

Indiana

Healthy Schools Toolkit

3rd edition



Indiana
Department
of
Health

Division of
**Nutrition &
Physical Activity**

Letter from Dr. Box



Spring 2022

Dear School Partner:

The Indiana Department of Health supports statewide economic prosperity and quality of life by promoting the health of Hoosiers in their communities. Vital to that mission is our goal to improve health behaviors and reduce the incidence of obesity and chronic disease in Indiana. Good nutrition and physical activity are important components of a successful school experience. Children who are physically and mentally healthy are better able to learn and grow educationally.

For the past decade, Indiana has implemented state and local efforts to create positive change in the wellness of all Hoosier students. Additionally, many school corporations have prioritized health and wellness initiatives to encourage healthy student behaviors.

Schools are in a unique position to help young people develop healthy eating habits. Whether they're in the lunchroom, having a snack, or at a class party, children who have healthy food and beverage choices available will be more likely to make wise decisions and understand the relationship between selecting nutritious foods and maintaining wellness.

Schools can also encourage children to be physically active. Classroom physical activity opportunities, recess, and before- and after-school activities can complement physical education to provide children with movement throughout the day. Physical activity opportunities, coupled with healthy eating habits, will not only help children learn better, but also build a foundation for lifelong health.

This Indiana Healthy Schools Toolkit, Revised Edition, offers practical information about developing healthy policies, ensuring that mealtime is a pleasant experience for children, offering nutritious food choices in a variety of settings, and involving children, parents, school personnel and the community in the promotion of physical activity and healthy eating behaviors at home and at school. We hope you will find these ideas useful as you focus on preparing Indiana's children for a healthier future.

Yours in Health,

KRISTINA M. BOX, MD, FACOG
STATE HEALTH COMMISSIONER

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Overview

Schools as a Model for Change

Schools are more than just a place where students come to learn. They often also serve as a safe haven to connect with trusted adults, eat meals that aren't always able to be provided at home, and build confidence in their unique talents with extracurricular activities. Schools have the power to influence the lives of their students through physical activity and nutrition, both of which are the foundation for wellness into adulthood.

Meaningful and sustainable change means adopting practices that become second nature. Policy change and environmental supports in school environments within the scope of healthy eating and physical activity are just a few pieces of the puzzle. What do we mean by policy and environmental change?

Policy - Laws, regulations, rules, protocols, and procedures designed to guide or influence behavior. Policies can be either legislative or organizational in nature.

Environmental Change – An alteration or change to the physical, social, or economic environment designed to influence people's behaviors.



The strategies in this toolkit follow the objectives outlined in the Whole School, Whole Community, Whole Child (WSCC) Model. The WSCC model combines and builds on the elements of the traditional Coordinated School Health approach and the Whole Child framework. The focus is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. The Association for Supervision and Curriculum (ASCD) and the U.S. Centers for Disease Control and Prevention (CDC) encourage use of the model as a framework for improving students' learning and health in our nation's schools.

An Explanation of the WSCC Model

The ASCD partnered with the CDC to release the Whole School, Whole Community, Whole Child (WSCC) model as the next evolution of the CDC’s coordinated school health approach. Organized around the tenets of a Whole Child approach to education, the model (shown below) provides a framework that stakeholders—including schools, districts, state boards of education, school and public health professionals, and community organizations—can use to coordinate the educational and health policies, processes, and practices that serve student wellness. The model is student-centered and emphasizes the interconnectedness between health and student success.



Whole Child Tenets

There are 10 tenets that complete the Whole Child, Whole School, Whole Community Model. However, the main tenets this toolkit will focus on are:

1) Health Education: Formal, structured, health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. When provided year-long by trained and qualified teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention.

Whole Child Tenets (continued)

2) Nutrition Environment and Services: The school nutrition environment provides students with opportunities to learn about and practice healthy eating. The environment does this through available foods and beverages, nutrition education, and messages about food in the cafeteria and throughout the school campus. Students may have access to foods and beverages in a variety of venues at school including the cafeteria, vending machines, grab 'n' go kiosks, school stores, concession stands, classroom rewards, classroom parties, school celebrations, and fundraisers.

School nutrition services provide meals that meet federal nutrition standards for the National School Lunch and Breakfast Programs, accommodate the health and nutrition needs of all students, and help ensure that foods and beverages sold outside of the school meal programs (i.e., competitive foods) meet Smart Snacks in School nutrition standards. School nutrition professionals should meet minimum education requirements and receive annual professional development and training to ensure that they have the knowledge and skills to provide these services. All individuals in the school community support a healthy school nutrition environment by marketing and promoting healthier foods and beverages, encouraging participation in the school meal programs, role-modeling healthy eating behaviors, and ensuring that students have access to free drinking water throughout the school day. Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential.



3) Social and Emotional School Climate: Social and emotional school climate refers to the psychosocial aspects of students' educational experience that influence their social and emotional development. The social and emotional climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

Whole Child Tenets (continued)

4) Physical Education and Physical Activity: Schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A comprehensive school physical activity program (CSPAP) is the national framework for physical education and youth physical activity. A CSPAP reflects strong coordination across five components: physical education, physical activity during school, physical activity before and after school, staff involvement, and family and community engagement. Physical education serves as the foundation of a CSPAP and is an academic subject characterized by a planned, sequential K-12 curriculum (course of study) that is based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood. Teachers should be certified or licensed, and endorsed by the state to teach physical education.

5) Community Involvement and Family Engagement: Community groups, organizations, and local businesses create partnerships with schools; share resources; and volunteer to support student learning, development, and health-related activities. The school, its students, and their families benefit when leaders and staff at the district or school solicit and coordinate information, resources, and services available from community-based organizations, businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities, and other community groups. Schools, students, and their families can contribute to the community through service-learning opportunities and by sharing school facilities with community members (e.g., school-based community health centers and fitness facilities).

Families and school staff work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child's learning and development. This relationship between school staff and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Family engagement should be continuous across a child's life and requires an ongoing commitment as children mature into young adulthood.



Introduction

Creating Opportunities for Healthy Environments in Indiana Schools

Indiana is full of opportunities to promote wellness as a priority. Schools are no exception. School environments are a consistent place for students to learn not only core competencies and social skills, but also how to take care of themselves through the lifespan. Moreover, school leaders can adapt their policies and practices to increase the number of nutrient-dense foods in the cafeteria, increase opportunities for physical activity engagement, or cultivate a culture that sees value in wellness as a complement to learning. After all, more than one million children from kindergarten to 12th grade attend school in Indiana.

Because children spend so much time at school, it becomes a place of extraordinary influence on behavior. We recognize that every school corporation is different; therefore, this toolkit is filled with best practices you can pick and choose from. The goal is to do what is effective for your students. Wellness is not all or nothing, and the state is here to help you every step of the way. Beyond everything, students who move more, sit less, and are fueled by healthy food sources have greater academic performance, focus better, and have a greater chance of becoming healthy members of society.

Employee Wellness

Moreover, the Whole Child, Whole School, Whole Community Model does encompass employee wellness. In partnership with the Indiana Department of Education, Family and Social Services, and Commission for Higher Education, the Educator Wellness Toolkit is a resource dedicated to school employees. How school corporations serve their students' wellness journey is vastly different from how they serve adults. School leaders will learn about powerful practices to implement within the dimensions of wellness. Case scenarios from Indiana schools will allow leaders to model after each other and gain deeper understanding of current wellness initiatives.

How to Use the Healthy Schools Toolkit

According to the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act passed by Congress in 2004, any school that participates in a free or reduced lunch program must establish a local school wellness policy.

This toolkit provides the resources you need to create or improve your school corporation's wellness policy. Your school wellness policy is evaluated and monitored by the Indiana Department of Education due to the component of USDA School Breakfast and Lunch Program. However, there are many other sections such as Physical Education/Physical Activity or Nutrition Education that have opportunities for support through the Indiana Department of Health. This Healthy Schools Toolkit outlines strategic policies and environmental supports to provide your students with opportunities to eat healthy and be physically active. This toolkit is designed to strengthen the efforts of your school wellness policy and school wellness council.

The Healthy Schools Toolkit Consists of Six Major Components:

Chapter 1: School Wellness Council

Chapter 2: Physical Activity

Chapter 3: Nutrition

Chapter 4: Family and Community Engagement

Chapter 5: Equity

Chapter 6: Evaluation



A Call to Action

We all know that change doesn't happen overnight, and the hope is this toolkit helps present the building blocks to an effective framework of wellness. Schools are in a unique position to improve the health of Indiana's children. By establishing a wellness policy, school environments have a self-created criteria to uphold.

Using the resources and implementing the strategies in this toolkit can help achieve the ultimate vision for healthy student bodies. Wellness policy topics range from guidelines for daily physical activity minutes, access to drinking water, or even to embedding health education into the existing core curriculum.

No one individual, group, organization, agency, or community can create change. Change starts with having a wellness policy that is inclusive to the needs of all students. Because no two students are the same, creating a structure in place that is adaptable to the needs of all children is important.

In a perfect world, all children would start their day with a nutritious breakfast of whole grains and whole fruit. They would say goodbye to their parents or guardians who would send them on their way to walk to school safely with friends. They would show up energized and ready to learn, behave well throughout class, and look forward to their 30 minutes of built-in physical activity breaks throughout the day. For lunch, they would sit for a full 20 minutes with a lunch consisting partly of fruits and veggies sourced from local farms and have understanding of where their food came from. After school, there would be an array of extracurricular activities to choose from. The best part would be that there are also opportunities for families to play together. This is not the norm, nor is it expected to be. Each year, educators are expected to do more with less. We are never going to have "the perfect world," but we can make strides toward a better world for students.

The following two websites include this toolkit, federal and state requirements, opportunities for awards and recognition, as well as grant opportunities: www.in.gov/health/dnpa/ and www.doe.in.gov.



Indiana School Wellness Policy on Physical Activity and Nutrition

What is a Local School Wellness Policy?

A local school wellness policy (“wellness policy”) is a written document that guides a local education agency’s (LEA’s) or school district’s efforts to establish a school environment that promotes students’ health, wellbeing, and ability to learn.

Local Wellness Policy Background

Congress recognizes that schools play a critical role in promoting student health, preventing childhood obesity, and combating problems associated with poor nutrition and physical inactivity. In 2004, Congress passed the Child Nutrition and WIC Reauthorization Act of 2004 (Section 204 of [Public Law 108-265](#)). This act required by law that all LEAs participating in the [National School Lunch Program](#) or other child nutrition programs create local school wellness policies by School Year 2006. The legislation places the responsibility of developing a wellness policy at the local level so the individual needs of each LEA can be addressed.

In 2010, Congress passed the [Healthy, Hunger-Free Kids Act of 2010](#) (Sec. 204 of [Public Law 111-296](#)), and added new provisions for local school wellness policies related to implementation, evaluation, and publicly reporting on progress of local school wellness policies.

On July 21, 2016, the final rule was published in the Federal Register. The final rule strengthens the requirements on public involvement, transparency, implementation, and evaluation among other topics.

Overview of Requirements

- As of School Year 2006-2007, all districts were required to establish a local school wellness policy.
- The final rule requires LEAs to begin developing a revised local school wellness policy during School Year 2016-2017. LEAs must fully comply with the requirements of the final rule by June 30, 2017. This includes, but is not limited to:
 - Permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, review, and update of the local wellness policy.
 - Identifying wellness policy leadership of one or more LEA and/or school officials who have the authority and responsibility to ensure each school complies with the policy.
 - Informing and updating the public (including parents, students, and others in the community) about the content and implementation of the local wellness policy.
 - Ensuring the wellness policy includes all of the required components.
- Specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. LEAs are required to consider evidence-based strategies in determining these goals.
- Nutrition guidelines for all foods and beverages available or for sale on the school campus during the school day that are consistent with federal regulations for:
 - School meal nutrition standards, and
 - Smart Snacks in School nutrition standards.

- Policies for other foods and beverages available on the school campus during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
- Policies for food and beverage marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.
- Description of public involvement, public updates, policy leadership, and evaluation plan.

Provisions of the Final Rule

On July 29, 2016, the USDA Food and Nutrition Service (FNS) finalized regulations to create a framework and guidelines for written wellness policies established by LEAs. This final rule requires all local educational agencies that participate in the NSLP and SBP to meet expanded local school wellness policy requirements consistent with the requirements set forth in section 204 of the Healthy, Hunger-Free Kids Act of 2010.

The final rule requires each LEA to establish minimum content requirements for the local school wellness policies, ensure stakeholder participation in the development and updating of such policies, and periodically assess and disclose to the public schools' compliance with the local school wellness policies.

These regulations are expected to result in local school wellness policies that strengthen the ability of an LEA to create a school nutrition environment that promotes students' health, wellbeing, and ability to learn. In addition, these regulations will increase transparency for the public with regard to school wellness policies and contribute to the integrity of the school nutrition program.

Highlights of the Final Rule:

- Specific goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness.
- LEAs are required to review and consider evidence-based strategies in determining these goals.
- Standards and nutrition guidelines for all foods and beverages sold to students on school campus during the school day are consistent with federal regulations.
- Standards for foods and beverages provided, but not sold, to students during the school day (e.g., class parties).
- Policies for food and beverage marketing.
- Description of public involvement, public updates, policy leadership, and evaluation plan.
- LEAs must establish wellness policy leadership of one or more LEA and/or school official(s).
- LEAs must permit participation by the general public and the school community (including parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, and school administrators) in the wellness policy process.
- Final rule requires state agencies to assess compliance with the wellness policy requirements as a part of the general areas of the administrative review every three years (state agency, e.g., DOE, will examine records during administrative review).
- Final rule requires that LEAs update or modify the wellness policy as appropriate.
- LEAs must make the wellness policy and subsequent updates available to the public.

Evaluation

All LEAs must assess their wellness policy at least once every three years on the extent to which schools are in compliance with the district policy, the extent to which the local wellness policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy. LEAs must make this assessment available to the public.

IDOH Policy Recommendations

Aligning policies to reflect what is actually being practiced looks vastly different in each school corporation. What does your wellness policy say about your district? Is it one that is checking the boxes, one of compliance, or one of innovation? Though the policy evaluation is heavily focused on USDA-sponsored sections, school leaders are in the business of laying the framework for holistic student success--not just academic triumphs. Some examples of policy alterations you can think about to kickstart your reading of the Healthy Schools Toolkit include:

- Assigning school wellness champions to provide oversight to sections besides USDA School meals.
- Creating SMART goals instead of general statements about the process that will be taken to reach a desired outcome like increased active minutes during the school day.
- Evaluation of how health education is embedded into the curriculum. Set an objective per grade level to ensure fulfillment of this requirement rather than saying "nutrition education will be taught."
- Having a regularly scheduled wellness champion network that allows cross-collaboration between and among schools.
- Finding at least one external partner that can assist in the implementation of a policy subsection such as wellness marketing.

Systemic Changes

Systems change involves change made to the rules within an organization. Systems change and policy change often work hand-in-hand. Often systems change focuses on changing infrastructure within a school, park, workplace, or health setting or instituting processes or procedures at the system level that ensure a healthier school environment. Health Trust: [What Is Policy, Systems and Environmental \(PSE\) Change?](#)

Examples of PSE change are:

- Farm to School programs that connect local growers to students' meals or students' agriculture learning experience
 - Creating a community plan to account for health impacts of new projects
 - Implementing a program that provides inclusive play opportunities for students of all ages and ability levels
 - Formulating a certification process or master list of acceptable Smart Snack options for school celebrations
-

Environment

Environmental change is change made to the physical environment. Physical (structural changes or programs or services), social (a positive change in attitudes or behavior about policies that promote health or an increase in supportive attitudes regarding a health practice), and economic factors (presence of financial disincentives or incentives to encourage a desired behavior) influence people's practices and behaviors. While related to the environment, such changes are not isolated to a few households or individuals, but instead reflect a population-focused effort.

Examples of changes to the environment might include:

- Incorporating sidewalks, pedestrian-friendly intersections, and recreation areas into community design
 - Installing signage on already established walking or bicycling routes
 - Incorporating availability of healthy food choices in cafeterias with signage identifying where food items were sourced
 - Increasing in acceptance of limiting candy as rewards, or eliminating school stores that provide candy offerings across the school district
-



Chapter 1: School Wellness Council

A School Wellness Council (SWC) can assist a school corporation in the promotion and protection of student and employee health. Involving parents/guardians and other community members on an SWC enables the school to use valuable community resources. An established and ongoing SWC increases the likelihood for sustained school wellness activities.

School Wellness Council Members

A school corporation's SWC is the group charged with writing, revising, and evaluating the school wellness policy, though the final approval rests with the corporation's school board. Generally, the school corporation appoints members of an SWC. The group acts collectively in providing advice to the school corporation about aspects of the school health program and health-related policies. Most often, the SWC advises an entire school corporation, but an SWC may also be useful for an individual school desiring its own wellness committee.

Recommended School and Community Representatives:

- Parents/Guardians
- Food Service Directors and Staff
- Students
- School Health Professionals
- Registered Dietitians
- Physical Education Teachers
- School Board Members
- School Administrators
- Any Interested Members of the General Public
- Representatives of Interested Community Organizations
- Social Service Agencies
- Public Health Agencies
- Volunteer Health Agencies
- Hospitals/Clinics
- Civic and Service Organizations
- Colleges/Universities
- Advocacy Groups
- Youth Groups
- Law Enforcement Officials
- Recreation Professionals
- Government Officials
- Professional Societies
- City Planners
- Community Transportation Officials
- Business/Industry Professionals
- Religious Leaders (if applicable)

Indiana Testimonial:

"A school wellness program is crucial for serving the whole child. Schools are no longer just a place where kids check in and check out. They are hubs for health education, exercise, nourishment, and creating citizens that will contribute back to society. Our wellness council engages in assessments like R.I.S.E., School Health Index, and develops social and emotional goals together. We design challenges and bring in external partners, like American Heart Association, to make our lives easier. Principals or assistant principals are required to attend, as we view wellness topics to be a critical pillar of the learning environment."

-Dr. Larry Young, Assistant Superintendent (MSD of Pike Township)

This Chapter Includes:

- USDA Local School Wellness Policy Outreach Toolkit
- Sample Outreach Documents
- Revisions to the Wellness Policy
- Guiding the Work of the School Wellness Council

USDA Local School Wellness Policy (LWP) Outreach Toolkit

The U.S. Department of Agriculture (USDA) has created a ready-to-go communication toolkit for School Wellness Council (SWC) members. The Indiana Department of Health's Division of Nutrition and Physical Activity encourages use of this toolkit by LEAs to share news about their local school wellness policies with fliers, presentations, newsletter articles, and social media posts.

Indiana Healthy Schools Toolkit Includes:

- LWP Cover Letter
- Newsletter/Invitation to Join SWC
- Parent Flier

USDA recommends that these resources be used as a template for your school(s); you are encouraged to modify the language of the toolkit resources as found appropriate.



USDA Team Nutrition Social Media Graphics

The full USDA LWP Outreach Toolkit can be found here: <http://www.fns.usda.gov/tn/local-school-wellness-policy-outreach-toolkit>

Sample Outreach Documents

Local Wellness Policy Cover Letter for Wellness Coordinator:

Dear Wellness Policy Coordinator,

We are excited to share a new communications toolkit to assist school districts in talking with parents and school staff about wellness policies and increasing their involvement in the process. Parents play an important role in helping school districts create and carry out strong wellness policies that work. When parents are engaged in school activities, their children are more likely to get better grades, choose healthier behaviors, and have better social skills. Their participation can really have a positive impact.

Developed under the United States Department of Agriculture's (USDA's) Team Nutrition initiative, these dynamic resources include a letter to principals, parent flier, newsletter insert, social media posts, and presentation slides about local school wellness policies.

These customizable templates can be adapted to meet your district's specific needs. If desired, these materials can be edited at the district level and then distributed at the school level. Anyone can give the presentation on the wellness policy, but it will be most effective if the principal gives opening remarks to show his/her support.

Here are a few tips for successfully reaching parents and staff with this kit:

- **Introduce the Toolkit:** Kick things off with the letter to principals. Invite them to share the newsletter insert, parent flier, and slides in their ongoing parent and staff communications, at least once a year.
- **Share Everywhere:** Make the most of every opportunity to educate parents and staff on the wellness policy and ways to get involved. Opportunities to distribute parent fliers or present the slides include when your parent organization elects new officers, at back-to-school nights, at school orientations, at school events focused on physical activity and healthy eating, and before meetings of a school or district wellness committee.
- **Amplify Your Reach:** Use social media posts to reach as many parents and staff as possible via your Twitter feed or Facebook page.

Sometimes, parents and/or community members have difficulty finding a copy of the school wellness policy or knowing who to contact about the wellness policy. We encourage you to work with schools and others in your district to make this information easy for parents to find through both the school district and individual school web pages. It also helps to make sure all school staff are aware of their role and how parents can get involved.

We hope these communication tools serve as a first step to engage parents in school wellness efforts. There are even more resources at: <https://www.fns.usda.gov/tn/local-school-wellness-policy>.

Sincerely,

Your Friends at Team Nutrition

USDA's Team Nutrition supports Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. To find other supporting resources, visit <https://www.fns.usda.gov/tn>.

Sample Wellness Newsletter Format:

INDIANA HEALTHY SCHOOLS NEWSLETTER
SEPTEMBER 2020

ACTIVE TRANSPORTATION IN YOUR COMMUNITY SURVEY

The Indiana Department of Transportation (INDOT), the Indiana Department of Health, and Indiana Department of Natural Resources are gathering information about active transportation in Indiana. Together, they want to help local communities better understand how to collaborate with the INDOT and other local and state agencies.

The purpose of the survey is to identify the opportunities, challenges and technical assistance needs that communities have related to planning and implementing active transportation programs and projects. For the purposes of this survey, active transportation is defined as any self-propelled and human powered mode of transportation such as walking or bicycling (Centers for Disease Control and Prevention). Active transportation projects include infrastructure, such as sidewalks, bikeways, trails, and pedestrian crossings that connect everyday destinations like schools, worksites, parks, transit stops and shopping areas.

[Click here](#) for more information on active transportation and take the survey. It should only take you 10-15 minutes to complete.

PLAYWORKS FREE WORKBOOK

Re-opening schools this fall has been difficult to plan and to do so safely, especially here in Indiana. [The Playworks School Reopening Workbook](#) is a **FREE** resource and workbook aiming to bring a bit of ease to this transition.

This book offers guidance around how infusing play and playfulness into the process can help, and gives you practical tools to utilize in your school.

WALK AND BIKE TO SCHOOL DAY- COMING OCTOBER 2020!

Since 1997, communities nationwide have been coming together for [Walk to School Day](#). This year, the global COVID-19 pandemic means that traveling to school may be different than prior years. In some places, schools are open and students are able to walk and bike to school. In other places, the school trip might just be to the living room.

To allow participation across learning environments, families, neighborhoods and schools are all invited to register wherever they may be! [Walk to School Day activities might happen at home, around the neighborhood or at school](#). You don't have to celebrate on October 7th, participate any day in October that works best and is the safest for you!

2020 GREAT LAKES APPLE CRUNCH

Celebrate [National Farm to School Month](#) by collectively purchasing and crunching into locally and regionally grown apples at **NOON on Thursday, October 8th** for the **2020 Great Lakes Apple Crunch** event! Everyone is welcome to join! You are encouraged to share photos from your "crunch" on social media and help spread the word !!

WALK BIKE TO SCHOOL

GREAT LAKES GREAT APPLE CRUNCH

The sample pictured above is just one of many great ways to structure a monthly newsletter, featuring and linking to information on school events, resources, grant opportunities, and additional physical activity or nutrition information. Free online software can be used to create a newsletter that can be printed, sent out via email, or posted on the school website, making this an easy way for your school to share material and opportunities to your students, families, staff, and community.

Sample Wellness Council Invitation to Parents:

[Name of School District] invites parents to a meeting about the school wellness policy on [date] at [time] at [location]. Having healthy choices at school helps keep our children healthy and ready to learn. The school wellness policy helps our school create an action plan for nutrition and physical activity at school. Parents can share their opinions and help make sure the policy is meeting the needs of our students. [Name of school district]'s wellness policy is available at: [insert Website address].

Parents who are unable to attend the meeting can email comments about the wellness policy or nutrition and physical activity at their school to: [insert email address].

We hope you will join us!

Revisions to the Wellness Policy

Your triennial review is conducted with the Indiana Department of Education. However, the Indiana Department of Health's Division of Nutrition and Physical Activity offers free technical assistance and consultations on current wellness policies. This review process is conducted through WellSAT 3.0. The Wellness School Assessment Tool (WellSAT) is a quantitative assessment tool to help you score and improve your local school wellness policy to reflect federal law or best practices. Since 2010, this measure has been used by thousands of people across the country, representing school districts from every state. The WellSAT 3.0 is discussed further in Chapter 6, the evaluation chapter of this toolkit.

WellSAT: 3.0

Wellness School Assessment Tool

Guiding the Work of the School Wellness Council (SWC)

Written guidelines can clarify purpose, structure, and operational procedures to help reduce the potential for confusion among members of the SWC. Guidelines can also help ensure sustainability as the SWC membership evolves. Provide the bylaws to each member of the SWC and keep a copy on file with the school board. The following are suggestions for what to include in guidelines:

Name and Purpose of the SWC

The name is likely to be straightforward, simply incorporating the school corporation's name (e.g., Batesville Community School Wellness Council). The purpose statement should reflect the advisory nature of the SWC and the definition of school health.

Some SWCs have written statements of philosophy on Whole School, Whole Community, Whole Child (WSCC) programs. The philosophical statement should be presented to the school board and the superintendent for their approval. It offers the SWC a framework to refer to when making policy decisions. SWC members can ask themselves: Does this new policy fit into our philosophy of school health?

Sample Philosophy and Purpose: The primary function of a school is to provide students with the learning experience necessary for maximum intellectual development. The success of this process is limited by the child's emotional, social, and physical health. For this reason, the purpose of an SWC is to design the wellness policy, ensure implementation, and make changes when necessary.

Membership

The composition of the SWC should be defined in terms of the number of members, community sectors represented, and attendance expectations. The ideal number of members depends on the size of the corporation. It would be helpful to have representation from each school in the corporation. Members could be divided into subcommittees if there is an abundance of interest.

Meetings

Frequency, date, and location of meetings should be stated. Meeting notifications should be provided to the SWC, and meeting minutes should be distributed. Meetings should be effective, well organized, and goal directed, because the majority of the SWCs' work is often completed during meetings. Meetings should be held on a regular basis. Some SWCs meet in the schools to help members become more familiar with the school environment. Any responsibility for cost of meals and/or transportation should be made clear at the beginning of the year.

Committees

Committees could be formed to address certain issues or events, or each school could have its own committee. The name of any standing committee and a brief description of its function and membership should be included in the SWC guidelines.



Resources

U.S. Department of Agriculture

USDA website provides additional information on how to become a Team Nutrition School, final rule information, and model policy information.

<http://www.fns.usda.gov/tn/join-team-become-team-nutrition-school>

Centers for Disease Control and Prevention

CDC website provides information on implementing local school wellness policies for your districts.

<http://www.cdc.gov/healthyschools/npao/pdf/SchoolWellnessInAction.pdf>

Action for Healthy Kids

AFHK provides resources for revising a local wellness policy and a resource clearinghouse to assist with the creation of a healthy school environment.

<https://www.actionforhealthykids.org/revise-district-policy/>

Association for Supervision and Curriculum Development

ASCD provides additional information and resources regarding the Whole Child framework and its tenets.

<https://www.ascd.org/whole-child>

WellSAT 3.0:

The WellSAT is a quantitative assessment tool to help you score and improve your local school wellness policy. Since 2010, this measure has been used by thousands of people across the country, representing school districts from every state. All WellSAT items reflect the federal law or best practices. The purpose of scoring your district policy is to identify where it is strong and where it could be improved.

- <https://www.wellsat.org/default.aspx>

Chapter 2: Physical Activity

Being physically active is one of the most important steps to living a healthy life. By embracing a physically active lifestyle, children can build and maintain healthy bones and muscles, as well as reduce the risk of developing depression; anxiety; obesity; and chronic diseases, such as diabetes, cardiovascular disease, and cancer. Engaging children in physical activity can also reduce the frequency of behavior problems and increase energy levels while promoting physiological wellbeing.

Since children spend the majority of their time in the classroom setting, schools are an ideal location for helping youth build healthy habits and embrace active lifestyles. Schools have the ability to create environments that are supportive of physical activity by implementing policies and practices. By utilizing this toolkit, schools can provide a more well-rounded physical activity experience and help students adopt lifelong, healthy lifestyle habits.



This Chapter Includes:

- Importance of Physical Activity for Indiana Youth
- Comprehensive School Physical Activity Program
- How to Get School Leaders on Board with Physical Activity
- Physical Activity During School
- Classroom-Based Physical Activity
- Before and After School

Physical Activity for Youth

Why Should Schools Provide Physical Activity Programs?

- Children who are physically active receive physical and mental health benefits.
- Comprehensive school-based physical activity programs can help children meet most of their physical activity needs by encouraging physical activity in a multitude of settings and in a variety of ways.
- School-based physical activity programs benefit communities as well as students and schools.

How Much Physical Activity Do Children Need?

- Children and adolescents should accumulate at least 60 minutes of physical activity per day.
- Activities should be age-appropriate, be enjoyable, and include a variety of choices.
- 60 minutes of activity should be comprised of:
 - Aerobic exercises
 - Examples include: bike riding; walking; running; dancing; and playing active games like tag, soccer, and basketball.
 - Muscle-strengthening exercises
 - Examples include: gymnastics, climbing, push-ups, pull-ups, sit-ups, or weightlifting exercises.
 - Bone-strengthening exercises
 - Examples include: hopping, skipping, jumping, running, and a variety of sports.

How physically active are Indiana's youth?:

Indiana high school students reported the following in the 2021 Youth Risk Behavior Survey (YRBS):

- Only 19.2% of students were physically active for the recommended 60 minutes per day or more for all 7 days before the survey.
 - Only 24.8% of students reported attending physical education classes on all 5 days in an average school week.
 - 78.6% of students reported having 3 or more hours per day of screen time on an average school day (not counting time spent on schoolwork).
-



What Can Be Done: Comprehensive School Physical Activity Program

By adopting a Comprehensive School Physical Activity Program (CSPAP), schools can develop and implement a strong multicomponent approach to encourage physical activity in the school system. This type of approach creates an alliance across multiple departments, all of which have an impact on the student. The components involved include: Physical Education, Physical Activity Before and After School, Physical Activity During School, Staff Involvement, and Family and Community Engagement.

Schools play a vital role in ensuring children and adolescents get the nationally recommended 60 minutes of physical activity each day. Through the Whole School, Whole Community, Whole Child (WSCC) model, schools can provide many opportunities for students to be physically active. The WSCC model includes physical education and physical activity, and the CSPAP is a framework for planning and organizing activities in this component. A CSPAP reflects strong coordination and synergy across all the components: physical education as the foundation; physical activity before, during, and after school; staff involvement; and family and community engagement.

The CDC, in collaboration with SHAPE America, developed a step-by-step guide for schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs.

The goals of a CSPAP are:

- To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day
- To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education

CSPAP: https://www.cdc.gov/healthyschools/professional_development/e-learning/CSPAP/index.html



Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

Seven Steps to Develop a CSPAP:

1) Establish a team and designate a physical activity leader (PAL).

- A CSPAP should be developed and implemented by a committee that is invested in youth physical activity and the overall health of youth. The individuals who make up a CSPAP committee should be identified by the lead physical education teacher or a group of physical education teachers and school administrators.

2) Conduct a needs assessment

- Identify existing physical activity policies, programs, and practices in your school. For example, the School Health Index (SHI): Self-Assessment & Planning Guide (www.cdc.gov/healthyyouth/shi/index.htm) is an assessment and planning tool that can be used to examine current physical activity opportunities and the environmental supports for activity in your school. The SHI will enable the CSPAP committee to establish a baseline and plan for gradual improvements over time.

3) Create a vision, goals, and objectives

- After reviewing the strengths and weaknesses of existing CSPAP policies, practices, and activities in your school (through the assessment process), the next step is to create a vision and set goals and objectives for the development, implementation, and evaluation of the CSPAP.

4) Identify intended outcomes

- A program outcome can be described as the state of the social, emotional, physical, or mental conditions of the target population that a program is expected to have changed. Program outcomes or specific changes are direct results of program implementation. Outcomes can include changes in knowledge, attitudes, skills, behaviors, status, or level of functioning.

5) Develop your CSPAP plan

- Once the PAL and CSPAP committee have completed and interpreted the assessment results (Step Two), developed a vision of what your CSPAP will look like, identified goals and objectives (Step Three), and determined the desired outcomes (Step Four), it is time to identify and plan the activities for the CSPAP. The needs assessment results, which highlight current needs, strengths, and weaknesses, should strongly inform CSPAP activities.

6) Implement the CSPAP

- The implementation plan is a straightforward document that outlines exactly what will be done, by whom, when, and how. The plan serves as a checklist for the committee as you plan meetings and report progress. The implementation plan must align with the CSPAP goals and objectives. The implementation plan will outline tasks, resources, and responsibilities necessary to achieve the established priorities.

7) Evaluate

- Program evaluation is defined as the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development. Program evaluation can be used to: describe, understand, and plan programs; document what has happened in programs; and improve programs.

How to Get School Leaders on Board with Physical Activity

1) Address the social-emotional benefits:

- Physical activity is known to help alleviate stress, improve cognitive function, and even make kids feel happier. Physical activity is a self-regulation technique that can be done with little to no equipment.

2) Additional space for physical environment isn't needed:

- Physical activity can happen in place with activities such as jumping jacks, incorporating the use of hallways, or even a walk around the perimeter of the school building. Movement can be used as a reward, even for older students.

3) Lifelong habits start at school:

- Physical activity at school can promote lifelong physical fitness. Physical activity is a common denominator for health. Schools are in a position to discuss the importance; provide opportunities for physical activity engagement; and allocate resources for movement before, during, and after school.

4) Confidence booster:

- Provide a range of opportunities for physical activity to promote body confidence, positive self-talk, and familiarity with one's strengths and preferences for physical activity.

5) Brain health:

- Movement serves a crucial role in protecting brain function and memory. Physical activity helps with not just cognitive function, but also executive function. Physical activity can improve stress hormone levels and blood flow to the brain, which can result in a better mood and a more effective learning experience among students.

6) Opportunity for family engagement:

- Schools are settings that also have a role in family engagement. Create opportunities for families to play together, like a relay race, which teaches boundary setting, problem solving, trust, and teamwork--all of which are critical for character development.



7) Developmental milestone:

- Skills for fine motor and gross motor control are not taught in a book. Mastering these skills is important for a child's growth and independence. The ability to control their legs and arms is equivalent to being able to control their fingers. Gross motor skills are broken up into three categories: locomotor, non-locomotor, and manipulative. Developing these expertise areas means a child can do more complex movements in adulthood.

8) Not a budget buster:

- Physical activity doesn't have to be expensive. It can be as simple as body-weight exercises or taking advantage of everyday opportunities such as tidying up the classroom or playing a YouTube video to dance along with. Encourage physical activity at home by using free resources from the CDC to make the classroom an active environment.

9) Unique opportunity for learning:

- Schools who implement a CSPAP can help children meet most of their physical activity needs by encouraging movement in a multitude of settings and in a variety of ways. These programs benefit communities as well as students and schools. What is unique about offering these programs to students is that any teacher or staff member can educate and promote living a healthy lifestyle, not just the PE teacher.

10) Physical health:

- According to the CDC, one in three Hoosier children ages 10-17 is overweight or obese (33.9%). A comprehensive approach means addressing nutrition and physical activity in schools and involving parents, caregivers, and other community members (e.g., pediatricians, after-school program providers). This kind of approach aims to support the health and wellbeing of all students. It does not single out students according to their weight status or body size. To avoid embarrassing or shaming students, schools should not emphasize physical appearances or reinforce negative stereotypes about obesity.



Activity During School

Physical Education

Implementing a quality physical education curriculum is one avenue for increasing physical activity levels among students and teaching them the skills they will need for lifetime health. Standards developed by professional organizations continue to call for programs emphasizing lifelong fitness rather than just team sports. One common goal of physical educators is to devote at least half of the class time to moderate and vigorous physical activity.

National Association of Sport and Physical Education (NASPE, 2013) standards:

- 150 minutes per week of physical education in elementary schools
- 225 minutes per week in middle and high schools

Benefits of Quality Physical Education:

- Gives students the knowledge and skills to participate in a lifetime of physical activity.
- Teaches skill development, which is needed for safe, successful, and satisfying participation in physical activities.
- Provides a wide range of developmentally appropriate activities.
- Supports other subject areas by reinforcing knowledge through physical application of math, science, and social study content areas.
- Facilitates development of self-discipline and student responsibility toward health.
- Influences moral development through leadership roles and cooperation with others.
- Provides a foundation for helping children socialize successfully and the opportunity to learn positive people skills.
- Instills a stronger sense of self-worth, confidence, and independence in children.
- Gives children the opportunity to set and reach goals.

Components of a Quality Physical Education Program:

- Elementary school (K-5): Course focuses on fundamental motor skills as the foundation for movement capability.
- Middle school (grades 6-8): Classes concentrate on the application of foundational skills and improving the balance of activities to retain interest of all students. Activities should include dance, fitness activities and both individual and team activities.
- High school (grades 9-12): Focus is on fitness and wellness, lifetime activities and personal choice.
- Classes should be appropriate for physical, cognitive, and social needs of all students.

How to Implement an Effective Physical Education Program:

- Curriculum is taught by licensed physical education teachers.
- Uses materials that are appropriate for the age and skill level of the students.
- Uses activities that keep students active for most of the class time (more than 50% of class time).
- Meets the needs of all students and disabilities.
- Is an enjoyable experience for all students.

Indiana Testimonial:

"The physical education program at Pike High School has spent the last 6 years having the Indy Yoga Movement come to teach yoga to our girls P.E. and Advanced Physical Conditioning classes. For many of our students, this is the first time they had ever participated in a formal yoga class. This helps to broaden their awareness to the different ways that you can exercise. They know that every Friday is yoga Friday and a chance for them to relax and be mindful in their practice. The yoga program is funded through a grant. Students have said they were able to relax more, not be as stressed out, and found ways to cope all through doing yoga."

- Kurt Benjamin, Assistant Principal, Pike High School

Do you want to see how your school's PE program compares to national standards?

The Physical Education Curriculum Analysis Tool (PECAT) is a self-assessment and planning guide intended to help schools and districts conduct clear, complete, and consistent analyses of physical education curricula, based on the national standards. This tool is available both in print and online. The online version guides you through the steps, allows you to save your work and calculates the scores. The PECAT also provides you with printable scorecards you can share with your team, administrators, parents, and others.

<https://www.cdc.gov/healthyschools/pecat/index.htm>

Resources

SPARK (Sport, Physical Activity Recreation for Kids) PE

SPARK is dedicated to creating, implementing, and evaluating research-based programs that promote lifelong wellness. SPARK strives to improve the health of children and adolescents by disseminating evidence-based physical activity and nutrition programs that provide curriculum, staff development, follow-up support, and equipment to teachers of pre-K through 12th grade students.

<https://sparkpe.org/>

CATCH (Coordinated Approach to Child Health) PE

CATCH PE is a developmentally appropriate physical education program that is designed to increase motivation and participation in physical education while minimizing elimination games in grades K-8. CATCH PE reinforces movement skills, sports involvement, physical fitness, social development, skill competency, and cognitive understanding about the importance of lifelong physical activity.

<https://catchinfo.org/modules/physical-education/>

Online Physical Education Network (OPEN)

OPEN has one mission: to improve the effectiveness of physical education for every child. OPEN provides rigorous, outcomes-based curriculum tools to every physical education teacher nationwide. OPEN is a backward design curriculum project that targets SHAPE America's National Standards & Grade-Level Outcomes. OPEN resources are free. It provides health educators with the most up-to-date resources, modules, curriculum, and instructional tools for before-, during-, and after-school settings.

- [Tools for Teaching Physical Education for K-12 Module](#)
- [Tools for Active Classrooms for K-5 Module](#)
- [Tools for Active Home Physical Activity Module](#)
- [Tools for After School Physical Activity Module](#)
- [Tools for Making Recess Matter for K-5 Module](#)

Sample Physical Activity Implementation Timeline

Instead of trying to incorporate all degrees of physical activity changes at once, consider phasing the changes in, little by little, as seen below.

Physical Activity

First Year

Students are required to participate in physical activity daily.

Students should be provided recess, if applicable, every day that should not be taken away as punishment.

Classroom teachers will be encouraged to incorporate physical activity during class time in the form of short physical activities.

2-3 Years

An average of at least 15 minutes of physical activity is required each day.

A 20-minute recess, if applicable, will be provided each day, preferably outdoors, and cannot be taken away as punishment.

Classroom teachers will be given the tools needed to incorporate physical activity during class time.

5 Years

Thirty minutes of daily physical activity on average is required in the form of PE, recess, before-/after-school activities, and classroom-based physical activity.

Classroom teachers will be required to incorporate physical activity during class time.

Physical Education

First Year

An effort shall be made to make at least half of the PE class time include moderate to vigorous physical activity.

2-3 Years

Each PE class will include half of the time as moderate to vigorous physical activity. Schools will provide voluntary professional development and training sessions on making PE class time more physically active.

5 Years

Thirty minutes of daily physical activity on average is required, in the form of PE, recess, before-/after-school activities and classroom-based physical activity.

Each PE class will be required to include half of the time as moderate to vigorous physical activity.

Schools will provide regular professional development and training sessions on making the PE class more active.

Active Recess

Recess is a great time to encourage children to be physically active. Active recess is a unique approach to providing more opportunities for physical activity by using a wide variety of fun, engaging methods. These games and activities are typically implemented by supervisors, aides, or other teachers. Active recess promotes game instruction and encouragement, class inclusion, and improved behavior and attention in the classroom.

“Recess is at the heart of a vigorous debate over the role of schools in promoting the optimal development of the whole child. A growing trend toward reallocating time in school to accentuate the more academic subjects has put this important facet of a child’s school day at risk. Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it. Recess is unique from, and a complement to, physical education—not a substitute for it.”

-(American Academy of Pediatrics, 2013, reaffirmed).

Ideal recess breaks can include:

- Ensuring there are enough staff to properly supervise the recess grounds.
- Developing a protocol for conflict resolution during recess. Teaching conflict resolution in the classroom and implementing it on the recess grounds with recess staff acting as moderators helps children build the behavior.
- Ensuring the amount of equipment (balls, jump ropes, etc.) matches demand.
- Encouraging purposeful activity by providing as many options to children as possible.
- Asking parents/guardians or staff to lead small-sided games or lead students in a walking program.
- Encouraging walking and physical activity by providing pedometers and having a challenge.

Indiana Testimonial:

"We increased the amount of recess time that all students were required to have and we also took the stance that no student should ever have recess eliminated or taken away from them for any disciplinary reason, like forgot to turn in your homework, because we believe physical activity is an integral part for students to have each and every single day. We quickly learned that creating just that time and space for activity didn't automatically equate to the students actually playing. It's clear that when we provide the opportunities and structures for our students to engage in, they actually engage, they play, and it benefits their learning, their health, and, overall, the climate and culture of the school"

- Ryan Russel, Associate Superintendent K-12, MSD Warren Township

Indoor Active Recess

Students need physical activity every day, even when there is snow, rain, or cold weather. Educators can help children increase their daily physical activity minutes regardless of the weather conditions. A few resources include: Action for Healthy Kids, Playworks Playbook, or the CDC Strategies for Indoor Active Recess.

Examples of Indoor Recess Activities:

- Create classroom indoor recess carts that include mobile materials such as: jump ropes, soft balls, manipulatives, movement dice, and yoga mats and cards so teachers have easy access to equipment.
- Recruit older student leaders to lead indoor recess activities. Student leaders can serve as great role models for their peers and younger students to be physically active.
- Organize a year-round walking club. Walking is an activity that is easy and accessible to most students, staff, and parents. Host an extra walking club day during indoor recess around the building perimeter for students to track more steps.
- Playworks, an organization that focuses on helping kids stay active and build valuable social-emotional skills, has indoor recess resources that can be utilized in small spaces and during inclement weather.
 - Indoor Recess: https://www.playworks.org/resource_tag/indoor-recess/

Resources

Action for Healthy Kids

Ways to improve and promote active recess within your school

<https://www.actionforhealthykids.org/activity/active-outdoor-recess/#:~:text=Recess%20provides%20students%20with%20time,disruptive%20behavior%20in%20the%20classroom>

Centers for Disease Control and Prevention

Evidence-based strategies for planning and providing recess in schools to increase physical activity participation and improve academics

<https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>

Centers for Disease Control and Prevention

Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice

https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_SchoolRecess_planning_508tagged.pdf

American Academy of Pediatrics

The American Academy of Pediatrics journal on the crucial role of offering recess daily in schools

<https://publications.aap.org/pediatrics/article/131/1/183/30893/The-Crucial-Role-of-Recess-in-School?autologincheck=redirected>

Centers for Disease Control and Prevention and SHAPE America

Guidance documents that provide schools with 19 evidence-based strategies for recess, as well as a planning guide and template to help develop a written recess plan that integrates these strategies.

https://www.shapeamerica.org/standards/guidelines/strategies_for_recess_in_schools.aspx?hkey=5a588845-900b-40e7-89bc-290557cf0c20

Recess Before Lunch

Many schools across the nation, including many in Indiana, have decided to have recess before lunch. Schools often find this policy change requires careful planning and efficient communication, as well as a strong commitment from school administrators, educators, and food service staff to be successful. While some schools do this for scheduling purposes, there are also health and wellness benefits. Kids tend to eat a better lunch if they've already had their time on the playground, leading to less waste, better behavior, and better performance in the classroom.

Benefits of Recess Before Lunch:

- Students waste less food and consume more food and nutrients.
- There is better behavior on the playground, in the cafeteria, and in the classroom.
- Lunch is eaten at a more leisurely pace because the cafeteria atmosphere is more relaxed.
- Students are more ready to learn upon returning to the classroom immediately after lunch, as opposed to recess, so less instructional time is lost.

Tips for Implementing Recess Before Lunch

Suggestions to help overcome the obstacles of resistance include:

- Plan ahead. Educate administrators, parents/guardians, and community members on the benefits in order to obtain buy-in and support from school staff.
- Involve students, parents/guardians, and school staff in planning, especially when it comes to deciding the games and activities.
- Start with a limited pilot program or trial period—monitor and adjust as needed.
- Be prepared to address logistical challenges before implementing Recess Before Lunch. Have a plan to address: hand washing; scheduling of lunch times and eating spaces; supervision issues; cafeteria, playground, and hallway flow patterns; teachers retrieving bagged lunches to have them ready after recess; and paying lunch money.

Making the Change

- Realize that change takes time and effort. The first attempt may not work as planned.
- Develop procedures and routines for hand washing and supervision.
- Develop procedures and routines to retrieve bagged lunches and lunch money either before or after recess.
- Practice your new procedures so everyone knows what to do and when.
- Ensure adequate time (20 minutes) for students to eat.
- Anticipate some resistance from school faculty, staff, parents/guardians, students, and the community.
- Be committed, especially through the trial period, and stick with it.

Resources

Journal of Child Nutrition & Management

A Publication of the School Nutrition Association: The Relationship of Meal and Recess Schedules to Plate Waste in Elementary Schools

<http://docs.schoolnutrition.org/newsroom/jcnm/04fall/bergman/bergman1.asp>

Peaceful Playgrounds

Recess Before Lunch State Policy or Recommendations

<https://peacefulplaygrounds.com/resources-2/recess-lunch-state-requirements/>

Peaceful Playground PowerPoint Guide includes policies, program examples, and benefits of offering students physical activities before lunch

<http://www.peacefulplaygrounds.com/pdf/recessbeforelunchslides.pdf>

This fact sheet addresses concerns and solutions for implementing recess before lunch

<https://www.peacefulplaygrounds.com/download/lunch/benefits-recess-before-lunch-facts.pdf>

Classroom-Based Physical Activity

Opportunities for physical activity should not be limited to the school's gymnasium. Classroom activity breaks activate the brain, improve behavior, and leave students more focused and ready to return to their academic activities. Classroom teachers should consider incorporating short physical activities into their lessons. Classroom energizers can be used as an opportunity to move or can link lesson content to the movement. The classroom layout can also be altered to add equipment that promotes physical activity while students learn, such as standing at their desk, using stability balls to sit on, or having "walk and talk" school assignments or discussions.

What Can Teachers Do?

- Encourage physical activity by joining students on the playground or in the gym.
- Talk about physical activities you like to do outside of school.
- Send home activity ideas that families can do together.
- Do not use or take away physical activity as a form of punishment.
- Use opportunities for physical activity as a reward.
- Take short physical activity breaks in between classroom lessons.
- Incorporate more active time during physical education class.
- Educate students about the benefits of lifelong physical activity.
- Incorporate age-appropriate opportunities for physical activity into core subject matter courses such as nature walks for science class and jumping activities for math class.
- Design a classroom that encourages more physical activity.

Indiana Testimonial:

"Fort Wayne Community Schools has been able to successfully introduce a read and ride program into some of our elementary schools. For this program the elementary schools have under-the-desk bicycles in their media centers. While they are in the media center students can take turns utilizing the bicycles while they read. This helps to increase the students' ability to comprehend what they are reading while allowing for some physical activity. This has helped some students to increase their reading levels and find that reading can be enjoyable. The read and ride program has been utilized as a fun competition between students and classrooms. Teachers keep track of the student's progress and record the total miles covered by the students or class. Overall, this program has helped our students to increase their physical activity, reading levels, and comprehension."

- Gina Dundon, Fort Wayne Community School Corporation's Wellness Coordinator

(FWCSC received funding from the Indiana Department of Health, Division of Nutrition and Physical Activity's Healthy Schools Grant.)

Benefits of Using Energizers and Brain Breaks:

- Invigorates students who have been sitting for long periods in a classroom by providing an “attention reset” that refreshes their concentration and on-task behaviors.
- Increases daily in-school physical activity levels among children.
- Reinforces students’ healthy behaviors and promotes the importance of a healthy lifestyle.
- Provides students with the opportunity to accumulate the 60+ minutes of daily physical activity they need.



Indiana Testimonial:

"Indiana Department of Health,

First, when my class does GoNoodle, we get so energized. One time our class had to stay inside for recess all week, so we used GoNoodle to help get our wiggles out. Second, not everyone participates in GoNoodle, but we still have fun with those who do play. Last, we also like to do (GoNoodle) after or during an assignment and not just have to sit all the time. This is why me and my classmates loving doing GoNoodle and getting our wiggles out."

-Third Grade Student, Creekside Elementary School, Franklin Community School Corporation, Franklin, IN

Tips for inclusion and implementing classroom energizers:

- Classroom activity breaks don't necessarily have to be a break from learning. Integrate physical activity into academic concepts when possible.
- While moving with students, reiterate these points to emphasize the importance of daily physical activity:
 - Kids should get at least 60 minutes of physical activity daily.
 - Being physically active helps students learn better and do well at school.
 - Kids should spend no more than 2 hours each day in front of a screen. This includes watching TV, playing video games, using cell phones, or having computer time.
- Variations in body parts used, speed of movement, and number of repetitions should be adjusted for mobility limitations or low-fitness students.
- Efforts should be made to provide students with disabilities choices about activities and stories that reflect their interests and needs.

Resources

Strategies for Classroom Activity in Schools:

This CDC document describes 10 evidence-based strategies for promoting and planning for classroom physical activity.

https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_Strategies-for-CPA_508tagged.pdf

Playworks SEL Game Guide:

This game guide will teach kids social and emotional skills to practice in a classroom, gym, or outside. The skills chosen were developed by well-known SEL frameworks and the on-the-ground impact seen across schools around the country.

<https://www.playworks.org/resources/get-the-sel-game-guide/sel-game-guide-download/>

Making the Connection: Social Emotional Learning and Physical Activity:

Outlines how school-based physical activity provides opportunities to develop social-emotional skills

<https://www.actionforhealthykids.org/wp-content/uploads/2022/02/Making-the-Connection-SEL-and-Physical-Activity-FINAL.pdf>

Ideas For 10-Minute Activities:

- Simon Says
 - Have a master list of movements that students can choose to do in place. The students can take turns following the leader with their desired activity.
- Practice beginner's pilates
 - Little moves like the "angel wings" or "leg circles" are simple ways to get the blood flowing.
- Yoga and mindfulness
 - These can be taught and incorporated in every grade level and for every age--even the teacher can participate! Pull up GoNoodle or Cosmic Kids Yoga, or simply make one of your classroom corners a "classroom calm corner" to have kids take a moment to breathe, relax, and refocus before jumping into the next lesson of the day!
- Invisible sports
 - Kids can move in place and show off their best free throw, kayak in place, or climb a mountain together!
- Spy Kids
 - Throw on some Mission Impossible music and create a toilet paper obstacle course around the classroom! Middle and high schoolers will get a kick out turning this into a trivia relay race!
- Squeaky Clean
 - You know what's a great workout? Deep cleaning! Enlist your students to help with a classroom clean out! This means wiping out cabinets, getting under desks, and maybe even washing down windows!
- Take the stairs:
 - This doesn't have to be a race. Even having students walk up and down a set of stairs a few times will surely get their hearts racing.

- Musical chairs
 - Playing a game of musical chairs is a great way to offer movement plus sound and music, which can even further promote enhanced cognitive function. Split the children into two to three groups to play. Once a child is "out" of the game, they can stand on the side and continue to watch while tapping their feet to the beat of the music.
- Movement mazes
 - Movement mazes are great for kids at home to design and create, can serve as artistic outlets, and more importantly, can provide great opportunities for physical activity and brain breaks.
- Classroom charades
 - This version of charades helps students get up and moving while putting a fun twist on the classic game. The teacher calls out various acts in different sports and activities such as swinging a golf club, batting a baseball, and serving a tennis ball. As each is called out, the students act them out as if they were participating in that sport or activity.



Brain Energizer Tips

- Elementary and Intermediate Levels:
 - Short, three- to five-minute lessons incorporating learning and physical activity with no extra equipment needed
 - Short, age-appropriate activities integrated into the classroom called Energizers. Examples are
 - Sitting on exercise balls at their desks
 - Starting the day with a dance party
 - Creating a hallway obstacle course to complement a lesson plan
 - Encouraging functional fitness such as running in place before a quiz
 - Implementing a "yoga pose of the day" after lunch

<https://www.healthiergeneration.org/take-action/schools/wellness-topics/physical-activity/classroom-physical-activity>

- Middle and Secondary Levels:
 - Start slowly and have patience, but be persistent about encouraging movement in class
 - Ask for student input on what they would like to do for physical activity (PA) breaks
 - Ask students to lead classroom PA breaks
 - Use appropriate music that appeals to teens to encourage movement
 - Create voluntary PA programs during lunch periods with games like Dance Dance Revolution or Wii Fit
 - Integrate movement into your class content and subject areas

Brain Breaks for Testing

Testing can be an especially difficult time for staying focused when students sit for long periods of time.

Alliance for a Healthier Generation has compiled physical activity break ideas for use in the classroom.

<https://www.healthiergeneration.org/campaigns/active-students-active-minds>

Preventing Physical Activity as Punishment

To successfully build healthy lifestyle habits and become active adults, children and adolescents need to encounter positive physical activity experiences. Students should enjoy physical activity, which is why it should not be used as means of punishment.

Examples of Inappropriate Use of Physical Activity:

- Withholding physical education class or recess time for students to complete unfinished schoolwork or as a consequence for misbehavior.
- Forcing students to run laps or perform push-ups because of behavioral infractions (e.g., tardiness, talking, and other disruptive behavior).
- Sitting a student out of physical education class because they don't have the appropriate attire (SHAPE America, 2021).
- Teachers can create positive learning environments without using physical activity as punishment. At times, it is appropriate to remove a student briefly to stop an undesirable behavior. Teachers should devote that time to allowing the child a moment to cool down for a short period of time, reflect upon his or her actions, and communicate with his or her teacher.

How to Shift Away from Using Physical Activity as Punishment:

- Educate school administrators, teachers, and parents to ensure they understand the importance of recess and physical education and how it impacts learning.
- Host a staff professional development on effective classroom management techniques. The less behavioral issues, the less withholding of recess and PE that will occur.
- Ask staff to sign a pledge stating they will not withhold recess and physical education as punishment.
- Work with the school counselor or social worker to develop effective consequences for students. Develop a list of behaviors and appropriate, corresponding consequences that aim to improve student behavior and self-discipline.
- Reinforce positive behavior through non-food rewards, recognition, or an incentive program to encourage good behavior from students.
- Develop an accountability system. Who can parents and students tell if they are withheld from physical activity? How can staff be held accountable?

Shared Use

School districts and municipal organizations increasingly see shared use agreements as one of the most promising strategies to create opportunities for physical activity within a neighborhood or community. Shared use makes use of playgrounds, fields, and gymnasiums that would otherwise not be open after hours for basketball games, Zumba, yoga classes, or other types of activity. It allows for a more efficient use of public space and money and is an inexpensive strategy against childhood obesity, particularly in low-income communities. Simply, an agreement could allow for playgrounds to be unlocked after school hours for the neighborhood to access play equipment, tracks, and soccer fields. More formally, shared use agreements could be agreements between school districts and cities to provide facilities for sports or rec leagues and swimming pools for recreational use.

The IDOH, partnering with the YMCA Top 10 Coalition, helped to create the Indiana Shared Use Toolkit. This document provides information on the law that limits schools' liability, makes the case, and provides advice and success stories. You can find the toolkit at <http://top10in.org/shared-use-toolkit/>

For tips and tools on shared use, access the Safe Routes Partnership site here: <https://www.saferoutespartnership.org/>

Indiana Example

Policy Language: Students, parents/guardians, or other community members will have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.

- Indianapolis Public Schools

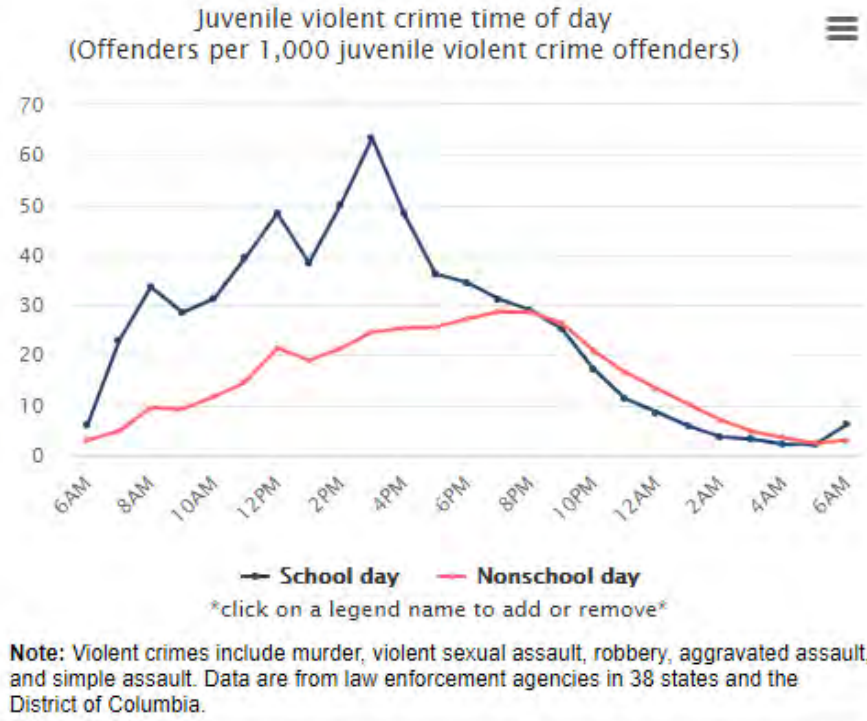
Speedway Schools have a formal agreement with the Speedway Parks Department in which the schools host various programs for community members. However, they also open their high school to the community during the winter months. Early morning walkers can enjoy music while walking for up to an hour prior to the start of school. To overcome any liability issues this may cause, the legal department created signs warning walkers that they participate at their own risk. This is a great example of how a school district can allow members of the community to utilize school facilities as a means for increased physical activity.



Before and After School

Both before and after school are ideal times to help students fulfill the recommended 60+ minutes of physical activity per day. The hours leading up to the start of the school day are an opportune time to get kids moving. After a bout of physical activity, students come to class more enthusiastic, attentive, and ready to learn. The hours immediately after school can also provide opportunities for students to be physically active. Oftentimes, students who have been sitting in classrooms for most of the day are eager to engage in physical activity, when given the opportunity.

The image below shows that the rate of juvenile violent crime peaks during after-school hours around 3 p.m. After-school programs, which continue teen supervision by trusted adults during hours when teens might otherwise go unsupervised, have been found to successfully reduce juvenile crime. After-school programs that offer opportunities for active learning, provide preplanned and coordinated activities, and help teens develop social skills have the additional benefit of improving teens' academic success, behavior, and overall wellbeing.



Source: <https://www.ojdp.gov/ojstatbb/offenders/qa03301.asp>

Some Indiana schools and organizations are taking advantage of before- and after-school time to get their students moving. Examples include:

- Get On Board Active Living (G.O.A.L.), which provides guidance on creating health goals, interactive nutrition education, physical education, and physical activity demonstrations for K-6
- Boys & Girls Clubs
- Monroe County School Corporation, which has Run Clubs
- Kids Dance Outreach, which offers dance classes for K-12 with adaptive dance
- Charles Black Community Center, which offers Family Passport to Play, South Bend Swim Club, and youth basketball
- Fitness classes (yoga, Pilates, cycling, dance, and more)

Opportunities for Before- or After-School Activities Include:

- Walking laps in the gymnasium or school hallways
- Instructor-led group movement activities
- Walking and bicycling to school
- Free play in the school gymnasium or on the playground



Keys to Success for Before- and After-School Programs:

- Provide at least 30 minutes of physical activity during school hours.
- Out-of-school programs should aim for the full 60 minutes of activity.
- Activities should be fun, adaptable, and accessible for all students and instructors.
- Incorporate physical activity into enrichment and academic program content.
- Programs that have learning components provide short physical activity breaks in between lessons.

Indiana Testimonial:

"The college student leaders did an amazing job keeping things fun and interactive for students. The curriculum they used was amazing in the sense that it was not always "sit down and listen"; it was a good balance of both sitting and being up and active. All my students were so excited to go to Get On Board Active Living (GOAL) each week. I could tell the kids were learning new information because they were teaching it to me!"

- Cheryl Kilmark, After-school Program Coordinator, Get On Board Active Living (GOAL), Bloomington, IN

Clubs and Intramurals

After-school physical activities could include sports, clubs, self-directed activities, open gym, special events, or field trips. The program selected should meet the needs of students from all skill levels and physical abilities, including those with disabilities.

Intramural/Club Examples:

- Run/Hike/Walk Club
- Ultimate Frisbee
- Dance
- Flag Football
- Fitness Club
- Volleyball
- Softball/Baseball
- Martial Arts
- Soccer
- Basketball
- Biking Club
- Tennis
- Pickleball
- Yoga

Students of all ability levels can benefit from after-school clubs and intramurals, which differ from athletic programs. Often, intramural and club programs are less competitive, open to all students, and available year-round. Intramural activities, in addition to getting students familiar with sports, help students with instruction in motor skills. Forming clubs and intramurals based on student interest is key in helping programs work.

Indiana Testimonials:

"In 2018, the Bloomington Parks & Recreation Department received a grant to support the creation of "Yoga Club" at the Bancker Community Center Summer Camp in Bloomington, IN. Through this, all 150 weekly campers were able to participate in a 45-minute yoga class, once a week for six weeks. Throughout the duration of summer camp, campers became more and more comfortable with all aspects of yoga--the poses, breath work, overall calmness of the activity. The kids looked forward and were excited to go to the yoga club each week."

-Jess Klein, Health and Wellness Coordinator, City of Bloomington Parks and Recreation

"Tindley Summit Academy created the Reach Your PEAK Initiative. The initiative was designed to help our scholars reach their goals in fitness and nutrition. The components of the initiative were around creating a program to get kids physically active. The aspects included sports and offered after-school programs of basketball, soccer, cross country, and cheerleading. We also added yoga and physical activity challenges in our PE class during the school day. When we think about the impact of that, we saw a drastic reduction in referrals. We saw an increase in attendance. We also saw an increase in parent engagement and pride in our school. We also saw our scholars take more interest in their physical health."

-David McGuire, Principal, Tindley Summit Academy

"Our Unified Fitness Club (offered through Special Olympics Indiana) met one hour weekly. Our schedule was the first 15 minutes passing out pedometers and stretching. The next 30 minutes would be an activity. The activities we were able to do were yoga, basketball, relay races, and a scavenger hunt. We had our assistant principal, two special education teachers, and a few volunteers from the staff and community who joined at different times. I am amazed at the leadership development that transpired over the course of the school year with these kids. Little kids, big kids, ALL kids can do pretty big things. Unified Fitness made it a reality for our students at O.J. Neighbours Elementary this year."

-Emily Tracy, Principal, O.J. Neighbours Elementary School

Action Steps for Club/Intramural Creation:

- Survey students to find out what activities they would like to participate in outside of the school day.
- Establish a budget if funds are needed to reimburse staff or community organizations.
- Once activities and funds have been identified, establish what facilities and equipment will be utilized and what outside organizations might also be involved.
- Consider using MOUs with outside organizations to delegate roles and responsibilities.
- Review the district's policy for supervision of the activities and facility maintenance.
- Designate a leader to plan and supervise specific intramural programs.
- Survey staff as to their willingness to assist with this supervision. If using anyone besides school staff, include background checks into protocol.
- Develop or expand partnerships with community organizations to assist in planning and delivering before- and after-school programs that include physical activity.
- Set any limitations to participants (students, adults, age limits).
- Establish a schedule for activities and supervision that meets the adult-to-student ratio.
- Include creating registration and waiver documents.
- Consider transportation issues for students to come early or stay after school.
- Use district and community communication channels (websites, school news outlets, newsletters) to promote to family and community members.
- Celebrate success and reflect upon improvements made, or that could be made, with school programming.



Resources

For schools seeking additional or identifying funding sources to put toward wellness, here are a few considerations from state and local sources. Sometimes you will need to help the funder see the connection between your program and their priorities (academic success, healthy communities, lifelong health, prevention).

Funding from IDOE

These funds will need to be applied for at the district level. The corporation may have a process for applying for these larger grants (get administration approval, work with the grants representative). Some may require a needs assessment included in the application. Applications for these can be found on the IDOE website. Individual links are included below:

- Title 2 Part A: Funding to be put toward teacher quality and effectiveness. This can be used toward wellness trainings (e.g., getting school staff trained in CSPAP, Minds-in-Motion, or education neuroscience).
 - <https://www.in.gov/doi/grants/title-ii-part-a/>
- Title 4 Part A: The three focus areas of Title IV are intended to: (A) support a well-rounded education by incorporating advanced classes, fine arts, foreign languages, STEAM, and other innovative programming; (B) create safe and healthy schools through the utilization of social-emotional learning and healthy lifestyle habits; (C) effectively utilize technology through properly preparing staff as well as provide high-quality digital learning experiences for underserved students. Title IV funds are available to all traditional public-school districts and charter schools that receive Title I funding, as well as equitable services for nonpublic schools.
 - <https://www.in.gov/doi/grants/title-iv/>
 - Here is an example of fundable activities under this funding source:
https://www.in.gov/health/files/18_WSCC%20model%20infographic.pdf
- 21st CCLC: Intended for out of school time programming.
 - <https://www.in.gov/doi/grants/OST/>

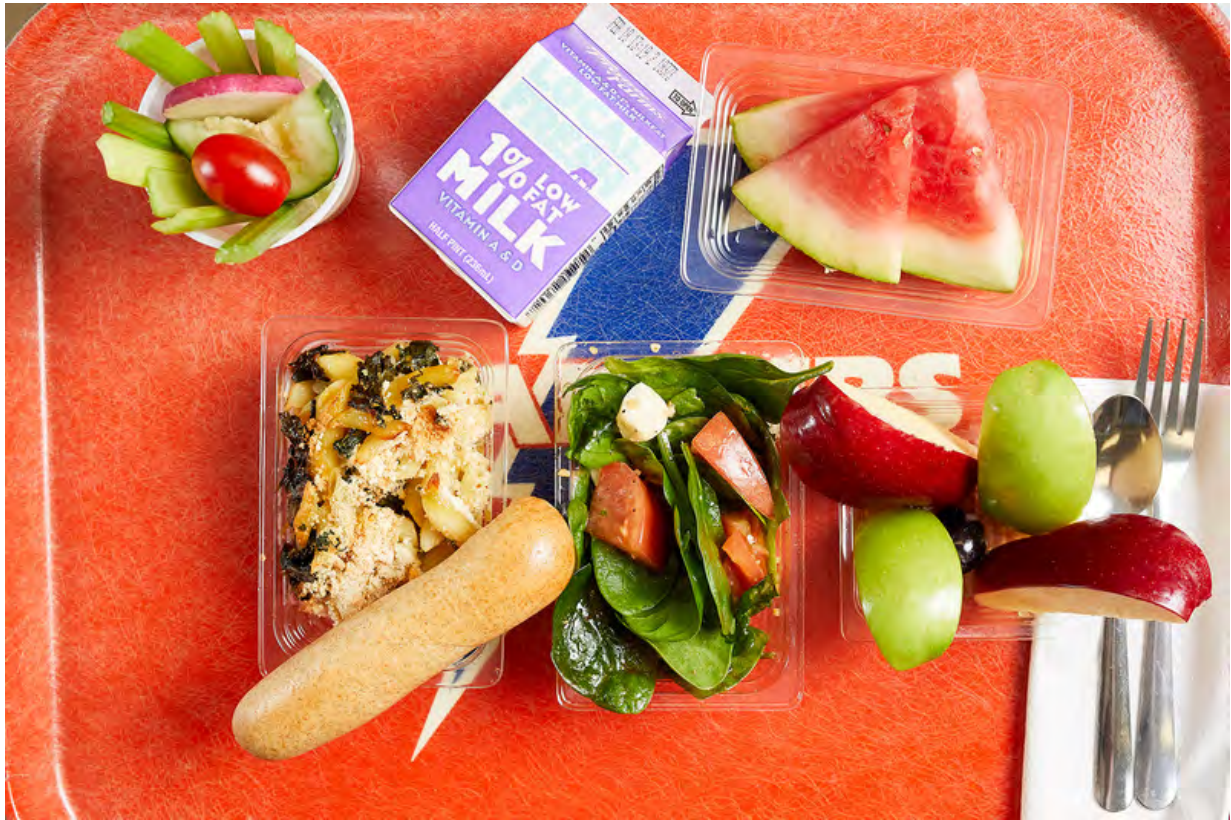
Local Potential Sources

For local funding, there may be an application to fill out, or you could write a letter requesting funding. Some funders may require a presentation or a final report of how the funds were used. Going to funders at the beginning of the year and at the end of the year could be beneficial (when their fiscal year starts over or when they may have remaining funds left over). If reaching out on behalf of the school, make sure your administration is aware, in case there is a specific protocol or approval needed for that:

- School's PTO
- School corporation's foundation
- Community foundation
- Local sponsorships through businesses (insurance agencies, lawyers, medical foundations, hospitals, private physicians)

Chapter 3: Nutrition

A healthy school nutrition environment provides students with nutritious and appealing foods and beverages, consistent and accurate messages about good nutrition, and ways to learn about and practice healthy eating.



School Lunch at Bartholomew Consolidated School Corporation - photograph by Grapevine Local

Most children attend school for at least six hours a day and consume as much as half of their daily calories at school. The school nutrition environment is an ideal location for helping youth make healthy food choices. The evidence-based practices in this chapter include: providing breakfast; access to healthy snacks before, during and after the school day; and access to safe drinking water and educational opportunities about healthy eating. Schools can use the Whole School, Whole Community, Whole Child (WSCC) model to create environments that help students make healthy choices.

This Chapter Includes:

- Importance of a Healthy Nutrition Environment
- Components of the School Nutrition Environment
- Promotion of Healthy Food
- Healthy Eating Learning Opportunities
- Farm to School
- Nutrition Education Curricula

Why Should Schools Provide a Healthy Nutrition Environment?

Research shows that students who participate in school meal programs consume more milk, fruits, and vegetables during mealtimes and have better intake of certain nutrients, such as calcium and fiber, than nonparticipants. Additionally, eating breakfast at school is associated with better attendance rates, fewer missed school days, and better test scores.

Healthy Eating in Childhood

Healthy eating in childhood and adolescence is important for proper growth and development and to prevent various health conditions. The 2020-2025 Dietary Guidelines for Americans recommend that people aged 2 or older follow a healthy eating pattern that includes the following:

- Choose a healthy eating pattern to achieve a healthy body weight and provide nutrient adequacy.
- To meet nutrient needs within calorie limits, choose a variety of nutrient-dense foods across and within all food groups in recommended amounts.
- Limit calories from added sugars and saturated fats, and reduce sodium intake.
- Choose nutrient-dense foods and beverages across and within all food groups in place of less healthy choices.
- Support healthy eating patterns for all.

These guidelines also recommend that individuals limit calories from solid fats and added sugars and reduce sodium intake. Unfortunately, most children and adolescents do not follow the recommendations set forth in the Dietary Guidelines for Americans.

How Healthy are Indiana's Youth Eating?

According to the 2021 Youth Risk Behavior Survey (YRBS), Indiana high school students reported the following about their dietary habits in the 7 days before taking the survey:

- 25.7% of students ate fruit or drank 100% fruit juice two or more times per day.
- 11.7% of students did not eat any vegetables.
- 18.6% of students drank a can of soda one or more times per day.

The school nutrition environment and services is part of the Whole School, Whole Community, and Whole Child (WSCC) model and can help shape lifelong healthy eating behaviors.



The Division of School and Community Nutrition Programs, within the Indiana Department of Education, is the administering state agency in Indiana for the Department of Agriculture's Child Nutrition Programs. Among other programs, these include: The National School Lunch Program, School Breakfast Program, Special Milk Program, Child and Adult Care Food Program, Summer Food Service Program, and Fresh Fruit and Vegetable Programs. The Indiana Department of Health serves as a supporting partner, connecting schools to resources and evidence-based programs that foster supportive health, nutrition, and physical activity environments.

Components of the School Nutrition Environment

School Meals

School meals are the breakfasts and lunches served through the National School Breakfast Program and School Lunch Program. These meals must meet federal nutrition standards set by the U.S. Department of Agriculture (USDA). These standards require a variety of fruits, vegetables, and whole grains; set limits on saturated fat and sodium; and set both minimum and maximum calorie levels. All students can participate in school meal programs, and some students are eligible to receive free or reduced-price meals. Children who participate in these programs consume more milk, fruits, vegetables, and nutrients. The consumption of breakfast at school is connected to high attendance and better test scores (CDC).

The CDC cites four ways to encourage students to participate in school meal programs:

1. Providing meals that are nutritious and appealing
2. Obtaining input from students and parents about items they would like to see served in the meals
3. Ensuring students have adequate time to eat their meals (10 minutes for breakfast and 20 minutes for lunch)
4. Preventing the overt identification of students who are eligible to receive free or reduced-price meals

Resources

USDA School Meals

Describes school meal programs and provides links to regulations, policy memos, and technical assistance.

<https://www.fns.usda.gov/school-meals/child-nutrition-programs>

Institute of Child Nutrition

Training, tools, and resources for school food service personnel.

<https://theicn.org/>

Alliance for a Healthier Generation

Explanation of the need for healthy nutrition environments and how they boost student achievement.

Alliance for a Healthier Generation links to all components of the healthy school nutrition environment.

<https://www.healthiergeneration.org/articles/healthy-school-meals-boost-student-achievement>

CDC Healthy Schools - School Meals

Discusses the importance of school nutrition, including resources and links to other organizations.

<https://www.cdc.gov/healthyschools/npao/schoolmeals.htm>

No Kid Hungry - School Breakfast Resources

Collection of resources with information and guidance on implementing breakfast best practices in schools.

<http://bestpractices.nokidhungry.org/programs/school-breakfast>

School Nutrition Association

Comprehensive inventory of school nutrition resources from the School Nutrition Association (SNA), a national, nonprofit professional organization working to advance the availability, quality, and acceptance of school nutrition programs as an integral part of education.

<https://schoolnutrition.org/learning-center/usda-and-icn-resources/>

Culturally Appropriate Lunches

In many schools throughout the United States, the lunch menu options--healthy and unhealthy--often represent what is commonly considered "normal" as an American, such as sandwiches, chicken nuggets, pizza, and raw fruits and vegetables. This presents challenges for students from different backgrounds who want to eat and enjoy their school meals. School lunch options don't always accommodate dietary restrictions of students who cannot eat pork, beef, meat, or dairy products. Additionally, healthy school lunches often lack cultural inclusion and do not reflect the diversity of meals students eat at home, which can make students think that their culture does not offer healthy food options. Students are more likely to eat school meals when foods meet students' taste and cultural preferences and are served in a supportive, comfortable, attractive, and social environment. Finding ways to incorporate healthy, authentic cultural dishes into school lunches may help make healthy eating easier for many students.

Tips for getting started:

- Identify a program manager: Having someone in charge of menu planning will help make sure school lunches are thoroughly planned and researched. Try finding a local partner to manage it, or manage it internally (assign it to a person or workgroup team).
- Gather recipes: Ask the community what they would like to see by issuing surveys to parents and children or asking verbally during school activities such as PTA meetings or parent-teacher conferences. Ask local community groups like nutrition advisory groups, food policy councils, and immigrant organizations if they have any suggestions, as well as the school food service staff.
- Make sure recipes are a good fit for school food: Ask yourself "Is it authentic? Is it cost effective? Is it logistically reasonable to make? Is it in line with dietary guidelines?"
- Introduce and promote recipes: Offer opportunities for students (and staff or families) to do a taste test, whether it is during regular school lunch or an after-school activity! Then conduct a simple evaluation to gain feedback and determine if the recipe should be introduced to the school menu.

Examples of Cultural Dishes to Incorporate:

| <u>Recipe Name</u> | <u>Description</u> | <u>Origin of Recipe</u> |
|---------------------------|--|--------------------------------|
| Chap Chae | Cellophane noodles with meat and vegetables | Korea |
| Pastitsio | Pasta baked with ground beef in bechamel sauce | Greece |
| Chicken Taro | Chicken served with taro leaves and coconut milk | Polynesia |
| Goi Go Pho | Chicken and cabbage salad | Vietnam |
| Kotlety | Soup with roast beef and rice sticks | Vietnam |
| Pozcharsky | Baked ground beef mixed with bread | Russia |
| Fajitas | Chicken with grilled peppers and onions | Mexico |
| Celeriac & Apple Salad | Cooked celeriac salad | Germany |
| Pear Salad | Vegetable salad with pear | Korea |
| Tex-Mex Rice | Rice with tomatoes, peas, and onions | Mexico |
| Polenta | Jellied cooked corn meal | Italy |
| Mustard Soup | Soup flavored with mustard and served with lettuce | Ireland |
| Frijoles Refritos | Refried beans with cheese | Mexico |
| Chicken Biryani | Mixed rice dish with meat and vegetables | Middle East |
| Tofu Stir-Fry | Crispy tofu and sautéed vegetables | China |
| Doro Wat | Spicy chicken stew with meat and vegetables | Ethiopian |

Adapted from "Selecting Foods of Children's Cultural Backgrounds for a Preschool Menu: A Practical Solution" - The Journal of Child Nutrition and Management

Resources

“Selecting Foods of Children’s Cultural Backgrounds for a Preschool Menu: A Practical Solution” - The Journal of Child Nutrition and Management

Study examining the introduction of unfamiliar ethnic dishes in a preschool setting.

<https://schoolnutrition.org/journal/spring-2004-selecting-foods-of-childrens-cultural-backgrounds-for-a-preschool-menu-a-practical-solution/>

Massachusetts Farm 2 School - “SERVING UP TRADITION: A Guide for School Food in Culturally Diverse Communities” Toolkit

A guide for school food in culturally diverse communities.

<https://www.massfarmtoschool.org/wp-content/uploads/2017/12/ServingUpTradition.pdf>

Dietary Guidelines for Americans: "Race, Culture, and Adapting the Recommendations for All"

Examination of U.S. dietary guidelines and how to apply them in different cultural contexts.

<https://docs.google.com/document/d/1AEI4fQ8WCEjG9cnWAmIKmdPGEdLaT6aC81z1a2SNIWI/edit#heading=h.jt1q18apked>

Smart Snacks in Schools

Smart Snacks in School refers to the national nutrition standards for foods and beverages sold during the school day outside of school meal programs (e.g., food sold a la carte, in vending machines, and in school stores). These items are called competitive foods because they can compete with participation in the school meal programs. As of 2014, these foods and beverages must meet or exceed Smart Snacks standards, which include limits on fat, sugar, sodium, and calorie content.

Having Smart Snacks in School is helpful for children in making healthy choices. Kids who have healthier eating patterns perform better academically, and with a quarter of a child’s calories coming from snacks, Smart Snacks are a great way for children to consume more healthy foods and beverages during the day.





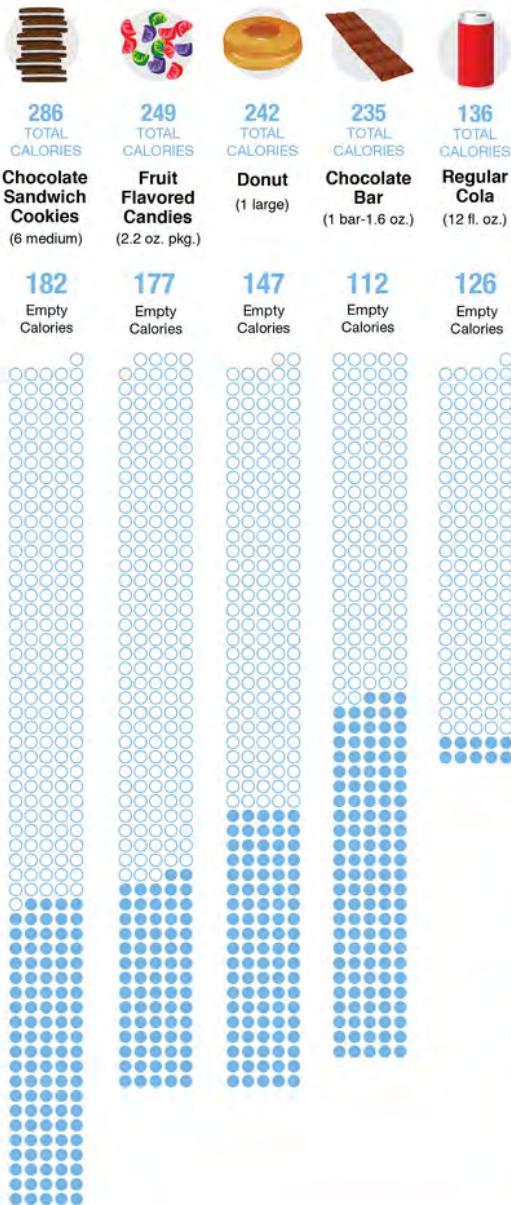
United States Department of Agriculture

SMART SNACKS IN SCHOOL

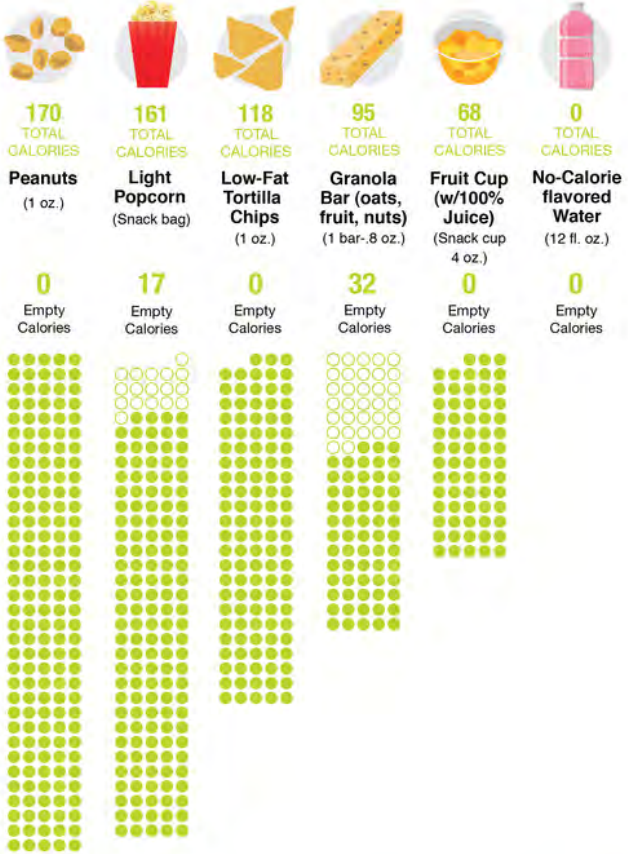
The Healthy, Hunger-Free Kids Act of 2010 requires USDA to establish nutrition standards for all foods sold in schools — beyond the federally-supported meals programs. This new rule carefully balances science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on campus. The rule draws on recommendations from the Institute of Medicine, existing voluntary standards already implemented by thousands of schools around the country, and healthy food and beverage offerings already available in the marketplace.

● Equals 1 calorie ○ Shows empty calories*

Before the New Standards



After the New Standards



*Calories from food components such as added sugars and solid fats that provide little nutritional value. Empty calories are part of total calories.

Vending Machines

The majority of middle and high schools, and even some elementary schools, have vending machines containing foods and beverages that students can purchase. Vending machines may be located in the cafeteria or in other areas of the school. Most school districts restrict when students can access these machines. Foods and beverages sold to students in vending machines must meet Smart Snacks in School nutrition standards. Vending machines in areas that are not accessible to students, such as teacher break rooms, are not included in these standards. See <https://www.fns.usda.gov/cn/smart-snacks-school> for smart guidelines and best practices and <https://www.cdc.gov/healthyschools/nutrition/vending.htm> for more guidance.

Action For Healthy Kids has four great tips for promoting Smart Snacks in vending machines within your schools!

1. Encourage products (in the school and the teachers' lounge) to meet the Smart Snacks Standards, even if the machines are only accessible to students after school hours. Compromise and push for 75% Smart Snack items. Track how well different snacks do so you can make a stronger case.
2. Work with your school nutrition department. Understand that school nutrition staff are responsible for covering their budget through the food they sell at school, while at the same time, trying to provide nutritious options. Keep this in mind as you begin having discussions with food service staff. Through collaborative approaches, you can work together to find a healthier balance that will benefit kids and still allow nutrition services to remain on or above budget.
3. Ask if the vendors will "buy back" unused packaged products.
4. Shamelessly promote! Work with your school health team, school administration, and food service to ideate ways to promote healthier snack options. Involve students and poll them on what healthy snacks to offer. See Action for Healthy Kids' Education & Promotion for more ideas!

A La Carte Foods

Most schools offer students the option to buy foods and beverages in the cafeteria that are not a complete school meal. These items may be an entrée or side item from a school meal (e.g., a vegetable side dish) or other items that are not part of the school meal (e.g., chips). All à la carte foods must meet Smart Snacks in School nutrition standards. A la carte options should be accompanied with marketing materials to encourage students to make healthy choices. The image to the right shows how the School City of Hammond school district markets their super foods. The image on the following page is another good example of a healthy food marketing poster that can be placed near a la carte options.



At School.
At Home. Eating Out.

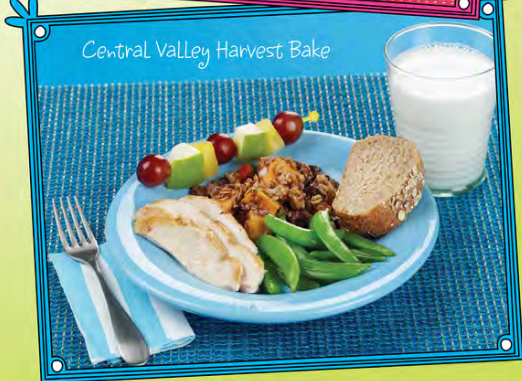
Make Half Your Plate Fruits & Vegetables



Find these recipes
and more ideas at
ChooseMyPlate.gov



U.S. Department of Agriculture • November 2011
Food and Nutrition Service • FNS-433
Center for Nutrition Policy and Promotion • CNPP-27
USDA is an equal opportunity provider and employer.



Consider placing posters in the cafeteria to encourage students to select healthy choices. The example above, and more, can be found and downloaded for free at: <https://www.fns.usda.gov/tn/posters>

Resources

Schools and Schools Districts That Have Improved School Foods and Beverages and Not Lost Revenue

A great list of examples of improved school nutrition changes with contact information. The interventions listed range in their size and scope and can provide great ideas for Indiana schools looking to improve the food and beverages sold within the a la carte line and others.

<https://www.cspinet.org/resource/schools-and-school-districts-have-improved-school-foods-and-beverages-and-not-lost-revenue>

Keep School Meals Healthy

Infographic describing how easy it would be for children to take many of the treats from the a la carte line to make a meal that is not nutritious or in line with Smart Snack standards. This graphic emphasizes the need for improved nutrition in all options that students receive.

<https://cspinet.org/sites/default/files/attachment/a-la-carte-nana.pdf>

USDA: Smart Snack Nutrition Standards

Information about the Smart Snacks nutrition standards and a list of resources.

<https://www.fns.usda.gov/cn/smart-snacks-school>

USDA: Guide to Smart Snacks in School

This was most recently updated in 2022. It is a helpful resource for anyone managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Examples of foods and beverages that meet the standards can be found in the Guide to Smart Snacks in School.

<https://www.fns.usda.gov/tn/guide-smart-snacks-school>

Healthier Generation: Smart Snacks Calculator

This resource is available through the Alliance for a Healthier Generation Smart Food Planner.

<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>

Michigan: Healthy Schools Action Toolkit (HSAT)

A toolkit focused on helping schools assess the health of the school environments and what actions to take to improve them. Originally made for schools in Michigan, the HSAT is easily adaptable to Indiana.

<https://www.mihealthtools.org/hsat/about.asp>

Action for Healthy Kids: Healthy Eating Toolkit

This is an interactive toolkit dubbed the one-stop shop for all things nutrition. Included are recipes, resources, and ideas on a variety of topics surrounding nutrition.

<https://www.actionforhealthykids.org/nutrition-toolkit/>

In-School Fundraisers

Many schools raise money during the school day for school-led extracurricular activities. These fundraisers often involve the sale of food to students (e.g., bake sales, candy sales, etc.). Although all foods sold as part of fundraisers during the school day must meet Smart Snacks in School nutrition standards, state agencies that administer school meal programs have the authority to exempt an infrequent number of fundraisers from meeting these standards each year. Examples of Healthy Fundraisers: Walk-A-Thons, fun runs, Jump-Rope-A-Thon, dance off, selling fruits or vegetables.

Indiana Example

When reviewing the school corporation's wellness policy, a major concern identified by the administration was the use of food items, such as bake sales, for fundraisers at Monroe County Community School Corporations. Manager of Coordinated School Health Lisa Greathouse shared her favorite non-food-related ways to raise money.

1) Kroger Community Rewards:

The Kroger Co. Family of Stores has a long history of bringing help and hope to the communities we serve, including a strong commitment to education. Last year alone we provided \$34.2 million to support schools and education programs--including \$26.3 million from Kroger Community Rewards!

Enroll in Kroger Community Rewards and earn money for a local school every time you shop. It's easy and free to enroll! When you link your Shopper's Card, every purchase you make provides funds for schools in need. Plus, you'll earn fuel points at the same time.

<https://www.kroger.com/i/community/community-rewards>

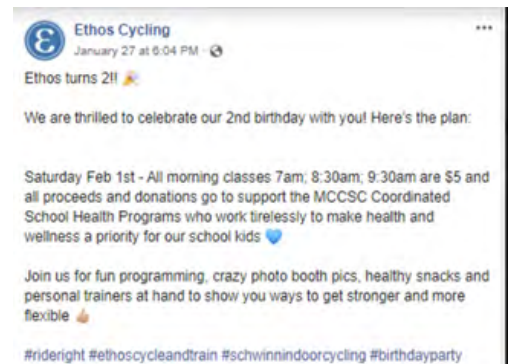
2) Community Collaboration:

A local cycling studio, which could also be replicated with any fitness type class, hosted a donation-style class one weekend for its "birthday" and all donations went to the coordinated school health funding. It was a win-win for all and minimal "work" for the school corporation.

3) Health.moves.minds

This new programming is through SHAPE America for their Social Emotional Learning programming. Fundraising is optional, but a great choice for those who can. This replaced the national partnership between Shape and Jump Rope for Heart. This is a great option for giving back to schools, giving a percentage of a donation to a local charity, and money going back to INSHAPE to support health and physical education across the state. See more here:

<https://www.shapeamerica.org/events/healthmovesminds/>



Resources

Fundraisers and Smart Snacks: Foods Not Intended for Consumption at School

USDA fact sheet on the Smart Snacks in School nutrition standards.

<https://fns-prod.azureedge.us/sites/default/files/cn/fundraisersfactsheet.pdf>

Alliance for a Healthier Generation

Multiple resources related to school fundraisers, including alternative fundraising ideas, a PowerPoint presentation, and a graphic about working with school nutrition services to choose products for in-school fundraisers.

https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/fundraisers/

Fundraising: Healthier Ways to Rake It In

A great list of fundraisers that include physical activity, promotion of healthy eating, and non-food fundraisers. With success stories and a guide on how to think about fundraisers differently, this guide is great for funding your next fundraiser.

<https://www.actionforhealthykids.org/fundraising-healthier-ways-to-rake-it-in/>

Healthy Fundraisers

Two-page PDF with quick facts and ideas about profitable, healthy fundraisers.

https://www.actionforhealthykids.org/wp-content/uploads/2019/11/TS_Fundraising_v3.pdf

A+ Fundraisers for High Schools: A Guide to Having a Successful Fundraiser While Keeping Your Community Healthy

Guidance on healthy fundraisers for high school students.

<https://www1.nyc.gov/assets/doh/downloads/pdf/cdp/fantastic-fund-hs.pdf>

Concession Stands

Concession Stand Suggested Items

Foods:

- Animal crackers
- Air-popped popcorn
- Low-fat granola bars
- Soy nuts
- Soft pretzels with mustard
- Mini bagels with light cream cheese
- Low-fat yogurt
- Baby carrots and low-fat dip
- Fresh fruit
- Low-fat muffins
- Low-fat string cheese
- Low-fat or vegetarian chili



Non-Food Items:

- Calendars
- Mugs
- Beverage koozies
- Souvenir cups
- Key chains
- Hats and t-shirts
- Picture frames
- Water bottles
- Gift cards to local businesses

Beverages:

- Single-serving 100% fruit juice
- Single-serving low-fat milk
- "Light" hot chocolate or coffee
- Bottled water

Resources

Nemours Healthy Concessions Guide:

A guide for promoting healthy options.

<https://www.nemours.org/content/dam/nemours/www2/filebox/service/healthy-living/growuphealthy/healthyconcession.pdf>

Eat Smart, Play Hard: Concession Stand Toolkit

A step-by-step guide for making your school's concession stand better, and better for you.

<https://extension.missouri.edu/media/wysiwyg/Extensiondata/Pub/pdf/hesguide/foodnut/n02052.pdf>

University of Iowa Prevention Research Center Concession Stand Toolkit:

The Concession Stand Toolkit helps booster clubs or parent groups fighting childhood obesity by making positive changes to the unhealthy foods offered at school concession stands.

<https://www.cdc.gov/prc/resources/tools/concession-stand.html>

Concession stand makeovers: a pilot study of offering healthy foods at high school concession stands

A research article on offering healthy foods.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4402377/>

Access to Drinking Water

Schools participating in school meal programs must make plain drinking water available to students at no cost during lunch periods and when breakfast is served in the cafeteria. All schools can further increase access to drinking water and support adequate hydration by making sure that drinking fountains are clean and maintained and by allowing students to carry water bottles.



Resources

Increasing Access to Drinking Water in Schools

Background information, needs assessment tools, implementation strategies, and evaluation guidance on how to make sure students have access to drinking water as part of a healthy school nutrition environment. https://www.cdc.gov/healthyschools/npao/pdf/water_access_in_schools_508.pdf

Keep it Flowing: A Practical Guide to School Drinking Water Planning, Maintenance, & Repair

Guidance on how to provide adequate numbers of properly maintained drinking fountains and tap water dispensers in school buildings.

<https://www.hsph.harvard.edu/wp-content/uploads/sites/84/2014/09/Keep-It-Flowing.pdf>

CDC Water Access in School Microlearning Modules

These short video training modules guide schools on steps to take to help students drink more water during the day. School staff will learn what can be done to ensure water is available, safe, and promoted as an ideal beverage choice.

https://www.cdc.gov/healthyschools/npao/water_access_videos.htm

<https://www.cdc.gov/healthyschools/npao/wateraccess.htm>

Promotion of Healthy Food

Classroom Celebrations, Events, and Non-Food Rewards

Students are sometimes given foods and beverages during classroom celebrations, parties, and special events or as rewards for academic achievement or positive classroom behavior. These items are not sold to students but are offered by teachers or parents. Examples include cupcakes or other treats for birthday celebrations and coupons from local restaurants. Schools and parents can work together to ensure that celebrations, events, and rewards support health. For example, they can provide only healthy foods and beverages at celebrations and events or offer non-food items for rewards. Ideas for non-food rewards include extra time for recess, stickers, or a note of recognition from a teacher or principal.

Healthy Field Trips

- Get families involved: Encourage families to pack healthy lunches for their kids by sending home the Healthy Brown Bag Lunches handout in the Family and Community Engagement section of the toolkit.
- Keep kids hydrated: Make sure each child is carrying a water bottle or has access to water all day.
- Encourage kids to make healthy choices: If kids will have access to a concession stand selling unhealthy foods and beverages, prep kids to make healthy choices by discussing healthy options and moderation before the field trip.
- Connect with the community: Let the community partner know that you encourage your students to eat healthy and be active, and see how they can help!
- Tie it all together: On the bus ride from the field trip, ask students to think about how the field trip connects to living a healthy lifestyle! This allows students to clearly understand how their healthy lifestyle choices can impact all areas of their life.

Adapted from MaineHealth Toolkit

Indiana Example

One Indiana school principal was concerned with the number of sugary foods brought in for Valentine's Day. The Food Service Program wanted to help provide healthier options but not necessarily prohibit families from bringing in the less healthy treats. Six varieties of Classroom Party Trays were developed. Examples include a vegetable tray, a fruit tray, a "special name tray" spelled out with cheese cubes, pretzels, grapes, and "party snack bags" that included crackers, string cheese, and applesauce. (see order form on next page)

- Courtesy of Edgewood Primary School in the Richland-Bean Blossom Community School Corporation



Indiana Example (continued)

Edgewood Primary School Classroom Trays

Classroom Party Trays:

All orders and payment (check made payable to RBB Lunch Fund) are due ten days prior to date of event-please deliver order form to cafeteria or school office.

16" Fresh Vegetable: Carrots, Celery, Cucumbers \$18.00

Date, time, and classroom to deliver to: _____

16" Fresh Fruit Tray: Strawberries, Grapes, and Apples \$18.00

Date, time, and classroom to deliver to: _____

Special Name Tray (we will spell your child's name) for any occasion with Cubed Cheese, Apples or Grapes, and Pretzels \$21.00 Child's name _____

Date, time, and classroom to deliver to: _____

SMART SNACKS in School available to purchase Ala Carte:

Please indicate date, time, class to deliver to and how many:

Apple Slices \$.60/each _____

String Cheese \$.45/each _____

White Cheddar Popcorn \$.60/each _____

Resources

Tips for Teachers

Information about low- and no-cost ways that teachers can support healthy eating and physical activity in the classroom.

<https://www.cdc.gov/healthyschools/npao/pdf/tips-for-teachers.pdf>

Healthy and Active Non-Food Rewards

Fun and healthy ways to recognize students for positive behavior or academic accomplishments.

<https://www.actionforhealthykids.org/activity/healthy-active-non-food-rewards/>

Healthy School Celebrations

Ideas for school celebrations that support healthy eating and physical activity.

https://cspinet.org/sites/default/files/attachment/healthy_school_celebrations.pdf

Alliance for a Healthier Generation

Guidance and resources for healthy celebrations and non-food rewards.

<https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/celebrations>

Food and Beverage Marketing

Marketing for foods and beverages can be seen in schools on posters, the fronts of vending machines, in-school television advertisements, textbook covers, sports equipment, scoreboards, and as part of coupon giveaways and contests to win food prizes (e.g., pizza parties). Experts have recommended that school districts put policies and practices into place that promote foods and beverages that support healthy nutrition (e.g., fruits and vegetables, plain water). Effective approaches include putting nutritious items where they are easy for students to choose (e.g., prominent places in cafeteria lines); using verbal prompts, parental outreach, and point-of-purchase promotions; and using pricing strategies to encourage students to buy healthy items.



Resources

Captive Kids: Selling Obesity at Schools. An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in School

Tools to address marketing in schools, including an assessment tool, policy guidance, talking points, case studies, and a fact sheet.

<http://www.californiaprojectlean.org/docuserfiles/Captive%20Kids2007.pdf>

Rudd Center. Food Marketing in Schools

Information and resources to address food marketing in schools.

https://uconnruddcenter.org/wp-content/uploads/sites/2909/2020/08/Food-Marketing-in-Schools_Feb-2019_Final.pdf

District Policy Restricting Food and Beverage Advertising on School Grounds

Guidance on policy language to limit advertising in schools.

<http://www.changelabsolutions.org/publications/district-policy-school-food-ads>

Healthy Eating Learning Opportunities

Healthy eating learning opportunities are nutrition education strategies and environmental supports that help students adopt food and beverage choices that support health and wellbeing. They provide knowledge and skills to help children choose and consume healthy foods and beverages, and they can be delivered through multiple venues such as the cafeteria, classroom, and school gardens. Nutrition education should be part of a comprehensive health education curriculum but may also be integrated throughout the school curriculum. For example, students could learn how to cook in family and consumer science classes and how to analyze food advertisements in language arts classes. School gardens and farm-to-school activities also provide opportunities for hands-on learning about food, nutrition, and healthy eating.



Promoting Healthy Eating to Key Audiences

Promoting healthier choices and making them appealing to the students and staff will help improve attitudes and perceptions. There are four key considerations to keep in mind when promoting healthier food and beverage choices:

1) Products

- Identify and offer food choices that meet student needs and wants.
- Conduct surveys, organize focus groups, or offer taste tests to discover what students are willing to try or what they think about different food and beverage options.
- Fruits and vegetables need to be fresh, ripe, and attractive; hot foods need to be hot; and cold foods need to be cold. If products are not appealing to the students, they will not sell.

2) Placement

- Place the healthier options in prominent locations where they are easy to see.
- Find out where students are most likely to buy foods and drinks and place the healthier options there.
- Place bottled water and 100% juice products at eye level in vending machines and put the sugar-sweetened beverages at the bottom.
- Move the fresh fruits and vegetables to the front of the á la carte line instead of the end.
- Put more of the healthier choices in high-traffic vending machines.

3) Promotion

- Promote the healthier options so students are aware of them and are motivated to try them.
- Create posters to hang around the school encouraging students to try the healthier options.
- Announce the options during morning or afternoon announcements.
- Include articles about the healthier options in newsletters or school newspaper for students and families to read.
- Issue press releases to local media sources to generate news coverage about the healthy changes in food and beverage options at school.

4) Price

- Set the price of healthier options lower than less healthy options, so students will want to buy them.
- Offer coupons or special pricing on the healthier options to get students to try them.
- Increase the price of less healthy options.



School Lunch at Manchester Community Schools - photograph by Grapevine Local

Resources

Team Nutrition

Nutrition education lessons and materials for schools

<https://www.fns.usda.gov/tn/team-nutrition>

Child Nutrition Sharing Site

Provides Child Nutrition Programs (CNPs) with a way to share resources related to program operation

<https://theicn.org/cnss/>

National Farm to School Network Resource Database

Nutrition education, school garden, and other educational materials developed by different organizations

<http://www.farmtoschool.org/resources>

Farm to School

Kids Win. Farmers Win. Communities Win.

Access to healthy, local foods as well as educational opportunities such as school gardens, cooking lessons, and farm field trips are all components of farm to school. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities. Farm to school implementation differs by location but always includes one or more of the following: procurement, school gardens, and education.

Procurement

Procurement encompasses the purchasing of food locally for use in school meals. Supported by IDOE and the Indiana Grown for Schools Network, local procurement goals can be achieved. Incorporating local food into meals not only gets children excited about knowing where their food comes from, but also encourages them to try new things.

If you have questions regarding the procurement process, please contact Cynthia Harris at the Indiana Department of Education at charris@doe.in.gov.

School Gardens

School gardens are the most popular form of farm to school efforts, serving many different age groups of children, and can increase the community involvement in the local school district. School gardens are commonly maintained by passionate staff and/or Master Gardeners in the local community. Items that are grown in the garden can be used for taste testing, school meals, class projects, etc. during different times of the school day. School gardens provide hands-on learning within a different learning environment, two factors proven to be important in greater learning and information retention.



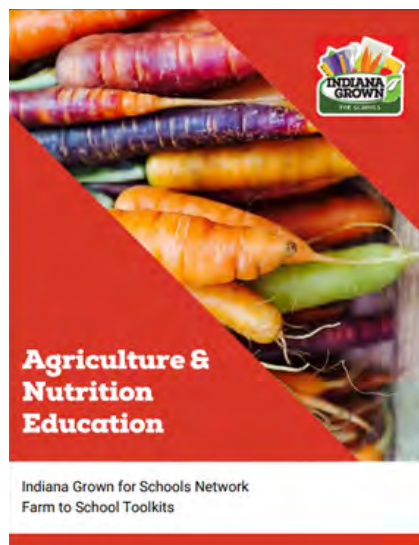
Nutrition and Agriculture Education

Nutrition and agriculture education can be taught within the classroom and complement or be incorporated into state standards. For example, teaching elementary students how to measure fruits and vegetables can satisfy certain math standards. In higher grade levels, this area of farm to school facilitates deeper discussion and understanding of nutritional and agricultural components of a healthy lifestyle. Some Indiana schools employ agriculture educators; however, this is still not commonplace in many Indiana secondary schools.

Farm to Early Care and Education (ECE)

The last pillar of Farm to School is in the ECE age group. Often not addressed because of the perception of age challenges, lack of decision-making power around food, and the decentralized nature of the ECE system in the United States, Farm to ECE provides the largest area of opportunity nationwide. In ECE environments, nutrition and agriculture education can show young children how food grows, fresh and nutritious foods can be provided for children to eat during lunch and snack times, and school gardens can teach physical and social skills while also encouraging them to try new foods.

For more information on all aspects of farm to school implementation, Indiana Grown for Schools' collection of Farm to School Toolkits includes great resources, tips, and success stories.



Why is this important for child nutrition?

Farm to school is an important and emerging sector of community and child nutrition. Farm to school provides more than just fresh food to children within the school day; it provides educational opportunities that aid in the building of positive nutritional behaviors as the child grows and develops decision-making skills around their food preferences and consumption. Studies demonstrate that the more a child is exposed to the life cycle process of food, the more willing they are to try different foods and better their eating habits.

It is important to maintain farm to school efforts centered around nutrition as children mature through school. Secondary school-aged children have the ability to deeply understand health-related concepts of farm to school, reinforcing healthy habits and helping to form new ones.

Indiana Success Story



Bartholomew Consolidated School Corporation started sourcing Indiana-grown ingredients in 2008 with three products, and Director of Food Service Nancy Millspaugh says she has made an effort to add one or two new items every year since. They source through Bush's Farm Market, Duck Creek Gardens, The Apple Works, and Piazza Produce, and they partner with community partners to fund special equipment and staff workshops. Student vegetable intake increased 25% when they launched the farm to school program, which Nancy credits to a combination of student marketing communications about the program, as well as the presentation techniques staff mastered during a workshop. (Pictured left to right: Maryellen Pollitt, Tracy Piehl, Director of Food Service Nancy Millspaugh, and Kelly McNicholas.)



When in season, Bartholomew Consolidated School Corporation sources Indiana spinach, tomatoes, peppers, cucumbers, kale, turnips, radishes, zucchini, sweet corn, winter squash, apples, and berries directly from local producers and through Piazza Produce. They also source Prairie Farms milk and Red Gold tomato products year-round.

A Farm to School Coalition: Crawfordsville Community School Corporation

What began as an idea to connect a Crawfordsville school event to the community resulted in a coalition with a passion to spread the farm to all schools.

A Chartwell's food services dietitian wanted to celebrate national farm to school month featuring the vegetable of the year--the radish. She reached out to the Purdue Extension team to see if they could persuade a local farmer to participate in a farm-themed launch of the Hoover Elementary Fuel Up to Play 60 physical activity grant. We did better than that.

Our group formed a multi-talented team of volunteers, primarily from the Montgomery County Wellness Coalition and the master gardeners, to plan and conduct activities for this in-school occasion. Students enjoyed a salad made with local ingredients, learned about food waste through participation in an apple counting activity, transplanted a seedling in their salad container, and played a game of radminton (badminton featuring a shuttlecock painted like a radish).

We then went on to hold summer lunch & learn sessions at the community garden that were popular with young learners. Families participated in hands-on gardening activities, and kids received a free lunch supplied through the Summer Food Service Program.

The farm to school topic surfaced at the first Montgomery County Local Food Summit, highlighting widespread interest in this rural community and resulting in more volunteers. The next summit focused exclusively on farm to school. We looked at the procurement processes, farm to school curriculum, and local food impact to the community. A farm to school coalition was formed.

Subsequently, we worked with the local school board to serve food from the 40-year-operating Nicholson Elementary School garden in the cafeteria. When this policy was passed, we wanted to engage the parents and let them know of this exciting decision! A celebration was in order.

We hosted a Nicholson Elementary Farm to School Supper. We notified the parents via a flier, and the turnout was incredible. The atmosphere in the school cafeteria was festive as over 100 parents, students, and siblings enjoyed a meal featuring local produce prepared by the food services team. The family groups rotated through eight themed stations, manned by our community volunteers. Each student collected passport stamps, turning in their cards for a chance to win a hoverboard donated by The Children's Bureau.

Our growing farm to school coalition works to seize opportunities to impact this rural community. We started small and continually look for opportunities to expand farm to school in our community.

What's your next step?



Resources

Indiana Grown for Schools Network and Website

The website is rich in information in all sectors of farm to school and serves as the central hub for Indiana.

<https://www.ingrown4schools.com/>

Indiana Farm to School Toolkits

Indiana Grown for Schools Network created four toolkits covering each farm to school pillar: Agriculture and Nutrition, Farm to Early Care and Education, Procurement, and School Gardens.

<https://www.ingrown4schools.com/toolkits>

National Farm to School Network

Information, tools, and resources for communities working to buy local food and add food and agriculture education into school systems.

<http://www.farmtoschool.org/about>

USDA Farm to School

Tools and resources to help schools (1) buy and serve locally or regionally produced foods in school cafeterias and (2) provide food, agriculture, and nutrition education through multiple venues, such as school gardens, field trips to local farms, and cooking classes.

<https://www.fns.usda.gov/cfs/farm-school-resources-1>

How to Plan a Student-Centered Farmer Visit to Your School

A guide for schools to plan and host student-centered visits from local farmers.

<https://www.ecoliteracy.org/article/student-centered-farmer-visit>

Nutrition Education Curricula

These free, comprehensive nutrition curricula provide fun and engaging strategies to introduce students to essential information about food and nutrition.

Serving Up MyPlate

This USDA curriculum features a collection of classroom materials that helps elementary school teachers integrate nutrition education into math, science, English language arts, and health. This curriculum introduces the importance of eating from all five food groups using the MyPlate icon and a variety of hands-on activities. Students also learn the importance of physical activity to staying healthy. Grades K-6
<https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

Body Quest: Food of the Warrior

Developed by Alabama Cooperative Extension Services, Body Quest is a childhood obesity prevention initiative that combines Extension curriculum with iPad app technology. It uses anime characters to engage youth in a quest for healthy habits. Grades K-6
<https://snaped.fns.usda.gov/library/materials/body-quest-food-warrior>

Grow It, Try It, Like It!

This is a garden-themed nutrition education kit that introduces children to: three fruits (peaches, strawberries, and cantaloupe) and three vegetables (spinach, sweet potatoes, and crookneck squash). It includes seven booklets featuring fruits and vegetables with activities through the imaginary garden at Tasty Acres Farm! Grades K-6
<https://www.fns.usda.gov/tn/grow-it>

Balanced Energy Physical Activity (BEPA) Toolkit

Nutrition concepts are linked to physical activity concepts and active games through an approach that explains the concept of balanced energy as a combination of healthful eating and regular, varied physical activity. Grades K-12
<https://snaped.fns.usda.gov/library/materials/balanced-energy-physical-activity-bepa-toolkit>

The Edible Schoolyard Project: Student Engagement Workbook

This workbook offers a collection of tools to boost student engagement in the classroom.
<https://edibleschoolyard.org/resource/student-engagement-workbook>

Chapter 4: Family Involvement and Community Engagement

Establishing healthy lifestyles for children cannot end after leaving school, but must extend into their lives at home and in the community*. Families and communities play a vital role in a child's growth and development. Family involvement and community engagement requires parents, school staff, out-of-school childcare providers, and community members to work together and create a community that supports and encourages children to eat healthy and be physically active before, during, and after school. By working together, students are more successful at maintaining healthy lifestyle choices. Some benefits of family and community engagement include:

- Improving grades and test scores
- Encouraging better student behavior
- Enhancing social skills
- Increasing physical activity

*CDC *Healthy Schools, Physical Activity, Family-Community*



This Chapter Includes:

School Leaders:

- Engaging with Families Around School and Wellness
- Schools as a Wellness Hub
- 5-2-1-0
- CATCH
- Built Environment
- Engaging Community Partners
- Social Services for Families

Healthy Family Promotion:

- Nutrition
- Screen Time
- Physical Activity
- Drinking Water

School Leaders

Engaging with Families Around School and Wellness

While we want to connect with the parents of our students in meaningful ways around health and wellness, we also need to build the foundation of engagement with our parents. Rachel Dene Poth, a foreign language and STEAM (Science, Technology, Engineering, Arts and Math) teacher at Riverview Junior/Senior High in Oakmont, PA, wrote for Getting Smart, an education website, "To promote family engagement, we must be intentional in learning about the families in our schools. It is important to make an initial connection, invite families in to engage in conversations and start to develop an awareness of each family's needs, preferences, and prior experiences in terms of involvement with the educational community. We should also explore any perceived or real barriers to family engagement. Recognizing some of the biggest barriers to family engagement will help schools to develop the most effective strategies to help families feel more connected to and supported by the school."

Commonly, the largest barriers to family engagement are time, lack of information, and childcare issues. Taking the time to address these issues, and any others that exist within your school corporation, is important to building the strong collaborative home and school partnership. Strong home-school connections have been shown to have a positive impact on student performance, while also empowering parents.

**<https://www.gettingsmart.com/2018/04/promoting-family-engagement-5-ways-to-foster-a-more-meaningful-connection/>*

5 Ideas for Engaging Parents

1. Focus on the positives.
2. Share school experiences.
3. Find common ground.
4. Entice parents into school.
5. Visit parents directly or virtually.

Alternative Ways to Connect with Parents

1. Draw parents to school with activities that showcase students' work.
2. Offer adult education opportunities throughout the district.
3. Involve parents in goal setting.
4. Construct a student-written newsletter.
5. Provide childcare so parents can make it to meetings.

Ideas for Engaging Parents Around Wellness

1. Health/wellness fairs
2. Cooking Matters (or a similar) curriculum
3. School dinner nights
4. Farm to school highlights
5. Recipe of the month
6. Physical activity game of the month
7. Wellness week



Resources

Parents for a Healthy School

A guide for getting parents involved in K-12.

https://www.cdc.gov/healthyschools/parentsforhealthyschools/pdf/19_306913-A_PHS_guide_new_508_2.pdf

Vermont Family Engagement Toolkit and Self-Assessment

An easy-to-use, practical guide for educators seeking to develop and maintain growth of school, district, Supervisory Union (SU), or Supervisory District (SD) family engagement work, including for students with Individualized Education Programs (IEPs).

<https://education.vermont.gov/sites/aoe/files/documents/edu-vermont-family-engagement-toolkit-and-self-assessment.pdf>

School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth:

This brief provides educators with strategies to promote children’s social, emotional, and academic development using school-family partnerships. It begins with an overview of social and emotional learning (SEL) and school-family partnerships (SFPs) and a discussion of the important relationship of SFPs and SEL.

<https://drive.google.com/file/d/16RjBEe5kYUcIepAwx4Xq48xDHZ40Ywo1/view>

Family Engagement and Support: Ohio Community Collaboration Model for School Improvement

An implementation guide for family engagement.

<http://education.ohio.gov/getattachment/Topics/Other-Resources/Family-and-Community-Engagement/Models-for-Family-and-Community-Engagement/Family-Engagement-and-Support.pdf.aspx>

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework

A tool to guide the implementation of effective practices, use of shared language, and a family engagement continuum for families across their child’s educational lifespan.

<https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title%20I/PA%20Family%20Engagement%20Framework.pdf>

Family Engagement Toolkit: Continuous Improvement through an Equity Lens

This toolkit was developed to help districts and schools by providing practical planning and evaluation tools that support efforts to engage all families, particularly those of underrepresented and underserved students.

<https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Improving Your Family and Community Engagement, Kentucky

A training document on family engagement and involvement.

<https://education.ky.gov/curriculum/WSCC/wholechild/Pages/Family-Community-Involvement.aspx>

Family Engagement in Schools: A Comprehensive Guide

Panorama’s guide for family-school partnerships.

<https://www.panoramaed.com/blog/family-engagement-comprehensive-guide>

Resources (continued)

Family Engagement Playbook

The Family Engagement Playbook is a collection of promising research-based approaches to strengthen individual competencies and organizational support.

<https://globalfrp.org/Articles/Family-Engagement-Playbook>

Idaho Engagement Survey

Sample resource for engagement evaluation.

<https://www.sde.idaho.gov/assessment/surveys/>

Whole Child Family Engagement Toolkit

The Ohio Department of Education created this interactive toolkit to explore resources for engaging families within the 12 components of the WSCC framework.

<https://ohiofamiliesengage.osu.edu/resources/family-engagement-toolkit-for-ohios-whole-child-framework/>

California Safe and Supportive Schools

A communication guide for how to interact with families.

https://data.calschls.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf

Parent Engagement in Schools

A CDC resource for involving parents in school health.

https://www.cdc.gov/healthyschools/parentsforhealthyschools/pdf/parent_engagement_strategies.pdf

Schools as a Wellness Hub

Schools are in the unique position to be more than just an academic center. They are places where students can be in a center for wellness: to get free exams, learn another language, or create a garden to improve food access. Schools truly are a wellness hub in the manner that they can dual as:

- A school-based health center
- A gathering place for families
- A host for community events
- A place for physical activity
- An opportunity for adult learning
- A safe space for children in need
- A connecting point for other social services
- Crisis intervention
- Assistance for uninsured populations
- Bilingual services
- Individual and group counseling
- Health screening
- Employee wellness opportunities

Indiana Example of a School-Based Health Center

The Open Door Adolescent Health Center (ODAHC) is housed within the Michigan City High School, and its objective is to promote healthy living by providing school-based primary and preventive health care to medically underserved youth through community partnerships that include community health/mental health care providers. The goals of the ODAHC are to reduce student absenteeism, minimize the interruption of education for health reasons, and improve students' access to comprehensive health/mental health services and education. More information can be found at www.mcas.k12.in.us.

5-2-1-0

5-2-1-0 is a simple slogan created to encourage children to instill healthy habits in everyday lives. 5-2-1-0 helps parents, educators, childcare providers, youth leaders, healthcare providers, business leaders, politicians, and others remember four important healthy living recommendations:

- Consume 5 or more fruits and vegetable servings
- Limit screen time to 2 hours or less
- Get 1 hour of physical activity
- Drink 0 sugary beverages

Using data supported by the American Academy of Pediatrics, U.S. Department of Health and Human Services, and Centers for Disease Control and Prevention (CDC), MaineHealth* piloted Let's Go! 5-2-1-0, a healthy lifestyle campaign targeted for children. This pilot study showed promise in improving children's healthy lifestyle choices, and 5-2-1-0 has been widely utilized by other organizations throughout the country. Jump IN for Healthy Kids, an Indiana organization, is committed to supporting schools, childcare providers, youth organizations, places of worship, and employers and promoting this initiative in central Indiana.



In Indiana, 4 out of 10 (40%) children are estimated to be overweight or obese, and obesity rates are on the rise nationwide. Obesity can increase a child's risk for poor health outcomes in the future, but teaching good nutrition and physical activity habits early on can help prevent obesity and its associated health risks.

**<https://www.mainehealth.org/Lets-Go/Community/Parents>*

Resources

Jump In For Healthy Kids

This resource provides an overview of 5-2-1-0 and a link to Jump In For Healthy Kids' resource hub.

<https://www.jumpinforhealthykids.org/5210-information/>

CATCH (Coordinated Approach to Child Health)

The CATCH Coordination Kit aids in family and community engagement by teaching parents and community members how to encourage healthy living skills, become a healthy role model, and reinforce healthy habits at home. CATCH provides letters to send home (in both English and Spanish), agenda items for meetings, and how to select a CATCH champion to help with healthy involvement/engagement initiatives. For more information, or to look at the CATCH tools, visit: <http://catchinfo.org/>.

Sample Community Invitation to Attend, Using Shared Use as an Example Topic

Dear Community Member,

The health of our students, staff, and community is a priority for our school corporation. Schools are in a unique position to increase opportunities for health in our community. We have recently strengthened our school wellness policy to create more opportunities for our students and staff to eat healthier and be more physically active.

In order to create more opportunities for our community, we cordially invite you to an informational meeting regarding shared use agreements between our schools and your business or organization. Shared use refers to two or more entities sharing indoor and outdoor spaces to increase opportunities for health and minimize costs. We can work together to create a healthier community.

The meeting details are as follows:

DATE:

TIME:

LOCATION:

OBJECTIVES: We will discuss the basics of shared use agreements: how it would be beneficial for our schools, businesses, and families, and the logistics of opening up an activity space after-hours. The places we live, learn, work, and play influence how we eat and move. Working together with thoughtful planning, we can create a community where the healthy choice is the easy choice for our residents.

To a Healthier Indiana,

[School Official]

Built Environment

Safe Routes to School

A Safe Routes to School (SRTS) program can benefit from infrastructure and non-infrastructure improvements. See the differences in the examples below:

- An infrastructure improvement typically involves construction or installation and may include right-of-way acquisition. Examples include: construction, installation, and replacement of sidewalks.
- Installation of traffic calming and speed reduction improvements near schools.
- Installation of pavement markings or signage to improve safety and recognition of walking and bicycling facilities directly serving schools. This can include high-visibility crosswalks and designated bike lanes.
- A non-infrastructure improvement typically involves encouragement and education of bicycle and pedestrian related activities for specific schools. Examples of non-infrastructure improvements include: preparation of a comprehensive SRTS plan or a school travel plan (corporation-wide or for an individual school).
- Walking and bicycling incentive purchases (e.g., reflective backpack or zipper tags, bicycle lights, and helmets).
- Programs that encourage and educate students on bicycle and pedestrian activities, such as a walking school bus.

Walking School Bus - A group of children walking to school accompanied by one or more adult leaders

Bicycle Train – A group of children riding to school accompanied by one or more adult leaders

Indiana Testimonial:

"The school corporation will assess and, if necessary or to the extent possible, make needed improvements to make it safer and easier for students to walk or bicycle to school. When appropriate, the corporation will work together with local public works, public safety, and/or police/sheriff departments in those efforts."

— Bartholomew Consolidated School Corporation

Visit Health by Design, an advocacy organization focused on the intersection of the built environment and public health, if you are interested in more information about Safe Routes to School in Indiana:

<http://www.healthbydesignonline.org/core-programs/safe-routes-to-school/>

Safe Routes to School Programs

An SRTS program creates safer walking and bicycling routes and encourages children in grades K-8 to walk and bike to school. Walking and bicycling to school incorporates physical activity into students' daily routines and helps them prepare for the school day. The infrastructure required to make walking and bicycling to school safe and enjoyable benefits both students and other members of the community.

SRTS programs can be made using walking school buses and/or bicycle trains. These modes can be as informal as two families taking turns walking/riding with their children to school or as structured as a planned route with meeting points, a timetable, and a schedule of trained volunteers. Go to www.in.gov/health/dnpp/ for the Indiana Safe Routes to School Guidebook.

Student, school, and community benefits from an SRTS program:

- Students arrive at school better prepared to learn.
- The program can be enjoyed by all citizens.
- It increases community security due to awareness of children walking and biking.
- It instills a healthy active lifestyle at an early age.
- The program reduces traffic, traffic congestion, and air pollution.
- The program provides families with school involvement opportunities and increased physical activity.
- It increases community involvement in school policies.
- It heightens schools' community profiles as leaders in student health.
- It improves partnerships among schools, local municipalities, parents/guardians, and other community groups.

Action steps to utilize partnerships between school personnel and community representatives:

1. Establish an SRTS steering committee and a Safe Routes Program.
2. Develop a comprehensive SRTS plan.
3. Assess current routes for safety of children walking and bicycling to school.
4. Establish crossing guards, if appropriate, at key intersections.
5. Establish walking school buses (parent/guardian or volunteer leading a group of students).
6. Identify and correct any hazards impeding walking and bicycling.
7. Create a campaign to encourage walking and bicycling.
8. Create and distribute maps of walking and bicycling routes (INDOT, 2010).



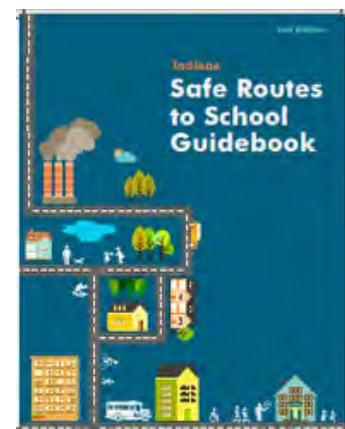
The 6 Es of Safe Routes to School

- **Evaluation:** Planning activities should begin with a thorough evaluation of the conditions in the school or district that could support or impede the SRTS program. While the program is being carried out, both quantitative (e.g., participation rates over time) and qualitative data (e.g., family success stories) should be collected to show the program's impact on improving physical activity.
- **Engineering:** Conduct walk and bike audits to assess, plan, and implement short- and long-term improvements to the physical environment. These improvements could include items such as landscape maintenance, painting crosswalks or bicycle lanes, or installing bike racks at school.
- **Education:** Ensure participation and support by informing students, parents, staff, and community members about SRTS. Share information on the benefits of walking and biking, safe route maps, and safety improvements, and provide bike safety skills workshops. Encourage adults to obtain hands-on practice by walking, biking, and studying traffic safety.
- **Encouragement:** Generate interest and enthusiasm for SRTS by providing celebratory events and activities to get people walking and bicycling to school, such as a "walking school bus" or "Walk and Bike to School Day" event.
- **Engagement:** All SRTS initiatives should begin by listening to students, families, teachers, and school leaders and working with existing community organizations to build intentional, ongoing engagement opportunities into the program structure.
- **Equity:** Work to support safe, active, and healthy opportunities for children and adults in low-income communities, communities of color, and beyond. Incorporate equity concerns throughout the other Es to understand and address obstacles, create access, and ensure safe and equitable outcomes.

Safe Routes National Partnership:

<https://www.saferoutespartnership.org/safe-routes-school/101/6-Es>

For more information on Safe Routes to School implementation, please see the [Indiana Safe Routes to School Guidebook](#) with great resources, tips, and success stories:



Walk and Bike to School Day

Walk to School Day is an international event held each year on the first Wednesday in October. Walk to School events can be simple, with a few children and parents/guardians meeting to walk to school, or very elaborate events. Bike to School Day is typically held on the first Wednesday in May. Below are simple steps for getting organized. Visit www.walkbiketoschool.org/ for more resources and to register your event.

First-Time Tips:

- Review the “Get Started Guide”:
 - The eight steps included in the Walk and Bike to School Day guide will get you from ideas to reality. The guide will aid organizers, in a to-do list fashion, in planning the event. The guide can be found at <http://www.walkbiketoschool.org/plan/how-to-plan/getting-started-guide/>.
- Plan early (if possible):
 - Planning should take place about two months prior to the event. Many organizers get approval from the school and put the date on the official school calendar during the previous school year. If planning this far in advance is not possible, check out this document on how to plan an event in just seven days: <http://www.walkbiketoschool.org/plan/how-to-plan/plan-an-event-in-7-days/>.
- Get administrators on board:
 - This step is critical before moving forward on tasks. Approach administrators early on with an outline of your ideas and goals for the event. Approval and participation can help the event thrive.
- Recruit help:
 - Reach out to parents, faculty members, and high school or nearby college students to help you plan and carry out the event. Speaking to local businesses and grocery stores could help you spread the word, gain sponsorships, and even help you provide water and snacks for participants.
- Include all students:
 - Make sure all students are included in the event. See a list of tips for providing access to all students at <http://www.walkbiketoschool.org/plan/how-to-plan/access-for-all-students/>
- Provide incentives:
 - Small items, such as stickers, certificates, tokens for classroom-based prizes, or school supplies such as pencils or erasers can increase participation.
- Communicate with parents and the community:
 - Provide fliers and reminders a few weeks before the event. Include your contact information for any questions or concerns. Premade flier templates and ideas can be found on the Walk and Bike to School website: <http://walkbiketoschool.org/>
- Register your event:
 - It is free to register! Make sure your event is counted by registering on <http://www.walkbiketoschool.org/>



Try Something New!

Do what fits you

There are many ways to host a walk and bike to school day. Check out the list below to see what best fits your community:

- Carry signs that display pedestrian or bicycle safety messages such as “Walking to school is cool,” “Watch for walkers,” or “Hike it. Bike It. I like it!”
- Provide a nutritious breakfast or snack before or after walking.
- Incorporate a walking or biking theme into a physical education class.
- Calculate the total steps or miles accrued during the event and display it at the school.
- Invite the school mascot or wear school colors while walking or biking.
- Form a walking school bus or bicycle train.
- Ask all participating students to sign a banner proclaiming “We walked to school today!” and hang it in the school.
- Make and display posters promoting the event at school, along the route(s), and throughout the community.
- Provide parents with maps of suggested walking and bicycling routes to school using resources such Google Maps.

Engaging Community Partners

Why is this important?

- Positive change is more likely to occur when community partners are part of a program’s development and implementation.
- Engaging community partners and building coalitions can help to coordinate and align efforts and leverage resources in the community to support healthy eating and active living.
- Community engagement can help build trust, find new resources and allies, create better communication, and improve overall health outcomes as successful projects evolve into lasting collaborations.

How can you help facilitate community engagement?

- Connect with community partners that can safely provide yoga, dance, tai chi, or other types of fitness instruction to introduce kids to different forms of physical activity.
- Ask SNAP Educators to provide nutrition education.
- Ask health professionals such as your school physician, local pediatrician, or nutritionist to come share their expertise.
- Ask Cooperative Extension Master Gardeners to help with your garden.
- Invite local college students to lead a healthy activity.
- Take a tour of a local farm to learn how fruits and vegetables are grown.
- Follow the steps to build a partnership with your local grocery store.
- Seek funding using the “Sample Letter for Requesting Support from Local Businesses” in this section.
- Involve kids in activities that involve the community in healthy eating and active living.

For more information on SNAP Nutrition Education, please contact <https://www.eatgathergo.org/about-nep/>.

Building a Partnership with Your Local Grocery Store for After-school Programs

Accessing healthy snacks for your out-of-school program can be difficult, and serving healthy snacks is sometimes more expensive than serving less healthy options, like chips and cookies. But you can look to your local grocery store for help!

Gather information to share with your potential grocery store partner:

- How many children are enrolled in your program; what ages are they?
- How often, and for how long, does your program meet?
- Is a snack and/or meal served at every program session?
- What kinds of fruits and vegetables would you like to serve at your program?
- How much does your program typically spend on snacks per day/week/month? Per child?

Plan out what your request will be:

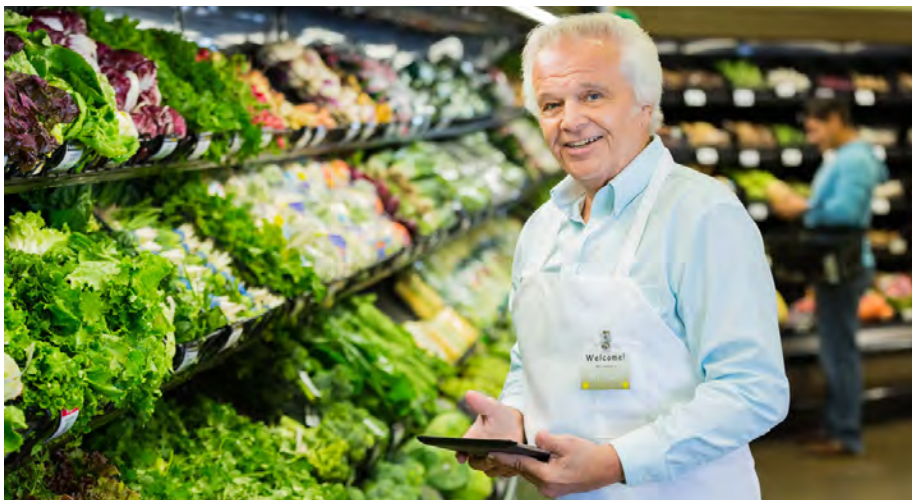
- Visit the store to price out the items you'd like discounted. Record the generic store-brand price, as most stores will offer discounts on their store brand.
- Consider whether you will request a percentage discount (e.g., 5%) or a flat-rate discount (e.g., \$5 off), and on what types of items (e.g., produce).
- When, and for how long, will you request the discount (i.e., one season or year-round)? It can take time to set up a discount agreement, so make sure to plan ahead.
- What's in it for the store? Can you offer to promote the store in your program's newsletter or distribute coupons to parents?

Connect with the grocery store manager:

- Introduce yourself and your program, and describe your request. Explain why the grocery store is an ideal partner. Maybe mention its strong community presence or its great produce department.
- Describe how this discount will benefit the kids in your program as well as the store. If possible, offer to promote the partnership through your program's website or newsletter.
- If the store manager is open to providing a discount, discuss details. What foods will be covered? Will the store provide the discount through a special coupon, store loyalty card, or some other method? Will you need to follow any special procedures?

**Adapted from the Maine Health Let's Go! Out of School Toolkit www.mainehealth.org/*

MaineHealth
LET'S GO!



Sample Letter for Requesting Support from Local Businesses

Dear _____,

Our program values helping children make healthy lifestyle choices through creating environments, policies, and practices to help support and promote healthy eating and active living. One of our main goals is to expose our youth to the 5-2-1-0 healthy living initiative, which is centered around the following message:

- 5- or more fruits and vegetables
- 2- hours or less of recreational screen time
- 1- hour or more of physical activity
- 0- sugary drinks and more water

I am writing to request your support for our 5-2-1-0 efforts. While 5-2-1-0 can be implemented at no cost, additional funding allows for enhanced implementation of the program. With additional funding, we could contribute to sustainable change by _____. The total cost is estimated at: \$_____. A donation of any amount is greatly appreciated. We also welcome and appreciate any other forms of donations, such as volunteer time, ad space in your store, or gently used sporting equipment!

Engaging community leaders is one of our goals as a part of the 5-2-1-0 program. Support from local businesses will enhance our community as a whole. Thank you for considering our request and please contact me at _____ with any questions.

Sincerely,

*Examples to fill in the blank with:

- purchasing physical activity equipment that would be used to reward good behavior
- being able to provide fresh fruits and vegetables for a snack once a month
- supporting a staff wellness development program for all our staff
- improving the food environment by purchasing salad bars, new equipment, etc.
- purchasing pedometers for a walking program

Keys to a successful letter:

- Be specific! Determine what you would like funds for and ask for it specifically.
- Consider listing a specific amount.
- Consider asking for a product as opposed to money. Food stores may rather donate healthy snacks instead of money.



Activities That Involve the Community

Both out-of-school programs and communities can benefit from partnering together! Try one of these ideas to begin involving your community:

- Start a community garden.
- Sponsor a clean-up day in the neighborhood.
- Sponsor a distinguished speaker series.
- Host a healthy community breakfast or dinner.
- Host a family fitness night.
- Create a community cookbook.
- Hold a community healthy food drive.



Indiana Testimonial

Example of a successful collaboration between out-of-school programs and community partners:

Jump IN for Healthy Kids and Catch the Stars Foundation

"When Jump IN first approached Tamika and Tauja Catchings about using the 5-2-1-0 concept to educate kids and families and inspire them to develop healthy habits, Tamika and Tauja ran with it. The Catch the Stars Health and Wellness Clinics were all about 5-2-1-0, with activity stations that included fruits and vegetables relay races, snap bracelet making based on 5-2-1-0, and taste testing to help families expand their thinking about fruits and vegetables they like. The community outreach and programming that Catch the Stars offers aligns perfectly with 5-2-1-0 and helps give kids and families fun and easy-to-use tools to use to support making healthy choices."

- Megan McKinney Cooper, Communications Director, Jump IN for Healthy Kids

Social Services for Families

Food/Nutrition

- **Indiana 211**

- Free service that connects Hoosiers to help with thousands of health and human services agencies and resources in their local communities: <https://in211.communityos.org>

- **Immediate Hunger Assistance**

- Call the USDA National Hunger Hotline at 1-866-3-HUNGRY (1-866-348-6479) or 1-877-8-HAMBRE (1-877-842-6273). Information is available in English and Spanish. The hotline operates Monday through Friday, 7:00 a.m. to 10:00 p.m. Eastern Time

- **Federal Nutrition Programs Toolkit**

- A document that is designed to help people find information and resources on what programs are available through the federal government and administered by the state of Indiana.
- <https://www.indyhunger.org/federal-nutrition-programs-toolkit/>

- **Supplemental Nutrition Assistance Program (SNAP)**

- Eligible recipients will receive monthly benefits to purchase a variety of foods for the household. Eligible foods include fruits, vegetables, meat, poultry, fish, dairy products, breads, and cereals.
- You can find a SNAP retailer at <https://www.fns.usda.gov/snap/retailer-locator>. In addition to traditional retailers, various farmers markets around the state accept SNAP benefits, while some markets even double the benefit redemption. Contact your local market to determine their SNAP redemption.
- To find out if you are eligible and to apply, please visit the following link: <https://www.in.gov/fssa/dfr/snap-food-assistance/about-snap/>

- **Special Supplemental Nutrition Program for Women, Infants, and Children Program (WIC)**

- Pregnant women, breastfeeding women, mothers less than 6 months postpartum, and children under 5 at nutritional risk can apply for WIC.
- To find eligibility requirements and more information, please visit <https://www.in.gov/isdh/24809.htm>.
- To find the WIC clinic closest to you and your community, please visit <https://www.in.gov/isdh/20424.htm>.

- **School Meal Program**

- Children from qualified, low-income households may qualify for free meals or milk at school, along with summer feeding programs. Automatic qualifications include household usage of SNAP or TANF, if they are foster children of an agency or the court, and/or if they are enrolled in Head Start. Additionally, qualification for meals or milk can depend on the income of the household as a percentage of the federal poverty line.
- To enroll in the School Meal Program, fill out the application supplied by your school corporation.
- When schools are closed and not providing meals, the following interactive map can help to locate meal distribution sites for students: <https://www.fns.usda.gov/meals4kids>

Food Pantries/Food Banks

- One of the most organized, free forms of nutrition assistance around Indiana comes from our foodbank and food pantry systems.
 - Feeding Indiana's Hungry: <https://feedingindianahungry.org/find-your-food-bank/>
 - FSSA Food Assistance Availability Map: <https://www.in.gov/fssa/dfr/food-assistance-availability-map/>

- Community Compass (Statewide Indiana):
 - Now a statewide initiative, Community Compass is a smart phone application that can help users locate various types of food assistance in their area. The application is offered in English and Spanish and can be downloaded in the App Store or Google Play.
 - To learn more, please visit Indy Hunger Network’s website: <https://www.indyhunger.org/compass/>

Healthcare

- **HIP 2.0:**
 - Provides free or low-cost medical benefits to low-income eligible adults, children, pregnant women, people over the age of 65, and people with disabilities.
 - To learn if someone is eligible and apply, please visit Indiana’s FSSA website at <https://www.in.gov/medicaid/members/57.htm>.
- **Hoosier Healthwise:**
 - Hoosier Healthwise covers children and pregnant women with health insurance. There are two different packages with different eligibility requirements:
 - Package A Information: <https://www.in.gov/medicaid/members/57.htm>
 - Package C Information: <https://www.in.gov/medicaid/members/176.htm>

Housing

For a full list of housing resources in Indiana, please visit the following link:

<http://indianahousingnow.org/Resources.html>

- **Housing Choice Vouchers:**
 - These vouchers are overseen by the Indiana Housing and Community Development Authority.
 - A list and map of all local housing authorities: <https://www.in.gov/ihcda/files/2022-IHCDA-HCV-Jurisdiction-Map-Effective-02-21-2022.pdf>
 - A list of all subcontracting agencies:
 - <https://www.in.gov/ihcda/files/Listing-of-local-sub-contracting-agencies-Website-Revised-02-24-2020.pdf>
 - Marion County and the City of Indianapolis are not covered by IHCDA but are covered by the Indianapolis Housing Agency. Please find information for Indianapolis/Marion County at <https://indyhousing.org/housing-choice-voucher/portability>.

Income Support

- **Temporary Assistance for Needy Families (TANF):**
 - TANF can provide food, housing, home energy, childcare, and/or job training for those who qualify.
 - The qualifications and application can be found on Indiana’s FSSA TANF website: <https://www.in.gov/fssa/dfr/tanf-cash-assistance/about-tanf/>
- **Supplemental Security Income (SSI):**
 - SSI is a federally run program to help disabled adults and children who have limited income and assets.
 - Eligibility can be checked and the application can be found here: [https://ssabest.benefits.gov/benefits/supplemental-security-income-\(ssi\)](https://ssabest.benefits.gov/benefits/supplemental-security-income-(ssi))

Healthy Family Promotion

The remainder of this chapter contains resources and information that can be easily adapted and distributed by school staff to families to promote healthy habits at home.

Healthy Brown Bag Lunches

Pack a healthy lunch using some of the ideas below! Aim to always include a fruit and/or vegetable and make most of the grains whole grains.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|---|
| <ul style="list-style-type: none">• ½ cup low-fat cottage cheese• 10-15 whole wheat crackers with 1-2 tablespoons almond butter, peanut butter, or sunflower seed butter• Assorted vegetables (e.g., tomatoes, carrots, broccoli)• Water | <ul style="list-style-type: none">• ½ of a large or 1 mini whole wheat bagel• 1-2 tablespoons almond butter, peanut butter, or sunflower seed butter• Apple or banana• 6 ounces low-fat, low-sugar yogurt• Water | <ul style="list-style-type: none">• 6-inch whole wheat tortilla with 2-3 ounces turkey, 1 ounce low-fat cheddar cheese, 2 tablespoons hummus, and assorted vegetables (e.g., sweet peppers, carrots, peas)• Grapes• 8-10 whole wheat pita chips or multigrain tortilla chips• Water | <ul style="list-style-type: none">• Burrito made with ½ cup black beans, ½ cup brown rice, salsa, and 2 tablespoons low-fat plain Greek yogurt on a 6-inch whole wheat tortilla (feel free to add any other vegetables you like on burritos like lettuce, onion, and peppers)• Orange• Water | <ul style="list-style-type: none">• 3-4 ounces grilled chicken on salad greens with assorted vegetables (e.g., carrots, broccoli, tomatoes)• 1 ounce feta cheese, and 1-2 tablespoons oil-based or light creamy dressing• 3 cups air-popped popcorn• Water |

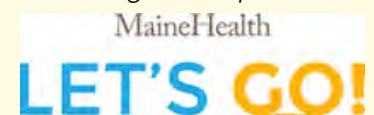
Shopping list:

- ✓ Lean deli turkey
- ✓ Raw vegetables (e.g., tomatoes, sweet peppers, carrots, broccoli, sugar snap peas, or other favorites)
- ✓ 6-inch whole wheat tortillas
- ✓ Hummus
- ✓ Grapes
- ✓ Low-fat cottage cheese
- ✓ Whole wheat crackers
- ✓ Whole wheat bagels (large or mini size)
- ✓ Almond butter or peanut butter
- ✓ Apples or bananas
- ✓ Low-fat, low-sugar yogurt (look for 20 grams of sugar or less per serving)
- ✓ Brown rice
- ✓ Black beans
- ✓ Salsa
- ✓ Low-fat plain Greek yogurt
- ✓ Orange
- ✓ Grilled chicken
- ✓ Salad greens
- ✓ Feta cheese
- ✓ Oil-based or light creamy dressing
- ✓ Air-popped popcorn

If you think you'll need more food than listed here to fill you up, increase your portions of fruits and vegetables first!

You may want to send smaller portions than listed for younger children.

**Adapted from the Maine Health Let's Go! Out of School Toolkit www.mainehealth.org/*



Cooking with Kids

When it comes to cooking, kids can help out every step of the way. Kids are more likely to try foods they helped prepare. Try these tips to involve kids in food selection, food preparation, and kitchen clean-up.

Food Selection

- Give kids a list of healthy meal and snack options, and then allow them to help create menus using foods from the list.
- Conduct taste tests (see handout in this section of the toolkit) and incorporate the most popular foods into your program menus.
- Serve do-it-yourself meals and snacks with multiple healthy fixings to choose from. For example, a taco bar, make-your-own personal pizza, yogurt and fruit bar, or build your own trail mix.

Food Preparation

- Help kids use math and reading skills to follow recipes and measure out ingredients.
- Promote development of self-esteem and a sense of accomplishment by letting them take home some of the food they helped prepare to share with their families.
- Check out the "Safely Working with Kids in the Kitchen" handout in this section of the toolkit for tips to help kids build kitchen skills.

Kitchen Clean-up

- Assign kids different clean-up tasks:
 - Younger kids can:
 - Clear the table
 - Push in chairs
 - Wipe tables and counters
 - Sweep floors
 - Older kids can:
 - Pack up and put away leftover food
 - Wash, dry, and put away dishes
 - Mop floors
 - Take out the trash

**Adapted from the Maine Health Let's Go! Out of School Toolkit www.mainehealth.org/*



Safely Working with Kids in the Kitchen

Let kids know you are here to help! After demonstrating a skill, tell them you will come around and offer suggestions or lend a hand when needed. Use these tips to help kids safely build their skills.

Chopping

- Use sharp knives only when working with kids who have the motor skills to use them safely (typically 4th grade and up). Plastic knives, table knives, or pizza cutters can be used by younger kids to cut a wide range of foods.
- The first few times you help kids chop foods, stand behind them and guide their hands with yours.

Grating

- Help kids by placing one of your hands against the grater and your other hand over their hand holding the food.
- Watch their fingers carefully so that they don't get cut or scraped.

Stirring and Mixing Ingredients

- Help kids stir thicker mixtures by placing your hand over their hand that's holding the spoon. Hold the bowl with your other hand.

Cracking Eggs

- Many kids will need assistance cracking eggs until they get the hang of it. Show them how to gently tap the shell to crack the surface and use their thumbs to pull apart the shell.
- Have kids crack each egg into a separate bowl. Help them check for shell pieces before adding each one to a larger bowl.

Rinsing Fresh Produce

- Rinsing is a great task for all ages, but you may need to help with extra-dirty greens or heavier items.

Measuring

- Introduce kids to measuring by showing them how to pour out ingredients you've already measured.
- Let them build confidence by measuring small amounts of dry ingredients before moving to wet ingredients.

Peeling

- Show older kids how to safely angle a peeler downward to remove the skins from fruits or vegetables.
- With foods like oranges and onions, get kids started by lifting a piece of the skin so they can easily peel off the top layer by hand.

Squeezing Citrus

- Cut citrus fruits into wedges and remove seeds so that kids can help squeeze out the juice. To make citrus fruit easier to juice, heat in the microwave for 15-20 seconds or roll the fruit on a counter or cutting board for 15 seconds before slicing.

Before you begin your activity, review basic handwashing rules with kids (e.g., use warm, soapy water; wash for 20 seconds; rewash hands if you touch hair or skin, use the bathroom, etc.). Have them wash hands before introducing them to any foods. Be sure they are supervised by an adult.

**Adapted from Cooking Matters <https://cookingmatters.org/tips/#kids-in-the-kitchen>*



Healthy Shopping on a Budget

Healthy shopping on a budget takes planning! Planning helps you save time and money and eat healthier.

- Make a list and stick to it. Lists help you avoid impulse buys that are usually unhealthy and expensive.
- Shop mostly the perimeter of the store. Spend most of your grocery budget on natural foods found around the outside of the store like fruits, vegetables, dairy, and protein foods that are good for your body. Limit your shopping in the middle aisles to staples like pasta, canned tuna, and nut butter, avoiding other expensive processed, and often unhealthy, packaged foods.
- Shop when you are NOT hungry or stressed. People who shop when hungry or stressed tend to not only buy MORE food, but also healthier food.
- Compare unit prices. Bigger is not always better! Use the unit price to compare similar products and make sure you're getting the best deal. The unit price is the cost per a standard unit (like ounce or pound) and is usually found on a sticker on the shelf beneath the product.
- Weigh the cost of convenience. If food tends to rot in your fridge before you prepare it, you could actually save money by purchasing fresh fruits and veggies that have been washed and chopped for you.
- Try frozen and canned. Canned and frozen produce keeps for a long time and may be cheaper per serving than fresh. For frozen, make sure you look for items with no added sauces or sugar. For canned, choose fruit canned in 100% juice and vegetables that are labeled either "low sodium" or "no added salt."
- Use store flyers to plan your menu. Save money by planning your menu around fruits, vegetables, and other items that are on sale each week. Save time by already knowing what you are going to make for dinner each night.
- Try store brands. Store brands on average are cheaper by about 26% to 28%, and their quality usually at least meets, and often surpasses, that of name brand products.
- Shop in season. Buying fruits and vegetables in season generally means your food not only tastes better, but is more nutritious and affordable.
- Buy in bulk when foods are on sale. Frozen and canned produce, and some fresh items like apples and carrots, will last a long time. If you have the storage space, stock up on the foods you eat regularly when they are on sale to save some money.

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Handling a "Picky" Eater

Introducing children to new foods can be challenging, especially when your child may not be showing interest in the food. While this behavior is not uncommon, it is important to have a set of strategies to navigate through these challenges. Here are some tips for handling your picky eater to make mealtimes more pleasant:

1. Observe what your child eats over several days, instead of focusing on one meal or one day. Most kids are eating more variety than you think.
2. Don't force your child to eat food. Forcing a child to eat more than they want can cause conflict and lead to overeating.
3. Stay positive and avoid criticizing or calling any child a "picky eater." Children believe what we say!
4. Avoid making special food for your picky eater. Offer the same food for the whole family. Aim for at least one food everyone will eat.
5. Substitute a similar food if a child does not like something. For example, offer sweet potatoes instead of squash.
6. Provide just two or three choices, not a huge array of food. Then let your child decide. Keep in mind your child may choose nothing, and that is okay!
7. Focus on your child's positive eating behavior, not on the food.
8. If you're only eating pasta and processed foods, vary them. Serve a different type of pasta at each meal. This can vary in grain, shape, size, etc.
9. Get a different takeout each time. Different types of takeout will introduce your child to new types of food.
10. Variety prevents picky eating from getting worse. Buy different brands, varieties, shapes, and sizes of convenience foods.
11. Be a good role model. Try new foods yourself. Describe their taste, texture, and smell to your child.
12. Offer new foods first. Your child is most hungry at the start of a meal.
13. Continue offering foods your child isn't interested in. If your child used to eat all types of fruits and currently only wants bananas, still offer pea-sized amounts of the other fruits. When we stop offering foods to our children, they stop liking them; however, continue to offer a "safe" food that you know your child will eat. Example: when trying squash for the first time, also offer something familiar such as green beans.

Often, choosy eating is a sign your child is growing up and becoming more independent. What seems "choosy" may just be your child's first steps in learning to make decisions. Learn how to handle eating challenges and avoid conflict so meals don't become a tug-o-war of control.

If you are concerned about your child's weight or eating habits, consult a pediatrician.



Non-Food Rewards at Home

Using physical activity instead of a food reward:

- Helps kids get their 1 hour a day!
- Makes physical activity fun!

Don't limit how many rewards you can give, as they just add up to more activity for kids!

How can you celebrate a job well done without using food treats?

- Make a list of fun, non-food rewards that don't cost much and post it where the whole family can see it. Allow your child to choose something from the list when appropriate.
- Have a separate list of special and inexpensive rewards for those really big achievements.
- Give certificates or ribbons for healthy behaviors.
- Allow your child to have a few friends over after school to play sports.
- Invite a few of your child's friends to a sleepover.
- Have a family game night.
- Keep a box of special toys or art supplies that can only be used on special occasions.
- Go to a sports game.
- Camp out in the backyard.
- Allow the use of electronics that support physical activity, like Dance Dance Revolution.
- Choose toys and games that promote physical activity like jump ropes, balls, or Skip-Its.

Food as a reward:

- Contributes to poor health.
- Encourages over-consumption of unhealthy foods.
- Contributes to poor eating habits.
- Increases preferences for sweets.

Be sure to avoid giving extra time in front of the TV or computer as a reward.

Words of appreciation can go a long way. Children love to hear "You did a great job" or "I appreciate your help."

**Adapted from the Maine Health Let's Go! Out of School Toolkit www.mainehealth.org/*

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Family-style Meals and Snacks

When you provide food to kids at home, you have an opportunity to influence their eating behaviors by the types of foods you offer and how you offer them. Serving family-style meals and snacks can create a supportive, encouraging, and healthy mealtime environment that exposes kids to healthy foods and helps kids learn to enjoy them.

What are Family-style Meals and Snacks?

In this style of dining, food is placed on the table in serving bowls and kids are encouraged to serve themselves. Caregivers sit at the table and eat with the kids to help model proper manners.

Why Does This Matter?

Family-style meals help kids develop:

- Self-esteem
- Social skills
- Table manners
- Independence

Tips for Successful Family-style Meals and Snacks:

- Let kids help from start to finish. This includes preparing the food, setting the table, serving themselves, and cleaning up.
- Encourage (but never force) kids to take a little of everything. Help them understand appropriate serving sizes.
- Talk about the taste, smell, look, and texture of food. Family-style meals are a great time to teach new vocabulary and help kids learn to appreciate and savor their food.
- Keep the conversation light and positive. This keeps the mealtime enjoyable and helps ensure kids will look forward to the next meal together.
- Having kids sit together and serve themselves often encourages choosy eaters to accept and try new foods.

**Adapted from the Maine Health Let's Go! Out of School Toolkit www.mainehealth.org/*



Sipping Smarter

If your kids are in the habit of grabbing a soda or energy drink when they're thirsty, reverse that habit as soon as possible (especially energy drinks, which are not good for kids). Both contain a surprising amount of sugar and empty calories, which can have a negative impact on kids' health, not to mention their teeth. Here are some tips for getting your kids to swap out those sugary drinks for healthier options.

1. Keep track of how many sodas or energy drinks you and your kids drink in one day. Can you replace just one with water or low-fat milk?
2. Show your kids how much sugar is actually in one soda by measuring it out. A 20-ounce can of soda has 17.6 teaspoons of sugar! Drinking one every day can contribute many extra calories and unnecessary added sugars.
3. Make it as easy as possible for your kids to choose water by getting them their own water bottles to carry around and refill as needed.
4. Add excitement to plain water by infusing it with different combinations of fruits and herbs. Some options include raspberry and mint, cucumber and lime, blueberry and lemon, and strawberry and basil—but it's much more fun to let kids make their own combinations.

**Adapted from Action for Healthy Kids <https://www.actionforhealthykids.org/sip-smarter/>*

Make Drinking Water Fun for All Ages

You can make infused water in a large jug by simply adding sliced or chopped-up fruit, vegetables, and/or herbs to the water. Let it sit for a few hours, and then enjoy it poured over ice. Be creative and try lots of different combinations! Let the kids come up with ideas for the next flavor infusion!



Fruit

- Berries
- Oranges
- Lime
- Grapefruit
- Pineapple
- Grapes
- Watermelon
- Mango
- Cantaloupe
- Honeydew
- Kiwi
- Cherries
- Apples
- Lemons

Herbs

- Basil
- Mint
- Rosemary
- Cilantro
- Lavender
- Tarragon
- Thyme
- Sage
- Ginger Root

Vegetables

- Cucumber
- Jalapenos
- Bell Peppers
- Celery
- Carrots

**Adapted by Jump IN for Healthy Kids <https://www.jumpinforhealthykids.org/userfiles/file/news/WaterRecipes.pdf>*

Being Active at Home

Outdoor Activities:

- **Go for a family walk.** Take a break from work, the news, or your smart phone by getting the whole family (including dogs) out for a 30-minute walk. If you don't have a half hour, just do what you can.
- **Shake the rust off your green thumb.** Enlist the kids to help you in the yard or garden. Pulling weeds, digging holes, planting bulbs, and watering plants can get the heart pumping more than you think.
- **Have a family field day.** Set up for a water balloon toss, pass the baton, a three-legged race, a crab walk, relay races—the possibilities are endless. Bring a piece of the schoolyard home, and don't be afraid to get creative.
- **Get back to basics.** Remember the days of chalk-scribbled hopscotch, duck-duck-goose, and hula hoop obstacle courses? Relive your favorite childhood games with your little (or not-so-little) ones.

Indoor Activities:

- Create a scavenger hunt. Pick a theme, and give your kids cards with clues. For example, try a memory hunt. Hand out cards with clues describing a photo in your home. Have the kids match the memory to the photo, and talk about the memories as a family. (Bonus: Enlist older kids to help with clues.)
- Try kids yoga. If you have access, try a YouTube search for kids yoga. If not, give the kids five stretches and set a 20-second timer for each move. Repeat your “flow” three times for a few minutes of active calm.
- Let them in on grown-up “fun.” Kids often love taking part in the tasks we don’t enjoy doing as adults—like doing the dishes, laundry, or cleaning. Ask them to help you with your chores list, taking special care to let them do the work. For littler ones, start a cleaning race. Set a timer and see who can pick up the most toys and put them back in their rightful place.
- Enlist your furry friends. Let the kids play hide and seek with your household pets. If your pet is used to playing with kids, play an indoor game of tag. Tired kids and a worn-out pup? It’s a win-win.
- Pretend the floor is hot lava! Put pillows and blankets around a room. The kids must jump from pillow to pillow (or blanket to blanket) as they try to avoid the “hot lava floor.” Remember--don’t fall in!
- Have a hula hoop contest. If you have supplies at home, see who can keep their hoop up the longest. We promise this will be fun for the whole family, and the laughs will keep you energized long after the fun.
- Go on an indoor adventure. Set up a pillow fort or indoor campsite where kids can escape to read, play, or learn. From finding supplies to setting up, they’re sure to burn some energy.
- Use online resources. Virtual resources like GoNoodle are full of games and activities to get kids’ bodies moving and brains working. They even have free resources to support families with kids at home on days off from school or school breaks.



Indoor or Outdoor Activities:

- Simply bust a move. You don’t have to reinvent the wheel. Just put on some music for 5 minutes a few times a day to get moving, forget about the chaos, and spend time together as a family.
- Jog their memory. Put their bodies and brains to work by starting a memory dance game. Get in a circle, give them a dance move, and tell each new person in the circle to add a move. The first person to forget the whole set gets to do 10 jumping jacks.
- Play freeze dance. This one is very easy. Crank some tunes, and get the whole family moving. Pause the music every few seconds, and tell the room to freeze. Anyone who doesn’t freeze gets to do 5 toe touches.
- Make it old school. Remember musical chairs? Set up a game on the couch or at the kitchen table. Last one dancing gets to pick the next activity.

* Adapted from Strong 4 Life <https://www.strong4life.com/en/covid-19/staying-active-while-practicing-social-distancing>

Motivating Your Children to be Active

Benefits of Being Active:

When kids are active, their bodies can do the things they want and need them to do. Why? Because regular exercise provides these benefits:

- Strong muscles and bones
- Healthy weight
- Reduced risk of developing type 2 diabetes
- Better sleep
- A better outlook on life

Physically active kids are also more likely to be motivated, focused, and successful in school. And mastering physical skills builds confidence at every age.



What Motivates Kids?

There's a lot to gain from regular physical activity, but how do you encourage kids to do it? Three key tips are:

1. Choosing the right activities for a child's age: If you don't, the child may be bored or frustrated.
2. Giving kids plenty of opportunity to be active: Kids need parents to make activity easy by providing equipment, signing them up for classes or sports teams, and taking them to playgrounds and other active spots.
3. Keeping the focus on fun: Kids won't do something they don't enjoy.

When kids enjoy an activity, they want to do more of it. Practicing a skill—whether it's swimming or riding a tricycle—improves their abilities and helps them feel accomplished, especially when the effort is noticed and praised. These good feelings often make kids want to continue the activity and even try others.

Age-Appropriate Activities:

The best way for kids to get physical activity is by incorporating it into their daily routine. Toddlers and preschoolers should play actively several times a day. Children 6 to 17 years should do 60 minutes or more physical activity daily. This can include free play at home, active time at school, and participation in classes or organized sports.

Age-Based Advice:

- **Preschoolers:** Preschoolers need play and movement that helps them develop important motor skills—kicking or throwing a ball, playing tag or follow the leader, hopping on one foot, riding a trike or bike with training wheels, or running obstacle courses. Although some sports leagues may be open to kids as young as 4, organized team sports are not recommended until they're a little older. Preschoolers can't understand complex rules and often lack the attention span, skills, and coordination needed to play sports. Instead of playing on a team, they can work on fundamental skills.
- **School-age:** With school-age kids spending more time in front of screens, the challenge for parents is to help them find physical activities they enjoy and feel successful doing. These can range from traditional sports like baseball and basketball to martial arts, biking, hiking, and playing outside. As kids learn basic skills and simple rules in the early school-age years, there might only be a few athletic standouts. As kids age, differences in ability and personality become more apparent. Commitment and interest level often go along with ability, which is why it's important to find an activity that's right for your child. Schedules start getting busy during these years, but don't forget to set aside some time for free play.
- **Teens:** Teens have many choices when it comes to being active—from school sports to after-school interests, such as yoga or skateboarding. It's a good idea to have an activity plan since it often has to be sandwiched between school and other commitments. Do what you can to make it easy for your teen to be active by providing transportation and the necessary gear or equipment (including workout clothes). In some cases, the right clothes and shoes might help a shy teen feel comfortable biking or going to the gym.



Kids' Fitness Personalities

In addition to a child's age, it's important to consider his or her fitness personality. Personality traits, genetics, and athletic ability combine to influence kids' attitudes toward participation in sports and other physical activities. Between kids, there is a wide spectrum of fitness personalities, and one's fitness personality can even change over time as kids grow and learn. For kids with certain athletic abilities or interests, traditional competitive after-school sports are a great way to participate in physical activity. Other kids may show abilities or interests in alternative methods of physical activity such as yoga, jump rope, dance, or hiking. Luckily, many opportunities exist to be active, and there is something out there for everyone. Providing a wide range of options for movement throughout the day and in different settings can help kids find what's right for them.

Adapted by Action for Healthy Kids <https://www.actionforhealthykids.org/healthy-activities-to-do-at-home/>

Physical Activity for Young Children

Children need LOTS of time to move their bodies! Movement helps children develop their motor skills, which are important to all other areas of development—language, cognition, social, emotional, and adaptive skills. Children need encouragement, instruction, and opportunity to develop their motor skills; help support this by practicing the suggestions below.

Be intentional about teaching your kids how to move.

Movement skills don't always naturally develop. Try purposefully including the following active movements in your play time with your children:

- UP TO 1 YEAR OLD – Stretching, patting, grasping, releasing, creeping, crawling
- 1 TO 2 YEARS OLD – Clapping, grabbing, squeezing, pressing, stamping, pushing, pulling, jumping
- 2 TO 3 YEARS OLD – Twisting, balancing, waddling, climbing, marching, rolling, sliding, turning
- 3 TO 4 YEARS OLD – Hopping, tossing, galloping, jumping, slithering, darting, bouncing, trudging
- 4 TO 5 YEARS OLD – Tumbling, running, galloping, prancing, skipping, throwing, catching, tiptoeing, bending, stretching, collapsing, sneaking, balancing, trotting, kicking, batting

Choose toys that promote movement.

Depending on the age of your child, there are different toys to consider.

- UP TO 1 YEAR OLD – Floor mirrors, crib gyms, snap lock beads, push and pull toys, low climbing platforms
- 1 TO 2 YEARS OLD – Activity tables, bean bags, tunnels, large balls, ride-on toys (no pedals)
- 2 TO 3 YEARS OLD – Wagons/wheelbarrows, spinning seats, hopper balls, rocking horses
- 3 TO 4 YEARS OLD – Foam flying disks, soft baseball and bat, adult-like push toys (lawnmower, vacuum, etc.), double-blade ice skates, ribbon wands
- 4 TO 5 YEARS OLD – Climbing ropes, kites, jump ropes, Velcro catching mitts, junior size sports equipment (soccer ball, football, batting tee, etc.)

Make your family time active by:

- Scheduling active family play into your routine
- Playing active games together (Twister, red light/green light, Simon says, charades, tag)
- Acting out favorite stories
- Going on a walk or hike together
- Setting up an obstacle course in the house or garage
- Dancing to music

**Adapted by Jump IN for Healthy Kids <https://www.jumpinforhealthykids.org/userfiles/file/news/LetsGo-MakePhysicalPlayPartOfEveryDay.pdf>*

Step Away from the Screen! Ways to Shake Up Your Routine

It's hard to cut back on screen time when you're used to turning to the TV or computer for entertainment; we know! Here are some great ways to figure out other things and other ways you can spend your free time.

"Mom! Dad! I'm bored." What parents can do when they hear this--instead of turning on the TV or computer:

- Role model, role model, role model. Don't use the TV or computer excessively. Let your kids see you turn off the TV and turn to them for a fun activity.
- Do not put a TV or computer in your child's bedroom; it's too tempting.
- Start a list of things you and your family can do together that doesn't involve a screen—tack it to a bulletin board or stick it on your fridge where you can see it easily (and add to as ideas come).
- Make certain days or times screen-free--e.g., no TV or video games on school nights, or "No TV Tuesday".
- Discuss and enforce your rules around screen time. Set limits and stick to them.
- Talk about it in a positive way. Instead of "turn off the TV," say "instead of watching TV right now, let's go on a nature hike." Offer fun options instead of just saying no.
- When the TV is on, sit down and watch with your kids. Talk to them about the shows they like. Schedule shows to watch that the whole family will enjoy.
- Remember: boredom most often leads to creativity. Stick with it and see what great things come from limiting screen time to two hours or less.

Some Indoor Alternatives to Screen Time:

- Dance to your favorite music; let the kids DJ
- Set up an indoor obstacle course
- Keep a balloon aloft as long as you can
- Create a family art project
- Teach everyone a new game and play it

Some Outdoor Alternatives to Screen Time:

- Organize a neighborhood scavenger hunt
- Take a walk with your family
- Ride your bike to the nearest playground
- Play catch with friends and/or family
- See how many jumping jacks you can do

Adapted from Jump IN for Healthy Kids 5-2-1-0 <https://www.jumpinforhealthykids.org/userfiles/file/news/LetsGo-StepAwayFromTheScreen.pdf>



Resources

MaineHealth Let's Go! Out-Of-School Program Tools

Resources for out-of-school programs to improve their health policies and practices

<https://www.mainehealth.org/Lets-Go/Community/Out-of-School-Programs>

Strong 4 Life

Strong 4 Life is an online hub for parents to gain resources and education on raising healthy families. The website was created by a team of health professionals at the Children's Healthcare of Atlanta.

<https://www.strong4life.com/en/covid-19/staying-active-while-practicing-social-distancing>

Jump IN for Healthy Kids

Jump IN for Healthy Kids is a nonprofit that advocates for healthy environments for Central Indiana families. They work with various levels to address the needs of the community, such as schools, neighborhoods, and policy.

<https://www.jumpinforhealthykids.org/5210/>

Action for Healthy Kids

Action for Healthy Kids is a national nonprofit dedicated to providing members of the school community with resources and education to instill a healthy school environment for children.

<https://www.actionforhealthykids.org/healthy-activities-to-do-at-home/>

Cooking Matters

Cooking Matters provides education and resources to inspire families to make healthy, affordable food choices.

<https://cookingmatters.org/>

Chapter 5: Equity

Health equity in school settings is achieved when all students have a fair opportunity to attain their full health and wellness potential and no student is disadvantaged from reaching this potential. Principles of equity are important in all sectors, but are particularly important in the realm of school health and wellness. The K-12 experience is foundational not only to student learning, but also to their overall wellbeing and relationship to their community and society as a whole. It is essential that each student's individual circumstances and lived experiences are honored and elevated within a school's educational philosophy (via the WSCC model). It is also equally important that their cultures and lived experiences are reflected back to them through the presence of a diverse, multicultural staff and access to resources that support culturally competent and inclusive educational services.



This Chapter Includes:

- Diversity and Inclusion in Hiring Practices and Human Resource Procedures
- Language Translation Services
- Adverse Childhood Experiences
- Trauma Informed Care

Diversity and Inclusion: Hiring Practices and Human Resource Procedures

While there have been federal- and state-level nondiscrimination policies for decades, job seekers continue to face discrimination in hiring and human resource (HR) rules and procedures. Based on race, ethnicity, gender, religion, or otherwise, hiring and HR practices should be equitable to all employees of the school. Below are resources to help schools understand their practices and evaluate them with an equity lens to ensure it is equitable for all.

Hiring Practices

1) Leverage your outreach resources for diverse recruitment pools.

- To get a diverse pool of applicants for all jobs, one must publicize the available position(s) in diverse settings to reach different audiences. There are many traditional job boards used online, but ensuring the job is posted on other job boards commonly looked at by different minority groups will help to increase the diversity in the applicant pool. There are job boards for professionals of different races, ethnicities, and religions, among others.

2) Ensure a nonbiased approach during interviews.

- All interviews should maintain the same questions and setting and be free from bias. Asking different questions to different individuals does not allow for fair evaluation of candidates. Candidates should not be compared based on gender, whether they have children, race, ethnicity, etc. This exercise extends beyond the list of questions prepared and includes each individual understanding their biases and working to address them before, during, and after the interview.

3) Construct a school policy for accountability on inclusive hiring practices.

- Committing to more equitable hiring practices is one thing, but having a school policy to hold all involved accountable sends a message to all applicants that this is something your school corporation feels strongly about. While the hiring team may follow the practices without much thought, written policies promise a commitment to improving the equity in Hoosier education.



Human Resource Procedures

1) Flexibility in PTO and calendar holidays for individuals who do not observe such holidays.

- Many of the federal holidays, and thus our school calendar holidays, are organized around the Christian faith. Many students, educators, and administrators practice a faith different from that of Christianity that has its own holidays. Providing our colleagues and students with their important faith-based holidays off without penalty is important in continually promoting equity within our school environment.

2) Acceptance around cultural differences in areas such as dress and hair styles.

- With such a diverse population within our state and country, our students, educators, and administrators bring vibrant cultural backgrounds to our schools. Ensuring policies and practices are in place to protect and promote the freedom of expression through things such as hair and dress are important for promoting equity in Hoosier education.

3) Allowing time for lactation needs without requiring the use of contractually allotted non-teaching time.

- School policies should support the individual needs of nursing moms. This includes providing a clean, private lactation space, that is not a restroom, as well as allowing staff the time they need to pump. If space is lacking in school for a dedicated lactation room, protocols can be created to provide nursing moms with designated personal time in a teachers' lounge or an administrator's office space. This showcases to educators that school leaders care for their wellbeing and for the wellbeing of their children.

4) Internal diversity and inclusion team.

- Developing and promoting an internal diversity and inclusion team for your school is a great way to hear all voices and promote the learning of new places, cultures, and religions from around the world. In conjunction with other inclusive and equitable practices, this team can be well positioned to produce not only academically intelligent students, but culturally aware and competent students. Most importantly, prioritizing institutional equity at all levels creates a safe and just environment for students to thrive.

5) Implicit-bias awareness and understanding through professional development training.

- Everyone has bias, but strength comes from understanding that bias and how to work through it. As a sector that works closely with students and families, it is essential for educators to understand their own implicit biases and the ways in which these biases impact educational opportunities for their students. Professional development training related to implicit bias and cultural competence should be provided for all staff.



Resources

A Checklist for Inclusive Hiring:

From EDUCAUSE, a national nonprofit focusing on IT in higher education, this checklist is a great place to start when building policies around inclusive, equitable hiring.

<https://er.educause.edu/blogs/2019/11/a-checklist-for-inclusive-hiring>

Diversity, Equity, and Inclusion Resource Library:

This comprehensive resource library is curated by the Cooperative Extension Service and Tuskegee University.

<https://dei.extension.org/extension-resources/>

DEI Resources:

A broad and comprehensive DEI resource library with many resources specific to K-12 education from Westchester Educational Services.

<https://westchestereducationservices.com/culturally-responsive-education/diversity-equity-and-inclusion/dei-resources/>

University of Iowa Implicit Bias Training Resources:

The University of Iowa's training is only available to staff, but they have curated an excellent library of free and publicly available training options.

<https://diversity.uiowa.edu/implicit-bias-training-and-resources>

IUPUI Division of Diversity, Equity, and Inclusion Initiatives:

Information on IUPUI's implicit bias training and many other equity-based initiatives.

<https://diversity.iupui.edu/initiatives/training-education/Implicit-Bias-Training.html>

Project Implicit:

The Harvard University Implicit Association Test.

<https://implicit.harvard.edu/implicit/takeatest.html>

UCLA Implicit Bias Video Series:

Developed through the UCLA Office of Diversity, Equity, and Inclusion, this free seven-part video series is publicly available.

<https://equity.ucla.edu/know/implicit-bias/>

Language Translation Services

Language access in educational settings is essential to ensuring educational equity. Every child deserves equal access to education, regardless of their proficiency in English. Language barriers can compromise the quality of education for students who are English as a Second Language (ESL) learners.

ESL Resources in Indiana Schools

Indianapolis Public Schools utilize Sheltered Instruction Observation Protocol (SIOP), a widely used proven model to equip teachers with educating English learners across the United States. Research shows that when teachers fully implement the SIOP Model, English learners' academic performance improves.

The SIOP Model consists of eight interrelated components:

- Lesson preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice/Application
- Lesson delivery
- Review and assessment



Indiana ESL Resources:

| Name | Phone | Website | Other Information |
|--|---|---|--|
| ATA (American Translator's Association Directory) | | http://www.atanet.org/ | |
| AT&T Language Line | (800) 752-6096 | http://www.languageline.com/ | |
| Aquarius Directory of Translators | | http://aquarius.net/ | |
| Berlitz Language Center | (317) 844-4303 | http://www.berlitz.us/ | |
| Culturalink | (888) 844-1414 | http://www.theculturalink.com | |
| German American Center | (317) 464-9004 | http://www.ighs.org/ | Contact: Dr. Ruth Reichmann |
| Hands On, LLC | Phone: (317) 328-1584 Fax: (317) 297-0349 | | Contact: Pam Cole |
| Indiana Latino Institute | Phone: (317) 472-1055 Fax: (317) 472-1056 | http://www.indianalaino.com/ | |
| Indiana Migrant & Seasonal Farmworkers Coalition | Phone: (317) 566-8200 Toll Free: (800) 695-8772 Fax: (317) 924-5176 | https://sites.google.com/view/infarmworker | Contact: Kristin Hoffman Address: 151 N. Delaware, Suite 1800 Indianapolis, IN 46204 <i>Spanish speaking staff available</i> |
| Indy Translation | Phone: (317) 566-8200 Toll Free: (800) 695-8772 Fax: (317) 924-5176 | http://www.indytranslations.com/ | Address: 1800 N. Meridian St., Suite 506, Indianapolis, IN 46202 |
| International Bureau of Translations | Phone: (317) 679-4666 Fax: (317) 571-1509 | http://www.internationalcenter.org/ | Contact: Demetria Gecewicz |
| International Center of Indianapolis Relocation Services | (317) 955-5150 | http://www.internationalcenter.org/ | Contact: Annie Dargo |
| Japan-America Society | Phone: (317) 635-0123 Fax: (317) 635-1452 | http://www.japanindiana.org/ | Contact: Timothy Yarling |
| LACA (Latino Advocacy in Community Affairs) | (317) 693-7603 | | Contact: Brenda Graves-Croom |
| Luna Language Services | (317) 341-4137 | https://luna360.com/ | Address: 8935 N. Meridian St., Ste. 250, Indianapolis, IN 46260 |

Indiana ESL Resources: (continued)

| Name | Phone | Website | Other Information |
|--|---|---|---|
| Language Training Center | (317) 578-4577 | | Address: 5750 Castle Creek Pkwy N. Dr, Suite 387 Indianapolis, IN 46250 |
| LaPlaza | (317) 898-4397 | http://www.laplaza-indy.org/ | |
| The Spanish Connection | Phone: (317) 465-0039 Fax: (317) 465-1009 | http://www.thespanishconnection.biz/ | Contact: Ana Sieber |
| Technical Translation Services | Phone: (317) 465-0039 Fax: (440) 951-6197 | | Contact: Bozana Peric |
| Translations InterAmerica | Phone: (317) 842-7357 Fax: (317) 585-8214 | | Contact: Montserrat Zuckerman Brenda Castañeda |
| ViaLanguage | Phone: (503) 243-2007 ext. 22 Toll Free: (800) 737-8481 Fax: (503) 243-1968 | http://www.vialanguage.com/ | Contact: David Boe dboe@viaLanguage.com |
| Eskenazi Multicultural Affairs - Hispanic Health Resources | Phone: (317) 630-6345 Phone: (317) 656-4264 Fax: (317) 630-7112 | http://www.eskenazihealth.edu/our-services/multicultural-affairs | Contact: Gloria King Gloria.king@wishard.edu |

Resources

Indiana Department of Health - Office of Minority Health

The Office of Minority Health is focused on health equity initiatives that help minorities throughout the state.

<https://www.in.gov/health/minority-health/minority-health-resources/language-translation-and-migrant-programs/>

Center for Applied Linguistics

Center for Applied Linguistics has information about the SIOP Model and how to put it into practice.

<https://www.cal.org/siop/about/>

Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) are traumatic events occurring before the age of 18. ACEs include all types of experiences or traumas that generally fall into three main categories: abuse, neglect, and household dysfunction or challenges. More information on the types of ACEs and the prevalence of each is shown below.

Prevalence of ACEs by Category for CDC-Kaiser ACE Study Participants, Waves 1 and 2.

TYPES of ACEs

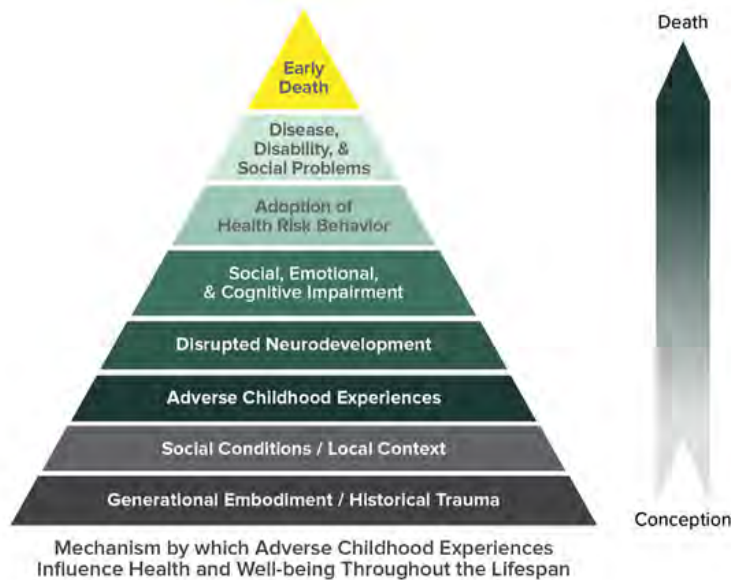
The ACE study looked at three categories of adverse experience: **childhood abuse**, which included emotional, physical, and sexual abuse; **neglect**, including both physical and emotional neglect; and **household challenges**, which included growing up in a household where there was substance abuse, mental illness, violent treatment of a mother or stepmother, parental separation/divorce or had a member of the household go to prison. Respondents were given an **ACE score** between 0 and 10 based on how many of these 10 types of adverse experience to which they reported being exposed.



Note: Research papers that use Wave 1 and/or Wave 2 data may contain slightly different prevalence estimates.

Source: Centers for Disease Control and Prevention, Kaiser Permanente. The ACE Study Survey Data [Unpublished Data]. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2016.

ACEs have a tremendous impact on all aspects of a child’s lifelong health and wellness, as displayed below.



It is important to note that the negative effects of ACEs can be buffered by positive childhood experiences (PCEs). PCEs are childhood experiences that provide children with a sense of belonging and connection, which can ultimately create resiliency from some lasting harmful effects of childhood trauma. Children with a greater number of PCEs are generally healthier and more resilient throughout their lifetime. The seven types of PCEs are listed below:

- Feeling able to talk with family about your feelings
- Feeling that your family stood by you during difficult times
- Feeling safe and protected by an adult in your home
- Enjoyment in participating in community traditions
- Feeling a sense of belonging in school
- Feeling supported by friends
- Having at least two nonparent adults who took a genuine interest in you



Working together, we can help create neighborhoods, communities, and a world in which every child can thrive. Even though most negative events occur in the home environment, schools are in a unique position to identify and address ACEs and to also build PCEs by ensuring safe, stable, nurturing relationships and environments. To reduce the impact of ACEs and increase child wellbeing, we need to:

- Increase our understanding and awareness of trauma and ACEs.
- Provide trauma-informed care and services.
- Increase parent/guardian/family support and education.
- Invest in prevention and resiliency practices and programs.
- Develop nurturing, resilient, and trauma-informed communities.

While educators sometimes see a misbehaving child as a "bad kid" or a mean or oppositional kid, University of California San Francisco's Healthy Environments and Response to Trauma in Schools (HEARTS) Program tries to help them to see that this is a scared kid. The child's behavior is the result of chronic exposure to traumatic events beyond his or her control. UCSF HEARTS offers the following strategies for teachers to help students in their classroom who have experienced complex trauma:

1. Recognize that a child is going into survival mode and respond in a kind, compassionate way. When you notice that a child might be having a difficult time, start by asking yourself "What's happening here?" rather than "What's wrong with this child?" This simple mental switch can help you realize that the student has been triggered into a fear response, which can take many forms.
2. Create calm, predictable transitions. Transitions between activities can easily trigger a student into survival mode. Some teachers will play music, ring a meditation bell, or blow a harmonica to signal it's time to transition. The important thing is to build a routine around transitions so that children know: a) what the transition is going to look like, b) what they're supposed to be doing, and c) what's next.
3. Praise publicly and criticize privately. For children who have experienced complex trauma, getting in trouble can sometimes mean either they or a parent will get hit. And for others, "I made a mistake" can mean "I'm entirely unlovable." Hence, teachers need to be particularly sensitive when reprimanding these students.
4. Adapt your classroom's mindfulness practice. Mindfulness is a fabulous tool for counteracting the impact of trauma. However, it can also be threatening for children who have experienced trauma, as the practice may bring up scary and painful emotions and body sensations.

Resources

How to Help a Traumatized Child in the Classroom:

Exposure to chronic trauma is having tragic effects on some of our students. How can educators help?
https://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms

The Impact of Early Adversity on Children's Development:

Harvard brief of early adversity and the relationship it has on delaying development.

<https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/>

ACEs Indiana:

The ACEs Indiana Coalition is dedicated to growing awareness on adverse childhood experiences and building self-healing communities.

<https://www.acesindiana.org>

IDOE and Butler University's Social Emotional Learning Toolkit:

This toolkit is designed for educators to learn more about social emotional learning (SEL), including the seven Indiana SEL competencies, so they can integrate SEL into their teaching practices. Additionally, school administrators can use this toolkit to identify strategies and resources to improve students' social, emotional, behavioral, and academic skills.

https://drive.google.com/file/d/1bA_Bwq42C9UoSBZQYUXjwc5hWbo-u2Gu/view?usp=sharing

Resources (continued)

IDOE Project AWARE:

Looking for ways to foster safe and supportive environments and build resilient youth? Here are some simple steps that can be done in a classroom or youth serving environment.

<https://www.projectawarein.org/wp-content/uploads/2020/05/IDE-Classroom-Checklist-8.5x11-v4.pdf>

For more resources to use within schools, visit www.projectawarein.org. For more resources to pass along to parents and caregivers, visit <https://changethefrequency.today/>.

Preventing Adverse Childhood Experiences:

Evidence-based practices around ACEs.

<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>

The Community Resilience Initiative:

A community-building framework focused on building community capacity to mitigate the effects of ACEs and building resilience through collaborations and partnerships.

<https://criresilient.org>

CDC ACEs Resources:

Resource page for ACEs presented by CDC.

<https://www.cdc.gov/violenceprevention/aces/resources.html?>

[CDC AA refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Fresources.html](https://www.cdc.gov/violenceprevention/aces/resources.html)

ACEs Linked to at Least 5 of Top 10 Causes of Death:

CDC media release on the relationship between ACEs and cause of death.

<https://www.cdc.gov/media/releases/2019/p1105-prevent-aces.html>

Action Steps Using ACEs and Trauma-informed Care:

An article on action steps to promote trauma-informed care.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5409906/pdf/40352_2017_Article_50.pdf

ACEs and Resilience:

A fact sheet on resilience.

<https://www.publicschoolsfirstnc.org/resources/fact-sheets/aces-and-resilience-what-can-we-do/>

Exploring Empathy Through Physical Activity

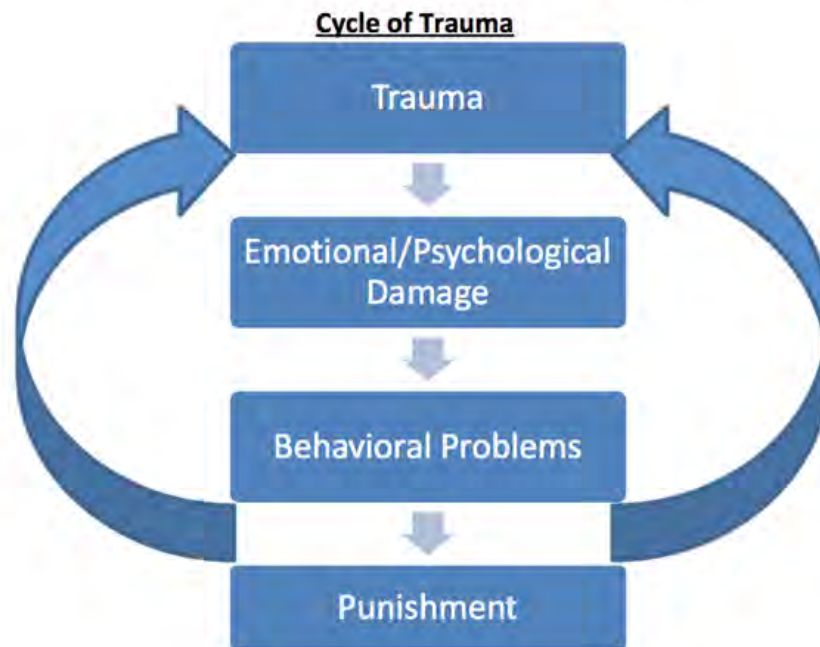
A guide on implementing self-regulation strategies in the classroom.

<https://www.actionforhealthykids.org/activity/exploring-empathy-with-physical-activity/>

Trauma-Informed Care

Children and adolescents are continually developing, and life experiences influence their development in both positive and negative ways. Physiological changes to children’s brains as well as emotional and behavioral responses to trauma have the potential to interfere with children’s learning, school engagement, and academic success. Because most brain development occurs during a child’s early months and years when the brain is most “plastic,” traumatic experiences in the early years, such as abuse and neglect and exposure to violence, can profoundly impact and limit brain development, resulting in cognitive losses and physical, emotional, and social delays, all of which undermine learning.

We need to understand the “cycle of trauma” (see figure below), which is particularly important to keep in mind in the school environment, where students may display problem behaviors related to past trauma and then become retraumatized through punishment for those behaviors—embedding the trauma further and continuing the cycle of behavioral problems rather than lessening them.



A trauma-informed school system (K-12) is one in which all teachers, school administrators, staff, students, families, and community members recognize and respond to the behavioral, emotional, relational, and academic impact of traumatic stress on those within the school system. Addressing the impact of trauma exposure on students and school personnel directly, resisting punitive responses, and providing practical skills and supports to manage traumatic stress reactions are essential for building a positive school climate for students and teachers. There are many ways to integrate trauma-informed approaches into school systems, including strategic planning by administrators, staff training, direct intervention with traumatized students, and building knowledge and communication in a variety of domains, all with a focus on creating and supporting environments that best enhance academic and educational achievement.

The National Child Traumatic Stress Network (NCTSN) System Framework for Trauma-Informed Schools identifies and describes the essential elements of a trauma-informed school that can help support school personnel in working with children who have experienced trauma. It includes core areas of focus for educational system improvements and organizational changes. These core elements can be applied across all levels to create a trauma-informed school environment, while also helping to identify students and school personnel within the school system who are at risk or might need more intensive support to address their traumatic stress reactions. These core elements can also be useful to policymakers at the local, state, and federal levels in promoting policies that support trauma-informed schools. The framework identifies 10 core areas of a trauma-informed school system:

- I. Identification and Assessment of Traumatic Stress**
School policies that support the screening and identification of students with trauma exposure as a significant prevention and intervention strategy, within a context of having a response plan in place for identified students
- II. Prevention and Intervention Related to Traumatic Stress**
Where needed, adequate supports (referral and access to trauma-informed evidence-based prevention and intervention resources) for all school stakeholders (students, families, teachers, administrators, other school personnel)
- III. Trauma Education and Awareness**
Routine professional development opportunities to help educators, administrators, and allied professionals develop a shared understanding of trauma’s impact on learning and build student coping and protective skills
- IV. Partnerships with Students and Families**
Inclusion of students and family members as full partners in the creation of a trauma-informed school system and in the planning of trauma-informed practices to strengthen trust and acceptance
- V. Creation of a Trauma-Informed Learning Environment**
Education about the wellness of all students, including the modeling of healthy social-emotional skills by school personnel and the integration of trauma-informed practices across school-wide behavioral programming
- VI. Cultural Responsiveness**
School policies that promote culturally appropriate responses to trauma and encourage staff to recognize differences in individual experiences and responses to trauma, including help-seeking behaviors following a trauma
- VII. Emergency Management/Crisis Response**
Clear and well-communicated procedures to mitigate, prepare for, respond to, and recover from emergencies/crises
- VIII. Staff Self-Care and Secondary Traumatic Stress**
Training and support for self-care and secondary traumatic stress activities to help staff, teachers, and school personnel respond to and recover from traumatic events
- IX. School Discipline Policies and Practices**
School discipline policies and practices that begin with prevention and rely on these key components first; a balanced goal for disciplinary actions that combines the safety of others in the school environment and skill-building resources for students that support their reintegration into a school setting
- X. Cross System Collaboration and Community Partnerships**
Policies and practices that encourage school personnel to collaborate to ensure trauma-informed approaches span all aspects of the school environment, including classrooms, health services, administration, school discipline and attendance, guidance, and extra-curricular programming, as well as with family and community partners

Resources

Trauma-informed Schools for Children in K-12:

This resource highlights the key elements of the 2017 NCTSN System Framework for Trauma-Informed Schools, while also underscoring the public health implications of trauma exposure and the benefits of having trauma-informed schools.

<https://www.nctsn.org/resources/trauma-informed-schools-children-k-12-system-framework>

Creating, Supporting, and Sustaining Trauma-informed Schools: A System Framework:

The National Child Traumatic Stress Network's tiered approach for the four R's in trauma-informed schools.

https://www.samhsa.gov/sites/default/files/programs_campaigns/childrens_mental_health/nctsi-creating-supporting-sustaining-trauma-informed-schools-a-systems-framework.pdf

Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated model that has proven effective in addressing the academic needs of English learners throughout the U.S.

<https://www.cal.org/siop/about/>

Incorporating Trauma-informed Practice and ACEs into Professional Curricula:

Philadelphia ACE Task Force Workgroup guide for trauma-informed curriculum development.

<https://drive.google.com/file/d/0B7fcUpFl415pcmpOVm1EaVdYMEE/view>

National Council for Behavioral Health:

Infographics for why trauma matters in primary care. This resource is geared for school nurses.

https://www.thenationalcouncil.org/trauma-informed-primary-care-initiative-learning-community/?utm_content=bufferc2d35&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Unlocking the Door to Learning: Trauma-informed Classrooms and Transformational Schools:

Discusses how educators can begin to understand the role of trauma and its effect on children and learning and how educators can change how they respond to children impacted by trauma.

<https://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>

Trauma and Learning Policy Initiative:

The Trauma and Learning Policy Initiative's (TLPI's) mission is to ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school.

<https://traumasensitiveschools.org>

Trauma-sensitive Schools Training Package:

This action guide is intended to be used after viewing the Leading Trauma-sensitive Schools online module to provide school leadership with a roadmap for implementing a trauma-sensitive approach schoolwide, including recommendations for using the Trauma-sensitive Schools Training Package.

https://safesupportivelearning.ed.gov/sites/default/files/TSS_Training_Package_Action_Guide_0.pdf

Chapter 6: Evaluation

After implementing programs and policies in school districts to improve student health, it is important to evaluate these efforts to ensure that the time and resources being spent are effective. The tools provided in this chapter will help school districts evaluate their wellness policies and will help schools evaluate how well their health and wellness activities are being implemented. Each tool can be used alone or in combination to best meet a school's needs.



This Chapter Includes:

- Assessment Tools
 - Indiana Department of Education Wellness Policy Checklist
 - WellSAT 3.0 and the WellSAT-I
 - Healthy School Environment Rubric
 - School Health Index
 - SWOT Analysis

Assessment Tools

Indiana Department of Education's Wellness Policy Checklist

The Indiana Department of Education has provided a wellness policy checklist for schools to use during their wellness policy assessment. The School Wellness Council can use this tool to compare the current wellness policy to the checklist to see which areas may need improvement. An excerpt from this checklist is shown below. To access the entire fillable document, visit <https://www.in.gov/doe/files/triennial-assessment-template.pdf>.

| School Wellness Policies are to Include: | Meeting Goal | Meeting Goal Partially | Not Meeting Goal |
|--|--------------------------|--------------------------|--------------------------|
| Wellness Coordinator: Has identified at least one person as responsible for facilitating the wellness policy upkeep Name person responsible for facilitating the upkeep: <u>Insert name or title</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Describe progress and next steps: Describe progress and next steps | | | |

WellSAT 3.0 and WellSAT-I

Another great resource to assess a school's wellness policy is the WellSAT 3.0 and its complementary WellSAT-I. Developed by Yale University's Rudd Center for Obesity, the WellSAT is intended to be used by school district officials, wellness advisory boards, or public health professionals to both assess a school corporation's written wellness policy and provide guidance for making policy improvements. There are six categories of assessment questions within the WellSAT 3.0:

- Nutrition Education
- Standards for USDA Child Nutrition Programs and School Meals
- Nutrition Standards for Competitive and Other Foods and Beverages
- Physical Education and Activity
- Wellness Promotion and Marketing
- Implementation, Evaluation, and Communication

WellSAT: 3.0
Wellness School Assessment Tool

If your wellness policy has been reviewed in the past using the WellSAT 2.0, the following are new items addressed in the WellSAT 3.0:

- Feeding children with unpaid meal balances without stigmatizing them
- School-level health advisory teams (in addition to district wellness committees)
- Food marketing in schools and fundraising
- Goals for nutrition education
- Permitting all stakeholders to participate in policy development
- Removal of old items that no longer pertain to Smart Snacks Standards
- A plan for measuring physical activity and wellness marketing
- Separate components for physical activity before, during, and after school, rather just a Comprehensive School Physical Activity Plan (CSPAP)

The WellSAT 3.0 scores 67 policy items and provides each a rating of either 0 (not mentioned), 1 (weak statement), or 2 (meets or exceeds expectations). Further information about each rating is provided below.

| Rating | Rationale |
|-----------------------------------|--|
| 0 (Not Mentioned) | The item is not included in the text of the policy. |
| 1 (Weak Statement) | Assign a rating of "1" when the item is mentioned, but: <ul style="list-style-type: none"> • The policy will be hard to enforce because the statement is vague, unclear, or confusing. • Statements are listed as goals, aspirations, suggestions, or recommendations. • There are loopholes in the policy that weaken the enforcement of the item. • The policy mentions a future plan to act without specifying when the plan will be established. <i>Words often used in statements rated as a "1" are: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</i> |
| 2 (Meets or Exceeds Expectations) | Assign a rating of "2" when the item is mentioned and it is clear that the policymakers are committed to making the item happen because: <ul style="list-style-type: none"> • Strong language is used to indicate that action or regulation is required. • The item is described with concrete plans or strategies for implementation. <i>Words often used in statements rated as a "2" are: shall, will, must, have to, insist, require, all, total, comply, and enforce.</i> |

The ratings for each policy item are used to give a wellness policy two scores: a comprehensiveness score (measuring the extent to which content areas are covered) and a strength score (measuring how strongly the content is stated). It is important to note that the tool measures the policy language only and does not measure policy implementation efforts.

Wellness Policy Reviews

The Indiana Department of Health’s Division of Nutrition and Physical Activity offers consultation services at any time. This includes a complete review of your existing wellness policy, best practice recommendations, and a meeting to review the findings. This service is different from the required evaluation with the Indiana Department of Education; however, it allows for a more in-depth review on sections besides USDA School Meal and Nutrition Standards for Competitive and Other Food and Beverages.

To measure how well a district is actually implementing its wellness policies, the WellSAT-I can be used. The WellSAT-I is an interview that is typically conducted between the district wellness committee members (interviewers) and a host of interviewees who can each speak to different content areas. It is ultimately up to the wellness committee to determine the proper personnel to interview, but recommended interviewees include: a food service director, a district level-official, the head of curriculum, a health teacher, a physical education teacher, a school principal, and a classroom teacher. It will likely be necessary to interview multiple individuals to ensure that each school wellness component is being addressed by an individual with the proper expertise.

Healthy School Environment Rubric

Another resource is the Healthy School Environment Rubric. Like the WellSAT-I, this rubric aims to measure the extent of implementation of wellness activities, but unlike the WellSAT-I, this rubric is focused on individual schools rather than entire districts. The rubric can be completed by school principals and be used for many purposes, such as building wellness committees, developing policies, and creating environmental changes.

| Healthy School Environment Rubric | | | | | |
|---|---|---|---|---|-----|
| School: _____ Principal: _____ Date: ___ / ___ / ___ | | | | | |
| <i>Use this rubric to score your programs or policies in the following areas:</i> | | | | | |
| 1 = not in place 2 = in development 3 = progressing toward full implementation 4 = successfully implemented | | | | | |
| School Wellness Council (SWC) | | | | | |
| 1. There is a representative from the school on the SWC. | 1 | 2 | 3 | 4 | N/A |
| 2. Information regarding the SWC is given to school staff, families, and community members on a regular basis. | 1 | 2 | 3 | 4 | N/A |
| 3. School staff members and high school students (<i>if applicable</i>) are encouraged to participate in the SWC. | 1 | 2 | 3 | 4 | N/A |
| 4. The school wellness policy is publicly posted and easily available to all school staff members, families, and community members. | 1 | 2 | 3 | 4 | N/A |
| 5. School staff members, families, and the community are permitted to participate in the school wellness policy process. | 1 | 2 | 3 | 4 | N/A |
| General School Activities | | | | | |
| 6. The school promotes policies and environmental changes to promote a healthy, active lifestyle for students. | 1 | 2 | 3 | 4 | N/A |
| 7. At least three activities are offered each year to support student wellness. | 1 | 2 | 3 | 4 | N/A |
| 8. At least three activities are offered each year to support employee wellness. | 1 | 2 | 3 | 4 | N/A |
| 9. Students, families, and other community members have access to resources on healthy eating and physical activity. | 1 | 2 | 3 | 4 | N/A |
| 10. The school communicates its wellness activities with families and other community members through newsletters, the school website, or other appropriate channels. | 1 | 2 | 3 | 4 | N/A |
| 11. The school offers wellness activities to families and the community (e.g., family wellness nights, family fun runs). | 1 | 2 | 3 | 4 | N/A |
| Recess | | | | | |
| 12. All elementary students have daily recess. | 1 | 2 | 3 | 4 | N/A |
| 13. If the weather does not allow going outside for recess, there is a back-up plan in place that includes physical activity. | 1 | 2 | 3 | 4 | N/A |
| 14. The students are encouraged to be physically active during recess. | 1 | 2 | 3 | 4 | N/A |
| 15. The students have recess prior to lunch. | 1 | 2 | 3 | 4 | N/A |
| 16. Students are not denied recess or other forms of physical activity as punishment. | 1 | 2 | 3 | 4 | N/A |
| Physical Education (PE) | | | | | |
| 17. There is a written, standards-based PE curriculum for all grade levels. | 1 | 2 | 3 | 4 | N/A |
| 18. PE helps students develop the skills to participate in a lifetime of physical activity. | 1 | 2 | 3 | 4 | N/A |
| 19. PE is developmentally appropriate and meets the needs of all student abilities. | 1 | 2 | 3 | 4 | N/A |
| 20. PE teachers encourage students to stay active throughout the PE class period. | 1 | 2 | 3 | 4 | N/A |
| 21. Students receive the recommended amount of physical education (150 minutes/week for elementary, 225 minutes/week for middle and high school). | 1 | 2 | 3 | 4 | N/A |
| 22. The school restricts exemptions or waivers for PE classes. | 1 | 2 | 3 | 4 | N/A |
| 23. PE is taught by a qualified instructor who is licensed to teach PE. | 1 | 2 | 3 | 4 | N/A |
| 24. PE teachers receive professional development opportunities on a yearly basis. | 1 | 2 | 3 | 4 | N/A |

(Rubric continues on next page)

| Physical Activity | | | | | |
|---|---|---|---|---|-----|
| 25. Students have opportunities for physical activity throughout the school day. | 1 | 2 | 3 | 4 | N/A |
| 26. The school promotes classroom-based physical activity (e.g., energizers, brain breaks) to all teachers. | 1 | 2 | 3 | 4 | N/A |
| 27. The school prohibits the use of physical activity as a form of punishment. | 1 | 2 | 3 | 4 | N/A |
| 28. Elementary students receive at least 30 of the recommended 60 minutes of physical activity, during and/or directly after school. | 1 | 2 | 3 | 4 | N/A |
| 29. Students are permitted to walk and bike to school when appropriate. | 1 | 2 | 3 | 4 | N/A |
| 30. The school works with the local government and community agencies to support students walking and biking to school (i.e., Safe Routes to School). | 1 | 2 | 3 | 4 | N/A |
| 31. The school offers before- and/or after-school physical activities (e.g., clubs, intramurals, interscholastic sports) to students, regardless of ability. | 1 | 2 | 3 | 4 | N/A |
| 32. Families and community members have regular access to school's outdoor facilities during non-school hours. (i.e., informal shared use) | 1 | 2 | 3 | 4 | N/A |
| Health Education | | | | | |
| 33. There is a written, standards-based health education curriculum for all grade levels. | 1 | 2 | 3 | 4 | N/A |
| 34. Health is being taught by classroom teachers (elementary) or qualified health education teachers. | 1 | 2 | 3 | 4 | N/A |
| 35. Health education teachers receive professional development opportunities on a yearly basis. | 1 | 2 | 3 | 4 | N/A |
| School Nutrition | | | | | |
| 36. School meals meet or exceed USDA nutrition standards. | 1 | 2 | 3 | 4 | N/A |
| 37. The school offers a breakfast program to all students. | 1 | 2 | 3 | 4 | N/A |
| 38. The food service staff and teachers work together to create a pleasant eating environment for students. | 1 | 2 | 3 | 4 | N/A |
| 39. Competitive foods (e.g., in vending machines, in school stores, a la carte items) sold to students are either in compliance with USDA Smart Snack standards or are banned. | 1 | 2 | 3 | 4 | N/A |
| 40. Food served to students (e.g., classroom parties, after-school snacks) are restricted to nutritious items. | 1 | 2 | 3 | 4 | N/A |
| 41. Students are given enough time to eat lunch (at least 20 minutes of seat time). | 1 | 2 | 3 | 4 | N/A |
| 42. The school discourages the use of food as a reward in classroom activities. | 1 | 2 | 3 | 4 | N/A |
| 43. Free drinking water is available throughout the school day. | 1 | 2 | 3 | 4 | N/A |
| 44. Activities such as club meetings are not scheduled during mealtimes, unless students may eat during the meetings. | 1 | 2 | 3 | 4 | N/A |
| 45. The school uses non-food items for fundraising activities. | 1 | 2 | 3 | 4 | N/A |
| 46. The school restricts marketing of non-nutritious foods and beverages on school property. | 1 | 2 | 3 | 4 | N/A |
| 47. The school encourages participation in Farm to School activities. | 1 | 2 | 3 | 4 | N/A |
| 48. Annual trainings are provided to nutrition services staff | 1 | 2 | 3 | 4 | N/A |
| 49. Nutrition services protects the privacy of students who receive free or reduced priced meals and avoids stigmatizing students with unpaid meal balances. | 1 | 2 | 3 | 4 | N/A |
| Employee Wellness | | | | | |
| 50. The school promotes policies/environmental changes to promote a healthy active lifestyle for employees (e.g., allowing staff to purchase healthy cafeteria meals at a discount, allowing walking breaks and walking meetings) | 1 | 2 | 3 | 4 | N/A |
| 51. The school offers programs to help all employees feel engaged in physical wellness activities and/or health education (e.g., physical activity, nutrition, or tobacco cessation programs). | 1 | 2 | 3 | 4 | N/A |
| 52. The school offers programs or services to promote mental health among employees (e.g., providing quiet spaces for stress relief approaches) | 1 | 2 | 3 | 4 | N/A |
| 53. The school has a comprehensive breastfeeding policy for employees including schedule flexibility, a location to express milk with access to a sink (<i>other than a restroom</i>), and access to refrigerated storage for breastmilk. | 1 | 2 | 3 | 4 | N/A |
| 54. Staff members are offered free or low-cost CPR training. | 1 | 2 | 3 | 4 | N/A |
| 55. Teachers and school employees are advocates for wellness at school. | 1 | 2 | 3 | 4 | N/A |

Rubric was adapted from Indianapolis Public Schools, School Health Index, & WellSAT 3.0

School Health Index

The School Health Index (SHI) was designed by the CDC to be an online self-assessment and planning tool for individual schools to assess and action-plan activities that improve policies, health-related programs, and overall school health. The tool was designed to contain 11 modules based on the Whole School, Whole Community, Whole Child Model to assess seven health topics:

- Physical activity and physical education
- Nutrition
- Tobacco use prevention
- Alcohol and other drug use prevention
- Chronic health conditions (e.g., asthma, food allergies)
- Unintentional injury and violence prevention (safety)
- Sexual health, including HIV, other STDs, and pregnancy prevention

The SHI can be completed online by using their interactive tool or completed using a printed version. Two versions exist including one SHI for elementary schools and one SHI for middle and high schools. It is advised that the SHI be completed by a team of individuals who can speak to various health-promoting activities across the school environment and community. This can include administrators, health and physical education teachers, nutrition service providers, health service providers, school board members, parents, students, and youth-serving organization staff, for example. After the assessment tool has been completed, the SHI advises that the team meets and creates a School Health Improvement Plan to take actions that improve the school health environment.



SWOT Analysis

A SWOT analysis is another tool to assess your current wellness initiatives. SWOT stands for: strengths, weaknesses, opportunities, and threats. See the definitions of these terms below as well as a sample SWOT chart for increasing physical activity during school:

- **Strengths:** Internal things an organization does particularly well compared to its competitors
- **Weaknesses:** Internal things an organization does that could be improved
- **Opportunities:** External chances for a positive change in an organization
- **Threats:** External obstacles or barriers that negatively impact an organization

| <u>Strengths</u> <i>What do you do well?</i> <i>What unique resources can you draw on?</i> <i>What do others see as your strengths?</i> | <u>Weaknesses</u> <i>What could you improve?</i> <i>Where do you have fewer resources than others?</i> <i>What are others likely to see as weaknesses?</i> |
|---|---|
| <ul style="list-style-type: none"> • The school has strong backing from the school district, principal, and teachers. • There is enough funding for sports equipment, supplies, and salaries. • PE teachers at the school are talented and educated. • The school is in a good physical location and has good weather. • The facilities at the school are fairly good. | <ul style="list-style-type: none"> • Parents of school children may not see the value of physical education. • Indiana standards don't require a certain amount of minutes or days that a student should be in PE. • Standards set by the district require more in-classroom instruction for the teachers to be able to cover all the new requirements. • No after-school sports are offered through the school. |
| <u>Opportunities</u> <i>What opportunities are open to you?</i> <i>What trends can you take advantage of?</i> <i>How can you turn your strengths into opportunities?</i> | <u>Threats</u> <i>What threats could get in the way of your activities/success?</i> <i>What are other schools doing?</i> <i>What other threats do your weaknesses expose you to?</i> |
| <ul style="list-style-type: none"> • Our district supports our PE department. • Much of the PE funding comes from the district's foundation, which funds academic and enrichment activities. • Opportunities exist to get additional and higher learning for PE teachers. • Some other school districts want to learn from us, which gives us a chance to educate others. | <ul style="list-style-type: none"> • Private schools nearby have better facilities, like dedicated gyms for volleyball and indoor basketball. More parents may pay to have children go private for better facilities. • Charter schools nearby offer more PE minutes for all grades. • The surrounding area is becoming very expensive for families to move into. • There is a trend of families and schools being more focused on science and math instead of physical fitness or other "extra" education like arts and music. |

Assessment looks different in every school corporation. It is recommended to make a list of SMART goals to help guide your efforts. The Indiana Department of Health is here to help create any templates, assessments, and surveys and to provide one-on-one technical assistance you may need. Please see the Division of Nutrition and Physical Activity site for a contact list to submit SMART goals and receive guidance on creating an action plan.

S: Specific

What exactly do you want to do?

M: Measurable

How will you know when you've reached your goal?

A: Achievable

Is your goal within your scope and power to accomplish?

R: Relevant

Does this goal align with your overall goal or mission?

T: Time-bound

Is there a specific timeframe or date that this goal will be accomplished by?



Resources

IDOE Wellness Policy Checklist:

A school wellness policy assessment tool

<https://www.in.gov/doe/files/triennial-assessment-template.pdf>

WellsAT 3.0 and WellsAT-I:

District-level school wellness policy and implementation assessment tools

https://www.wellsat.org/about_the_WellsAT.aspx

School Health Index:

An online school-level self-evaluation tool for schools to assess and improve their health and safety policies and practices

<https://www.cdc.gov/healthyschools/shi/index.htm>

Wellness Policy in Action Tool:

A tool to help districts and schools implement wellness policies

<https://www.cdc.gov/healthyschools/wpat/index.htm>

Thriving Schools Integrated Assessment:

A tool to help schools and districts identify strengths and opportunities for improving policies

<https://www.healthiergeneration.org/our-work/schools/thriving-schools-integrated-assessment>

Resources

General Resources

Alliance for a Healthier Generation

Healthier Generation's website includes an action center, where you can create a login to access numerous school-related resources including the School Wellness Policy Builder and Model Wellness Policy, the Thriving Schools Integrated Assessment (a district-wide wellness practice assessment), the Action Planning Tool, and other resources.

<https://www.healthiergeneration.org/>

Indiana Department of Health, Division of Nutrition and Physical Activity Website:

The DNPA website includes resources and occasional funding opportunities for nutrition and physical activity within the settings of school and after school, early care and education, workplace wellness, SNAP-Ed, food access, breastfeeding, and healthy communities.

<https://www.in.gov/health/dnpa/>

Indiana Department of Health, Maternal and Child Health Website:

The MCH website contains information and resources related to adolescent/young adult health (including school health profiles data and Youth Risk Behavior Survey data), breastfeeding, children's health, and infant and maternal health, as well as funding opportunities.

<https://www.in.gov/health/mch/>

Indiana Department of Education Website:

IDOE's website includes numerous resources for educators and school administrators such as student learning resources, educator licensing information, school operations resources, and state as well as federal grants.

<https://www.in.gov/doe/>

CDC's Healthy Schools Page:

This webpage includes numerous resources to promote the Whole School Whole Community Whole Child (WSCC) Model including information for school professionals on healthy behaviors, managing student health conditions, assessing school health, training and professional development opportunities, and a CDC Virtual Healthy School that displays the WSCC Model in action.

<https://www.cdc.gov/healthyschools/>

WellSAT WSCC

The WellSAT WSCC is an evaluation tool aligned with the WSCC Model to assess and update all school policies related to child health and well-being.

<https://csch.uconn.edu/wellsat-wsc/>

Chapter 1: School Wellness Council

USDA Local School Wellness Policy Outreach Toolkit

U.S. Department of Agriculture:

The USDA website provides additional information on how to become a team nutrition school, final rule information, and model policy Information.

<http://www.fns.usda.gov/tn/join-team-become-team-nutrition-school>

Centers for Disease Control and Prevention:

The CDC website provides information on implementing local school wellness policies for your districts.

<http://www.cdc.gov/healthyschools/npao/pdf/SchoolWellnessInAction.pdf>

Indiana Action for Healthy Kids:

AFHK provides resources for revising a local wellness policy and a resource clearinghouse to assist with the creation of a healthy school environment.

<https://www.actionforhealthykids.org/revise-district-policy/>

Association for Supervision and Curriculum Development

ASCD provides additional information and resources regarding the Whole Child framework and its tenets.

<https://www.ascd.org/whole-child>

WellSAT 3.0:

The WellSAT is a quantitative assessment tool to help you score and improve your local school wellness policy. Since 2010, this measure has been used by thousands of people across the country, representing school districts from every state. All WellSAT items reflect the federal law or best practices. The purpose of scoring your district policy is to identify where it is strong and where it could be improved.

- <https://www.wellsat.org/default.aspx>

Chapter 2: Physical Activity

Physical Education

SPARK (Sport, Physical Activity Recreation for Kids) PE

SPARK is dedicated to creating, implementing, and evaluating research-based programs that promote lifelong wellness. SPARK strives to improve the health of children and adolescents by disseminating evidence-based physical activity and nutrition programs that provide curriculum, staff development, follow-up support, and equipment to teachers of pre-K through 12th grade students.

<https://sparkpe.org/>

CATCH (Coordinated Approach to Child Health) PE

CATCH PE is a developmentally appropriate physical education program designed to increase motivation and participation in physical education while minimizing elimination games in grades K-8. CATCH PE reinforces movement skills, sports involvement, physical fitness, social development, skill competency, and cognitive understanding about the importance of lifelong physical activity.

<https://catchinfo.org/modules/physical-education/>

Online Physical Education Network (OPEN)

OPEN has one mission: to improve the effectiveness of physical education for every child. OPEN provides rigorous, outcomes-based curriculum tools to every physical education teacher nationwide. OPEN is a backward design curriculum project that targets SHAPE America's National Standards and Grade-Level Outcomes. OPEN resources are free. It provides health educators with the most up-to-date resources, modules, curriculum, and instructional tools for before-, during-, and after-school settings.

- [Tools for Teaching Physical Education for K-12 Module](#)
- [Tools for Active Home Physical Activity Module](#)
- [Tools for Making Recess Matter for K-5 Module](#)
- [Tools for Active Classrooms for K-5 Module](#)
- [Tools for After School Physical Activity Module](#)

Active Recess

Action for Healthy Kids:

Ways to improve and promote active recess within your school.

https://www.actionforhealthykids.org/wp-content/uploads/2019/11/TS_Recess_v3.pdf

Centers for Disease Control and Prevention:

Evidence-based strategies for planning and providing recess in schools to increase physical activity participation and improve academics.

<https://www.cdc.gov/healthyschools/physicalactivity/recess.htm>

Centers for Disease Control and Prevention:

Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice.

https://www.cdc.gov/healthyschools/physicalactivity/pdf/Recess_All_Students.pdf

American Academy of Pediatrics:

The American Academy of Pediatrics journal on the crucial role of offering recess daily in schools.

<https://pediatrics.aappublications.org/content/pediatrics/131/1/183.full.pdf>

Centers for Disease Control and Prevention and SHAPE America:

Guidance documents that provide schools with 19 evidence-based strategies for recess, as well as a planning guide and template to help develop a written recess plan that integrates these strategies.

https://www.shapeamerica.org/standards/guidelines/strategies_for_recess_in_schools.aspx?hkey=5a588845-900b-40e7-89bc-290557cf0c20

Recess Before Lunch

Journal of Child Nutrition and Management:

A publication of the School Nutrition Association: The Relationship of Meal and Recess Schedules to Plate Waste in Elementary Schools.

<http://docs.schoolnutrition.org/newsroom/jcnm/04fall/bergman/bergman1.asp>

Peaceful Playgrounds:

Recess Before Lunch state policy or recommendations.

<https://peacefulplaygrounds.com/resources-2/recess-lunch-state-requirements/>

Peaceful Playground PowerPoint guide includes policies, program examples, and benefits of offering students physical activities before lunch.

<http://www.peacefulplaygrounds.com/pdf/recessbeforelunchslides.pdf>

This fact sheet addresses concerns and solutions for implementing recess before lunch.

<https://www.peacefulplaygrounds.com/download/lunch/benefits-recess-before-lunch-facts.pdf>

Classroom-Based Physical Activity

Strategies for Classroom Activity in Schools:

This CDC document describes 10 evidence-based strategies for promoting and planning for classroom physical activity.

https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_Strategies-for-CPA_508tagged.pdf

Playworks SEL Game Guide:

This game guide will teach kids social and emotional skills to practice in a classroom, gym, or outside. The skills chosen were developed by well-known SEL frameworks and the on-the-ground impact seen across schools around the country.

<https://www.playworks.org/resources/get-the-sel-game-guide/sel-game-guide-download/>

Making the Connection: Social Emotional Learning and Physical Activity:

Outlines how school-based physical activity provides opportunities to develop social-emotional skills

<https://www.actionforhealthykids.org/wp-content/uploads/2022/02/Making-the-Connection-SEL-and-Physical-Activity-FINAL.pdf>

Shared Use

Indiana Shared Use Toolkit:

The IDOH, partnering with the YMCA Top 10 Coalition, helped to create the Indiana Shared Use Toolkit. This document provides information on the law that limits schools' liability, makes the case, and provides advice and success stories. You can find the toolkit at

[https://www.in.gov/health/files/Shared%20Use%20Toolkit%20\(2\)_new%20logo.pdf](https://www.in.gov/health/files/Shared%20Use%20Toolkit%20(2)_new%20logo.pdf)

Safe Routes Partnership:

This fact sheet addresses concerns and solutions for implementing recess before lunch.

<https://www.rimrockraptors.org/docs/building/19/recess%20before%20lunch.pdf?id=9568>

Clubs and Intramurals

Funding from IDOE

These funds will need to be applied for at the district level. The corporation may have a process for applying for these larger grants (get administration approval, work with the grants representative). Some may require a needs assessment included in the application. Applications for these can be found on the IDOE website.

Individual links included below.

- Title 2 Part A: Funding to be put toward teacher quality and effectiveness. This can be used toward wellness trainings (e.g., getting school staff trained in CSPAP, Minds-in-Motion, or education neuroscience).
 - <https://www.in.gov/doi/grants/title-ii-part-a/>
- Title 4 Part A: The three focus areas of Title IV are intended to: (A) support a well-rounded education by incorporating advanced classes, fine arts, foreign languages, STEAM, and other innovative programming; (B) create safe and healthy schools through the utilization of social-emotional learning and healthy lifestyle habits; (C) effectively utilize technology through properly preparing staff as well as providing high-quality digital learning experiences for underserved students. Title IV funds are available to all traditional public-school districts and charter schools that receive Title I funding, as well as equitable services for nonpublic schools.
 - <https://www.in.gov/doi/grants/title-iv/>
 - Here is an example of fundable activities under this funding source:
https://www.in.gov/health/files/18_WSCC%20model%20infographic.pdf
- 21st CCLC: Intended for out of school time programming.
 - <https://www.in.gov/doi/grants/OST/>

Local Potential Sources

For local funding, there may be an application to fill out, or you could write a letter requesting funding. Some funders may require a presentatio, or a final report of how the funds were used. Going to funders at the beginning of the year, and at the end of the year could be beneficial (when their fiscal year starts over, or when they may have remaining funds left over). If reaching out on behalf of the school, make sure your administration is aware, in case there is a specific protocol or approval needed for that.

- School's PTO
- School Corporation's Foundation
- Community Foundation
- Local sponsorships through businesses (insurance agencies, lawyers, medical foundations, hospitals, private physicians)

General Physical Activity Resources

American College for Sports Medicine (ACSM):

Through research, instruction, and certification, ACSM engages students, physicians, and researchers at the regional, national, and international levels to learn and become professionals in the fields of exercise science and sports medicine.

<https://www.acsm.org/acsm-membership/about-us>

Playworks:

Playworks is dedicated to improving the health and wellbeing of children with greater access to physical activity and safe, meaningful play, through multiple types of resources and training opportunities.

<http://www.playworks.org/>

CDC/Shape Strategies for Recess in Schools:

School staff who are responsible for leading recess in schools can use the Strategies for Recess in Schools, Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice, and customizable Recess Planning Template to help them identify what is or is not happening with recess in their school.

<http://portal.shapeamerica.org/standards/Promotion Kit Recess in Schools.aspx>

Indiana Society for Health and Physical Educators (INSHAPE):

A professional education association for teachers, administrators, researchers, coaches, college students and other professionals who are dedicated to the promotion of quality health, physical education, sport, dance, and fitness in public and private schools, colleges and universities, and community agencies throughout Indiana.

<http://www.indianashape.org/>

Hoosier Health and Wellness Alliance (previously named the Indiana Healthy Weight Initiative):

HHWA seeks to implement health-focused initiatives that focus on the reduction of risk factors specifically related to obesity. The alliance partners with state- and community-based coalitions in an effort to improve the overall quality of living for Indiana residents.

<https://indianactsi.org/community/initiatives/hoosier-health-and-wellness-alliance/>

Indiana Afterschool Network:

A network to mobilize people, organizations, and communities to connect after-school and summer programs with the support they need to create positive youth outcomes for inspiring futures.

<https://www.indianaafterschool.org/about/>

Active School Environments:

This website addresses how physical activity results in physical, social, emotional, and academic benefits.

<https://schoolspringboard.org/active-school-environments/why-active-school-environments-matters/>

Get On Board Active Living (GOAL):

GOAL is a free, family-focused community approach to encouraging healthy lifestyles for children and their families through nutrition, behavior, and physical activity education.

<https://iuhealth.org/in-the-community/south-central-region/goal-get-onboard-active-living>

Special Olympics Indiana:

Special Olympics Indiana is a nonprofit organization that is a part of the global Special Olympics movement, using sport, health, education, and leadership programs every day around the world to end discrimination against and empower people with intellectual disabilities.

<https://soindiana.org/who-we-are/>

National Centers on Health, Physical Activity and Disability (NCHPAD):

The NCHPAD primarily focuses on improving the health, wellness, and quality of life of people with disabilities.

<https://www.nchpad.org/>

Action for Healthy Kids:

Alternatives to denying physical activity as punishment.

<https://www.actionforhealthykids.org/activity/alternatives-to-denying-physical-activity-as-punishment/>

60 Alternatives to Withholding Recess:

Given the value of recess in a student's physical and social development, and the need for periodic breaks from classroom instruction, using recess as punishment is inappropriate.

https://www.sandiegounified.org/sites/default/files/link/district/files/dept/nursing_and_wellness_program/Alternatives%20to%20Withholding%20Recess%20-%20Peaceful%20Playgrounds.pdf

Indiana Physical Education Standards:

This website contains physical education standards specific to Indiana.

<https://www.in.gov/doe/files/hs-pe-standards-revision-final-dec12-2017.pdf>

<https://www.in.gov/doe/files/pk-5-pe-standards-revision-final-dec12-2017.pdf>

The National Association for School Board Educators:

This website provides a database to facilitate the sharing of school health improvement strategies and policy language across states.

<https://statepolicies.nasbe.org/>

Moving Minds Blog:

This resource is to learn to engage minds through physical activity in the classroom. All articles and blogs are written by researchers and teachers just like you and provide field-tested tips, tricks, and research that highlight how activity positively impacts your students' ability to learn.

https://www.moving-minds.com/?gclid=CjwKCAjw5p_8BRBUEiwAPpJO67wI9qJck4Xg-Ih1iJcntM04rS1ezQokVXFPoiQBh8Wqo6W9OFVOUBoCVt4QAvD_BwE

Cosmic Kids Yoga:

Cosmic Kids Yoga provides several yoga, mindfulness, and relaxation sessions through videos in which teachers, students, and parents can participate in school or at home at any time they want. Sessions range from anywhere under 10 minutes to over 15 minutes.

<https://www.cosmickids.com/category/watch/>

Peaceful Playgrounds:

Peaceful Playgrounds was created to introduce children and school staff to the many choices of games available for playgrounds and field areas.

<https://peacefulplaygrounds.com/60-alternatives-to-withholding-recess/>

American Heart Association:

American Heart Association created a resource that lists indoor recess tips.

<https://www.heart.org/en/affiliates/swa-youth-market>

Chapter 3: Nutrition

School Meals

USDA School Meals:

Description of school meal programs and links to regulations, policy memos, and technical assistance resources.

<https://www.fns.usda.gov/school-meals/child-nutrition-programs>

Institute of Child Nutrition:

Training, tools, and resources for school food service personnel.

<https://theicn.org/>

Alliance for a Healthier Generation:

Explanation of the need for healthy nutrition environments and how they boost student achievement. Alliance for a Healthier Generation links to all components of the healthy school nutrition environment.

<https://www.healthiergeneration.org/articles/healthy-school-meals-boost-student-achievement>

CDC Healthy Schools - School Meals:

Overview of the importance of school nutrition, including additional resources and links to other organizations.

<https://www.cdc.gov/healthyschools/npao/schoolmeals.htm>

No Kid Hungry - School Breakfast Resources

Collection of resources with information and guidance on implementing breakfast best practices in schools.

<http://bestpractices.nokidhungry.org/programs/school-breakfast>

School Nutrition Association:

Comprehensive inventory of school nutrition resources from the School Nutrition Association (SNA), a national, nonprofit professional organization working to advance the availability, quality, and acceptance of school nutrition programs as an integral part of education.

<https://schoolnutrition.org/learning-center/usda-and-icn-resources/>

Culturally Appropriate Lunches

“Selecting Foods of Children’s Cultural Backgrounds for a Preschool Menu: A Practical Solution” - The Journal of Child Nutrition and Management:

Study examining the introduction of unfamiliar ethnic dishes in a preschool setting.

https://schoolnutrition.org/uploadedFiles/5_News_and_Publications/4_The_Journal_of_Child_Nutrition_and_Management/Spring_2004/8-smith.pdf

Massachusetts Farm 2 School - “SERVING UP TRADITION: A Guide for School Food in Culturally Diverse Communities” Toolkit:

A guide for school food in culturally diverse communities.

<https://www.massfarmtoschool.org/wp-content/uploads/2017/12/ServingUpTradition.pdf>

Dietary Guidelines for Americans: "Race, Culture, and Adapting the Recommendations for All"

Examination of U.S. dietary guidelines and how to apply them in different cultural contexts.

<https://docs.google.com/document/d/1AEI4fQ8WCEjG9cnWAmIKmdPGEEdLaT6aC81z1a2SNIWI/edit#heading=h.jt1q18apked>

Smart Snacks and a la Carte Foods

Schools and Schools Districts That Have Improved School Foods and Beverages and Not Lost Revenue:

A great list of examples of improved school nutrition changes with contact information. The interventions listed range in their size and scope and can provide great ideas for Indiana schools looking to improve the food and beverages sold within the a la carte line, and others.

<https://www.cspinet.org/resource/schools-and-school-districts-have-improved-school-foods-and-beverages-and-not-lost-revenue>

Keep School Meals Healthy:

Infographic describing how easy it would be for children to take many of the treats from the a la carte line to make a meal that is not nutritious or in line with Smart Snack standards. This graphic emphasizes the need for improved nutrition in all options that students receive.

<https://cspinet.org/sites/default/files/attachment/a-la-carte-nana.pdf>

USDA: Smart Snack Nutrition Standards:

Information about the Smart Snacks nutrition standards and a list of resources.

<https://www.fns.usda.gov/cn/smart-snacks-school>

USDA: Guide to Smart Snacks in School:

This was updated in 2022. It is a helpful resource for anyone managing school vending machines, fundraisers, or snack bars to better understand the Smart Snacks standards. Examples of foods and beverages that meet the standards can be found in the Guide to Smart Snacks in School.

<https://www.fns.usda.gov/tn/guide-smart-snacks-school>

Healthier Generation: Smart Snacks Calculator:

This resource is available through the Alliance for a Healthier Generation Smart Food Planner.

<https://www.healthiergeneration.org/our-work/business-sector-engagement/improving-access-to-address-health-equity/smart-food-planner>

Michigan: Healthy Schools Action Toolkit (HSAT):

A toolkit focused on helping schools assess the health of the school environments and what actions to take to improve them. Originally made for schools in Michigan, the HSAT is easily adaptable to Indiana.

<https://www.mihealthtools.org/hsat/about.asp>

Action for Healthy Kids: Healthy Eating Toolkit:

This is an interactive toolkit dubbed the one-stop shop for all things nutrition. Included are recipes, resources, and ideas on a variety of topics surrounding nutrition.

<https://www.actionforhealthykids.org/nutrition-toolkit/>

In-School Fundraisers

Fundraisers and Smart Snacks: Foods Not Intended for Consumption at School:

USDA fact sheet on the Smart Snacks in School nutrition standards.

<https://fns-prod.azureedge.us/sites/default/files/cn/fundraisersfactsheet.pdf>

Alliance for a Healthier Generation:

Multiple resources related to school fundraisers, including alternative fundraising ideas, a PowerPoint presentation, and a graphic about working with school nutrition services to choose products for in-school fundraisers.

<https://www.healthiergeneration.org/take-action/schools/snacks-and-beverages/fundraisers/>

Fundraising: Healthier Ways to Rake It In:

A great list of fundraisers that include physical activity, promotion of healthy eating, and non-food fundraisers. With success stories and a guide on how to think about fundraisers differently, this guide is great for funding your next fundraiser.

<https://www.actionforhealthykids.org/fundraising-healthier-ways-to-rake-it-in/>

Healthy Fundraisers:

Two-page PDF with the quick facts and ideas about profitable, healthy fundraisers.

https://www.actionforhealthykids.org/wp-content/uploads/2019/11/TS_Fundraising_v3.pdf

A+ Fundraisers for High Schools: A Guide to Having a Successful Fundraiser While Keeping Your Community Healthy:

Guidance on healthy fundraisers for high school students.

<https://www1.nyc.gov/assets/doh/downloads/pdf/cdp/fantastic-fund-hs.pdf>

Concession Stands

Nemours Healthy Concessions Guide:

A guide for promoting healthy options.

<https://www.nemours.org/content/dam/nemours/wwwv2/filebox/service/healthy-living/growuphealthy/healthyconcession.pdf>

Eat Smart, Play Hard: Concession Stand Toolkit

A step-by-step guide for making your school's concession stand better, and better for you.

<https://extension.missouri.edu/media/wysiwyg/Extensiondata/Pub/pdf/hesguide/foodnut/n02052.pdf>

University of Iowa Prevention Research Center Concession Stand Toolkit:

The Concession Stand Toolkit helps booster clubs or parent groups fighting childhood obesity by making positive changes to the unhealthy foods offered at school concession stands.

<https://www.cdc.gov/prc/resources/tools/concession-stand.html>

Concession stand makeovers: A Pilot Study of Offering Healthy Foods at High School Concession Stands:

A research article on offering healthy foods.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4402377/>

Access to Drinking Water

Increasing Access to Drinking Water in Schools:

Background information, needs assessment tools, implementation strategies, and evaluation guidance on how to make sure students have access to drinking water as part of a healthy school nutrition environment. https://www.cdc.gov/healthyschools/npao/pdf/water_access_in_schools_508.pdf

Keep It Flowing: A Practical Guide to School Drinking Water Planning, Maintenance & Repair:

Guidance on how to provide adequate numbers of properly maintained drinking fountains and tap water dispensers in school buildings.

<https://cdn1.sph.harvard.edu/wp-content/uploads/sites/84/2014/09/Keep-It-Flowing.pdf>

CDC Water Access in School Microlearning Modules:

These short video training modules guide schools on steps to take to help students drink more water during the day. School staff will learn what can be done to ensure water is available, safe, and promoted as an ideal beverage choice.

https://www.cdc.gov/healthyschools/npao/water_access_videos.htm

<https://www.cdc.gov/healthyschools/npao/wateraccess.htm>

Classroom Celebrations, Events, and Non-food Rewards

Tips for Teachers:

Information about low- and no-cost ways that teachers can support healthy eating and physical activity in the classroom.

<https://www.cdc.gov/healthyschools/npao/pdf/tips-for-teachers.pdf>

Healthy and Active Non-Food Rewards:

Fun and healthy ways to recognize students for positive behavior or academic accomplishments.

<https://www.actionforhealthykids.org/activity/healthy-active-non-food-rewards/>

Healthy School Celebrations:

Ideas for school celebrations that support healthy eating and physical activity.

https://cspinet.org/sites/default/files/attachment/healthy_school_celebrations.pdf

Alliance for a Healthier Generation:

Guidance and resources for healthy celebrations and non-food rewards.

<https://www.healthiergeneration.org/take-action/schools/wellness-topics/smart-snacks/celebrations>

Food and Beverage Marketing

Captive Kids: Selling Obesity at Schools. An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in School:

Tools to address marketing in schools, including an assessment tool, policy guidance, talking points, case studies, and a fact sheet.

<http://www.californiaprojectclean.org/docuserfiles/Captive%20Kids2007.pdf>

Rudd Center: Food Marketing in Schools:

Information and resources to address food marketing in schools.

https://uconnruddcenter.org/wp-content/uploads/sites/2909/2020/08/Food-Marketing-in-Schools_Feb-2019_Final.pdf

District Policy Restricting Food and Beverage Advertising on School Grounds:

Guidance on policy language to limit advertising in schools.

<http://www.changelabsolutions.org/publications/district-policy-school-food-ads>

Promoting Healthy Eating to Key Audiences

Team Nutrition:

Nutrition education lessons and materials for schools.

<https://www.fns.usda.gov/tn/team-nutrition>

Child Nutrition Sharing Site

Provides Child Nutrition Programs (CNPs) with a way to share resources related to program operation

<https://theicn.org/cnss/>

National Farm to School Network Resource Database:

Nutrition education, school garden, and other materials developed by different organizations.

<http://www.farmtoschool.org/resources>

Farm to School

Indiana Grown for Schools Network and Website:

The website is rich in information in all sectors of farm to school and serves as the central hub for Indiana.

<https://www.ingrown4schools.com/>

Indiana Farm to School Toolkits:

Indiana Grown for Schools Network created four toolkits covering each farm to school pillar: agriculture and nutrition, farm to early care and education, procurement, and school gardens.

<https://www.ingrown4schools.com/toolkits>

National Farm to School Network:

Information, tools, and resources for communities working to buy local food and add food and agriculture education into school systems.

<http://www.farmtoschool.org/about>

USDA Farm to School:

Tools and resources to help schools (1) buy and serve local or regionally produced foods in school cafeterias and (2) provide food, agriculture, and nutrition education through multiple venues, such as school gardens, field trips to local farms, and cooking classes.

<https://www.fns.usda.gov/cfs/farm-school-resources-1>

How to Plan a Student-Centered Farmer Visit to Your School

A guide for schools to plan and host student-centered visits from local farmers.

<https://www.ecoliteracy.org/article/student-centered-farmer-visit>

Nutrition Education Curricula

Serving Up MyPlate:

This USDA curriculum features a collection of classroom materials that helps elementary school teachers integrate nutrition education into math, science, English language arts, and health. This curriculum introduces the importance of eating from all five food groups using the MyPlate icon and a variety of hands-on activities. Students also learn the importance of physical activity to staying healthy. Grades K-6
<https://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

Body Quest: Food of the Warrior:

Developed by Alabama Cooperative Extension Services, Body Quest is a childhood obesity prevention initiative that combines Extension curriculum with iPad app technology. It uses anime characters to engage youth in a quest for healthy habits. Grades K-6
<https://snaped.fns.usda.gov/library/materials/body-quest-food-warrior>

Grow It, Try It, Like It!

This is a garden-themed nutrition education kit that introduces children to: three fruits (peaches, strawberries, and cantaloupe) and three vegetables (spinach, sweet potatoes, and crookneck squash). It includes seven booklets featuring fruits and vegetables with activities through the imaginary garden at Tasty Acres Farm! Grades K-6
<https://www.fns.usda.gov/tn/grow-it>

Balanced Energy Physical Activity (BEPA) Toolkit:

Nutrition concepts are linked to physical activity concepts and active games through an approach that explains the concept of balanced energy as a combination of healthful eating and regular, varied physical activity. Grades K-12
<https://snaped.fns.usda.gov/library/materials/balanced-energy-physical-activity-bepa-toolkit>

General School Nutrition Resources

School Health Guidelines to Promote Healthy Eating and Physical Activity E-Learning Module:

Guidelines that can serve as the foundation for developing, implementing, and evaluating school-based healthy eating and physical activity policies and practices for students.
https://www.cdc.gov/healthyschools/professional_development/e-learning/shg/index.html

Tips for Teachers:

Information about low- and no-cost ways teachers can support healthy eating and physical activity in the classroom.
https://www.cdc.gov/healthyyouth/npao/pdf/Tips_for_Teachers_TAG508.pdf

School Health Index:

An online self-assessment and planning tool designed to help schools improve their health and safety policies and practices, including those on healthy eating.

<https://www.cdc.gov/healthyschools/shi/index.htm>

WellsAT 3.0:

Online tool that measures the quality of written school district wellness policies.

<http://wellsat.org/>

The Healthier US School Challenge: Smarter Lunchrooms:

USDA's voluntary certification initiative, which recognizes schools that have created healthier school environments by promoting nutrition and physical activity.

<https://professionalstandards.fns.usda.gov/content/healthierus-school-challenge-smarter-lunchrooms>

Voices for Healthy Kids:

Fact sheets, infographics, and toolkits to help state agencies and local school boards implement school meals and Smart Snacks in School; access to clean, free drinking water; local wellness policies and wellness councils; and marketing for unhealthy foods and beverages.

<http://voicesforhealthykids.org/>

Action for Healthy Kids:

Resources and tools for schools. Free registration required.

<http://www.actionforhealthykids.org/tools-for-schools>

https://www.actionforhealthykids.org/wp-content/uploads/2019/11/TS_Snacks_v3.pdf

Alliance for a Healthier Generation:

Information about the Healthy Schools Program and resources for schools, including tools for Smart Snacks and school meals.

https://www.healthiergeneration.org/take_action/schools/

School Nutrition Association:

Provides resources for schools that provide high-quality, low-cost meals to children.

<https://schoolnutrition.org/learning-center/>

Team Nutrition: Back to School Resources:

USDA resources for engaging faculty, students, parents, and the community to make the school year fun and healthy.

<https://www.fns.usda.gov/tn/team-nutrition-back-school-resources>

Eat Smart, Play Hard and a Guide to Communications and Marketing:

Free marketing tools to assist in strengthening healthy eating strategies.

www.schoolnutrition.org

School Nutrition Environment:

Comprehensive page describing the school nutrition environment, including links for further details about each subsection.

<https://www.cdc.gov/healthyschools/nutrition/schoolnutrition.htm>

The Nutrition Source:

Provides resources on numerous nutrition-related topics aimed at individuals of all ages.

<https://www.hsph.harvard.edu/nutritionsource/>

Academy of Nutrition and Dietetics:

Resources for the improvement of nutrition in many parts of the school nutrition environment, including nine replacements of candy on Valentine's Day, how to work with school nutritionists/dietitians, and more.

<https://www.eatright.org/food/nutrition/eat-right-at-school>

Healthy Teachers Program:

Free online course in educator wellness. The Healthy Teachers Program empowers educators to improve their personal health and wellness and is not a diet program.

<https://www.wholekidsfoundation.org/healthy-teachers>

Chapter 4: Family Involvement and Community Engagement

Engaging Families Around School and Wellness

Parents for a Healthy School:

A guide for getting parents involved in K-12.

https://www.cdc.gov/healthyschools/parentsforhealthyschools/pdf/19_306913-A_PHS_guide_new_508_2.pdf

Vermont Family Engagement Toolkit and Self-Assessment:

An easy-to-use, practical guide for educators seeking to develop and maintain growth of school, district, supervisory union (SU), or supervisory district (SD) family engagement work, including for students with Individualized Education Programs (IEPs).

<https://education.vermont.gov/sites/aoe/files/documents/edu-vermont-family-engagement-toolkit-and-self-assessment.pdf>

School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth:

This brief provides educators with strategies to promote children's social, emotional, and academic development using school-family partnerships. It begins with an overview of social and emotional learning (SEL) and school-family partnerships (SFPs) and a discussion of the important relationship of SFPs and SEL.

<https://drive.google.com/file/d/16RjBEe5kYUcIepAwx4Xq48xDHZ40Ywo1/view>

Family Engagement and Support: Ohio Community Collaboration Model for School Improvement:

An implementation guide for family engagement.

<https://education.ohio.gov/Topics/Reset-and-Restart/Family-Engagement>

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework:

A tool to guide the implementation of effective practices, use of shared language, and a family engagement continuum for families across their child's educational lifespan.

<https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title%20I/PA%20Family%20Engagement%20Framework.pdf>

Family Engagement Toolkit: Continuous Improvement through an Equity Lens

This toolkit was developed to help districts and schools by providing practical planning and evaluation tools that support efforts to engage all families, particularly those of underrepresented and underserved students.

<https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Improving Your Family and Community Engagement, Kentucky:

A training document on family engagement and involvement.

<https://education.ky.gov/curriculum/WSCC/wholechild/Pages/Family-Community-Involvement.aspx>

Family Engagement in Schools: A Comprehensive Guide:

Panorama's guide for family-school partnerships.

<https://www.panoramaed.com/blog/family-engagement-comprehensive-guide>

Family Engagement Playbook:

The Family Engagement Playbook is a collection of promising research-based approaches to strengthen individual competencies and organizational support.

<https://globalfrp.org/Articles/Family-Engagement-Playbook>

Idaho Engagement Survey:

Sample resource for engagement evaluation.

<https://www.sde.idaho.gov/assessment/surveys/>

Whole Child Family Engagement Toolkit

The Ohio Department of Education created this interactive toolkit to explore resources for engaging families within the 12 components of the WSCC framework.

<https://ohiofamiliesengage.osu.edu/resources/family-engagement-toolkit-for-ohios-whole-child-framework/>

California Safe and Supportive Schools:

A communication guide for how to interact with families.

https://data.calschls.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf

Parent Engagement in Schools:

A CDC resource for involving parents in school health.

https://www.cdc.gov/healthyschools/parentsforhealthyschools/pdf/parent_engagement_strategies.pdf

5-2-1-0

Jump In for Healthy Kids:

This resource provides an overview of 5-2-1-0 and a link to Jump In for Healthy Kids' resource hub.

<https://www.jumpinforhealthykids.org/5210-information/>

Social Services

Indiana 211:

Free service that connects Hoosiers to help with thousands of health and human services agencies and resources in their local communities.

<https://in211.communityos.org>

Immediate Hunger Assistance:

Call the USDA National Hunger Hotline at 1-866-3-HUNGRY (1-866-348-6479) or 1-877-8-HAMBRE (1-877-842-6273). Information is available in English and Spanish. The hotline operates Monday through Friday, 7:00 a.m. to 10:00 p.m. Eastern Time.

Federal Nutrition Programs Toolkit

A document that is designed to help people find information and resources on what programs are available through the federal government and administered by the state of Indiana.

<https://www.indyhunger.org/federal-nutrition-programs-toolkit/>

Supplemental Nutrition Assistance Program (SNAP):

Eligible recipients will receive monthly benefits to purchase a variety of foods for the household. Eligible foods include fruits, vegetables, meat, poultry, fish, dairy products, breads, and cereals.

You can find a SNAP retailer at <https://www.fns.usda.gov/snap/retailer-locator>. In addition to traditional retailers, various farmers markets around the state accept SNAP benefits, while some markets even double the benefit redemption. Contact your local market to determine their SNAP redemption.

To find out if you are eligible and to apply, please visit the following link:

<https://www.in.gov/fssa/dfr/snap-food-assistance/about-snap/>

Special Supplemental Nutrition Program for Women, Infants and Children Program (WIC):

Pregnant women, breastfeeding women, mothers less than 6 months postpartum, and children under 5 at nutritional risk can apply for WIC.

To find eligibility requirements and more information, please visit <https://www.in.gov/isdh/24809.htm>.

To find the WIC clinic closest to you and your community, please visit

<https://www.in.gov/isdh/20424.htm>.

School Meal Program:

Children from qualified, low-income households may qualify for free meals or milk at school, along with summer feeding programs. Automatic qualifications include household usage of SNAP or TANF, if they are foster children of an agency or the court, and/or if they are enrolled in Head Start. Additionally, qualification for meals or milk can depend on the income of the household as a percentage of the federal poverty line.

To enroll in the School Meal Program, fill out the application supplied by your school corporation. When schools are closed and not providing meals, the following interactive map can help to locate meal distribution sites for students: <https://www.fns.usda.gov/meals4kids>

Food Pantries/Food Banks:

One of the most organized, free forms of nutrition assistance around Indiana comes from our foodbank and food pantry systems:

- Feeding Indiana's Hungry: <https://feedingindianahungry.org/find-your-food-bank/>
- FSSA Food Assistance Availability Map: <https://www.in.gov/fssa/dfr/food-assistance-availability-map/>

Community Compass (Statewide Indiana):

Now a statewide initiative, Community Compass is a smart phone application that can help the user locate various types of food assistance around the area. The application is offered in English and Spanish and is available for download in the App Store or Google Play.

To learn more about the app, please visit Indy Hunger Network's website at <https://www.indyhunger.org/compass/>.

HIP 2.0:

Offers free or low-cost medical benefits to low-income eligible adults, children, pregnant women, people over the age of 65, and people with disabilities.

To learn if someone is eligible and apply, please visit Indiana's FSSA website at <https://www.in.gov/medicaid/members/57.htm>

Hoosier Healthwise:

Hoosier Healthwise covers children and pregnant women with health insurance. There are two different packages with different eligibility requirements:

- Package A Information: <https://www.in.gov/medicaid/members/57.htm>
- Package C Information: <https://www.in.gov/medicaid/members/176.htm>

Housing:

For a full list of housing resources in Indiana, please visit the following link: <http://indianahousingnow.org/Resources.html>

Housing Choice Vouchers:

Housing Choice Vouchers are overseen by the Indiana Housing and Community Development Authority.

- A list and map of all local housing authorities: <https://www.in.gov/ihcda/files/2022-IHCDA-HCV-Jurisdiction-Map-Effective-02-21-2022.pdf>
- A list of all subcontracting agencies: <https://www.in.gov/ihcda/files/Listing-of-local-sub-contracting-agencies-Website-Revised-02-24-2020.pdf>
- Marion County and the City of Indianapolis are not covered by IHCD, but are covered by the Indianapolis Housing Agency. Please find information for Indianapolis/Marion County at <https://indyhousing.org/housing-choice-voucher/portability>.

Income Support

Temporary Assistance for Needy Families (TANF):

TANF can provide food, housing, home energy, childcare, and/or job training for those who qualify.

The qualifications and application can be found on Indiana's FSSA TANF website at

<https://www.in.gov/fssa/dfr/tanf-cash-assistance/about-tanf/>.

Supplemental Security Income (SSI):

SSI is a federally run program to help disabled adults and children who have limited income and assets.

Eligibility can be checked, and the application can be found here:

[https://ssabest.benefits.gov/benefits/supplemental-security-income-\(ssi\)](https://ssabest.benefits.gov/benefits/supplemental-security-income-(ssi))

Physical Activity at Home

MaineHealth Let's Go! Out-Of-School Program Tools

Resources for out-of-school programs to improve their health policies and practices

<https://www.mainehealth.org/Lets-Go/Community/Out-of-School-Programs>

Strong 4 Life:

Strong 4 Life is an online hub for parents to gain resources and education on raising healthy families.

The website was created by a team of health professionals at the Children's Healthcare of Atlanta.

<https://www.strong4life.com/en/covid-19/staying-active-while-practicing-social-distancing>

Jump IN for Healthy Kids:

Jump IN for Healthy Kids is a nonprofit that advocates for healthy environments for Central Indiana families. They work with various levels to address the needs of the community, such as schools, neighborhoods, and policy.

<https://www.jumpinforhealthykids.org/5210/>

Action for Healthy Kids:

Action for Healthy Kids is a national nonprofit dedicated to providing members of the school community with resources and education to instill a healthy school environment for children.

<https://www.actionforhealthykids.org/healthy-activities-to-do-at-home/>

Cooking Matters:

Cooking Matters provides education and resources to inspire families to make healthy, affordable food choices.

<https://cookingmatters.org/>

Chapter 5: Equity

Diversity and Inclusion in Hiring Practices and Human Resources Procedures

A Checklist for Inclusive Hiring:

From EDUCAUSE, a national nonprofit focusing on IT in higher education, and this checklist is a great place to start when building policies around inclusive, equitable hiring.

<https://er.educause.edu/blogs/2019/11/a-checklist-for-inclusive-hiring>

Diversity, Equity, and Inclusion Resource Library:

This comprehensive resource library is curated by the Cooperative Extension Service and Tuskegee University.

<https://dei.extension.org/extension-resources/>

DEI Resources:

A broad and comprehensive DEI resource library with many resources specific to K-12 education from Westchester Educational Services.

<https://westchestereducationservices.com/culturally-responsive-education/diversity-equity-and-inclusion/dei-resources/>

University of Iowa Implicit Bias Training Resources:

The University of Iowa's training is only available to staff, but they have curated an excellent library of free and publicly available training options.

<https://diversity.uiowa.edu/implicit-bias-training-and-resources>

IUPUI Division of Diversity, Equity, and Inclusion Initiatives:

Information on IUPUI's implicit bias training and many other equity-based initiatives.

<https://diversity.iupui.edu/initiatives/training-education/Implicit-Bias-Training.html>

Project Implicit:

The Harvard University Implicit Association Test.

<https://implicit.harvard.edu/implicit/takeatest.html>

UCLA Implicit Bias Video Series:

Developed through the UCLA Office of Diversity, Equity, and Inclusion, this free seven-part video series is publicly available.

<https://equity.ucla.edu/know/implicit-bias/>

Language Translation Services

Indiana Department of Health - Office of Minority Health:

The Office of Minority Health is focused on health equity initiatives that help minorities throughout the state.

<https://www.in.gov/health/minority-health/minority-health-resources/language-translation-and-migrant-programs/>

Center for Applied Linguistics:

Center for Applied Linguistics has information about the Sheltered Instruction Observation Protocol (SIOP) Model and how to put it into practice.

<https://www.cal.org/siop/about/>

Adverse Childhood Experiences

How to Help a Traumatized Child in the Classroom:

Exposure to chronic trauma is having tragic effects on some of our students. How can educators help?

https://greatergood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms

The Impact of Early Adversity on Children's Development:

Harvard brief of early adversity and the relationship it has on delaying development.

<https://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/>

ACEs Indiana:

The ACEs Indiana Coalition is dedicated to growing awareness on adverse childhood experiences and building self-healing communities.

<https://www.acesindiana.org>

IDOE and Butler University's Social Emotional Learning Toolkit:

This toolkit is designed for educators to learn more about social emotional learning (SEL), including the seven Indiana SEL competencies, so they can integrate SEL into their teaching practices. Additionally, school administrators can use this toolkit to identify strategies and resources to improve students' social, emotional, behavioral, and academic skills.

https://drive.google.com/file/d/1bA_Bwq42C9UoSBZQYUXjwc5hWbo-u2Gu/view?usp=sharing

IDOE Project AWARE:

Looking for ways to foster safe and supportive environments and build resilient youth? Here are some simple steps that can be done in a classroom or youth serving environment.

<https://www.projectawarein.org/wp-content/uploads/2020/05/IDE-Classroom-Checklist-8.5x11-v4.pdf>

For more resources to use within schools, visit www.projectawarein.org. For more resources to pass along to parents and caregivers, visit <https://changethefrequency.today/>.

Preventing Adverse Childhood Experiences:

Evidence-based practices around ACEs.

<https://www.cdc.gov/violenceprevention/pdf/preventingACES.pdf>

The Community Resilience Initiative:

A community-building framework focused on building community capacity to mitigate the effects of ACEs and build resilience through collaborations and partnerships.

<https://criresilient.org>.

CDC ACEs Resources:

Resource page for ACEs presented by CDC.

<https://www.cdc.gov/violenceprevention/aces/resources.html>?

[CDC AA refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Facestudy%2Fresources.html](https://www.cdc.gov/violenceprevention/aces/resources.html)

ACEs Linked to at Least 5 of Top 10 Causes of Death:

CDC media release on the relationship between ACEs and cause of death.

<https://www.cdc.gov/media/releases/2019/p1105-prevent-aces.html>

Action Steps Using ACEs and Trauma-informed Care:

An article on action steps to promote trauma-informed care.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5409906/pdf/40352_2017_Article_50.pdf

ACEs and Resilience:

A fact sheet on resilience.

<https://www.publicschoolsfirstnc.org/resources/fact-sheets/aces-and-resilience-what-can-we-do/>

Trauma-Informed Care

Trauma-informed Schools for Children in K-12:

This resource highlights the key elements of the 2017 NCTSN System Framework for Trauma-informed Schools, while also underscoring the public health implications of trauma exposure and the benefits of having trauma-informed schools.

<https://www.nctsn.org/resources/trauma-informed-schools-children-k-12-system-framework>

Creating, Supporting, and Sustaining Trauma-informed Schools: A System Framework:

The National Child Traumatic Stress Network's approach for the four Rs in trauma-informed schools.

https://www.samhsa.gov/sites/default/files/programs_campaigns/childrens_mental_health/nctsi-creating-supporting-sustaining-trauma-informed-schools-a-systems-framework.pdf

Sheltered Instruction Observation Protocol (SIOP):

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the U.S.

<https://www.cal.org/siop/about/>

Incorporating Trauma-informed Practice and ACEs into Professional Curricula:

Philadelphia ACE Task Force Workgroup resource of trauma-informed approaches to curriculum development.

<https://drive.google.com/file/d/0B7fcUpFI415pcmpOVm1EaVdYMEE/view>

National Council for Behavioral Health:

Infographics for why trauma matters in primary care. This resource is geared for school nurses.

https://www.thenationalcouncil.org/trauma-informed-primary-care-initiative-learning-community/?utm_content=bufferc2d35&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Unlocking the Door to Learning: Trauma-informed Classrooms and Transformational Schools:

This issue brief discusses how educators can begin to understand the role of trauma, its effect on children and learning, and how educators can change how they interact with and respond to children impacted by trauma.

<https://www.elc-pa.org/wp-content/uploads/2015/06/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>

Trauma and Learning Policy Initiative:

The Trauma and Learning Policy Initiative's (TLPI's) mission is to ensure that children traumatized by exposure to family violence and other adverse childhood experiences succeed in school.

<https://traumasensitiveschools.org>

Trauma-sensitive Schools Training Package:

This action guide is intended to be used after viewing the Leading Trauma-sensitive Schools online module, to provide school leadership with a roadmap and tools for implementing a trauma-sensitive approach schoolwide, including recommendations for using various components of the Trauma-sensitive Schools Training Package.

https://safesupportivelearning.ed.gov/sites/default/files/TSS_Training_Package_Action_Guide_0.pdf

Chapter 6: Evaluation

Assessment Tools

IDOE Wellness Policy Checklist:

A school wellness policy assessment tool.

<https://www.in.gov/doe/files/triennial-assessment-template.pdf>

WellSAT 3.0 & WellSAT-I:

District-level school wellness policy and implementation assessment tools.

https://www.wellsat.org/about_the_WellSAT.aspx

School Health Index:

An online school-level self-evaluation tool for schools to assess and improve their health and safety policies and practices.

<https://www.cdc.gov/healthyschools/shi/index.htm>

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