup> Public Health Law Center. (2012). Food in schools. Retrieved from <https://www.publichealthlawcenter.org/topics/healthy-eating/food-schools>.
- <sup>12</sup> Centers for Disease Control and Prevention. (2019). Celebrations & rewards: Healthy schools. Retrieved from [https://www.cdc.gov/healthyschools/npao/celebrations\\_rewards.htm](https://www.cdc.gov/healthyschools/npao/celebrations_rewards.htm).
- <sup>13</sup> Fedewa AL, Davis, MC. (2015). How food as a reward is detrimental to children's health, learning, and behavior. *J School Health*. 85: 648-658.
- <sup>14</sup> Turner L, Chiqui JF, Terry-McElrath Y. (2016). School fundraisers: Positive changes in foods sold, but room for improvement remains. Retrieved from: [http://www.bridgingthegapresearch.org/\\_pdf/her\\_btg\\_fundraiser\\_Mar2016.pdf](http://www.bridgingthegapresearch.org/_pdf/her_btg_fundraiser_Mar2016.pdf).
- <sup>15</sup> Centers for Disease Control and Prevention. (2019). Nutrition education in U.S. schools. Retrieved from [https://www.cdc.gov/healthyschools/nutrition/school\\_nutrition\\_education.htm](https://www.cdc.gov/healthyschools/nutrition/school_nutrition_education.htm).
- <sup>16</sup> Centers for Disease Control and Prevention. (2011). School health guidelines to promote healthy eating and physical activity. *Morbidity and Mortality Weekly Report*. (RR-5):1–76. Retrieved from: <https://www.cdc.gov/healthyschools/npao/pdf/MMWR-School-Health-Guidelines.pdf>.
- <sup>17</sup> ChangeLab Solutions. (2017). Food and beverage marketing: Model school wellness policy language. Retrieved from [https://www.changelabsolutions.org/sites/default/files/ModelLocalSchoolWellnessPolicyLanguage\\_FINAL\\_201705\\_0.pdf](https://www.changelabsolutions.org/sites/default/files/ModelLocalSchoolWellnessPolicyLanguage_FINAL_201705_0.pdf).
- <sup>18</sup> United States Department of Health and Human Services. (2018). Physical activity guidelines for Americans, 2nd edition. Retrieved from: <https://health.gov/our-work/physical-activity/current-guidelines>.

- 19 Centers for Disease Control and Prevention. (2019). Classroom physical activity. Retrieved from <https://www.cdc.gov/healthyschools/physicalactivity/classroom-pa.htm>.
- 20 Centers for Disease Control and Prevention. (2018). Strategies for classroom physical activity in schools. Retrieved from [https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019\\_04\\_25\\_Strategies-for-CPA\\_508tagged.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_Strategies-for-CPA_508tagged.pdf).
- 21 American Academy of Pediatrics, Council on School Health. (2013). Policy statement: The crucial role of recess in school. *Pediatrics*. 131:183-188. Retrieved from: <https://pediatrics.aappublications.org/content/131/1/183>.
- 22 Centers for Disease Control and Prevention and SHAPE America. (2017). Strategies for recess in schools. Retrieved from [https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019\\_04\\_25\\_SchoolRecess\\_strategies\\_508tagged.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_SchoolRecess_strategies_508tagged.pdf).
- 23 Centers for Disease Control and Prevention. (2019). Physical activity before and after school. Retrieved from <https://www.cdc.gov/healthyschools/physicalactivity/pa-before-after.htm>.
- 24 Safe Routes Partnership. (n.d.). Benefits of safe routes to school. Retrieved from <https://www.saferoutespartnership.org/safe-routes-school/101/benefits>.
- 25 Centers for Disease Control and Prevention. (2020). Promoting healthy behaviors. Retrieved from <https://www.cdc.gov/healthyschools/healthybehaviors.htm>.
- 26 The American Cancer Society, the American Diabetes Association, the American Heart Association. (n.d.). Health education in schools – The importance of establishing healthy behaviors in our nation's youth. Retrieved from [https://www.heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm\\_308679.pdf](https://www.heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm_308679.pdf).
- 27 Centers for Disease Control and Prevention. (2019). Physical education and physical activity. Retrieved from <https://www.cdc.gov/healthyschools/physicalactivity/physical-education.htm>.
- 28 Chafouleas SM, Schwartz MB, Koriakin TA, McKee SL. (2019). WellSAT WSCC school policy evaluation tool (Version 1.0). Retrieved from: <https://csch.uconn.edu/wellsat-wscc/>.
- 29 Centers for Disease Control and Prevention. (2019). Components of the Whole School, Whole Community, Whole Child (WSCC) Model. Retrieved from <https://www.cdc.gov/healthyschools/wscw/components.htm>.



## 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.