

Parents for Healthy Schools

Chapter 1: Introduction

Instructions

Video Summary

- You can access training materials in several ways.
- Select a specific chapter or chapter section by clicking on a title.
- Click the “play” button and then “next” or “back” to view the entire course.
- Access more information in the Go Further section.

Audio Script

Welcome to the *Parents for Healthy Schools* course, part of the “Training Tools for Healthy Schools” e-Learning series.

In this self-paced course, there are several ways to access the training materials. You may select a specific chapter or chapter section by clicking on a title. You may view the course in its entirety by simply clicking on the “play” button in the video window and then clicking “next” to proceed to the next video. Click “back” to view the previous video. An “Active Child” icon will appear on the screen periodically to alert you to a tip for more information. You may access more information by clicking on questions or resources in the Go Further section. A full-course download is also available.

At the end of the course, you will have the opportunity to download a Certificate of Completion.

Go Further



Questions

Q: *How can I go further?*

A: As you view the videos, an “Active Child” icon will appear periodically in the corner of the video to let you know that more information is available in this Go Further section. You can access the information by clicking on questions or resource titles.

Q: *How can I download all of the questions and links provided in this course?*

A: All questions and links that appear in the Go Further section throughout this course can also be found in the “Download Course” document provided under Go Further. A complete set of Go Further questions and answers and a complete Resource List are located at the end of the document.

Resources

Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12 [PDF 9.1 MB]
<http://www.cdc.gov/healthyschools/parentengagement/pdf/guide.pdf>

Parents for Healthy Schools: Making a Difference in Your Child’s School PowerPoint Presentation [PDF 4.1 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_slides.pdf

Parent Engagement: Strategies for Involving Parents in School Health [PDF 1.7 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/parent_engagement_strategies.pdf

Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development [PDF 2.9 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/parentengagement_facilitator_guide.pdf

Course Objectives

Video Summary

- The purpose of the *Parents for Healthy Schools* course is to provide resources to motivate and educate parents to be part of creating a healthy school environment.
- The course provides guidance on how to:
 1. Use and share the resources developed for *Parents for Healthy Schools*.
 2. Use the parent engagement framework of connecting, engaging, and sustaining.
 3. Provide ways for parents to help create a healthy school environment.

Audio Script

The purpose of the *Parents for Healthy Schools* course is to provide resources to motivate and educate parents to be part of creating a healthy school environment.

This course will provide guidance on how to:

- Use and share the resources developed for *Parents for Healthy Schools*.
- Use the parent engagement framework of connecting, engaging, and sustaining to involve parents in school health activities.
- Provide ways parents can help
 - Improve the school nutrition environment and services,
 - Increase opportunities for physical education and physical activity in schools, and
 - Support managing chronic health conditions in schools.

Go Further

Questions

Q: Why should I take this course?

A: You will find value in this course if you are interested in learning about ways to motivate, educate, and engage parents to help support and create healthy school environments.

Resources

CDC Parents for Healthy Schools
<http://www.cdc.gov/healthyschools/parentengagement/parentsforhealthyschools.htm>

CDC Parent Engagement
http://www.cdc.gov/healthyyouth/protective/parent_engagement.htm



What is Parents for Healthy Schools?

Video Summary

- *Parents for Healthy Schools* is a set of resources that school groups can use to engage parents.
- School groups that work with parents can use these resources to educate parents, provide practical strategies, and document progress.
- *Parents for Healthy Schools* focuses on the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions in schools.

Audio Script

Parents play an important role in supporting the health and well-being of children and adolescents at home and at school. When parents are engaged in school activities, their children get better grades, choose healthier behaviors, and have better social skills.

Parents for Healthy Schools is a set of resources that school groups can use to engage parents in helping to create healthy school environments for students.

School groups that work with parents can use these resources to:

- Educate parents about the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions in school settings;
- Provide parents with practical strategies and actions to support these areas; and
- Document and share the progress parents are making in promoting healthy school environments.

Parents for Healthy Schools focuses on three important aspects of a healthy school environment:

- School nutrition environment and services
- Physical education and physical activity, and
- Managing chronic health conditions in schools.

This initiative is a collaborative effort between the Centers for Disease Control and Prevention and the Action for Healthy Kids® public-private partnership with conceptual, technical, and editorial assistance from others across CDC and experts from the fields of health and education, including the:

- Food Allergy Research & Education,
- National Association of School Nurses,
- National Parent Teacher Association (PTA),
- President's Council on Fitness, Sports, and Nutrition,
- School-Based Health Alliance,
- SHAPE America,
- United States Department of Agriculture (USDA), and
- United States Department of Education.

Go Further



Questions

Q: What is meant by the term “school groups”?

A: The term school groups refers to the various individuals and groups that are invested in the welfare of a school and its students, such as advocacy groups, Parent Teacher Association/Parent Teacher Organization (PTA/PTO), school board members, or school wellness committees.

Q: Who typically delivers the resources for Parents for Healthy Schools to parents?

A: These resources are typically delivered by school groups that work with parents (e.g., school health personnel, advisory councils, and action teams). Others who may deliver these resources are those who disseminate school health materials to groups who work with parents (e.g., school nutrition directors, school administrators, community members, or community organizations) and parents themselves.

Q: Does the term “parent” include more than biological parents?

A: Yes. For the purposes of this course, the word *parent* refers to the adult primary caregiver(s) of a child’s basic needs (e.g., feeding, safety). This definition includes biological parents; other biological relatives, such as grandparents, aunts, uncles, or siblings; and nonbiological parents, such as adoptive, foster, or stepparents.

Q: What other terms refer to students?

A: In addition to the term “students,” the words “child,” “children,” and “adolescents,” are all used interchangeably throughout this course to refer to students in grades K–12.

Q: Why does this course only focus on three areas of a healthy school environment?

A: The Parents for Healthy Schools course focuses on three areas:

1. School nutrition environment and services
2. Physical education and physical activity
3. Health services to manage chronic health conditions

These areas are particularly important because of the effect they have on the health of students now and throughout their lives. Additionally, the three areas have clear actions that can be taken at home and in school that will help students make healthy choices.

Resources

CDC Healthy Schools

<http://www.cdc.gov/healthyschools/index.htm>

Action for Healthy Kids

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

Food Allergy Research & Education

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

National Association of School Nurses

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

National Parent Teacher Association

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

President's Council on Fitness, Sports, & Nutrition

<http://www.fitness.gov/>

School-Based Health Alliance

<http://www.sbh4all.org/>

SHAPE America

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

United States Department of Agriculture

<http://www.fns.usda.gov/>

United States Department of Education

<https://www.ed.gov/>

Resources Included in Parents for Healthy Schools

Video Summary

- Resources can be used to engage parents in helping schools create healthy school environments.
- Resources include:
 1. *Parents for Healthy Schools: A Guide for Getting Parents Involved from K–12*
 2. *Parents for Healthy Schools: Making a Difference in Your Child's School PowerPoint Presentation*
 3. *Ideas for Parents*
 4. *Check-In Questions*
 5. *Parent Engagement: Strategies for Involving Parents in School Health*
 6. *Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development*

Audio Script

Parents for Healthy Schools offers a set of resources that school groups can use to engage parents in helping schools create healthy school environments for students.

Parents for Healthy Schools: A Guide for Getting Parents Involved from K–12 provides an overview of a healthy school environment, an overview of the framework for engaging parents in school health, and suggestions for how to use accompanying resources. Use the guide to think through the process for delivering the PowerPoint presentation and *Ideas for Parents*.

Parents for Healthy Schools: Making a Difference in Your Child's School PowerPoint Presentation makes the case for a healthy school environment, explains what needs to be changed, and shows how parents can help take action. This PowerPoint presentation educates parents about why addressing health in school is important and about some challenges schools face related to nutrition, physical education and physical activity, and managing chronic health conditions. The PowerPoint presentation also educates parents about how they can help schools improve the school nutrition environment and services, increase opportunities for students to be physically active, and provide services for students who have chronic health conditions. Deliver the PowerPoint presentation to parents through PTA/PTO

meetings, school wellness committees, or other groups, such as the National Network of Partnership Schools and collect feedback using the evaluation form.

Ideas for Parents are short informational sheets about the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions. *Ideas for Parents* are designed specifically for parents and give them a quick overview of the health topic, key questions they should ask their children's school, and ideas for actions they can take to support that topic. Give parents *Ideas for Parents* to share suggestions on how they can become involved in making changes.

Check-In Questions track progress in engaging parents based on the actions in the PowerPoint presentation and *Ideas for Parents*. Look for signs of change and collect parent feedback using the *Check-In Questions*.

Parent Engagement: Strategies for Involving Parents in School Health defines and describes engagement between parents and school staff and identifies specific strategies for parent engagement in school health.

Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development can help schools develop a plan for parent engagement. This plan should include opportunities for parents to help create a supportive environment for nutrition, physical education and physical activity, and managing chronic health conditions.

Every school or district will be at a different point in the work of parent engagement in school health. These resources were developed so that your school or district can begin or strengthen the effort at any stage to motivate parents to become involved in creating a healthy school environment.

Go Further Questions



Q: Who is the intended audience for these resources?

A: Various resources provided throughout this course are intended for:

- **Parents.** The PowerPoint presentation and Ideas for Parents are directed toward them specifically to highlight how parents can take action.
- **Schools groups that work with parents.** The guide, *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*, provides an overview of a healthy school environment and suggestions for how to use the resources. The Check-In Questions identify ways to track progress in engaging parents.

Q: How can states or districts use these resources?

A: States or districts can use these resources to collaborate with state and/or district chapters/organizations (e.g., Action for Healthy Kids, PTA/PTO, SHAPE America) to determine how to:

- Build the capacity of groups that work with parents on how to use the resources, such as providing professional development.
- Engage parents as a way to build support for the school health strategies.
- Share Ideas for Parents informational sheets directly with parents.
- Use the Ideas for Parents informational sheets to provide technical assistance to districts and/or schools.

Q: What are some ways to share the Ideas for Parents?

A: Ways to share the Ideas for Parents informational sheets include:

- Giving them to parents at school events, meetings, or parent/teacher conferences.
- Adding them to students' work or teacher and parent communication folders.
- Adding them to school websites, newsletters, or e-mail lists.
- Making them available in the parent resource room.

Resources

CDC Ideas for Parents: Chronic Health Conditions Overview [PDF 539 KB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_chcoverview.pdf

CDC Ideas for Parents: Nutrition Overview [PDF 1.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_nutoverview.pdf

CDC Ideas for Parents: Physical Education and Physical Activity Overview [PDF 1.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_paoverview.pdf

Parents for Healthy Schools: Check-In Questions [PDF 1.3 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/checkin.pdf>

Parents for Healthy Schools Presentation Evaluation Form [PDF 2.0 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/evalform.pdf>

Chapter 2: Healthy School Environments

Healthy School Environments for Students

Video Summary

- The Whole School, Whole Community, Whole Child (WSCC) model provides a framework for addressing school health policies, practices, and programs.
- *Parents for Healthy Schools* focuses on three of ten WSCC components: nutrition environment and services, physical education and physical activity, and health services.
- Schools see improved educational outcomes and improved overall student health and wellness when practices to support eating healthy foods, being physically active, and managing chronic health conditions are followed.

Audio Script

Schools are an ideal place for students to learn about and practice healthy behaviors.

Schools are an important setting to promote healthy eating and physical activity and address chronic health conditions. More than 95% of young people in the United States are in school for 13 critical years of their development.

The Whole School, Whole Community, Whole Child model, which was developed by ASCD and CDC, provides a framework for addressing school health policies, practices, and programs to ensure that students are healthy and ready to learn.

There are ten components in this model. *Parents for Healthy Schools* focuses on three of these components: nutrition environment and services, physical education and physical activity, and health services. School leaders should address their policies, processes, and practices across these components to help students be safe, healthy, challenged, supported, and engaged. In addition, this model depicts the need for the school, family, and community to work together to ensure students are healthy and academically successful.

Healthy students do better in school. Research supports the connection between students being physically active, eating healthy foods, and managing their chronic health conditions, with improved test scores, grades, school attendance, and classroom behaviors. Examples of improved classroom behaviors include being more focused and not getting into trouble.

When schools follow practices to support eating healthy foods, being physically active, and managing chronic health conditions, they see improved educational outcomes and improved overall health and wellness of their students.

With the focus being on these three components of the Whole School, Whole Community, Whole Child model, the goal is for schools to:

- Educate students about healthy nutrition, physical activity, and managing chronic health conditions;
- Provide opportunities for students to practice healthy eating and physical activity behaviors; and
- Provide access to health services for students with chronic health conditions.

Involving parents in school health activities can be an important strategy for getting schools to promote healthy school nutrition environments and services, opportunities for physical activity throughout the school day, and health services to support for students with chronic health conditions.

Go Further



Questions

Q: What is the Whole School, Whole Community, Whole Child (WSCC) model?

A: The WSCC model combines the “Whole Child” model from ASCD with CDC’s Coordinated School Health (CSH) approach and emphasizes the relationship between educational attainment and health. It is designed to strengthen a unified and collaborative approach to improve learning and health in the nation’s schools.

The ten components of the WSCC are:

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological, and Social Services
- Social and Emotional Climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

Q: What does the research say about the connection between healthy eating, physical activity, and chronic health conditions and academic achievement?

A: Student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance (e.g., memory). Similarly, students who are physically active in school tend to have better grades, school attendance, and classroom behaviors (e.g., on-task behavior). Finally, students who have support to manage their chronic health conditions have increased school attendance and do better academically.

Source: *Journal of School Health. Critical Connections: Health and Academics.*
<http://onlinelibrary.wiley.com/doi/10.1111/josh.12309/epdf>

Resources

CDC Health and Academics

http://www.cdc.gov/healthyschools/health_and_academics/index.htm

CDC Whole School, Whole Community, Whole Child Components

<http://www.cdc.gov/healthyschools/wscw/components.htm>

Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health [PDF 2.2 MB]

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscw-a-collaborative-approach.pdf>

School Nutrition Environment & Services

Video Summary

- The school nutrition environment refers to the foods and beverages that are available to students throughout the school day.
- The goal is to ensure that students have access to healthy food choices and messages that reinforce these choices.
- Schools should provide opportunities for students to learn about healthy eating through nutrition education classes and other programs.

Audio Script

School nutrition environment refers to the foods and beverages that are available to students throughout the school day, as well as information and messages about food and nutrition that students encounter on school grounds. A *healthy* school nutrition environment provides students with access to nutritious and appealing foods and beverages, consistent messages about healthy eating, and opportunities to learn about and practice making smart nutrition choices.

The CDC and other national organizations recommend that schools:

- Provide quality school meal programs;
- Ensure that students have only appealing, healthy food and beverage choices offered outside of the school meal program;
- Use fundraising activities and student rewards that support health; and
- Market and promote healthy foods and beverages.

The goal is to ensure that students have access to healthy food choices and messages that reinforce these choices during the school day.

The CDC recommends that schools promote access to and participation in school meals, including the National School Lunch Program and School Breakfast Program. Schools should ensure that these meals meet or exceed federal nutrition standards.

Schools should also ensure that food and beverages sold outside of the school meal programs meet or exceed the Smart Snacks in School nutrition standards. These standards are for foods and beverages sold through vending machines, school stores, fundraisers, and snack bars, these items are sometimes referred to as “competitive foods” because they can compete with participation in the school meal programs.

Although the Smart Snacks standards do not address foods and beverages served for student rewards or school celebrations, some states, school districts, and schools have established additional nutrition standards for these items. The CDC recommends that schools encourage healthy options be made available for school parties, celebrations, and other events.

CDC encourages schools to provide students with access to drinking water throughout the day, in addition to having water made available during school meal periods.

Schools should provide opportunities for students to learn about healthy eating through nutrition education classes and other programs including school gardens and farm to school activities. Schools can ensure that students receive consistent messages about healthy eating by only marketing and promoting healthy foods and beverages.

Go Further

Questions



Q: How are schools doing in meeting the recommendations for a healthy school nutrition environment?

A: Based on data from the National School Health Policies and Practices Study (SHPPS), 2014:

- Seventy-four percent of schools sell soft drinks to students (includes all venues, not just during the school day).
- Nearly one fourth (22%) of schools allow soft drink companies to advertise soft drinks on vending machines. This percentage is higher among high schools, compared with middle and elementary schools.
- The percentage of schools that hold fundraiser nights at fast food restaurants has increased from 25% to 37% since 2006. Over one half of schools sell baked goods not low in fat (e.g., cookies) for school fundraisers.
- Only 6% of schools enable students to purchase fruits or vegetables from vending machines, school stores, or snack bars.
- Fewer than one fourth (23.2%) of schools have a policy stating that if food is served at student parties, then fruits or vegetables will be among the foods offered. Only 5.1% of schools have a similar policy related to concession stands.
- Less than one half (46.6%) of schools prohibit or actively discourage staff from using food or food coupons as a reward for good behavior or good academic performance. [Providing or withholding food should not be used to reward or punish students.]

Source: Data from the 2014 School Health Policies and Practices Study [SHPPS]

Q: What are the nutrition standards for the National School Lunch and School Breakfast Programs?

A: The standards are established by the U.S. Department of Agriculture and are aligned with the Dietary Guidelines for Americans. The *2015-2020 Dietary Guidelines for Americans* emphasizes the importance of creating a healthy eating pattern to maintain health and reduce the risk of disease through five overarching guidelines:

1. Follow a healthy eating pattern across the lifespan.
2. Focus on variety, nutrient density, and amount.
3. Limit calories from added sugars and saturated fats and reduce sodium intake.
4. Shift to healthier food and beverage choices.
5. Support healthy eating patterns for all.

Q: What are the nutrition standards for Smart Snacks in School?

A: The standards, required by the Healthy, Hunger-Free Kids Act of 2010, require schools to offer healthier snack foods and beverages while limiting junk food. All foods and beverages sold at school during the school day are required to meet nutrition standards. The Smart Snacks in School regulation applies to foods sold a la carte, in the school store, vending machines, and any other venues where food is sold to students.

Q: How can schools provide opportunities for students to learn about healthy eating?

A: In addition to nutrition education classes, there are a number of ways schools can provide opportunities for students to learn about healthy eating. For example, schools can establish vegetable gardens or provide taste testing opportunities to introduce and sample new and nutritious foods.

Q: Are schools required to provide students with access to drinking water during the school day?

A: Schools participating in the National School Lunch Program are required to make free drinking water available to students during lunch where the lunch meals are served. Schools participating in the School Breakfast Program must make drinking water available when breakfast is served in the cafeteria. In addition to these requirements, CDC recommends that schools make drinking water available throughout the school day by providing access to water fountains, dispensers, and hydration stations throughout the school; ensuring that water fountains are clean and properly maintained; and allowing students to have water bottles in class or to go to the water fountain if they need to drink water.

Resources

CDC School Health Guidelines to Promote Healthy Eating and Physical Activity [PDF 973 KB]

<http://www.cdc.gov/mmwr/pdf/rr/rr6005.pdf>

CDC Tips for Teachers [PDF 548 KB]

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

CDC Water Access in Schools

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

CDC School Health Policies and Practices Study Results

<http://www.cdc.gov/healthyyouth/data/shpps/results.htm>

CDC School Health Profiles

<http://www.cdc.gov/healthyyouth/data/profiles/index.htm>

Action for Healthy Kids: Parents for Healthy Kids

<http://www.actionforhealthykids.org/what-we-do/parents-for-healthy-kids>

Rudd Center for Food Policy & Obesity

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

School Meals: Nutrition Standards for School Meals

<http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

Smarter Lunchrooms Movement

<http://smarterlunchrooms.org/>

Team Nutrition Materials for Parents

<http://www.fns.usda.gov/tn/parents>

Tools for Schools: Focusing on Smart Snacks

<http://www.fns.usda.gov/school-meals/smart-snacks-school>

Physical Education & Physical Activity in Schools

Video Summary

- The federal Physical Activity Guidelines for Americans recommend that children and adolescents do 60 minutes or more of physical activity daily.
- The CDC recommends a Comprehensive School Physical Activity Program (CSPAP) that provides opportunities for students to be physically active before, during, and after school.
- The foundation of a CSPAP is for schools to have physical education classes that help students gain knowledge and skills to establish and maintain physically active lifestyles.

Audio Script

The federal *Physical Activity Guidelines for Americans* recommend that children and adolescents do 60 minutes or more of physical activity daily. The CDC and other national organizations recommend a comprehensive, schoolwide approach to physical activity that provides opportunities for students to be physically active before, during, and after the school day. This is called a Comprehensive School Physical Activity Program.

A Comprehensive School Physical Activity Program has five components:

- Physical education,
- Physical activity during school,
- Physical activity before and after school,
- Staff involvement, and
- Family and community engagement.

The foundation of a Comprehensive School Physical Activity Program is for schools to have physical education classes that help student's gain the knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood.

In addition to physical education classes, recess and classroom physical activity breaks are other opportunities for students to be physically active during the school day and help students get 60

minutes of daily physical activity. Recess is a planned time within the school day for free play and supervised physical activity. Classroom physical activity includes any physical activity done in the classroom during the school day, in which teachers incorporate physical activity into planned academic lessons and/or provide short breaks in class.

Schools can also provide opportunities for physical activity before and after school to help students achieve the 60 minutes of physical activity they need each day. Before and after school physical activity could include walking and biking to school programs, physical activity clubs, intramural programs, informal play on school grounds, physical activity in before- and after-school care programs and interscholastic sports. Schools can encourage physical activity before and after school by allowing students, their families, and others in the community to use school facilities such as the track, gym, or fields. In addition other organizations can establish a joint use or shared use agreement with schools that allows them to use school facilities for physical activity opportunities or events.

Go Further



Questions

Q: How are schools doing in meeting the federal recommendations for physical activity in schools?

A: In the recent 2016 National Physical Activity Report Card, the U.S. received the grade of D-, which indicates that most U.S. children and adolescents are not getting the nationally recommended 60 minutes of physical activity daily. Data from the 2016 School Health Policies and Practices Study (SHPPS) show:

- Only 32.9% of districts support or promote walking or biking to and from school.
- Only 11% of elementary schools, 8% of middle schools, and 2% of high schools require schools to provide regular classroom physical activity breaks during the school day.
- Less than 20% of districts prohibit the use of waivers, exemptions, or substitutions for physical education requirements for students.
- Less than 15% of districts ever used a curriculum analysis tool to assess one or more physical education curricula.
- Only 46% of districts require those who teach physical education to earn continuing education credits on physical education topics and instructional strategies.

Source: Data from the 2016 School Health Policies and Practices Study [SHPPS]

Q: What resource can help me learn how to develop, implement, and evaluate a Comprehensive School Physical Activity Program?

A: CDC, in collaboration with SHAPE America, developed *Comprehensive School Physical Activity Programs: A Guide for Schools*, a step-by-step guide for schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs. It is available in the Resources section of this course.

Q: What are the essential components for physical education?

A: The essential components, as defined by SHAPE America, are:

- Policy and Environment
- Curriculum

- Appropriate Instruction
- Student Assessment

Q: Is there a federal initiative to equip schools to create an Active School environment?

A: Yes, Let's Move! Active Schools (LMAS), equips K-12 schools with the resources, tools, professional development, funding opportunities, and technical assistance to create an Active School environment where physical activity is integrated before, during, and after school for at least 60 minutes every day.

Schools are encouraged to join Let's Move! Active Schools, the national physical activity and physical education solution, to help create comprehensive, active learning environments and ensure 60 minutes of daily physical activity for students. In addition, schools can be a part of the Presidential Youth Fitness Program. It provides a model for fitness education within a comprehensive physical education program.

Q: What resources can physical educators use to develop quality fitness practices?

A: The Presidential Youth Fitness Program helps schools achieve excellence in physical education through quality fitness education and assessment practices. Free training and resources for physical educators are available.

Resources

CDC Comprehensive School Physical Activity Program

<http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>

CDC Comprehensive School Physical Activity Program Online Course

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

CDC School Health Policies and Practices Study Results

<https://www.cdc.gov/healthyyouth/data/shpps/results.htm>

Active Schools

<https://www.activeschoolsus.org>

Physical Activity Guidelines for Americans

<http://www.fitness.gov/be-active/physical-activity-guidelines-for-americans/>

Presidential Youth Fitness Program

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

SHAPE America – Essential Components of Physical Education [PDF 404 KB]

<http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf>

Managing Chronic Health Conditions in Schools

Video Summary

- School health services staff support students with chronic health conditions by providing day-to-day, comprehensive health care management.
- Health services connect school staff, students, families, community, and health care providers to promote the health care of students.
- School nurses play a key role in managing chronic health conditions at school.

Audio Script

During the past few decades, chronic health conditions have increased among children. As a consequence, demand for school health services has risen dramatically as more complex needs are being addressed.

School health services staff support students with chronic health conditions by providing day-to-day, comprehensive health care management for all students, many of whom would not otherwise have access to health care. They can assist students with health concerns, including first aid, emergency care, and managing chronic health conditions, such as asthma or diabetes. They also promote disease prevention and wellness through vaccines, encourage proper nutrition and physical activity, and provide health education for students and parents. These services are also designed to facilitate access or referrals to community health care providers. Health services connect school staff, students, families, community, and health care providers to promote the health care of students in a healthy and safe school environment.

School nurses play a key role in managing chronic health conditions at school. The school nurse coordinates and conducts assessment, planning, and implementation of individualized health care plans for students with chronic health conditions to safely and effectively manage those conditions during the school day. The National Association of School Nurses states that every school-aged child deserves a registered nurse, and every school should have a full-time school nurse all day, every day. For children who have chronic health conditions, having access to student health services is critical.

Now that we have developed an understanding of some of the major components of a healthy school environment, let's review.

Go Further



Questions

Q: Has the percentage of children and adolescents with chronic health conditions increased over the past few decades?

A: Yes, the percentage of children and adolescents in the United States with chronic health conditions has increased from 1.8% in the 1960s to more than 25% since 2007.

Source: Van Cleave J, Gortmaker SL, Perrin JM. Dynamics of obesity and chronic health conditions among children and youth. JAMA. 2010 Feb 17; 303(7):623-30.

Q: How are schools performing with respect to managing chronic health conditions in schools?

A: According to data from the School Health Policies and Practices Study (SHPPS) 2016:

- 33.7% of districts require each school to have a full-time school nurse.
- 22.5% of districts have at least one school-based health center (SBHC) that offers both primary care and counseling, psychological, or social services to students.
- 16.2% of districts have adopted a policy stating that each elementary school will have a specified ratio of counselors to students, 16.8% of districts have adopted such a policy for middle schools, and 19.8% have adopted such a policy for high school.

Source: Data from the 2016 School Health Policies and Practices Study [SHPPS]

Q: What is the suggested ratio for one school nurse to the student population?

A: Ideally, the ratio should be one nurse for every 750 healthy children.

Q: What are the gains of investing in full-time registered nurses in schools?

A: For every dollar invested in school health services delivered by full-time registered nurses, society gains \$2.20 in savings from medical costs and lost productivity associated with caring for children with chronic health conditions.

Source: School Health Policies and Practices Study (SHPPS) 2014 data

Resources

CDC Asthma Prevalence Surveillance Data

<http://www.cdc.gov/asthma/asthmaata.htm>

CDC Basics About Diabetes

<http://www.cdc.gov/diabetes/basics/diabetes.html>

CDC Healthy Schools: Food Allergies in Schools

<http://www.cdc.gov/healthyschools/foodallergies/toolkit.htm>

CDC School Health Policies and Practices Study

<http://www.cdc.gov/healthyyouth/data/shpps/index.htm>

Healthy Children: Chronic Conditions

<https://www.healthychildren.org/English/health-issues/conditions/chronic/Pages/default.aspx>

National Association of School Nurses

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

National Association of School Nurses: Interactive Toolkit

<https://www.nasn.org/nasn/nasn-resources/professional-topics/bts>

School Health Care Plans for Your Child with Food Allergies

<http://www.kidswithfoodallergies.org/page/school-health-care-plans-for-child-with-food-allergies.aspx>

Knowledge Check 1

Scenario

You are a member of the School Health Team for Jefferson School. The School Health Team meets monthly to discuss increasing parent engagement at Jefferson School to create a healthy school environment in the areas of:

- School nutrition environment and services
- Physical education and physical activity
- Managing chronic health conditions in schools

In today's meeting, the School Health Team will determine which resources will help them identify opportunities for parent engagement.

Read the following statements to select the most appropriate response.

Quiz

1. An open house parent meeting is scheduled next week to educate parents about challenges schools face related to nutrition, physical education and physical activity, and managing chronic health

- conditions. Which resource should be used during this meeting to make the case for a healthy school environment?
- A. *Parents for Healthy School* Presentation Evaluation Form
 - B. *Check-In Questions*
 - C. *Parents for Healthy Schools: Making a Difference in Your Child's School* PowerPoint Presentation
 - D. *Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development*
2. The *Ideas for Parents* informational sheets will be distributed during the open house to parents who express interest in working with the Jefferson School Health Team to support a healthy school environment. What is the purpose of the *Ideas for Parents*?
- A. To give parents a quick overview of a health topic
 - B. To list key questions parents should ask of their children's school
 - C. To suggest ideas for actions parents can take to support a health topic
 - D. All of the above
3. The School Health Team will develop specific strategies for parent engagement in school health. Which resource should be used?
- A. *Parent Engagement: Strategies for Involving Parents in School Health*
 - B. *Parents for Healthy Schools: A Guide for Getting Parents Involved from K–12*
 - C. *Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development*
 - D. *Parents for Healthy Schools: Making a Difference in Your Child's School* PowerPoint Presentation
4. The School Health Team plans to identify areas for improvement as it begins working to engage parents at Jefferson School and monitor progress as changes are implemented. How can this be accomplished?
- A. By using the feedback provided by parents in the *Parents for Healthy Schools* PowerPoint Presentation Evaluation Form
 - B. By using the *Check-In Questions*
 - C. By using the *Ideas for Parents* informational sheets
 - D. Both by using the feedback provided by parents in the *Parents for Healthy Schools* PowerPoint Presentation Evaluation Form and by using the *Check-In Questions*.
5. What are some opportunities for parents to get involved in the area of school nutrition environment and services?
- A. Participation in before- and after-school physical activities
 - B. Enrollment of their children in school meal programs, including the National School Lunch Program and School Breakfast Program; awareness of Smart Snacks standards; awareness of the school's marketing messages about healthy eating
 - C. Awareness of the Whole School, Whole Community, Whole Child model
 - D. At-home practices that encourage their children to eat healthy foods, be physically active, and manage their chronic health conditions

6. What are some opportunities for parents to get involved in the area of physical education and physical activity?
 - A. Working with the school on marketing messages to promote healthy foods and beverages
 - B. Involving their children in before- and after-school physical activities, such as walking or biking to school programs; using school facilities that are available to the community
 - C. Ensuring the school makes drinking water available during school meal periods
 - D. Participating in before- and after-school physical activities and ensuring the school makes drinking water available during school meal periods.
7. What are some opportunities for parents to get involved in the area of managing chronic health conditions?
 - A. Participating in school health education opportunities; being aware of disease prevention and wellness support provided by the health services staff; being aware of access or referrals to community health care providers
 - B. Ensuring their children have regular dental visits
 - C. Being aware of medical terms
 - D. Maintaining a working relationship with the school nurse

Answer Key

1. **C:** The PowerPoint presentation makes the case for a healthy school environment, explains what needs to be changed, and shows how parents can help take action.
2. **D:** The purpose of the *Ideas for Parents* is to give parents a quick overview of a health topic, list key questions parents should ask, and suggest ideas for actions parents can take.
3. **A:** *Parent Engagement: Strategies for Involving Parents in School Health* defines and describes engagement between parents and school staff and identifies specific strategies for parent engagement in school health.
4. **D:** You can look for signs of change by collecting parent feedback through evaluation forms and using the *Check-In Questions*.
5. **B:** These activities all provide opportunities for parents to get involved in the area of school nutrition environment and services.
6. **B:** These activities all provide opportunities for parents to get involved in the area of physical education and physical activity.
7. **A:** This is a good opportunity for parents to get involved in the area of managing chronic health conditions in schools.

Chapter 3: Engaging Parents to Support Healthy School Environments

Parent Engagement Framework

Video Summary

- Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of students.
- Research shows that parent engagement in schools is linked closely to better student behavior, higher academic achievement, and enhanced social skills.
- Three aspects of the parent engagement framework are connecting with parents, engaging parents in school health activities, and sustaining parent engagement in school health.

Audio Script

If parents are engaged in school activities, policies, and practices, they can impact the success of a healthy school environment. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents.

Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors.

It is important for schools and districts to understand their current capacity for parent engagement in school health activities. The *School Health Index* tool, developed by CDC, can help schools identify strengths and weaknesses in current policies and practices. The Index can also be used to identify where improvements can be made to maximize parent engagement.

As described in CDC's *Parent Engagement: Strategies for Involving Parents in School Health*, there are three aspects of the parent engagement framework in schools:

- **Connecting** with parents,
- **Engaging** parents in school health activities, and
- **Sustaining** parent engagement in school health.

Go Further

Questions

Q: How is parent engagement in schools a shared responsibility between schools, parents, and the community?

A: Parent engagement in schools is a shared responsibility in which schools, community agencies, and other organizations are committed to reaching out to engage parents in a meaningful way, and parents are committed to actively supporting their children's learning and development.

Q: Why is parent engagement important?



A: Parent engagement is important because school efforts to promote health among students have been shown to be more successful when parents are involved.

Q: What is the primary motivator for parents to get involved?

A: The primary motivator appears to be a belief that parents' actions will improve their children's learning and well-being. Parents tend to be more involved if they perceive that school staff and students want and expect their involvement.

Resources

CDC School Health Index

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

Johns Hopkins University: National Network of Partnership Schools

<http://nnps.jhucos.com/>

Global Family Research Project

<https://globalfrp.org/>

Connecting with Parents

Video Summary

- Schools need to connect and build positive relationships with parents before they can effectively engage them in school health activities.
- The tone for a positive relationship is set by having clear vision and mission statements.
- School staff can increase parent engagement by demonstrating, through positive connections with parents, how their children's health and education can be enhanced by their involvement in school health activities.

Audio Script

Schools need to **connect** and build positive relationships with parents before they can effectively engage them in school health activities.

The tone for a positive relationship is set by having clear vision and mission statements about the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions that include parent engagement.

Schools and school groups can ask parents how they would like to be involved in school activities, especially those related to their children's health and school's health activities, services, and programs. Parents may have preferences for connecting with the school, based on their children's needs.

Schools can create a welcoming, trusting, and inclusive school environment where parents feel comfortable in participating in school activities for nutrition, physical activity, and chronic health conditions, as well as valued and able to offer their expertise. Professional development can help staff and other groups learn how to engage parents in school activities.

Schools can connect directly with parents by sending communications, like newsletters or e-mails, to parents to promote the school meal programs, healthy fundraisers, healthy celebrations and events, physical education programs, and other opportunities to be physically active.

Providing staff development for how to engage parents in school activities for nutrition, physical activity, and managing chronic health conditions can help staff and other groups learn how to effectively connect with and involve parents in the healthy school environment.

School staff can increase parent engagement by demonstrating, through positive connections with parents, how their children's health and education can be enhanced by their involvement in school health activities.

These activities can positively impact the school environment and can help make it a healthy place for their children to learn.

Go Further



Questions

Q: What is the difference between vision and mission statements?

A: The two statements do distinctly different jobs. Vision statements focus on goals and aspirations and convey hopes for the future. Mission statements define the organization's purpose and primary objectives. Developing both vision and mission statements provide focus on what is really important.

Q: How does professional development help achieve parent engagement?

A: Providing opportunities for professional development for parent engagement strategies enhance staff knowledge, ability, and confidence to engage parents. For example, teachers can learn how to involve parents in students' health education homework or how to reach out to uninvolved parents. Schools can invite community partners to provide professional development in these areas and make staff aware of existing parent engagement resources. In addition, school administrators can establish dedicated time for school staff to plan and organize parent-friendly activities and events.

Resources

Parents for Healthy Schools: Check-In Questions [PDF 1.3 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/checkin.pdf>

Engaging with Parents

Video Summary

- Schools should offer a variety of opportunities for parents to engage in school health activities.
- Six types of involvement that schools can use to engage parents are as follows:
 1. Providing parenting support
 2. Communicating with parents
 3. Providing a variety of volunteer opportunities
 4. Supporting learning at home
 5. Encouraging parents to be part of decision making in schools
 6. Collaborating with the community

Audio Script

Schools should offer a variety of opportunities for parents to **engage** in school health activities.

According to CDC's *Parent Engagement: Strategies for Involving Parents in School Health* based on the research of Joyce Epstein, there are six types of involvement that schools can use to engage parents:

1. Providing parenting support,
2. Communicating with parents,
3. Providing a variety of volunteer opportunities,
4. Supporting learning at home,
5. Encouraging parents to be part of decision making in schools, and
6. Collaborating with the community.

Providing Parenting Support:

Schools can build parents' leadership, decision making, and parenting skills through educational opportunities, such as classes or workshops. These activities enable parents to develop positive health attitudes and behaviors to support students and help build healthy home and school environments.

Communicating with Parents:

Parents can become engaged through clear, two-way communication channels between them and the school or district. Schools can send communications to parents, and parents can communicate with teachers, administrators, counselors, and other staff about their children's health.

Providing Volunteer Opportunities:

Schools can offer a variety of ways for parents to become involved to maximize engagement and meet their different needs. Inviting parents to volunteer in schools can enrich health and physical education classes, improve the delivery of health services, and help create safe and healthy environments for students.

Supporting Learning at Home:

Schools can engage parents and students in health education activities at home. Engaging parents in homework assignments or other health activities at home increases the likelihood of students receiving consistent messages at home and in school.

Encouraging Parents to be Part of Decision Making:

Schools can include parents as participants in school decisions, school activities, and advocacy activities through the PTA/PTO, school health council or team, school committees, and other school groups and organizations.

Collaborating with the Community:

Schools can seek help from the community by engaging parents in school health programs and activities. When schools coordinate with community organizations, parents can more easily obtain useful information and resources and have access to community programs and services.

The *Parents for Healthy Schools* resources can provide a starting point to motivate and educate parents to get involved in school health programs and activities. Specifically, school groups can encourage parents to make a difference in their child's school health environment by putting suggestions from the *Parents for Healthy Schools: Making a Difference in Your Child's School* PowerPoint Presentation and *Ideas for Parents* into practice.

The following videos will highlight some suggestions from *Ideas for Parents* in order to engage parents about what they can do to support a healthy school environment for nutrition, physical education and physical activity, and managing chronic health conditions.

Go Further



Questions

Q: What are some ways school staff can encourage parenting support?

A: Schools should evaluate what is feasible for them. Some ways school staff can encourage parenting support include:

- Offering parent education classes, seminars, and workshops on health topics that relate directly to lessons taught in health education and physical education classes.
- Establishing a parent resource center focused on child and adolescent health and other family issues.
- Holding school-sponsored, health-related activities in settings where parental presence is already high (e.g., neighborhood events, faith-based institutions).

Q: What are some parenting topics that can be offered in parent education classes or workshops?

A: Schools can collaborate with community organizations to provide parent education classes on the following topics:

- Understanding child and adolescent development.
- Praising and rewarding desirable health behaviors.
- Setting expectations for appropriate healthy behavior and academic performance.
- Talking with children about health-related risks and behaviors.
- Monitoring children's daily activities.
- Modeling healthy behaviors.
- Strengthening leadership and advocacy skills.

Q: What types of communications can school staff send to parents?

A: Schools can send communications to parents regarding promotion of school meal programs, healthy fundraisers, healthy celebrations and events, physical education programs, and other opportunities to be involved.

Q: How can school staff create opportunities for parents to volunteer?

A: Schools can create opportunities for parents to volunteer by:

- Encouraging parents to serve as mentors, coaching assistants, monitors, chaperones, and tutors.
- Inviting parent volunteers to lead lunchtime walks, weekend games, or after-school exercise programs.
- Enlisting parent volunteers to staff school facilities after school hours, thereby allowing community access to safe facilities for physical activity.

- Inviting parents to join the school wellness committee that sets the policies for health and wellness.
- Involving parents in conducting taste tests of healthier snacks and beverage options.
- Encouraging parents to join their children to eat school breakfast or lunch meals.
- Encouraging parents to reduce at-home sedentary screen time, such as time spent on television and video games.

Q: What are some techniques to enhance learning at home?

A: Some techniques school staff can use to enhance learning at home include:

- Involving parents in discussions about health topics with their children.
- Identifying health promotion projects in the community that could involve parents.
- Encouraging students to teach their parents about health and safety behaviors they learn in school.

Q: What can school staff do to engage parents in decision making for school policies and practices?

A: School staff can engage parents in decision making by:

- Creating policies that institutionalize parent representation on decision-making groups (e.g., school health councils and school health teams).
- Providing opportunities for parents to give feedback on the school's meal program and letting them know the outcome.
- Inviting parents to serve in leadership positions to assist with school decisions in developing school health policies, health curricula, food and beverage selections for school breakfasts and lunches, health services and referral procedures, and other programs.

Q: What are community-based organizations?

A: Community-based organizations include businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, and colleges and universities.

Q: How can schools collaborate with the community to promote parent engagement?

A: Schools should evaluate what is feasible for them. Some ways to collaborate with the community include:

- Inviting community partners who provide health services to school or parent meetings.
- Creating agreements with community partners to develop and support school health programs.
- Creating a system that links families to community health and social service resources, activities, and events.

Resources

Parents for Healthy Schools: Check-In Questions [PDF 1.3 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/checkin.pdf>

CDC Parent Engagement Overview Brochure [PDF 3.9 MB]

http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_overview.pdf

CDC Parent Engagement Fact Sheet: For School Districts and Administrators [PDF 852 KB]
http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_administrators.pdf

CDC Parent Engagement Fact Sheet: For Teachers and Other Staff [PDF 747 KB]
http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_teachers.pdf

CDC Parent Engagement Fact Sheet: For Parents and Families [PDF 724 KB]
http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_parents.pdf

Johns Hopkins University: National Network of Partnership Schools
<http://nnps.jhucsos.com/>

Ideas for Parents: School Nutrition Environment & Services

Video Summary

- Parents can support a healthy school nutrition environment and services by:
 - Participating in the school health council or parent-teacher group
 - Encouraging their children’s participation in the school meals program
 - Volunteering their time with healthy school fundraisers and nutrition education activities
- Parents can get involved by eating school meals with their children, reviewing menus, and knowing about available foods in vending machines, snack bars, and school stores.

Audio Script

Parents can support a healthy school nutrition environment and services by:

- Participating in the school health council or parent-teacher group,
- Encouraging their children’s participation in the school meals program, and
- Volunteering their time with healthy school fundraisers and nutrition education activities.

Other ways parents can get involved in a healthy school nutrition environment are:

- Eating school breakfast or lunch with their children,
- Reviewing school menus with them and discussing healthy food choices, and
- Knowing about the variety of foods available in vending machines, snack bars, and school stores.

If parents have questions about any food or beverage items, they can learn more by communicating directly with school staff. Sometimes food service directors do not market all the changes they are making (for example using whole grain bread or pizza dough).

Parents can help raise funds to upgrade or install new water dispensers or water fountains at the school and work with school staff and students to develop a campaign to encourage drinking water during the day.

In addition, parents can communicate with each other about the importance of the availability of water and healthy food options during the school day and during school events.

Go Further



Questions

Q: What topics can parents learn more about to improve the school nutrition environment and services?

A: Key topics for parents to explore include:

- School meals
- Smart Snacks in School
- Healthy fundraisers
- Healthy student rewards
- Events and celebrations during the school day
- Drinking water availability
- Food marketing in schools

A Glossary of Terms is available in the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*. It provides definitions of key terms that might be helpful for parents to know.

Q: Where can parents find ideas to get involved in the school's nutrition environment and services?

A: You can share ideas with parents by using the Ideas for Parents informational sheets, available in Resources. These are one-page documents to provide parents with practical strategies and actions to improve the school environment. There are seven nutrition idea documents that highlight different aspects of the school nutrition environment and services and suggest questions and ideas parents should consider for taking action.

Resources

CDC Overview of the School Nutrition Environment and Services [PDF 1.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_nutoverview.pdf

CDC Ideas for Parents: Drinking Water Availability in Schools [PDF 1.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_water.pdf

CDC Ideas for Parents: Food Marketing in Schools [PDF 2.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_marketing.pdf

CDC Ideas for Parents: Healthy Events and Classroom Celebrations [PDF 2.3 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_celebrations.pdf

CDC Ideas for Parents: Healthy School Fundraisers [PDF 2.2 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_fundraisers.pdf

CDC Ideas for Parents: Healthy School Meals [PDF 1.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_meals.pdf

CDC Ideas for Parents: Healthy Student Rewards [PDF 2.1 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_rewards.pdf

CDC Ideas for Parents: Smart Snacks in School [PDF 1.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_smartsnacks.pdf

School Health Care Plans for Your Child with Food Allergies

<http://www.kidswithfoodallergies.org/page/school-health-care-plans-for-child-with-food-allergies.aspx>

Ideas for Parents: Physical Education & Physical Activity in Schools

Video Summary

- Parents can play an important role in getting schools to provide opportunities for physical activity before, during, and after the school day.
- Examples include daily physical education, recess, classroom physical activity, physical activity clubs, and intramural sports.
- Suggested activities align with a Comprehensive School Physical Activity Program and can help contribute to the recommended 60 minutes of physical activity students should have each day.

Audio Script

Parents can play an important role in getting schools to provide opportunities for physical activity before, during, and after the school day. Examples of these opportunities include daily physical education, recess, classroom physical activity, physical activity clubs, and intramural sports.

Parents can help by participating on the team or committee for comprehensive school physical activity programs, and they can encourage the school leadership to support this effort. They can be the voice at school board meetings and school health council meetings.

Parents can also volunteer their time to help with physical education, recess, and classroom physical activity.

Parents can offer to help with activities, such as special physical activity programs, field trips and the annual field day. They can also ask the physical education teacher for exercises and physical activities to do at home with their children to keep up or improve fitness levels.

In the classroom, parents can encourage teachers to integrate physical activity into planned academic lessons and provide short breaks of physical activity, and they can offer to help coordinate some of these activities.

These suggestions align with a comprehensive school physical activity program and can help contribute to the recommended 60 minutes of physical activity students should have each day.

Go Further

Questions

Q: What topics can parents learn more about to increase opportunities for physical activity before, during, and after school?

A: Parents can learn more about how to increase opportunities for physical activity before, during, and after school. This is also known as a comprehensive school physical activity program. Key topics for parents to explore include:

- Physical education
- Student fitness assessment
- Recess



- Classroom physical activity
- Before- and after-school physical activity
- Staff Involvement

A Glossary of Terms is available in the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*. It provides definitions of key terms that might be helpful for parents to know.

Q: Where can parents find ideas to get involved in the school's comprehensive approach to physical activity?

A: You can share ideas with parents by using the Ideas for Parents informational sheets, available in Resources. These are one-page documents to provide parents with practical strategies and actions to improve the school environment. There are six physical education and physical activity idea documents that highlight different aspects of physical activity in schools and suggest questions and ideas parents should consider for taking action.

Resources

CDC Overview of Physical Education and Physical Activity [PDF 1.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_paoverview.pdf

CDC Ideas for Parents: Physical Education [PDF 2.0 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_classpa.pdf

CDC Ideas for Parents: Student Fitness Assessments [PDF 1.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_fitness.pdf

CDC Ideas for Parents: Physical Activity Before and After School [PDF 1.8 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_beforeafterpa.pdf

CDC Ideas for Parents: Recess [PDF 2.1 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_recess.pdf

CDC Ideas for Parents: Classroom Physical Activity [PDF 2.1 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_breaks.pdf

CDC Ideas for Parents: Staff Involvement to Support Physical Activity [PDF 2.2 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_staff.pdf

Ideas for Parents: Managing Chronic Health Conditions in Schools

Video Summary

- Parents can play an integral role in managing chronic health conditions by becoming involved in the school's efforts to promote disease prevention and wellness.
- Parents can advocate for a school nurse and for school health services that can assist all students with health concerns.
- By working with the school nurse and appropriate school officials, families can help with the development of individualized health care plans, assist with goal setting, and provide necessary medications.

Audio Script

Parents should be aware of the available school health services and how such services can benefit their children. Parents can play an integral role in managing chronic health conditions by becoming involved in the school's efforts to promote disease prevention and wellness. They can do this by ensuring appropriate vaccination status and encouraging proper nutrition and physical activity for their children.

Parents can advocate for a school nurse and for school health services that can assist all students with health concerns, including first aid and emergency care. Parents should give permission to the school nurse to communicate with the family's health care provider and update any changes, as needed.

It is important for parents and families to be engaged, especially if the student has a chronic health condition. By working together with the school nurse and other appropriate school officials, the family can help with the development of an individualized health care plan, assist with setting goals, and provide necessary medications.

Go Further



Questions

Q: What topics can parents learn more about to support managing chronic health conditions in schools?

A: Key topics for parents to explore include:

- Health services
- Supporting healthy weight
- Asthma
- Food allergies
- Diabetes
- Seizure disorders
- Oral health

A Glossary of Terms is available in the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*. It provides definitions of key terms that might be helpful for parents to know.

Q: Where can parents find ideas to get involved in school efforts to manage chronic health conditions?

A: You can share ideas with parents by using the Ideas for Parents informational sheets, available in Resources. These are one-page documents to provide parents with practical strategies and actions to improve the school environment. There are seven chronic health conditions idea documents that highlight different aspects of managing chronic health conditions and suggest questions and ideas parents should consider for taking action.

Resources

CDC Overview of Students with Chronic Health Conditions [PDF 539 KB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_chcoverview.pdf

CDC Ideas for Parents: Children and Adolescents with Asthma [PDF 2.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_asthma.pdf

CDC Ideas for Parents: Children and Adolescents with Diabetes [PDF 2.1 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_diabetes.pdf

CDC Ideas for Parents: Children and Adolescents with Food Allergies [PDF 909 KB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_allergies.pdf

CDC Ideas for Parents: Children and Adolescents with Seizure Disorders [PDF 2.6 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_seizures.pdf

CDC Ideas for Parents: Healthy Weight [PDF 1.8 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_healthyweight.pdf

CDC Ideas for Parents: Oral Health for Children and Adolescents [PDF 2.1 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_oralhealth.pdf

CDC Ideas for Parents: School Health Services [PDF 2.4 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_healthservices.pdf

National Association of School Nurses: Interactive Toolkit
<https://www.nasn.org/nasn/nasn-resources/professional-topics/bts>

Sustaining Parent Engagement

Video Summary

- Schools need to identify ways to sustain parent engagement by overcoming challenges that keep parents from being connected and engaged in school health activities. Common challenges include the following:
 1. Schedule conflicts
 2. Lack of transportation
 3. Uncomfortable at school activities and events
 4. Unfamiliarity and language barriers
 5. Inexperienced or untrained school staff
 6. Lack of financial support for parent engagement
- To ensure the sustainability of parent engagement, it is important for schools to have a dedicated team or committee that oversees this work.

Audio Script

Keeping parents engaged may be difficult, especially as children grow into adolescence and move on to middle and high school. Schools need to identify ways to **sustain** parent engagement by overcoming challenges that keep parents from being connected and engaged in school health activities.

Here are six common challenges to sustaining parent engagement in school health, as well as some ideas schools and groups can use to overcome them.

1. Schedule conflicts

If parents are unable to attend school health meetings or activities because of schedule conflicts, this challenge could be addressed by scheduling meetings and activities to match varying parent schedules or provide alternative ways for parents to get the information.

2. Lack of transportation

If parents cannot attend school health meetings and activities because of a lack of transportation, schools can try to bring the meetings to them by having an online meeting option available.

3. Uncomfortable at school activities and events

Parents may be uncomfortable at school health meetings and activities as a result of negative experiences when they were in school, unfamiliarity with the school culture, or other factors. Schools can try to overcome this discomfort by introducing them to school activities and school staff in nonthreatening ways.

4. Unfamiliarity and language barriers

Because of language barriers or unfamiliarity with school-specific terms, parents could have trouble understanding information provided at school health activities and meetings. If possible, schools should provide translation services for non-English speaking parents to help overcome those barriers.

5. Inexperienced or untrained school staff

School staff may not be experienced or trained to work with parents and have trouble sustaining relationships and parent engagement efforts. If this is the case, schools can provide professional development opportunities for school staff that focus on strengthening parent engagement.

6. Lack of financial support for parent engagement

If there is difficulty sustaining school administrative or financial support for parent engagement, long-term school staff can encourage parents to speak to school administrators about the positive impact of engaging parents in the health of students and the school.

To ensure the sustainability of parent engagement, it is important for schools to have a dedicated team or committee that oversees this work. Individual schools and school districts should determine what actions are most feasible and appropriate, based on the needs of the school and parents, school level, and available resources. Schools should also evaluate their efforts to increase parent engagement in school health to learn which actions have the greatest impact. The *Check-In Questions* are a great resource to track progress in parent engagement.

Now, let's take a moment to check your knowledge on the parent engagement framework and on what parents can do to support a healthy school environment by answering a few questions.

Go Further

Questions



Q: How can schools and school groups overcome challenges of parents being unable to attend activities due to schedule conflicts?

A: Some ways to meet this challenge include evaluating parent schedules, providing incentives, or evaluating other methods, such as providing alternative ways to access information.

Evaluating Parent Schedules:

- Survey parents to see which times/days are best for them.
- Schedule multiple dates and times.
- Schedule activities on a Saturday (and offer teachers incentives to attend).

Providing Incentives:

- Provide child care.
- Provide healthy refreshments.
- Award door prizes from community sponsors.

Providing Alternatives:

- Establish an electronic mailing list.
- Host a conference call meeting.
- Host a school blog or online discussion board.

Q: What are some ideas to overcome challenges in lack of transportation?

A: Schools should evaluate what is feasible for them. Some ideas to meet this challenge include:

- Provide transportation.
- Use school buses.
- Use a shuttle bus for different neighborhoods.
- Go places where families will already be (e.g., community centers, libraries, churches).
- Provide an online meeting URL or telephone number to call in.

Q: What can school staff do to overcome challenges of parents not feeling comfortable?

A: Some ways to meet the challenge of parents not feeling comfortable include:

- Host informal get-togethers.
- Provide continuing education opportunities for parents.
- Allow students to serve as greeters at school-sponsored parent meetings.
- Implement programs that are culturally sensitive and that reflect the social and environmental aspects of a community influenced by race and ethnicity, socioeconomic status, locale, and culture.

Q: What if some parents do not fully comprehend the communications provided by school staff?

A: Some ways to meet the challenge of parents not fully comprehending the communications provided by school staff include:

- Ask parents or students to volunteer as translators.
- Offer educational programs in families' home language.
- Avoid using professional jargon.

Q: How can schools address the challenge of inexperienced or untrained school staff?

A: Schools should evaluate what is feasible for them. Some ways to meet the challenge of inexperienced or untrained staff include:

- Develop strategies for working through staff resistance to change or other struggles that might hinder teacher-parent interactions.
- Offer a variety of topics because not all staff members need the same professional development.
- Negotiate with universities to form partnerships to provide professional development.
- Provide coaching to school staff on how to interact positively with parents.

Q: How can school administrative and financial support be sustained, long-term?

A: Some ways to ensure school administrative and financial support is sustained long-term include:

- Collect and share data on assessments of parent needs and interests.
- Present research that supports the positive impact of parent engagement.
- Ask the PTA/PTO to communicate with the school administration about the benefits of parent engagement.
- Seek other opportunities for financial support.
- Initiate strategies that require little or no financial support.

Resources

Parents for Healthy Schools: Check-In Questions [PDF 1.3 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/checkin.pdf>

Knowledge Check 2

Scenario

You are a member of the School Health Team for Jefferson School. The School Health Team meets monthly to discuss increasing parent engagement at Jefferson School to create a healthy school environment in the areas of:

- School nutrition environment and services
- Physical education and physical activity
- Managing chronic health conditions in schools

The School Health Team recently completed the *CDC School Health Index* to identify strengths and weaknesses in Jefferson School's current policies and practices and to identify where improvements can be made to maximize parent engagement. In today's meeting, the School Health Team plans to review the parent engagement framework to develop plans to connect, engage, and sustain parent engagement.

Read the following statements to select the most appropriate response.

Quiz

1. School Health Team members understand research shows that parent engagement makes it more likely that children and adolescents will avoid unhealthy behaviors and has a correlation to:
 - A. Better student behavior
 - B. Higher academic achievement
 - C. Enhanced social skills
 - D. All of the above
2. During today's meeting, the School Health Team brainstormed ideas on how to connect with parents by creating an environment that welcomes and encourages parents to participate in school activities for nutrition, physical activity, and chronic health conditions. The list of ideas included:
 - A. Providing statistics on attendance, grade averages, and disciplinary actions at Jefferson School.
 - B. Requiring parent commitment to participate in school activities for nutrition, physical activity, and chronic health conditions.

- C. Ensuring Jefferson School has clearly written vision and mission statements that include language that supports parent participation in school activities and sharing of expertise.
 - D. Making unannounced visits to parents in their home environments to talk about the school's need for volunteers.
3. Next, the School Health Team brainstormed opportunities for parents to engage in school health activities, based on six types of involvement that schools can use. Today's focus was on providing parenting support, supporting learning at home, and collaborating with the community. The list of ideas included:
- A. Providing classes and workshops to build parents' leadership, decision making, and parenting skills; engaging parents in homework assignments or other health activities; coordinating with community organizations to make it easier for parents to obtain information.
 - B. Sending communications to parents; inviting parents to volunteer in school activities; including parents in advocacy activities.
 - C. Increasing communication channels between parents and teachers, administrators, counselors, and other staff.
 - D. Encouraging parents to join the PTA/PTO, school health council or team, or school committees.
4. Using the *Ideas for Parents*, the School Health Team focused on ways to engage parents in Jefferson School's nutrition environment and services. The team plans to share these ideas at the next meeting with parents to encourage:
- A. Serving as monitors or chaperones on class field trips.
 - B. Enrolling their children in the school meals program.
 - C. Ensuring appropriate vaccination status.
 - D. All of the above
5. Using the *Ideas for Parents*, the School Health Team focused on ways to engage parents in physical education and physical activity at Jefferson School. The team plans to share these ideas at the next meeting with parents to encourage:
- A. Asking about exercises and physical activities to do at home with their children.
 - B. Volunteering their time to help with physical education, recess, and classroom physical activity.
 - C. Participating on the team or committee for comprehensive school physical activity programs.
 - D. All of the above
6. Using the *Ideas for Parents*, the School Health Team focused on ways to engage parents in managing chronic health conditions in schools. The team plans to share these ideas at the next meeting with parents to encourage:
- A. Selection of healthy food and beverage choices during the school day and during school events.
 - B. Participation in the recommended 60 minutes of daily physical activity for their children.
 - C. Awareness of available school health services and how such services can benefit their children.
 - D. None of the above

7. Thinking ahead, team members know that keeping parents engaged may be difficult as their children grow into adolescence. The School Health Team identified common challenges to sustain parent engagement so they could make plans to overcome these challenges. The list included:
 - A. Schedule conflicts; transportation issues; discomfort at school events; language barriers; lack of staff training; and lack of financial support.
 - B. Competing interests of parents to engage in other activities they prefer over interest in their children's school health.
 - C. High staff turnover in the school district.
 - D. Competing interest of parents and high staff turnover.

Answer Key

1. **D:** Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills.
2. **C:** The tone for positive relationships is set by having clear vision and mission statements about the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions that include parent engagement.
3. **A:** These actions provide opportunities for providing parenting support, supporting learning at home, and collaborating with the community.
4. **B:** This action supports parent engagement in school nutrition environment and services.
5. **D:** All these actions support parent engagement in Jefferson School's physical education and physical activity program.
6. **C:** Awareness of available school health services can help parents become involved in the school's efforts to promote disease prevention and wellness.
7. **A:** These are all potential challenges to sustain parent engagement. Schools need to identify ways to sustain parent engagement by overcoming challenges that keep parents from being connected and engaged in school health activities.

Chapter 4: Take Action

Next Steps

Video Summary

- States, districts, schools, and groups that work with parents can help parents by employing many of the strategies and ideas provided in the resources for *Parents for Healthy Schools*.
- Using these resources, schools and parents can work together to prioritize a list of school health activities and events.

Audio Script

States, districts, schools, and groups that work with parents can help parents by employing many of the strategies and ideas provided in the resources for *Parents for Healthy Schools*.

What are some next steps that states or districts can take?

- Collaborate with state and/or district chapters and organizations (such as the PTA/PTO, Action for Healthy Kids, Alliance for a Healthier Generation, and SHAPE America) to determine how to:
 - Train groups that work with parents on how to use these resources.
 - Share the *Ideas for Parents* documents directly with parents.
- Use the *Ideas for Parents* documents to provide technical assistance to districts and/or schools; and
- Encourage schools to use *the School Health Index*, and specifically, review the results for the section on parent engagement.

What are some next steps schools or school groups can take?

- Use the *School Health Index*, and specifically, review the results for the section on parent engagement.
- Use the *Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development* to develop a plan for parent engagement.
- Use *the Parents for Healthy Schools: A Guide for Getting Parents Involved from K–12* to identify how to deliver the PowerPoint presentation and *Ideas for Parents* to parents and track the ways parents are engaged and impacting the school health environment.
- Deliver the PowerPoint presentation to parents through PTA/PTO meetings, school wellness committee, or other groups such as National Network of Partnership Schools.
- Give parents the *Ideas for Parents* to share ways they can become involved in making changes in the school health environment; and
- Look for signs of change and collect parent feedback using the *Check-In Questions* and the evaluation form for the PowerPoint presentation.

Using these resources, schools and parents can work together to prioritize a list of school health activities and events.

Additional actions anyone can do include the following:

- Share the resources for *Parents for Healthy Schools* through e-mail and social media;
- Share this course with people you know; and
- Look for additional information and opportunities to learn from CDC by visiting the *Parents for Healthy Schools* website.

You should now understand:

- How to use the resources developed for *Parents for Healthy Schools*;
- How to use the parent engagement framework to involve parents in creating healthy school environments; as well as
- How to motivate and educate parents to help
 - Improve the school nutrition environment and services;
 - Increase opportunities for physical education and physical activity in schools; and
 - Support managing chronic health conditions in schools.

Now, let's do an activity to highlight some possible next steps you can take to implement the *Parents for Healthy Schools* resources.

Go Further



Questions

Q: What three aspects of parent engagement do these resources cover?

A: The resources cover three aspects of parent engagement: 1) **connecting** with parents; 2) **engaging** parents in school health activities, and 3) **sustaining** parent engagement in school health.

Connecting refers to what schools can do to establish a good foundation for engagement parents in school health.

Engaging refers to ideas for getting parents actively engaged in school health activities.

Sustaining refers to identifying solutions for common challenges in keeping parents involved.

Resources

CDC Parents for Healthy Schools

<http://www.cdc.gov/healthyschools/parentengagement/parentsforhealthyschools.htm>

CDC Parents for Healthy Schools Promotion Kit [PDF 1.2 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/promotionkit.pdf>

Parents for Healthy Schools: Check-In Questions [PDF 1.3 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/checkin.pdf>

Knowledge Check 3

Scenario

You are a member of the School Health Team for Jefferson School. The School Health Team meets monthly to discuss increasing parent engagement at Jefferson School to create a healthy school environment in the areas of:

- School nutrition environment and services
- Physical education and physical activity
- Managing chronic health conditions in schools

The School Health Team has held several successful meetings with parents of children at Jefferson School. Ideas for involvement have been shared with the parents, and now the team is ready to employ strategies they have learned about in the *Parents for Healthy Schools* resources at the school and district levels.

Read the following statements to select the most appropriate response.

Quiz

1. Plans are in place to collaborate with state and district chapters of organizations such as the PTA/PTO, Action for Healthy Kids, Alliance for a Healthier Generation, and SHAPE America. The purpose of this collaboration is to:

- A. Begin implementation of specific strategies.
 - B. Train groups that work with parents on how to use the *Parents for Healthy Schools* resources.
 - C. Learn about activities of other organizations.
 - D. Share information and ideas.
2. The School Health Team has completed CDC's *School Health Index* to identify strengths and weaknesses, delivered the *Parents for Healthy Schools: Making a Difference in Your Child's School* PowerPoint Presentation to parents during meetings, and distributed the *Ideas for Parents* to them. Their next steps will be:
- A. Use the *Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development* to develop a plan for parent engagement.
 - B. Use the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K–12* to identify ways to use the PowerPoint presentation and *Ideas for Parents*.
 - C. Look for signs of change and collect parent feedback using the *Check-In Questions* and the evaluation form for the PowerPoint presentation.
 - D. All of the above.
3. In using the *Parents for Healthy Schools* resources, what is the primary goal of collaboration between schools and parents?
- A. Working together to prioritize a list of school health activities and events.
 - B. Establishing a forum for addressing complaints.
 - C. Providing tools and resources to improve parenting skills.
 - D. None of the above.

Answer Key

1. **B:** The primary purpose of collaboration is to train groups that work with parents on how to use the *Parents for Healthy Schools* resources.
2. **D:** These are all valuable next steps to take to promote parent engagement.
3. **A:** The primary goal of collaboration between schools and parents is to work together to prioritize a list of school health activities and events to create a healthy school environment.

Wrap-Up

Video Summary

- Download a Certificate of Completion from the Go Further section.

Audio Script

Thank you for participating in the *Parents for Healthy Schools* course.

Finally, you can print a Certificate of Completion by clicking on the certificate link.

We hope you have enjoyed participating in the *Parents for Healthy Schools* course in the Training Tools for Healthy Schools e-Learning series.

Go Further



Questions

Q: *How can I download all of the questions and links provided in this course?*

A: All questions and links that appear in the Go Further section throughout this course can also be found in the "Download Course" document provided under Resources. A complete set of Go Further questions and answers and a complete Resource List are located at the end of the document.

Q: *How can other courses in the "Training Tools for Healthy Schools e-Learning series" help me?*

A: Other courses in the series include:

- *School Health Guidelines to Promote Healthy Eating and Physical Activity* (https://www.cdc.gov/healthyschools/professional_development/e-learning/shg.html) serves as a reference guide to identify evidence-based practices that can be implemented in schools. The course includes extensive information on practices to achieve the guidelines.
- *School Health Index: A Self-Assessment and Planning Guide* (https://www.cdc.gov/healthyschools/professional_development/e-learning/shi.html) provides an approach on how to assess your school's current status on its health and safety policies and programs.
- *Comprehensive School Physical Activity Program: A Guide for Schools* (https://www.cdc.gov/healthyschools/professional_development/e-learning/cspap.html) provides a multicomponent approach by which school districts and schools can use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.
- *Health Education Curriculum Analysis Tool* (https://www.cdc.gov/healthyschools/professional_development/e-learning/hecat.html) provides an overview of the HECAT purpose and its content, describes what actions should be taken to use the HECAT to develop or select a curriculum, and shares information and examples to make sure curriculum decisions meet student health needs and school district and community expectations for school-based health education.

Resources

Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12 [PDF 9.1 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/guide.pdf>

Parents for Healthy Schools: Making a Difference in Your Child's School PowerPoint Presentation [PDF 4.1 MB]

https://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_slides.pdf

Parent Engagement: Strategies for Involving Parents in School Health [PDF 1.7 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/parent_engagement_strategies.pdf

Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development [PDF 2.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/parentengagement_facilitator_guide.pdf



Complete Set of Go Further Questions

Q: How can I go further?

A: As you view the videos, an “Active Child” icon will appear periodically in the corner of the video to let you know that more information is available in this Go Further section. You can access the information by clicking on questions or resource titles.

Q: How can I download all of the questions and links provided in this course?

A: All questions and links that appear in the Go Further section throughout this course can also be found in the “Download Course” document provided under Go Further. A complete set of Go Further questions and answers and a complete Resource List are located at the end of the document.

Q: Why should I take this course?

A: You will find value in this course if you are interested in learning about ways to motivate, educate, and engage parents to help support and create healthy school environments.

Q: What is meant by the term “school groups”?

A: The term school groups refers to the various individuals and groups that are invested in the welfare of a school and its students, such as advocacy groups, Parent Teacher Association/Parent Teacher Organization (PTA/PTO), school board members, or school wellness committees.

Q: Who typically delivers the resources for Parents for Healthy Schools to parents?

A: These resources are typically delivered by school groups that work with parents (e.g., school health personnel, advisory councils, and action teams). Others who may deliver these resources are those who disseminate school health materials to groups who work with parents (e.g., school nutrition directors, school administrators, community members, or community organizations) and parents themselves.

Q: Does the term “parent” include more than biological parents?

A: Yes. For the purposes of this course, the word *parent* refers to the adult primary caregiver(s) of a child’s basic needs (e.g., feeding, safety). This definition includes biological parents; other biological relatives, such as grandparents, aunts, uncles, or siblings; and nonbiological parents, such as adoptive, foster, or stepparents.

Q: What other terms refer to students?

A: In addition to the term “*students*,” the words “*child*,” “*children*,” and “*adolescents*,” are all used interchangeably throughout this course to refer to students in grades K–12.

Q: Why does this course only focus on three areas of a healthy school environment?

A: The Parents for Healthy Schools course focuses on three areas:

4. School nutrition environment and services
5. Physical education and physical activity
6. Health services to manage chronic health conditions

These areas are particularly important because of the effect they have on the health of students now and throughout their lives. Additionally, the three areas have clear actions that can be taken at home and in school that will help students make healthy choices.

Q: Who is the intended audience for these resources?

A: Various resources provided throughout this course are intended for:

- **Parents.** The PowerPoint presentation and Ideas for Parents are directed toward them specifically to highlight how parents can take action.
- **Schools groups that work with parents.** The guide, *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*, provides an overview of a healthy school environment and suggestions for how to use the resources. The Check-In Questions identify ways to track progress in engaging parents.

Q: How can states or districts use these resources?

A: States or districts can use these resources to collaborate with state and/or district chapters/organizations (e.g., Action for Healthy Kids, PTA/PTO, SHAPE America) to determine how to:

- Build the capacity of groups that work with parents on how to use the resources, such as providing professional development.
- Engage parents as a way to build support for the school health strategies.
- Share Ideas for Parents informational sheets directly with parents.
- Use the Ideas for Parents informational sheets to provide technical assistance to districts and/or schools.

Q: What are some ways to share the Ideas for Parents?

A: Ways to share the Ideas for Parents informational sheets include:

- Giving them to parents at school events, meetings, or parent/teacher conferences.
- Adding them to students' work or teacher and parent communication folders.
- Adding them to school websites, newsletters, or e-mail lists.
- Making them available in the parent resource room.

Q: What is the Whole School, Whole Community, Whole Child (WSCC) model?

A: The WSCC model combines the "Whole Child" model from ASCD with CDC's Coordinated School Health (CSH) approach and emphasizes the relationship between educational attainment and health. It is designed to strengthen a unified and collaborative approach to improve learning and health in the nation's schools.

The ten components of the WSCC are:

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological, and Social Services
- Social and Emotional Climate
- Physical Environment
- Employee Wellness
- Family Engagement

- Community Involvement

Q: What does the research say about the connection between healthy eating, physical activity, and chronic health conditions and academic achievement?

A: Student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance (e.g., memory). Similarly, students who are physically active in school tend to have better grades, school attendance, and classroom behaviors (e.g., on-task behavior). Finally, students who have support to manage their chronic health conditions have increased school attendance and do better academically.

Source: Journal of School Health. Critical Connections: Health and Academics.

<http://onlinelibrary.wiley.com/doi/10.1111/josh.12309/epdf>

Q: How are schools doing in meeting the recommendations for a healthy school nutrition environment?

A: Based on data from the National School Health Policies and Practices Study (SHPPS), 2014:

- Seventy-four percent of schools sell soft drinks to students (includes all venues, not just during the school day).
- Nearly one fourth (22%) of schools allow soft drink companies to advertise soft drinks on vending machines. This percentage is higher among high schools, compared with middle and elementary schools.
- The percentage of schools that hold fundraiser nights at fast food restaurants has increased from 25% to 37% since 2006. Over one half of schools sell baked goods not low in fat (e.g., cookies) for school fundraisers.
- Only 6% of schools enable students to purchase fruits or vegetables from vending machines, school stores, or snack bars.
- Fewer than one fourth (23.2%) of schools have a policy stating that if food is served at student parties, then fruits or vegetables will be among the foods offered. Only 5.1% of schools have a similar policy related to concession stands.
- Less than one half (46.6%) of schools prohibit or actively discourage staff from using food or food coupons as a reward for good behavior or good academic performance. [Providing or withholding food should not be used to reward or punish students.]

Source: Data from the 2014 School Health Policies and Practices Study [SHPPS]

Q: What are the nutrition standards for the National School Lunch and School Breakfast Programs?

A: The standards are established by the U.S. Department of Agriculture and are aligned with the Dietary Guidelines for Americans. The *2015-2020 Dietary Guidelines for Americans* emphasizes the importance of creating a healthy eating pattern to maintain health and reduce the risk of disease through five overarching guidelines:

6. Follow a healthy eating pattern across the lifespan.
7. Focus on variety, nutrient density, and amount.
8. Limit calories from added sugars and saturated fats and reduce sodium intake.
9. Shift to healthier food and beverage choices.
10. Support healthy eating patterns for all.

Q: What are the nutrition standards for Smart Snacks in School?

A: The standards, required by the Healthy, Hunger-Free Kids Act of 2010, require schools to offer healthier snack foods and beverages while limiting junk food. All foods and beverages sold at school during the school day are required to meet nutrition standards. The Smart Snacks in School regulation applies to foods sold a la carte, in the school store, vending machines, and any other venues where food is sold to students.

Q: How can schools provide opportunities for students to learn about healthy eating?

A: In addition to nutrition education classes, there are a number of ways schools can provide opportunities for students to learn about healthy eating. For example, schools can establish vegetable gardens or provide taste testing opportunities to introduce and sample new and nutritious foods.

Q: Are schools required to provide students with access to drinking water during the school day?

A: Schools participating in the National School Lunch Program are required to make free drinking water available to students during lunch where the lunch meals are served. Schools participating in the School Breakfast Program must make drinking water available when breakfast is served in the cafeteria. In addition to these requirements, CDC recommends that schools make drinking water available throughout the school day by providing access to water fountains, dispensers, and hydration stations throughout the school; ensuring that water fountains are clean and properly maintained; and allowing students to have water bottles in class or to go to the water fountain if they need to drink water.

Q: How are schools doing in meeting the federal recommendations for physical activity in schools?

A: In the recent 2016 National Physical Activity Report Card, the U.S. received the grade of D-, which indicates that most U.S. children and adolescents are not getting the nationally recommended 60 minutes of physical activity daily. Data from the 2016 School Health Policies and Practices Study (SHPPS) show:

- Only 32.9% of districts support or promote walking or biking to and from school.
- Only 11% of elementary schools, 8% of middle schools, and 2% of high schools require schools to provide regular classroom physical activity breaks during the school day.
- Less than 20% of districts prohibit the use of waivers, exemptions, or substitutions for physical education requirements for students.
- Less than 15% of districts ever used a curriculum analysis tool to assess one or more physical education curricula.
- Only 46% of districts require those who teach physical education to earn continuing education credits on physical education topics and instructional strategies.

Source: Data from the 2016 School Health Policies and Practices Study [SHPPS]

Q: What resource can help me learn how to develop, implement, and evaluate a Comprehensive School Physical Activity Program?

A: CDC, in collaboration with SHAPE America, developed *Comprehensive School Physical Activity Programs: A Guide for Schools*, a step-by-step guide for schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs. It is available in the Resources section of this course.

Q: What are the essential components for physical education?

A: The essential components, as defined by SHAPE America, are:

- Policy and Environment
- Curriculum
- Appropriate Instruction
- Student Assessment

Q: Is there a federal initiative to equip schools to create an Active School environment?

A: Yes, Let's Move! Active Schools (LMAS), equips K-12 schools with the resources, tools, professional development, funding opportunities, and technical assistance to create an Active School environment where physical activity is integrated before, during, and after school for at least 60 minutes every day.

Schools are encouraged to join Let's Move! Active Schools, the national physical activity and physical education solution, to help create comprehensive, active learning environments and ensure 60 minutes of daily physical activity for students. In addition, schools can be a part of the Presidential Youth Fitness Program. It provides a model for fitness education within a comprehensive physical education program.

Q: What resources can physical educators use to develop quality fitness practices?

A: The Presidential Youth Fitness Program helps schools achieve excellence in physical education through quality fitness education and assessment practices. Free training and resources for physical educators are available.

Q: Has the percentage of children and adolescents with chronic health conditions increased over the past few decades?

A: Yes, the percentage of children and adolescents in the United States with chronic health conditions has increased from 1.8% in the 1960s to more than 25% since 2007.

Source: Van Cleave J, Gortmaker SL, Perrin JM. Dynamics of obesity and chronic health conditions among children and youth. JAMA. 2010 Feb 17; 303(7):623-30.

Q: How are schools performing with respect to managing chronic health conditions in schools?

A: According to data from the School Health Policies and Practices Study (SHPPS) 2016:

- 33.7% of districts require each school to have a full-time school nurse.
- 22.5% of districts have at least one school-based health center (SBHC) that offers both primary care and counseling, psychological, or social services to students.
- 16.2% of districts have adopted a policy stating that each elementary school will have a specified ratio of counselors to students, 16.8% of districts have adopted such a policy for middle schools, and 19.8% have adopted such a policy for high school.

Source: Data from the 2016 School Health Policies and Practices Study [SHPPS]

Q: What is the suggested ratio for one school nurse to the student population?

A: Ideally, the ratio should be one nurse for every 750 healthy children.

Q: What are the gains of investing in full-time registered nurses in schools?

A: For every dollar invested in school health services delivered by full-time registered nurses, society gains \$2.20 in savings from medical costs and lost productivity associated with caring for children with chronic health conditions.

Source: School Health Policies and Practices Study (SHPPS) 2014 data

Q: How is parent engagement in schools a shared responsibility between schools, parents, and the community?

A: Parent engagement in schools is a shared responsibility in which schools, community agencies, and other organizations are committed to reaching out to engage parents in a meaningful way, and parents are committed to actively supporting their children's learning and development.

Q: Why is parent engagement important?

A: Parent engagement is important because school efforts to promote health among students have been shown to be more successful when parents are involved.

Q: What is the primary motivator for parents to get involved?

A: The primary motivator appears to be a belief that parents' actions will improve their children's learning and well-being. Parents tend to be more involved if they perceive that school staff and students want and expect their involvement.

Q: What is the difference between vision and mission statements?

A: The two statements do distinctly different jobs. Vision statements focus on goals and aspirations and convey hopes for the future. Mission statements define the organization's purpose and primary objectives. Developing both vision and mission statements provide focus on what is really important.

Q: How does professional development help achieve parent engagement?

A: Providing opportunities for professional development for parent engagement strategies enhance staff knowledge, ability, and confidence to engage parents. For example, teachers can learn how to involve parents in students' health education homework or how to reach out to uninvolved parents. Schools can invite community partners to provide professional development in these areas and make staff aware of existing parent engagement resources. In addition, school administrators can establish dedicated time for school staff to plan and organize parent-friendly activities and events.

Q: What are some ways school staff can encourage parenting support?

A: Schools should evaluate what is feasible for them. Some ways school staff can encourage parenting support include:

- Offering parent education classes, seminars, and workshops on health topics that relate directly to lessons taught in health education and physical education classes.
- Establishing a parent resource center focused on child and adolescent health and other family issues.
- Holding school-sponsored, health-related activities in settings where parental presence is already high (e.g., neighborhood events, faith-based institutions).

Q: What are some parenting topics that can be offered in parent education classes or workshops?

A: Schools can collaborate with community organizations to provide parent education classes on the following topics:

- Understanding child and adolescent development.
- Praising and rewarding desirable health behaviors.
- Setting expectations for appropriate healthy behavior and academic performance.

- Talking with children about health-related risks and behaviors.
- Monitoring children’s daily activities.
- Modeling healthy behaviors.
- Strengthening leadership and advocacy skills.

Q: What types of communications can school staff send to parents?

A: Schools can send communications to parents regarding promotion of school meal programs, healthy fundraisers, healthy celebrations and events, physical education programs, and other opportunities to be involved.

Q: How can school staff create opportunities for parents to volunteer?

A: Schools can create opportunities for parents to volunteer by:

- Encouraging parents to serve as mentors, coaching assistants, monitors, chaperones, and tutors.
- Inviting parent volunteers to lead lunchtime walks, weekend games, or after-school exercise programs.
- Enlisting parent volunteers to staff school facilities after school hours, thereby allowing community access to safe facilities for physical activity.
- Inviting parents to join the school wellness committee that sets the policies for health and wellness.
- Involving parents in conducting taste tests of healthier snacks and beverage options.
- Encouraging parents to join their children to eat school breakfast or lunch meals.
- Encouraging parents to reduce at-home sedentary screen time, such as time spent on television and video games.

Q: What are some techniques to enhance learning at home?

A: Some techniques school staff can use to enhance learning at home include:

- Involving parents in discussions about health topics with their children.
- Identifying health promotion projects in the community that could involve parents.
- Encouraging students to teach their parents about health and safety behaviors they learn in school.

Q: What can school staff do to engage parents in decision making for school policies and practices?

A: School staff can engage parents in decision making by:

- Creating policies that institutionalize parent representation on decision-making groups (e.g., school health councils and school health teams).
- Providing opportunities for parents to give feedback on the school’s meal program and letting them know the outcome.
- Inviting parents to serve in leadership positions to assist with school decisions in developing school health policies, health curricula, food and beverage selections for school breakfasts and lunches, health services and referral procedures, and other programs.

Q: What are community-based organizations?

A: Community-based organizations include businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, and colleges and universities.

Q: How can schools collaborate with the community to promote parent engagement?

A: Schools should evaluate what is feasible for them. Some ways to collaborate with the community include:

- Inviting community partners who provide health services to school or parent meetings.
- Creating agreements with community partners to develop and support school health programs.
- Creating a system that links families to community health and social service resources, activities, and events.

Q: What topics can parents learn more about to improve the school nutrition environment and services?

A: Key topics for parents to explore include:

- School meals
- Smart Snacks in School
- Healthy fundraisers
- Healthy student rewards
- Events and celebrations during the school day
- Drinking water availability
- Food marketing in schools

A Glossary of Terms is available in the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*. It provides definitions of key terms that might be helpful for parents to know.

Q: Where can parents find ideas to get involved in the school's nutrition environment and services?

A: You can share ideas with parents by using the Ideas for Parents informational sheets, available in Resources. These are one-page documents to provide parents with practical strategies and actions to improve the school environment. There are seven nutrition idea documents that highlight different aspects of the school nutrition environment and services and suggest questions and ideas parents should consider for taking action.

Q: What topics can parents learn more about to increase opportunities for physical activity before, during, and after school?

A: Parents can learn more about how to increase opportunities for physical activity before, during, and after school. This is also known as a comprehensive school physical activity program. Key topics for parents to explore include:

- Physical education
- Student fitness assessment
- Recess
- Classroom physical activity

- Before- and after-school physical activity
- Staff Involvement

A Glossary of Terms is available in the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*. It provides definitions of key terms that might be helpful for parents to know.

Q: Where can parents find ideas to get involved in the school's comprehensive approach to physical activity?

A: You can share ideas with parents by using the Ideas for Parents informational sheets, available in Resources. These are one-page documents to provide parents with practical strategies and actions to improve the school environment. There are six physical education and physical activity idea documents that highlight different aspects of physical activity in schools and suggest questions and ideas parents should consider for taking action.

Q: What topics can parents learn more about to support managing chronic health conditions in schools?

A: Key topics for parents to explore include:

- Health services
- Supporting healthy weight
- Asthma
- Food allergies
- Diabetes
- Seizure disorders
- Oral health

A Glossary of Terms is available in the *Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12*. It provides definitions of key terms that might be helpful for parents to know.

Q: Where can parents find ideas to get involved in school efforts to manage chronic health conditions?

A: You can share ideas with parents by using the Ideas for Parents informational sheets, available in Resources. These are one-page documents to provide parents with practical strategies and actions to improve the school environment. There are seven chronic health conditions idea documents that highlight different aspects of managing chronic health conditions and suggest questions and ideas parents should consider for taking action.

Q: How can schools and school groups overcome challenges of parents being unable to attend activities due to schedule conflicts?

A: Some ways to meet this challenge include evaluating parent schedules, providing incentives, or evaluating other methods, such as providing alternative ways to access information.

Evaluating Parent Schedules:

- Survey parents to see which times/days are best for them.
- Schedule multiple dates and times.
- Schedule activities on a Saturday (and offer teachers incentives to attend).

Providing Incentives:

- Provide child care.
- Provide healthy refreshments.
- Award door prizes from community sponsors.

Providing Alternatives:

- Establish an electronic mailing list.
- Host a conference call meeting.
- Host a school blog or online discussion board.

Q: What are some ideas to overcome challenges in lack of transportation?

A: Schools should evaluate what is feasible for them. Some ideas to meet this challenge include:

- Provide transportation.
- Use school buses.
- Use a shuttle bus for different neighborhoods.
- Go places where families will already be (e.g., community centers, libraries, churches).
- Provide an online meeting URL or telephone number to call in.

Q: What can school staff do to overcome challenges of parents not feeling comfortable?

A: Some ways to meet the challenge of parents not feeling comfortable include:

- Host informal get-togethers.
- Provide continuing education opportunities for parents.
- Allow students to serve as greeters at school-sponsored parent meetings.
- Implement programs that are culturally sensitive and that reflect the social and environmental aspects of a community influenced by race and ethnicity, socioeconomic status, locale, and culture.

Q: What if some parents do not fully comprehend the communications provided by school staff?

A: Some ways to meet the challenge of parents not fully comprehending the communications provided by school staff include:

- Ask parents or students to volunteer as translators.
- Offer educational programs in families' home language.
- Avoid using professional jargon.

Q: How can schools address the challenge of inexperienced or untrained school staff?

A: Schools should evaluate what is feasible for them. Some ways to meet the challenge of inexperienced or untrained staff include:

- Develop strategies for working through staff resistance to change or other struggles that might hinder teacher-parent interactions.
- Offer a variety of topics because not all staff members need the same professional development.
- Negotiate with universities to form partnerships to provide professional development.
- Provide coaching to school staff on how to interact positively with parents.

Q: How can school administrative and financial support be sustained, long-term?

A: Some ways to ensure school administrative and financial support is sustained long-term include:

- Collect and share data on assessments of parent needs and interests.
- Present research that supports the positive impact of parent engagement.
- Ask the PTA/PTO to communicate with the school administration about the benefits of parent engagement.
- Seek other opportunities for financial support.
- Initiate strategies that require little or no financial support.

Q: What three aspects of parent engagement do these resources cover?

A: The resources cover three aspects of parent engagement: 1) **connecting** with parents; 2) **engaging** parents in school health activities, and 3) **sustaining** parent engagement in school health.

Connecting refers to what schools can do to establish a good foundation for engagement parents in school health.

Engaging refers to ideas for getting parents actively engaged in school health activities.

Sustaining refers to identifying solutions for common challenges in keeping parents involved.

Q: How can I download all of the questions and links provided in this course?

A: All questions and links that appear in the Go Further section throughout this course can also be found in the "Download Course" document provided under Resources. A complete set of Go Further questions and answers and a complete Resource List are located at the end of the document.

Q: How can other courses in the "Training Tools for Healthy Schools e-Learning series" help me?

A: Other courses in the series include:

- *School Health Guidelines to Promote Healthy Eating and Physical Activity* (https://www.cdc.gov/healthyschools/professional_development/e-learning/shg.html) serves as a reference guide to identify evidence-based practices that can be implemented in schools. The course includes extensive information on practices to achieve the guidelines.
- *School Health Index: A Self-Assessment and Planning Guide* (https://www.cdc.gov/healthyschools/professional_development/e-learning/shi.html) provides an approach on how to assess your school's current status on its health and safety policies and programs.
- *Comprehensive School Physical Activity Program: A Guide for Schools* (https://www.cdc.gov/healthyschools/professional_development/e-learning/cspap.html) provides a multicomponent approach by which school districts and schools can use all opportunities for students to be physically active, meet the nationally recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.
- *Health Education Curriculum Analysis Tool* (https://www.cdc.gov/healthyschools/professional_development/e-learning/hecat.html) provides an overview of the HECAT purpose and its content, describes what actions should be taken to use the HECAT to develop or select a curriculum, and shares information and examples to make sure curriculum decisions meet student health needs and school district and community expectations for school-based health education.

Complete Resource List

Action for Healthy Kids

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

Action for Healthy Kids: Parents for Healthy Kids

<http://www.actionforhealthykids.org/what-we-do/parents-for-healthy-kids>

Active Schools

<https://www.activeschoolsus.org>

CDC Asthma Prevalence Surveillance Data

<http://www.cdc.gov/asthma/asthmadata.htm>

CDC Basics About Diabetes

<http://www.cdc.gov/diabetes/basics/diabetes.html>

CDC Comprehensive School Physical Activity Program

<http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>

CDC Comprehensive School Physical Activity Program Online Course

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

CDC Health and Academics

http://www.cdc.gov/healthyschools/health_and_academics/index.htm

CDC Healthy Schools

<http://www.cdc.gov/healthyschools/index.htm>

CDC Healthy Schools: Food Allergies in Schools

<http://www.cdc.gov/healthyschools/foodallergies/toolkit.htm>

CDC Ideas for Parents: Children and Adolescents with Asthma [PDF 2.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_asthma.pdf

CDC Ideas for Parents: Children and Adolescents with Diabetes [PDF 2.1 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_diabetes.pdf

CDC Ideas for Parents: Children and Adolescents with Food Allergies [PDF 909 KB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_allergies.pdf

CDC Ideas for Parents: Children and Adolescents with Seizure Disorders [PDF 2.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_seizures.pdf

CDC Ideas for Parents: Chronic Health Conditions Overview [PDF 539 KB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_chcoverview.pdf

CDC Ideas for Parents: Classroom Physical Activity [PDF 2.1 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_breaks.pdf

CDC Ideas for Parents: Drinking Water Availability in Schools [PDF 1.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_water.pdf

CDC Ideas for Parents: Food Marketing in Schools [PDF 2.6 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_marketing.pdf

CDC Ideas for Parents: Healthy Events and Classroom Celebrations [PDF 2.3 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_celebrations.pdf

CDC Ideas for Parents: Healthy School Fundraisers [PDF 2.2 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_fundraisers.pdf

CDC Ideas for Parents: Healthy School Meals [PDF 1.9 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_meals.pdf

CDC Ideas for Parents: Healthy Student Rewards [PDF 2.1 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_rewards.pdf

CDC Ideas for Parents: Healthy Weight [PDF 1.8 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_healthyweight.pdf

CDC Ideas for Parents: Nutrition Overview [PDF 1.6 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_nutoverview.pdf

CDC Ideas for Parents: Oral Health for Children and Adolescents [PDF 2.1 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_oralhealth.pdf

CDC Ideas for Parents: Physical Activity Before and After School [PDF 1.8 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_beforeafterpa.pdf

CDC Ideas for Parents: Physical Education [PDF 2.0 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_classpa.pdf

CDC Ideas for Parents: Physical Education and Physical Activity Overview [PDF 1.6 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_paoverview.pdf

CDC Ideas for Parents: Recess [PDF 2.1 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_recess.pdf

CDC Ideas for Parents: School Health Services [PDF 2.4 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_healthservices.pdf

CDC Ideas for Parents: Smart Snacks in School [PDF 1.9 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_smartsnacks.pdf

CDC Ideas for Parents: Staff Involvement to Support Physical Activity [PDF 2.2 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_staff.pdf

CDC Ideas for Parents: Student Fitness Assessments [PDF 1.9 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_fitness.pdf

CDC Overview of Physical Education and Physical Activity [PDF 1.6 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_paoverview.pdf

CDC Overview of Students with Chronic Health Conditions [PDF 539 KB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_chcoverview.pdf

CDC Overview of the School Nutrition Environment and Services [PDF 1.6 MB]
http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_nutoverview.pdf

CDC Parents for Healthy Schools
<http://www.cdc.gov/healthyschools/parentengagement/parentsforhealthyschools.htm>

CDC Parents for Healthy Schools Promotion Kit [PDF 1.2 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/promotionkit.pdf>

CDC Parent Engagement

http://www.cdc.gov/healthyyouth/protective/parent_engagement.htm

CDC Parent Engagement Fact Sheet: For School Districts and Administrators [PDF 852 KB]

http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_administrators.pdf

CDC Parent Engagement Fact Sheet: For Teachers and Other Staff [PDF 747 KB]

http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_teachers.pdf

CDC Parent Engagement Fact Sheet: For Parents and Families [PDF 724 KB]

http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_parents.pdf

CDC Parent Engagement Overview Brochure [PDF 3.9 MB]

http://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_overview.pdf

CDC School Health Guidelines to Promote Healthy Eating and Physical Activity [PDF 973 KB]

<http://www.cdc.gov/mmwr/pdf/rr/rr6005.pdf>

CDC School Health Index

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

CDC School Health Policies and Practices Study

<http://www.cdc.gov/healthyyouth/data/shpps/index.htm>

CDC School Health Policies and Practices Study Results

<http://www.cdc.gov/healthyyouth/data/shpps/results.htm>

CDC School Health Profiles

<http://www.cdc.gov/healthyyouth/data/profiles/index.htm>

CDC Tips for Teachers [PDF 548 KB]

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

CDC Water Access in Schools

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

CDC Whole School, Whole Community, Whole Child Components

<http://www.cdc.gov/healthyschools/wsc/components.htm>

Food Allergy Research & Education

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

Global Family Research Project

<https://globalfrp.org/>

Healthy Children: Chronic Conditions

<https://www.healthychildren.org/English/health-issues/conditions/chronic/Pages/default.aspx>

Johns Hopkins University: National Network of Partnership Schools

<http://nnps.jhucos.com/>

National Association of School Nurses

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

National Association of School Nurses: Interactive Toolkit

<https://www.nasn.org/nasn/nasn-resources/professional-topics/bts>

National Parent Teacher Association

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

Parents for Healthy Schools: A Guide for Getting Parents Involved from K-12 [PDF 9.1 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/guide.pdf>

Parents for Healthy Schools: Check-In Questions [PDF 1.3 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/checkin.pdf>

Parents for Healthy Schools Presentation Evaluation Form [PDF 2.0 MB]

<http://www.cdc.gov/healthyschools/parentengagement/pdf/evalform.pdf>

Parents for Healthy Schools: Making a Difference in Your Child's School PowerPoint Presentation [PDF 4.1 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/p4hs_slides.pdf

Parent Engagement: Strategies for Involving Parents in School Health [PDF 1.7 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/parent_engagement_strategies.pdf

Physical Activity Guidelines for Americans

<http://www.fitness.gov/be-active/physical-activity-guidelines-for-americans/>

President's Council on Fitness, Sports, & Nutrition

<http://www.fitness.gov/>

Presidential Youth Fitness Program

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

Promoting Parent Engagement in School Health: A Facilitator's Guide for Staff Development [PDF 2.9 MB]

http://www.cdc.gov/healthyschools/parentengagement/pdf/parentengagement_facilitator_guide.pdf

Rudd Center for Food Policy & Obesity

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

School-Based Health Alliance

<http://www.sbh4all.org/>

School Health Care Plans for Your Child with Food Allergies

<http://www.kidswithfoodallergies.org/page/school-health-care-plans-for-child-with-food-allergies.aspx>

School Meals: Nutrition Standards for School Meals

<http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals>

SHAPE America

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

SHAPE America – Essential Components of Physical Education [PDF 404 KB]

<http://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf>

Smarter Lunchrooms Movement

<http://smarterlunchrooms.org/>

Team Nutrition Materials for Parents

<http://www.fns.usda.gov/tn/parents>

Tools for Schools: Focusing on Smart Snacks

<http://www.fns.usda.gov/school-meals/smart-snacks-school>

United States Department of Agriculture

<http://www.fns.usda.gov/>

United States Department of Education

<https://www.ed.gov/>

Whole School, Whole Community, Whole Child: A Collaborative Approach to Learning and Health [PDF
2.2 MB]

<http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>