



Virtual Healthy School Transcript

Virtual Healthy School

Transcript

Centers for Disease Control and Prevention

Division of Population Health

National Center for Chronic Disease Prevention and Health Promotion

Healthy Schools

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Virtual Healthy School Transcript

Welcome

Hi, I'm Principal Paul. Welcome – K-12 school administrators, teachers, and parents – to Jefferson School, our interactive Virtual Healthy School (VHS) that shows you how components of the Whole School, Whole Community, Whole Child (WSCC) model can be integrated into your school. Here, you can learn what we've done in 13 areas of our school and how we partner with our local community to meet the needs of the whole child.

This document provides a complete transcript of the VHS content in a single source. It includes details of how Jefferson School incorporates health and wellness initiatives by looking at some everyday objects in each area of the school and offers advice on how you can continue to improve school health initiatives in your own district or campus.

Cafeteria

Nutrition services manager Mr. Baker, promotes making wise food choices, staying hydrated, and avoiding sugary and salty snacks.

Clock

Mr. Baker noticed long lines in the cafeteria, so he reorganized the cafeteria in order to serve students more efficiently. Now, students can move through the lines with minimal wait time. They can socialize while they eat their meals, rather than feeling rushed to finish eating. Once they are seated, they have at least 10 minutes for eating breakfast and 20 minutes for eating lunch.

Mr. Baker promotes menu options during the morning announcements and on signs displayed around the school so everyone is informed about the nutritious choices. The school publishes a monthly menu and provides it online to all students, families, teachers, and administrators. Parents can view the menus in advance and help their children with food choices. Students invite their parents to join them for breakfast or lunch meals occasionally.

You can:

- Make your cafeteria a social center by implementing a staggered schedule for the different classes and setting up conveniently placed serving areas to minimize the time students spend in line.
- Encourage cafeteria staff to greet students with smiles and ask teachers and administrators to spend mealtimes with students.
- Use a variety of communication channels to publicize menus.

Learn More

- [School Meals](#)

WSCC Components

- Physical Environment
- Nutrition Environment and Services
- Social and Emotional School Climate
- Family Engagement

Nutritional Poster

Cafeteria staff observed some students were not choosing the nutritiously balanced hot meal or Grab and Go lunch, so it followed the guidelines recommended by the Smarter Lunchrooms Movement to place healthy options in front of less healthy options. Mr. Baker contacted nutritionists at the health department for donations of eye-catching posters to encourage healthy eating.

The GO, SLOW, and WHOA poster is a guide to eating right. GO foods are the healthiest ones—the ones you can eat almost anytime, such as fruits and vegetables. SLOW foods are "sometimes" foods. You can eat them several times a week, but not every day, because they may have added sugars and sodium. WHOA foods are the least healthy foods, and you can eat them only every once in a while. WHOA foods include cookies, soft drinks, and fried foods.

The school cafeteria is the perfect place to teach students about healthy eating.

You can:

- Use colorful posters to brighten up your school's cafeteria and remind students to make good food choices. Posters are available from public health agencies in your community and the U.S. Department of Agriculture's (USDA) Team Nutrition Initiative.
- Change the posters monthly or update them with the seasons to keep students' interest.

Learn More

- [Team Nutrition](#)
- [Healthy Eating Learning Opportunities](#)
- [BAM Dining Decisions Mobile Game](#)

WSCC Components

- Nutrition Environment and Services
- Community Involvement

Water Station

At Jefferson School, students and school staff are encouraged to drink plenty of water every day. They have access to the free water filling station in the cafeteria during breakfast and lunch. There are also water fountains and filling stations placed throughout the school. The cafeteria's water filling station

provides cups, and students and staff can fill their own water bottles and drink water while in the classroom.

School staff conducts regular maintenance to ensure cleanliness and safety. Recently a water quality specialist came to Jefferson School to test the water. Staff clean up water spills promptly, and the area is kept free of clutter.

You can:

- Provide drinking water in the cafeteria in accordance with federal requirements to help ensure your students have plenty of safe drinking water.
- Operate within the state and local plumbing and sanitation codes.
- Follow all standard operating procedures and water quality testing protocols to ensure regular maintenance of water filling stations and other water dispensers to guard against debris, bacteria, or other contaminants.
- Show students how to develop a lifelong habit of choosing water instead of sugary beverages by promoting drinking water.

Learn More

- [Water Access](#)
- [Water & Nutrition](#)

WSSC Components

- Nutrition Environment and Services
- Physical Environment

Menu Board

Mr. Baker encourages participation in the National School Lunch Program and School Breakfast Program. He puts policies and practices in place to create a friendly, welcoming environment for everyone, and ensures identity protection for student participants in the free meal programs. This action reduces stigma. Mr. Baker worked with Principal Paul to explore different options for providing breakfast to students, including Breakfast in the Classroom during the first 15 minutes of homeroom and

a Grab and Go meal just before school. This nutritional boost helps ensure that students are starting the school day ready to learn and better able to concentrate.

Mr. Baker comes up with creative, catchy titles and themes for the menu items. School staff and students can select a hot meal or move through the convenience line for a Grab and Go meal. The menu board for K-5 students shows today's hot meal, which includes baked chicken, brown rice, "power punch" broccoli, "x-ray vision" carrots, "rockin" wheat roll, and fruit. The Grab and Go meal features the "turkey gobbler," a turkey sandwich with lettuce and tomato and whole fruit. Beverages include water and low-fat or skim white or chocolate milk. The salad bar offers a wide selection of leafy greens, tomatoes, broccoli "trees," "cool as" cucumbers, and beans. The school encourages appropriate portions by providing cheeses and salad toppings in smaller containers accompanied by smaller utensils.

You can:

- Serve healthy, well-balanced meals and encourage participation in the school meal programs.
- Follow Smarter Lunchroom strategies to make foods more appealing to students.
- Use the USDA's School Breakfast Program toolkit to help you decide the most feasible way to provide breakfast to students.
- Survey students about their food likes and dislikes, and ask them to create fun names or themes for menu items.
- Check out the School Health Team's discussion about recommendations to improve Nutrition Services at Jefferson School.

Learn More

- [Food and Beverage Marketing](#)
- [Smarter Lunchrooms Movement](#)
- [School Breakfast Program \(SBP\)](#)
- [Breakfast in the Classroom Worksheet](#) [PDF – 93.89 KB]

WSCC Components

- Nutrition Environment and Services
- Social and Emotional School Climate

Lunch Tray

Schools are in a unique position to promote healthy eating and nutrition intake. The Jefferson School cafeteria staff works hard to provide nutritious and appealing meals that meet the federal nutrition standards for the National School Lunch Program and School Breakfast Program. Healthy eating in childhood and adolescence is important for proper growth and development. Students who have access to proper nutrition are better able to concentrate and learn in the classroom.

The cafeteria staff also addresses issues of hunger and food insecurity. Some students come from households that lack money or other resources for food. The cafeteria staff encourages enrollment of these students into community programs that provide meals for free or at a reduced rate. The food services department sponsors the USDA's At-Risk Afterschool Meals program, which provides snacks and even dinner. To ensure these students have adequate meals over weekends and in the summertime, the cafeteria staff organizes food drives to stock community food pantries. As an added service, the cafeteria staff invites parents to the school for meal planning workshops.

You can:

- Work with your school administration, parent groups, and the community as a whole to support and improve policies related to school nutrition programs.
- Use the cafeteria as a meeting place for:
 - students to eat adequate meals outside of school hours such as through the USDA's Child and Adult Care Food Program;
 - families to learn about nutrition; and
 - civic leaders to organize collections for food banks
- Invite the mayor or a local celebrity to share lunch with students and speak about programs to wipe out hunger in the community.

Learn More

- [Child and Adult Care Food Program \(CACFP\)](#)
- [National School Lunch Program \(NSLP\)](#)
- [Summer Food Service Program](#)

WSCC Components

- Nutrition Environment and Services
- Community Involvement
- Family Engagement

Fruit Basket

Mr. Baker places a variety of fresh fruits in a basket near the check-out at a level where students can see them so they can grab fruit to round out their meals. The apples, oranges, and bananas are attractive and appealing because he buys from local fruit growers and suppliers when possible to ensure freshness. It is an easy sell and the first step in getting students to think of fruits as the better alternative to sugary or salt-laden snacks.

You can:

- Participate in farm-to-school programs or USDA's Know Your Farmer, Know Your Food program to keep your school cafeteria stocked with fresh fruit.
- Purchase fruits from local farm cooperatives.
- Display fruits in attractive baskets.
- Plan initiatives such as establishing a collective school garden, culinary arts program, or fun taste test activities in your school to encourage students to select fruits.

Learn More

- [Community Food Systems](#)
- [Know Your Farmer, Know Your Food](#) [PDF – 13.93 MB]

WSCC Components

- Nutrition Environment and Services
- Community Involvement

Competitive Foods

Mr. Baker enforces the school's nutrition policy for all foods served at Jefferson School. He focuses a lot of attention on competitive foods, which are those foods sold or available in school outside of federally

reimbursable school meal programs. Competitive foods include those sold as a la carte items in the cafeteria or offered at concession stands, fundraisers, classroom celebrations, and after-school programs.

Mr. Baker met with parents and secured their buy-in to provide nutritious foods instead of sweets for celebrations. He worked with the school administration and staff to do the same in other school-related venues. He scouted around for good snack options, read nutrition labels, and contacted local vendors to load the vending machines and a la carte stands in the cafeteria with an assortment of appealing snacks, such as veggie chips and yogurt cups.

Healthy snacks have whole grains, low-fat dairy, fruits, vegetables, or protein foods as their main ingredients. These options meet standards of Smart Snacks in School, a set of nutrition standards issued by the USDA. Mr. Baker developed a pricing strategy to make the healthier foods more appealing by being cheaper. Fruits cost less than baked chips.

You can:

- Work with suppliers in your area to purchase healthy options for your school's vending machines.
- Support school policies related to the selling of healthy foods at concession stands, fundraisers, and after-school programs.
- Work with school district and community leaders to make food policies consistent across all schools in the area.
- Adopt pricing strategies to make healthier foods cheaper than less healthy options.

Learn More

- [Nutrition Standards for Foods in Schools](#) [PDF – 1.47 MB]
- [Smart Snacks](#)
- [Tools for Schools: Focusing on Smart Snacks](#)

WSCC Components

- Nutrition Environment and Services
- Family Engagement

- Community Involvement

Gymnasium

Mr. Rodriguez knows facilities matter. The gymnasium provides lots of opportunities for physical activity and learning about fitness.

Pedometer Station

Students in Mr. Rodriguez's physical education classes make the pedometer station their first stop when they enter the gymnasium. Students wear these step counters to help them track their active steps during class. The goal is to reach a minimum of 3,500 steps through their assigned activities.

Mr. Rodriguez knows the importance of properly fitting athletic shoes to avoid injuries, but he realized some of his students were not able to afford appropriate footwear. To help them purchase footwear, he set up a voucher program at the beginning of the school year with help from local merchants and the school athletic association. He provides these students with vouchers so they can purchase discounted athletic shoes at participating stores.

You can:

- Explore ways to involve the community and ensure all students have properly fitting athletic shoes and gear.
- Establish a voucher program with merchants or ask families to donate to benefit students whose families may not have the funds to buy athletic shoes and other sports equipment.

WSCC Components

- Physical Education and Physical Activity
- Community Involvement
- Family Engagement

Water Station

Mr. Rodriguez ensures all his students drink plenty of water before, during, and after strenuous physical activity so they maintain adequate hydration.

All students have access to safe, free drinking water at the water filling station. Recyclable cups are available, or the students can fill their own reusable water bottles. Mr. Rodriguez ensures that names are on the students' bottles, and he encourages them to wash the bottles at home every day.

Colorful posters near the filling station promote messages about the health benefits of water, including prevention of tooth decay, the caloric differences between sweetened beverages and water, and water as the optimal beverage to quench thirst.

Mr. Rodriguez often runs promotion campaigns where he invites his students to create posters describing the health benefits and why they like to drink water.

You can:

- Promote the habit of drinking water while exercising by installing a water filling station in the gymnasium.
- Place eye-catching posters near water dispensers to remind students to drink plenty of water.
- Engage students in water promotion activities to explain why hydrated bodies are healthier bodies.

Learn More

- [Water Access](#)

WSCC Components

- Physical Environment

PE Standards Poster

Mr. Rodriguez follows the National Standards for K-12 Physical Education. He starts the Primary (Grades K-2) students off with the foundational skills, knowledge, and values they need. He teaches the Upper Elementary (Grades 3-5) students to apply those skills, knowledge, and values, and then reinforces them to his Middle (Grades 6-8) and High School (Grades 9-12) students to encourage his students to achieve physical activity throughout their lifetime. His goal is to develop physically literate, confident individuals who choose to be active every day.

Mr. Rodriguez posts daily challenges to achieve competency in a variety of motor skills. His challenges push the students to elevate their heart rates and build muscles through moderate-to-vigorous physical activity (MVPA). [Standard 1]

He knows his students are applying knowledge of movement and performance concepts as he watches them engage in cooperative learning when he assigns them to small group work. [Standard 2]

His students use class iPads to access information that enhances their learning as they adjust goals related to their personal physical fitness plans. [Standard 3]

Mr. Rodriguez is proud of the way his students exhibit behaviors that respect self and others, and he encourages cooperation and team-building. [Standard 4]

He knows he has met his goal of instilling the value of physical activity when he sees the enjoyment, self-expression, and social interaction exhibited by his students or listens to his students share about physical activities completed outside of the school day. [Standard 5]

You can:

- Develop a list of challenges with the purpose of engaging students in a variety of motor skills and movement patterns.
- Use digital technology to give students access to tools and information about healthy lifestyles.
- Check out the School Health Team's discussion about recommendations to improve Physical Education at Jefferson School.

Learn More

- [National PE Standards](#)
- [National Standards](#)
- [Youth Physical Activity Guidelines Toolkit](#)

WSCC Components

- Physical Education and Physical Activity
- Social and Emotional School Climate

Climbing Wall

Physical education class is a place where students can learn new activities in a safe instructional environment. These skills are transferable across many different activities over a lifetime. Mr. Rodriguez wants all students to find a physical activity they like, so he introduces a variety of nontraditional physical activities.

He promotes the climbing wall because it builds teamwork, leadership, and social skills. Climbing activities are equally popular among males and females, and students can participate in climbing

activities outside of school. At the climbing wall, they fine-tune balance and flexibility skills and find answers to the wall's physical and mental challenges. They gain strength and are better prepared for outdoor recreational activities.

Mr. Rodriguez teaches climbers to use harnesses so they climb safely. Climbers team up with partners, and Mr. Rodriguez explains the role of spotters and belayers for safe climbing. This activity also promotes communication skills and supporting others, real-world skills that transfer to many other activities.

The climbing wall has become so popular at Jefferson School that staff can be seen climbing along with students after school. The students and adults form partnerships as they spot each other, and teachers serve as role models. This led Mr. Rodriguez to recruit several parent volunteers to organize a weekend climbing trip for everyone who wanted to participate.

You can:

- Collaborate with local facilities to include outdoor recreation and expand physical education options beyond traditional team sports.
- After teaching the basic skills in physical education class, collaborate with climbing groups to help plan after-school or weekend excursions to local recreation areas.

WSCC Components

- Physical Education and Physical Activity
- Social and Emotional School Climate
- Family Engagement
- Employee Wellness
- Community Involvement

SMART Board

Mr. Rodriguez makes good use of the SMART board in the gymnasium. He posts the daily challenge on the board so students can engage in physical activity immediately upon entering the gymnasium, and then increase to moderate-to-vigorous physical activity (MVPA).

Students who select heart rate monitors from the equipment cart wear them to show their perceived exertion related to actual performance, and project their heart rates on the SMART board in real time. This encourages friendly competition among the students.

Mr. Rodriguez projects detailed lesson work and sometimes divides the class into small groups for students to engage in cooperative learning activities. In their small groups, the students use the SMART board after their physical activity to document progress. The students take turns prioritizing their heart rate beats per minute to determine their target and maximum heart rates.

They also access websites such as the American Heart Association to obtain information during their lesson. The SMART board's touch recognition features allow the students to use the different colored pens, as well as other objects or even their hands to write. This allows for accessibility for all Mr. Rodriguez's students and successfully integrates the technology skills students are learning at school.

You can:

- Use a SMART board to encourage instant activity, allow students to access tools and information that enhances their learning on the spot, and engage all students, regardless of their physical abilities.

Learn More

- [American Heart Association](#)

WSCC Components

- Physical Education and Physical Activity
- Social and Emotional School Climate
- Employee Wellness

Special Events Poster

The gymnasium is a busy place, whether it is during school or after-school hours. Mr. Rodriguez maintains a schedule of open gym times for community events. He advertises use of the gymnasium in the school newsletter and website, local newspaper, and social media networks.

Because of the joint use agreement with Kolbe's Parks and Recreation Department, recreational sports leagues use the gymnasium for volleyball and basketball practices and games. Thursday nights are now reserved for Family Fun and Fitness Night when families can participate in a variety of free play and

fitness activities. These experiences have increased interest in local fitness events and active entertainment.

You can:

- Generate community-wide interest in your facilities by staging a Family Fitness Night or other fun activities.
- Check with school administrators for policies and best practices so you can improve families' focus on movement and fitness.
- Check out the School Health Team's discussion about recommendations to improve Family Engagement and Community Involvement at Jefferson School.

WSCC Components

- Physical Education and Physical Activity
- Community Involvement
- Family Engagement

Technology Cart

Mr. Rodriguez's technology cart is full of useful equipment. The cart serves as a charging station for school-issued tablets and smartphones used during physical education classes. Other devices, such as the fitness testing station and exergaming pads, are also stored here.

Mr. Rodriguez knows students love video games, so he makes exergaming activities available to them during lunchtime intramural breaks as a way to promote activity and make physical activity enjoyable.

Students use the tablets to record their physical performance, research skill drills that apply to their assigned lesson work, and access tools and information. They use personal exercise apps installed on the smartphones to monitor their fitness.

Mr. Rodriguez uses technology to take roll, access grade-entering management systems, record assessments, provide interactive lessons, and allow students to share what they have learned. He frequently uses Plickers, a powerful free mobile app that allows him to collect real-time formative data for quick student assessments.

You can:

- Encourage fitness by offering a wide range of physical activities, including those that require technology. Free or low-cost apps are available for many purposes along the instructional continuum.
- Solicit donations of equipment from local merchants so you can offer a well-rounded program.
- Seek advice from parents about which physical activities are popular with their children and follow up on their suggestions.

Learn More

- [Monitoring Student Fitness Levels](#) [PDF – 1.64 MB]

WSCC Components

- Physical Education and Physical Activity
- Family Engagement

Grades K-2 Classroom

You can count on lots of cheerful noise coming out of the grades K–2 classroom! Mr. Gupta schedules activity breaks several times a day to keep his students engaged in learning.

Reward Box

Mr. Gupta keeps a box of small treasures in his classroom so he can reward students for accomplishments and good behavior. The box has stickers, novelty erasers, pencils, ribbons, booklets, and small games.

When he was a young boy, rewards were often candy and other sweets, but school practices have changed. He knows that rewarding students should not involve candy and other foods that can undermine healthy eating or reinforce unhealthy eating habits. He makes sure not to use food treats to reward his students or withhold food to punish them.

A wide variety of alternative rewards can provide positive reinforcement for accomplishments and good behavior. Mr. Gupta offers praises when he sees outstanding effort and lets those students pick the activity for the afternoon physical activity break. Sometimes he rewards students with special classroom privileges or extra playtime. Students who complete a reading assignment earn a word-play activity sheet reward.

You can:

- Use non-food items and opportunities for physical activity to recognize students for their accomplishments and good behavior. For example, you can recognize students during the morning announcements, or display a recognition board in the school hallway to showcase achievements such as those made by students who participated in the 5K run or the walking challenge.
- Establish a reward box and ask parents to donate non-food rewards and school supplies for the reward box.

Learn More

- [Non-Food Rewards](#)
- [Tips for Teachers: Promoting Healthy Eating & Physical Activity in the Classroom](#) [PDF – 3.57 MB]

WSCC Components

- Nutrition Environment and Services
- Social and Emotional School Climate
- Family Engagement

Cubby Area

Students in Mr. Gupta's class love afternoon story time. They pull their yoga mats and snacks from the cubby area to form a circle around him when he begins telling stories. Some of his students are in the after-school care program, and he encourages participation in the after-school snack program. Other students are not enrolled, so combining story time with snack time ensures that all his students have a mid-afternoon snack.

Mr. Gupta is aware of which students have food allergies, based on their student medical records. These students, as well as some of his other students, usually bring snacks from home. Mr. Gupta encourages parents to pack healthy snacks by regularly sending ideas and easy-to-make snack recipes home with the students.

Providing time for this nutritional boost allows the students to go home without feeling hungry. This will help them concentrate on their homework assignments before dinnertime and deter them from impulsively grabbing junk food. Junk food generally refers to foods that contribute a lot of calories but are of little nutritional value. These mini meals, which bridge the time between lunch and dinner, are particularly important for students who may have a long wait before they eat their evening meal, or who deal with food insecurity.

All snacks should meet the nutrition standards outlined in the district's school wellness policy.

You can:

- Encourage parents to serve on a school wellness committee to learn about healthy snack options and collaborate with them to supply nutritious snacks in the classroom.
- Involve school clubs and parent organizations to organize a monthly collection to stock the snack bin.
- Promote the after-school snack program so children who stay for after-school care have healthy snacks.

- Check out the School Health Team's discussion about recommendations to improve Nutrition Services at Jefferson School.

Learn More

- [School Meals: Afterschool Snacks](#)

WSCC Components

- Nutrition Environment and Services
- Community Involvement
- Family Engagement

Activity Box

Mr. Gupta noticed some students preferred to sit and talk during recess, rather than run, jump, swing, or use playground equipment. He sought to energize them to help increase their physical activity.

Mr. Gupta asked parents and community merchants for donations to establish an activity box and stocked it with equipment that promotes movement. The brightly colored play items—such as juggling scarves—captured the interest of his students, even the sedentary ones who did not want to miss out on the fun. Now, all students select balls, jump ropes, and other sports equipment from the box before going to recess, and everyone plays actively on the playground.

Some of the activity box items, such as the beanbag toss, are suitable for outdoor or indoor physical activity breaks. At least twice a day, Mr. Gupta gets his students out of their chairs for 10-minute stretching and movement exercises. He pulls items out of the activity box and lets students play games such as Twister, a fun exercise that improves balance, strength, and motor skills. Once they return to their seats, they are better able to pay attention to the lessons and concentrate on their work.

You can:

- Fill a box with items to promote physical activity both inside and outside the classroom.
- Ask local merchants and parents to donate play items and sports equipment.
- Build anticipation and excitement by planning games before recess starts.
- Ensure all students are part of the activities and fun.

Learn More

- [Take a Break! Teacher Toolbox: Physical Activity Breaks in the Secondary Classroom](#) [PDF – 3.49 MB]

WSSC Components

- Physical Education and Physical Activity
- Social and Emotional School Climate
- Family Engagement
- Community Involvement

Sink

Mr. Gupta teaches his students how to prevent the spread of germs. At the beginning of the school year, he noticed some students coughed into their hands. Mr. Gupta taught them to cough into their upper sleeves or use tissues to cover their nose and mouth when they cough or sneeze. To avoid the spread of germs and an untidy classroom, he also asked them to dispose of used tissues in the trash can.

Mr. Gupta reminded the boys and girls to rub on alcohol-based hand sanitizer before sharing supplies, and he showed them how to wash their hands properly with soap and warm water. Now all the children clean their hands before eating snacks or lunch and after messy activities. They get lots of practice washing hands after finger-painting sessions!

Mr. Gupta gives lessons on personal hygiene, particularly if he senses the students do not learn these health habits at home. He explains the many ways infections pass from person to person and shows them how to use disinfecting wipes to kill germs on toys, keyboards, doorknobs, and tabletops.

You can:

- Demonstrate proper hand hygiene and keep soap and alcohol-based hand sanitizer in easy reach.
- Help students establish personal hygiene habits by modeling cough and sneeze etiquette and frequent hand washing.

Learn More

- [Handwashing: Clean Hands Save Lives](#)

- [Wash Your Hands](#)
- [Cover Your Cough](#) [PDF – 181.19 KB]

WSSC Components

- Health Education
- Physical Environment

Volunteer Desk

Mr. Gupta’s day includes many tasks for completion. Fortunately, parent helpers provide an extra set of hands in his classroom. They do many jobs—from lining up students for lunch to leading physical activity breaks with stretching and movement exercises. Parent helpers also help maintain the school vegetable gardens.

The volunteer desk is the base of operations for parents, family, and community volunteers. Mr. Gupta keeps a volunteer schedule so he always has help in the classroom. Children cluster around the volunteer during study time for extra help in reading or problem solving. Sometimes parents and other volunteers simply give special attention to children who have concerns and need someone to listen to them.

You can:

- Create a workstation for classroom volunteers.
- Ask volunteers to assist with tasks and follow up on their suggestions to make lessons more stimulating and invigorating.
- Recruit parents and other family members via online newsletters and e-mails, and check with senior centers and community organizations for people who want to share their talents and skills.

Learn More

- [Parent Engagement](#)

WSSC Components

- Nutrition Environment and Services
- Social and Emotional School Climate

- Family Engagement
- Community Involvement

Locked Cabinet

One of Mr. Gupta's students had an unexpected allergic reaction to a food item. Fortunately, Mr. Gupta knew how to handle the incident because he read about the food allergy on the student's medical record and discussed the possibility of such an incident with the parents and Nurse Okonjo at the beginning of the school year. They had advised him on actions to take should the need arise.

Mr. Gupta follows school policy and keeps up-to-date medical records for all students in a locked cabinet. The medical records help him keep track of students who go to the nurse's office for daily medications.

You can:

- Alert teachers to know which students have documented medical conditions that may require prompt attention.
- Ask the Health Center staff, school nurse, and parents for advice on appropriate actions to take if a student with a known medical condition has an emergency.
- Ensure teachers follow school policy and keep medical records of all students in a locked cabinet.

Learn More

- [Managing Food Allergies in Schools: The Role of School Teachers and Paraeducators](#) [PDF – 618.20 KB]

WSCC Components

- Health Services
- Family Engagement

Artwork

Students in Mr. Gupta's class completed a healthy habits drawing assignment. Their artwork shows ways to eat nutritious meals, maintain fitness, enjoy physical activity, manage chronic health conditions, and engage family members in healthy lifestyles.

Mr. Gupta asks each student to make a short presentation about the selected topic, and then he hangs the artwork on the bulletin board. Every month, he puts up new artwork they have created. During parent/teacher conferences, he calls attention to the artistic efforts of his students.

You can:

- Assign drawing projects to your students and let them pick a health topic of interest.
- Ask them to prepare a short presentation for classmates.
- Display their artwork around the classroom; and, after a month, send it home for display in the family home.

WSCC Components

- Health Education
- Nutrition Environment and Services
- Physical Education and Physical Activity
- Family Engagement

Grades 3-5 Classroom

Let's take a peek at the grades 3–5 classroom and see how Ms. Lewis uses several strategies and activities to help students be healthier.

Apple

In the past, many parents brought cupcakes and ice cream to share with the class on their child's birthday. Ms. Lewis did not like the precedent of sugary treats.

Now, Ms. Lewis organizes Celebration Days during which the birthday child receives special privileges, such as selecting the songs or leading the activities during stretch breaks. Ms. Lewis and the School Health Team ask that parents only bring nutritious snacks for celebrations. As an additional option for classroom celebrations, the school cafeteria can provide apples and bananas, if requested a few days in advance.

You can:

- Implement "healthy foods only" policies at your school and start a Celebration Day tradition.
- Provide non-food rewards to your students that are age appropriate.
- Check out the School Health Team's discussion about recommendations to improve Nutrition Services at Jefferson School.

Learn More

- [Celebrations & Rewards](#)
- [Non-Food Rewards](#)

WSSC Components

- Nutrition Environment and Services

Water Bottle

Ms. Lewis recognizes the importance of drinking plenty of water to keep the body running smoothly. She encourages her students to bring lidded containers from home to keep drinking water handy.

At lunchtime, students refill their containers with ice and water at the water filling station in the cafeteria. Ms. Lewis sets a good example by staying hydrated throughout the day using her water bottle.

Reusable water bottles are on the donation list that Ms. Lewis sends to the parents of her students. Students without bottles can reach into the donations box, pick a water bottle, and stay hydrated too.

You can:

- Set up a donation box at your school.
- Ask parents or merchants in the community to contribute so everyone has a container.

Learn More

- [Water & Nutrition](#)

WSSC Components

- Nutrition Environment and Services
- Employee Wellness
- Family Engagement

Bike Helmets

To help students become more physically active outside of school, Ms. Lewis and the School Health Team organized a Bike to School Program. They soon realized that not all students were following safety rules and wearing helmets, so they planned a bike safety clinic on a Saturday in the school parking lot for students and their parents. Members of the local police department conducted the clinic, and the director of the Kolbe Parks and Recreation Department talked about safety issues and provided maps of local parks and biking trails.

It did not take long for people to jump on their bikes and ride!

You can:

- Start a Bike to School Program as a way to give students the opportunity to be physically active in a safe environment.
- Implement similar programs, such as a Walk to School Program, an after-school dance class, or other physical activity club to promote physical activity outside of school hours.

Learn More

- [Walk & Bike to School](#)

- [Helmet Safety](#)

WSCC Components

- Physical Education and Physical Activity
- Family Engagement
- Community Involvement

Congratulations Banner

Ms. Lewis introduces her students to different types of aerobic activity, such as walking, running, and bicycling. She knows her students are more likely to make physical activity a lifelong behavior if it is something they enjoy.

Ms. Lewis and parent volunteers organized an evening fun run for students at the high school track. The goal was to introduce regular running, jogging, or walking as a fun physical activity. The planners recommended the 2K run for those new to running and jogging. Older and more experienced students could choose to run the 5K.

At each ½ kilometer, a parent volunteer handed out glow stick bracelets that had been donated by a local merchant. As the evening grew darker, the students were proud of their glowing bracelets and continued running to receive more bracelets. Ms. Lewis hung a banner in her room to congratulate her students on completing the fun run. They are already jogging on their own to prepare for the next evening fun run.

You can:

- Organize a fun run with the help of parent volunteers and the School Health Team.

Learn More

- [Youth Compendium of Physical Activities](#)

WSCC Components

- Physical Education and Physical Activity
- Family Engagement
- Community Involvement

Laptop

Ms. Lewis has noticed that her students seem more ready to learn after they take physical activity breaks. She tries to reinforce the importance of physical activity and other healthy behaviors by educating her students about the benefits of good nutrition and of being physically active. She has introduced them to educational websites and fun games with a health message.

This week, her class is spending time exploring the games and tools available on CDC's Healthy Schools website. The BAM! Body and Mind interactive website is a class favorite!

You can:

- Learn about the basics for establishing healthy behaviors by going to CDC's Healthy Schools website and directing your students to games and other interesting activities.

Learn More

- [BAM! Body and Mind](#)
- [BAM! Body and Mind Game Room](#)

WSCC Components

- Health Education
- Nutrition Environment and Services
- Physical Education and Physical Activity

Bulletin Board

Ms. Lewis is committed to making her classroom environment portray healthy attitudes and behaviors and incorporate themes from the new health education curriculum. She has dedicated a large bulletin board to include posters that reflect topics such as physical activity, nutrition, safe behaviors, emotional well-being, community engagement, and positive social interactions.

Ms. Lewis has asked older students who serve on the School Health Team to contribute their ideas and time to selecting posters that promote health and safety to her students. She works with the older students to choose messages that are age-appropriate for her class.

Ms. Lewis changes the bulletin board each month so that her students will be exposed to a variety of messages that are relevant to the season and to current school events. For example, she included a

poster this month that announces recent changes to the School Breakfast Program. Last month, there was a "Bring Your Parent to PE Week" poster. Each month, Ms. Lewis draws attention to the new posters and incorporates similar themes into classroom activities to reinforce the messages.

You can:

- Implement a bulletin board in your classroom to include messages that portray healthy attitudes and behaviors about various health-related topics.
- Incorporate themes used on posters into classroom activities so that health education messages are reinforced with repetition.

WSCC Components

- Health Education
- Social & Emotional Climate

Clock

Research shows that sitting for long periods can be unhealthy. These studies caught the attention of Ms. Lewis.

To ensure her students avoid marathon sitting sessions, Ms. Lewis schedules physical activity breaks in the classroom. She leads her class in active stretching, dancing to music, and other physical activities such as Tai Chi. Sometimes she shows the students moves she learned in her dance class.

Recess before and after lunch is another way that students can be active. Physical activity breaks take place in the classroom, whereas recess is a dedicated time when students are encouraged to be physically active outdoors.

You can:

- Add physical activity breaks to your lesson plan.

Learn More

- [How much physical activity do children need?](#)

WSCC Components

- Physical Education and Physical Activity
- Employee Wellness

National Health Education Standards

Ms. Lewis met with the School Health Team and Ms. O'Ryan, a health educator at the local public health department, to talk about ways to incorporate health education into her class. Ms. Lewis was interested to learn that an effective health education curriculum doesn't just focus on students learning new scientific facts – it works best when the curriculum:

- teaches health information that can be applied in students' lives;
- shapes personal values and beliefs that support healthy behaviors;
- shapes group norms that value a healthy lifestyle; and
- develops health skills necessary to adopt, practice, and maintain behaviors that enhance health.

Jefferson School has been using the National Health Education Standards (NHES) to design and select curricula promoting and supporting behaviors that enhance health. Ms. Lewis likes how the NHES standards describe what students should know and be able to do by their grade. She has started using the standards to design activities for her students.

For example, her students demonstrate the ability to use decision-making skills for enhancing health when they:

- identify situations that might require a thoughtful decision about health;
- list healthy options to health-related problems;
- predict the potential outcome of each option; and
- choose a healthy option.

They recently talked about the problem of not eating breakfast, which can make students not ready to learn. Students listed the School Breakfast Program as a way students can eat breakfast when they arrive at school, and many students have made the connection that they feel better at school after they have eaten breakfast.

You can:

- Use the NHES to design or select a curriculum that promotes behaviors to enhance health and to assess related student achievement and progress.

Learn More

- [National Health Education Standards](#)
- [Characteristics of an Effective Health Education Curriculum](#)

WSCC Components

- Health Education

Grades 6-8 Classroom

Mr. Wu in the grades 6–8 classroom encourages his students to be well-rounded by engaging in sports, school clubs, and community activities.

PA Speaker

The morning routine in Mr. Wu’s class starts off with Principal Paul’s announcements over the public address system. This morning, Principal Paul recognized students on the honor roll and leaders of a community service project. He congratulated the football team for its big win and promoted the healthy food choices on today’s menu for the hot meal or Grab and Go lunches. Principal Paul saved his biggest announcement for the close: he announced Jefferson School would be participating in a challenge sponsored by the Kolbe Public Health Department to compete for recognition for excellence in nutrition and physical activity. In his announcement, he encouraged all staff, students, and their families to get involved in the school’s Team Nutrition efforts.

Frequently Mr. Wu will reinforce Principal Paul's announcements and today he followed up with an opportunity for his students to enter a taste-testing challenge to select the grain of the month for the cafeteria's next menu campaign.

You can:

- Applaud your students for making the honor roll or achieving a success. Recognition helps build self-esteem.
- Encourage students to participate in health campaigns.
- Promote extracurricular activities, which can bolster support and involvement in school activities.
- Give students opportunities to taste-test new food options to find out what nutritious foods they like.

Learn More

- [Taste Testing! Find Out What Students Want!](#) [PDF – 150.58 KB]
- [Team Nutrition](#)

WSCC Components

- Social and Emotional School Climate

Community Poster

Mr. Wu posts notices of community events and encourages his students to participate. Service projects give students an opportunity to contribute time and effort to good causes, build leadership skills, and help make them feel good about themselves. Also, they learn new practical skills and benefit from a range of social experiences.

Mr. Wu promotes projects where his students can be physically active, such as picking up litter in public parks or serving as coaching assistants at Boys and Girls Clubs. Mr. Wu knows actions speak louder than words, so Mr. Wu coordinated a class project to do home repairs for Habitat for Humanity. He and his students hauled lumber, painted walls, swept floors, and planted shrubs. He involved parents to gain more support for this large project.

You can:

- Connect students to civic organizations that match their interests. Health agencies sponsor fun runs and bike races, and food pantries collect canned goods.
- Serve as a role model by volunteering to do community projects and share your experiences with your students.
- Encourage students to volunteer for a school club's project as a way to promote team building and commitment to improving the community.
- Check out the School Health Team's discussion about recommendations to improve Family Engagement and Community Involvement at Jefferson School.

WSCC Components

- Community Involvement
- Family Engagement
- Physical Education and Physical Activity
- Social and Emotional School Climate

Clothes Locker

One of the lessons of health education class is maintaining personal hygiene so there is no offensive body odor. All students must change out of their sweaty garments after physical education class to take soiled clothes home for washing.

Occasionally students forgot to bring clean gym clothes back to school, so Mr. Wu established a lending program. Now, Mr. Wu keeps clean gym clothes of various sizes in a locker so students can borrow the clothes and participate in physical education classes. The borrowers are responsible for washing the clothes and returning them to the locker.

You can:

- Keep clean gym clothes in various sizes in your classroom so everyone can participate in physical education class, even if students leave clothes at home.
- Support a comprehensive school physical activity program with physical education as the foundation at your school by helping students to achieve at least 60 minutes of physical activity every day.

WSCC Components

- Health Education
- Physical Education and Physical Activity

Athletic Shoes

The aerobics classes that Principal Paul arranged for staff at Jefferson School were very popular. Mr. Wu wanted to take staff fitness to the next level so he joined the School Health Team. His first task was to use the *School Health Index* (SHI) to assess the health policies and practices at Jefferson School related to Employee Wellness and Health Promotion (Module 9). He and other members of the team identified strengths and weaknesses in Jefferson School's employee wellness initiatives based on the results of the module score cards, and then they developed an action plan to recommend improvements.

Mr. Wu started leading the Employee Wellness Committee of the School Health Team. The committee arranged for the staff to attend a wellness webinar developed by Kolbe's health department. Then, they gathered information about smoking cessation from the American Cancer Society, the American Lung Association, and the school's health insurance provider. This information was made available to staff.

The Employee Wellness Committee introduced a weight loss program to support those having a hard time breaking unhealthy eating habits. After receiving approval from Principal Paul, Mr. Wu worked with the committee to implement a rewards program. Fridays were turned into Super Salad Days. Staff members host a salad potluck luncheon and celebrate achievements in reaching wellness goals. Through contacts in the PTA, Mr. Wu located a Zumba® instructor who volunteered to lead a 10-week session in the gym.

You can:

- Serve on health-related committees at your school, such as a school health team or employee wellness committee.
- Use the *School Health Index* (SHI) to assess employee wellness and health promotion policies and practices at your school.
- Establish wellness initiatives at your school with the help of community health organizations.
- Contact health leaders in your community and ask them to present programs.
- Survey staff members to find out which physical activities and health topics are of the most interest.
- Organize small groups to meet after school for fitness and other health sessions.

Learn More

- [School Health Index](#)
- [Staff Involvement](#)

WSCC Components

- Employee Wellness
- Physical Education and Physical Activity

Student Agenda

Mr. Wu kept looking for better ways to communicate with students and parents. He decided to disseminate the student agenda via e-mail and post it on the class Web page to provide more opportunities to engage parents in their children's school activities. This planner helps students and parents organize activities and tasks. Mr. Wu incorporated graphics, quizzes, and puzzles to make it

more enticing to read. He added reminders about health practices, such as getting plenty of exercise, staying hydrated, and eating a healthy diet.

The student agenda also promotes school events, such as the talent show and a track meet. It lists the contact information of event organizers so parents and students can sign up to volunteer and participate. Mr. Wu includes school rules on the student agenda, and he reminds everyone about services available in the Nurse's Office, the Counselor's Office, and the Health Center.

You can:

- Promote student and family engagement by producing an online or paper-based weekly or monthly student agenda. It can have a wellness theme and promote good nutrition and physical activity. Also, it can inform parents about school events, services, and policies.
- Check out the School Health Team's discussion about recommendations to improve Health Education at Jefferson School.

Learn More

- [Parent Engagement: Strategies for Involving Parents in School Health](#) [PDF – 1.74 MB]

WSCC Components

- Health Education
- Nutrition Environment and Services
- Physical Education and Physical Activity
- Family Engagement
- Counseling, Psychological, and Social Services

Teacher Workstation

Sometimes, Mr. Wu felt disorganized because his desk held stacks of papers. He changed his work habits and now uses a laptop computer at his workstation to complete most tasks, resulting in less paper and better organization. He takes roll, enters grades, fills out assessment forms, and completes lesson plans in an electronic format.

Mr. Wu encourages students and parents to visit the class Web page regularly, where he enters test dates and assignment due dates. He always puts health messages and the lunch menu on the Web page

so students can share this information with their parents. He also suggests ways parents can support learning at home.

Mr. Wu communicates with parents via e-mail. If a conversation is more helpful, he will use his phone or have a person-to-person conference at school. Sometimes he sends written notes for parents home with his students. He wants to encourage parental involvement in students' learning so he uses the most appropriate means of communication and strives to be culturally sensitive in all his communications.

You can:

- Set up a workstation to handle administrative duties. Laptop and desktop computers and phones are essential for organizing tasks and communications.
- Find the most effective way to engage parents and work toward students' academic success by supporting learning at home.

Learn More

- [Family and Community Engagement](#)

WSCC Components

- Physical Environment
- Family Engagement
- Social and Emotional School Climate

Emergency Plans

Mr. Wu serves on Principal Paul's emergency management team. He coordinates the response for the middle school grades in the event of a fire or weather emergency and makes sure every teacher knows how to handle their students responsibly in such situations.

Last year when the National Weather Service issued a tornado warning, Mr. Wu led his students into designated interior shelter areas in a calm and orderly manner. Everyone was instructed to crouch low, head down, protecting the back of their heads with the arms. Once the storm subsided, he led his students back to his classroom. Many students needed reassuring that the danger had passed. He called on Nurse Okonjo and the school counselor, Ms. Kowalski, to assist him in calming students' fears.

At least once a year, Mr. Wu coordinates a practice drill for the whole school so students know what actions to take if another tornado comes into the area. He posted easy-to-read signs in hallways to

direct everyone to interior shelter areas. Also, he organizes fire drills to practice evacuating the building quickly and safely. Mr. Wu talks to his students about all types of emergencies and shows how they can protect themselves from harm.

Last year, Mr. Wu took training classes to learn appropriate actions to take if he is involved with a volatile student. Mr. Wu learned techniques for diffusing an escalating situation and devised a plan to protect himself and others in a crisis situation.

You can:

- Work with the emergency management team at your school to practice action plans.
- Ask mental health professionals to offer training so teachers and counselors can help students feel safe and secure if an event occurs.

Learn More

- [Fire Drills at School](#)
- [Make a Plan](#)
- [Ready](#)

WSCC Components

- Physical Environment
- Social and Emotional School Climate

Grades 9-12 Classroom

Ms. Dubois teaches health education to the high school students, which is a required course for graduation.

Explore the room to learn how Jefferson School provides current, quality health education to its students in an inclusive and engaging way. You can also find out about how the classroom is used before and after school to promote academic enrichment, leadership, and social opportunities.

Posters

Ms. Dubois ensures she uses a variety of methods, from low-tech to high-tech, to encourage her high school students to make healthy choices. Her philosophy is to communicate health messages explicitly through one-on-one conversations with her students and in-class discussions, as well as through posters, magazines, and other visuals for her classroom. She makes sure to keep her messages evidence-based and current by reviewing research literature, media sources, and community events calendars. She selects subjects that are relevant and interesting to her students. After reviewing findings from the most recent CDC Youth Risk Behavior Survey, Ms. Dubois has made sure to address e-cigarettes and texting and driving with her students.

In her many years of teaching, Ms. Dubois has seen that her students who are involved in after-school activities and develop healthy social support networks tend to be more resilient and successful in navigating adolescence than their peers who seem more isolated and uninvolved. She makes sure to promote a wide range of clubs and activities so that all of her students can find a place to belong and contribute. She also makes it known that her classroom is a safe space, meaning students can privately talk with her about concerns or issues they may have in a supportive and non-judgmental environment.

Promoting mental health is a topic frequently covered in Ms. Dubois' classroom. She does her best to connect students (and other teachers!) who may be struggling with appropriate supports, such as the school counselor. She tries to equip all of her students so they know what signs to be aware of and how to take appropriate action to help others. She also works to reduce the stigma at Jefferson School that may be associated with mental health issues.

You can:

- Use a variety of means to communicate with your students on a range of health and wellness topics.

- Use wall space in classrooms, common areas, and restrooms to promote relevant health topics. Remember to change out posters and other visuals frequently to keep students' interest.
- Create coordinated, school-wide communication campaigns.

Learn More

- [Talk About Mental Health](#)
- [Youth Risk Behavior Surveillance System \(YRBSS\)](#)

WSCC Components

- Social and Emotional School Climate
- Community Involvement

Student Laptops

Jefferson School uses the school website and social media sites to communicate health messages and promote a healthy school environment. This includes promoting school fundraisers and announcing events.

Currently on the school website, there is a featured announcement about the school fundraiser in which students and staff are selling fruit baskets. This is the third year that Jefferson School has sold citrus fruit baskets instead of candy bars. There were some challenges as the school made the switch, but now many family and community members look forward to purchasing the fruit each year. Profits have been comparable to previous sales, and Jefferson School staff is glad they are providing a consistent message about nutrition and health in all facets of school programs and activities.

The Jefferson School Health Team helped ensure the success of the fundraiser transition by enlisting local businesses who are part of the team to help promote and support the fruit sale fundraiser. Local businesses have helped advertise the sale; some have even posted fruit basket order forms in their stores and workplaces.

You can:

- Assess your current fundraisers and after-school activities to determine how many incorporate unhealthy food and beverage options.

- Learn the prevalence of these food and beverage sales and concerns the event sponsors may have about adapting sales to nutritional standards or moving toward non-food sales altogether.
- Use available Internet resources to provide the education and support needed to help fundraising sponsors make healthy changes.
- Help enlist community partners to maximize the success of any new healthy fundraisers, such as 5K walks/runs, school-themed merchandise sales, or a Parents' Night Out. Be creative and consider what might work best for your school.

Learn More

- [Healthy School Fundraisers](#) [PDF – 2.22 MB]
- [Best Practices for Healthy School Fundraisers](#) [PDF – 533.25 KB]
- [Healthy Fundraisers](#) [PDF – 567.33 KB]
- [Fundraising](#)

WSCC Components

- Nutrition Environment and Services
- Community Involvement
- Family Involvement

Teaching Aids

Ms. Dubois serves on district- and state-level committees that are involved in developing curriculum frameworks and selecting health education instructional materials for the classroom. Her committees use the National Health Education Standards when selecting curricula, allocating instructional resources, and assessing student achievement and progress. They also have used the CDC's Health Education Curriculum Assessment Tool (HECAT) to select effective health education curricula and improve the delivery of health education.

Once there are district- and state-level decisions regarding the health education curriculum, it is up to Ms. Dubois to think of creative ways to engage her students. She often designs her lesson plans based on class discussions, teamwork, and class projects to promote learning and collaboration. She keeps an array of tangible teaching aids handy to reinforce the quality instruction she provides.

Ms. Dubois also served as an advisor for Mr. Rodriguez, the physical education teacher, when he led the district's elementary physical education teachers in assessing their curricula using CDC's Physical Education Curriculum Analysis Tool (PECAT).

You can:

- Review credible resources available to your school or district when you evaluate your current health education curriculum or select new curriculum.
- Set high standards in health education to provide your students with the knowledge and skills they need to become successful learners and healthy and productive adults.

Learn More

- [Health Education Curriculum Analysis Tool \(HECAT\)](#)
- [HECAT Health Education Analysis Tool](#) [PDF – 246KB]
- [National Health Education Standards](#)
- [Physical Education Curriculum Analysis Tool \(PECAT\)](#)

WSCC Components

- Health Education
- Physical Education/Physical Activity

Interactive Whiteboard

Ms. Dubois has been teaching for more than 20 years. Over the past few years, she has worked hard to integrate new classroom technology into her teaching style. She uses her interactive whiteboard on a daily basis. An interactive whiteboard is a large display that connects with a computer where users apply a pen, finger, or other device to manipulate content on the screen. Everyone can be included in class collaboration and group projects using the interactive whiteboard, including those with special learning needs. Ms. Dubois has also found helpful templates and activities she can adapt for her class on websites where teachers exchange lessons they have created for their interactive whiteboards. Some lessons and activities already align with her state's health education standards.

The interactive whiteboard also provides service during non-school hours. Jefferson School administrators have agreed to let health educators from the Kolbe public health department and

hospital offer educational programs for students and families in the evenings. Offering the programs at the school allows the health educators to take advantage of the available teaching technology as well as increasing attendance by holding the classes at a familiar and easily accessible location. This type of partnership has helped coordinate the efforts of many organizations that share common health and wellness goals for the community. Health program topics have included First Aid/CPR, Diabetes Prevention and Control, and Mental Health First Aid.

You can:

- Consider ways to leverage whatever technology and resources are currently available on your campus. Your school may have facilities or technology resources that other community organizations represented on your School Health Team can use.
- Promote a community-wide sense of collaboration by sharing resources that can potentially benefit your school as other organizations find ways to support you in return.

Learn More

- [Model Joint Use Agreement Resources](#)

WSCC Components

- Community Involvement
- Health Education
- Family Engagement

Formative Assessment Tool

The staff at Jefferson School has found many ways to incorporate formative assessment tools into their classrooms. Ms. Dubois often starts each class with a quick review of yesterday's lesson, using a formative assessment mobile app to engage the students in recalling the discussion. Today, she is asking the students if they have participated in any of the healthy behaviors they discussed last time.

School district trainers have also begun using formative assessment tools to enhance their professional development presentations. The trainers have found using the technology helps keep teachers more focused and engaged. As the teachers are required to participate in professional development trainings that cover a lot of material in a relatively short amount of time, it has been a helpful way for the trainers to increase the efficiency and uptake of their presentations. Jefferson School ensures its staff receives

professional development on a variety of health topics, including mental health first aid; meeting the diverse cognitive, emotional, and social needs of students; sexually transmitted disease and pregnancy prevention; and preventing unintentional injuries, violence, and suicide. During one session, Ms. Dubois was able to present research findings to her colleagues about the link between health and academic achievement. Many staff members did not realize there is evidence that physically active students tend to have better grades, school attendance, cognitive performance, and classroom behaviors. After that training, Jefferson School staff were much more motivated to find ways to incorporate physical activity into the school day.

You can:

- Ensure professional development sessions include up-to-date information on student and staff wellness that emphasizes the link between health and academic achievement.
- Provide creative ways to engage your staff in the sessions through discussion or formative assessment tools that can aid teacher learning.
- Check out the School Health Team's discussion about recommendations to improve Health and Academics at Jefferson School.

Learn More

- [Health and Academic Achievement](#) [PDF – 2.13 MB]

WSCC Components

- Physical Activity
- Health Education

Learning Pods

The structure of the learning pod in Ms. Dubois' classroom promotes discussion. Thus, the Student Government Association (SGA) often meets here after school for their meetings; students from all grades can be involved to varying degrees. The student government also has a member who is a liaison to the School Health Team. The liaison, Christine Brighton, provides the student perspective when the team discusses school health policy or practice changes. Christine has worked with the School Health Team to promote health equity in the school and community by coordinating open discussions for students and community members about the topic. Recently, Principal Paul asked the School Health

Team and the SGA to help plan and promote a personal safety and emergency preparedness initiative he wanted to conduct at Jefferson School. This initiative included reviewing and communicating plans for lock-down and active shooter situations with all relevant individuals and agencies.

Throughout the year, the Jefferson School SGA and School Health Team have been able to collaborate on a number of initiatives that promote the social and physical well-being of students and staff. They have organized events like guest lecturers from a local college, light-hearted kickball games, chess tournaments, and talent shows. The SGA members also make a point to pair up with new students to help show them around during their first few days. All of these initiatives make Jefferson School a more welcoming and fun place to be. School leadership is thoughtful about making sure there are clubs, activities, and opportunities for students with a variety of interests and abilities.

You can:

- Look for ways to promote student involvement in decision making by including student representatives on teams and committees typically comprised solely of staff members.
- Assess the events, clubs, and activities offered to students to determine if there are social and wellness activities that will appeal to everyone.
- Check out the School Health Team's discussion about recommendations to improve Health Equity at Jefferson School.

WSCC Components

- Social and Emotional School Climate

Creative Thinking Area

Ms. Dubois does her best to recognize and accommodate the different learning styles of her students. Some students who prefer a quieter environment do their individual work in the creative thinking area. She has also been able to use this space for a student who needed special accommodations to help with regulating emotions and behavior. The student knew she was always free to move over to this area as soon as she began feeling frustrated or anxious in an effort to self-regulate and calm down before the situation escalated. Ms. Dubois has found some students are better able to focus if they use the exercise ball from her creative thinking area in place of their desk chairs. This has been an easy way for Ms. Dubois to also incorporate an opportunity for physical activity into her class.

Peer tutoring sessions before school also use the creative thinking area. Peer tutoring helps create a positive school climate by promoting pro-social behavior. By encouraging students to participate in volunteer opportunities, Jefferson School leadership believes they are giving students lifelong lessons. Ms. Dubois has seen that while tutoring can often benefit the recipient academically, she also believes the tutors benefit by reinforcing their own learning as well as gaining a sense of accomplishment from volunteering their time.

You can:

- Foster a positive psychosocial school climate in a variety of ways.
- Promote policies, practices, and attitudes that demonstrate appreciation of individual diversity and respect for all families' cultural beliefs and practices.
- Encourage students to engage in volunteer opportunities such as tutoring, classroom chores, service learning, and teacher assistance.

WSSC Components

- Community Involvement
- Social and Emotional School Climate

Staff Lounge

The Staff Lounge is a break room in the school where employees get a chance to refresh themselves physically, mentally, and emotionally.

Explore the room to learn more about the District Employee Wellness Program and what the Jefferson School Staff Wellness Work Group did to upgrade the Staff Lounge and the daily experiences of the staff.

District Employee Wellness Program

A few years ago, the district developed an Employee Wellness Program to encourage school practices that promote staff health and attendance. The wellness program is part of employment benefits that include health insurance and retirement benefits.

Health promotion activities, such as annual health fairs, ergonomic assessments, education with an emphasis on prevention, safety training, health care screenings, flu shots, and nursing assessments for minor injuries and non-work-related illnesses, promote employees' total wellness. In addition, the District Employee Wellness Program coordinator encourages each school to develop its own School Health Team and Staff Wellness Work Groups. A School Health Team is a group of individuals representing different segments of the community who advise a school on aspects of the school health program. A Staff Wellness Work Group, made up primarily of school employees who work in conjunction with the School Health Team, focus their efforts specifically on increasing health knowledge and behaviors among staff members.

The Staff Wellness Work Group makes recommendations to implement or improve policies and programs based on assessments and surveys. A satisfaction survey distributed to Jefferson School staff showed they wanted access to fitness equipment, fresh and healthy foods in vending machines, and incentives for participating in wellness activities. Based on the findings, the Staff Wellness Work Group developed recommendations to continue to improve the wellness culture and environment at Jefferson School. The team also made recommendations about staff wellness educational offerings on stress reduction, compassion fatigue, smoking cessation, healthy eating, and mindfulness.

Principal Paul has seen that if teachers are chronically absent or suffer from burnout, the need for substitute teachers increases. This can disrupt classroom activities and student learning. That is why he believes promoting teachers' health is an investment in students' learning. He also recognizes that

skillful teaching is not easy and makes a point to provide his teachers with relevant training, coaching, and professional development opportunities.

To build a greater sense of community, Jefferson School serves healthy options at staff recognition breakfasts and lunches, rather than providing donuts or pizza. The district's Employee Wellness Program supports walking meetings and standing desks for staff. Teachers are encouraged to be active at lunch and use substitute teachers to attend professional development opportunities, such as conferences and workshops.

This year, the district plans to apply for state and national awards through recognition programs such as the National Healthy Schools Award. Recognition for their efforts will help the district recruit and retain quality staff members as well as demonstrate its accomplishments to community members and parents.

You can:

- Work with your school administration, staff wellness work group, and school staff to support, develop, or improve the wellness program in your district.
- Rely on publicly available resources, such as the Alliance for a Healthier Generation's Health Promotion for Staff website, when developing your Employee Wellness Program.
- Conduct assessments and satisfaction surveys among staff to determine interests.

Learn More

- [School Health Guidelines \(Guideline 8\): Employee Wellness Program](#)
- [Health Promotion for Staff](#)

WSCC Components

- Employee Wellness
- Social and Emotional School Climate
- Health Services

Celebration Board

Principal Paul supported School Health Team members interested in creating a Staff Wellness Work Group. The work group decided a Wellness Celebration Board was a simple and visible way to begin

making changes on the Jefferson School campus. The board highlights staff that are involved in wellness activities and encourages others to join in. The board content changes frequently.

Currently, the board displays winners of a staff wellness competition. Visual icons represent categories, such as healthy eating, physical activity, stress reduction, and community engagement. Participating staff who earn the most points in each category receive a blue ribbon. This has created friendly competition for bragging rights. Each quarter, everyone who earned points can redeem them for prizes including kitchen tools, movie and sporting event tickets, gift cards, and cash. The award system has increased morale and reduced absenteeism.

At other points throughout the year, the board served to:

- Thank staff that has contributed to employee wellness through actions such as organizing fitness events, hosting healthy potluck lunches, serving on the Staff Wellness Work Group, or working with community partners to enhance health and wellness at the school.
- Recognize staff that has been “caught” creatively incorporating healthy behaviors into their routines and class activities.
- Feature a “wellness employee of the month” from those who participate in the staff wellness activities. The board highlights some of the individual’s personal health goals, healthy behaviors, and a quote describing how wellness activities positively affected their health. This information encourages others to participate in wellness activities and recognize that everyone has different wellness goals and interests. This was a great way for the staff to get to know each other better.

Ever since staff wellness activities began, there has been a lot more interaction and laughter in the lounge! Principal Paul is pleased that they have needed fewer substitute teachers, which has benefited the students.

You can:

- Find ways to reward your staff for participating in local wellness activities that promote healthy behaviors and community engagement.
- Make sure incentives are appealing by gathering staff opinions through surveys or informal polls.

- Celebrate accomplishments publicly via a celebration board, school newsletters, or various prizes.
- Remind staff through wellness program activities and publications that by taking care of themselves, they can be more physically, mentally, and emotionally available for their students.
- Check out the School Health Team's discussion about recommendations to improve Family Engagement and Community Involvement at Jefferson School.

WSCC Components

- Employee Wellness
- Social and Emotional School Climate

Fitness Equipment

Moving around is a great way for staff to take a break from their daily schedules and to participate in wellness activities. There is an "active" area of the lounge for easy and sociable quick "movement breaks." Staff can use yoga mats, weights, and fitness balls to stretch and flex their muscles in the middle of their workdays. They can also check out loaner "wearables" to help them track their fitness both at home and work. Staff has raved about fitness challenges where they keep track of who moved the most during the week.

An employee wellness survey found that staff wanted to be able to use treadmills and exercise bikes at school. The Staff Wellness Work Group reached out to a fitness trainer, who allowed them to try out different exercise equipment at a local gym and helped them decide which equipment would work best for their needs. The school bought a few treadmills and exercise bikes for staff to use in the gym; a schedule in the lounge lists when the gym equipment is available for staff use.

The survey also found that staff was interested in working with a fitness trainer. The fitness trainer came to the school to help staff develop custom fitness plans. The wellness work group secured a gym membership discount for staff interested in more exercise equipment, classes, and an indoor pool.

Jefferson School staff also participates in wellness activities as a group. After school, there is a walking club and a dance class where staff can exercise together.

You can:

- Set up areas in the school for employees to use low-cost fitness equipment, such as stretching mats, fitness balls, and a TV with exercise DVDs.
- Encourage physical activity and build a sense of community around wellness activities by:
 - connecting staff with local gyms and fitness trainers;
 - creating a walking club;
 - providing wearable step counters;
 - coordinating fitness challenges and friendly competitions.

Learn More

- [School Employee Well-Being](#)

WSSC Components

- Employee Wellness
- Social and Emotional School Climate

Water Dispenser

The staff lounge makes it easy for staff to access healthy beverages and stay well hydrated. The water dispenser provides access to both hot and cold drinking water.

Although the Staff Wellness Work Group encourages staff to make water their primary beverage of choice, they also make sure the lounge has decaf coffee and low-fat creamers.

Ms. Dubois is a role model for students and staff. She views self-care as an essential skill for academic achievement and life success. At a recent wellness celebration, she remarked:

“I believe in practicing what I preach. How can I convey to my students the importance of taking care of themselves if I don't understand and do what it takes to care for myself? For example, my students see me drink lots of water from my reusable water bottle. I encourage them to use the water stations in the cafeteria and gymnasium to do the same. My hope is that my students will develop habits that will help them concentrate in school and keep them healthy. When I envision the happy and successful lives I want for my students, I think it also helps me choose healthy behaviors for myself.”

Ms. Dubois's example is certainly food for thought!

You can:

- Make hot and cold water available to your staff so they have healthy alternatives to drinking high-calorie beverages.
- Encourage staff to use reusable water bottles.
- Remind staff that they can be great role models for their students by making healthy choices for themselves.

Learn More

- [Water Access](#)

WSSC Components

- Nutrition Environment and Services
- Employee Wellness

Vending Machine

Based on results from an employee wellness survey, the Staff Wellness Work Group realized that convenient and consistent access to a variety of fresh foods and healthy snacks was really important to staff. The work group took action. Some work group members immediately began stocking a fresh fruit bowl in the lounge. They placed a money jar next to the bowl, so any staff who wanted to take fruit could help cover the cost. The work group also recommended a refrigerated vending machine that could stock healthier snacks and fresh foods in the lounge. The work group and School Health Team (which includes community partners), collaborated to budget for the new vending machine.

Some staff members bring their food from home or eat in the cafeteria; however, many use the vending machine. The vending machine previously only had unhealthy “junk” foods. The work group turned to community partners for help with the vending machine makeover. They consulted a worksite wellness director at a local business and a registered dietitian nutritionist from the community who were part of the School Health Team. The employee wellness director shared lessons she learned when her business started adding healthier options to their vending machines. The registered dietitian nutritionist suggested the work group use the Food Service Guidelines for Federal Facilities, which align with Smart Snack standards, when selecting vending machine products.

The Staff Wellness Work Group asked the vending machine company to provide samples of products that meet the nutrition standards. They held taste tests for the staff to vote for their favorites. Food options included fruit cups and bars, baby carrots, dried fruit, yogurt smoothies, yogurt, a variety of nuts and seeds, nut butters, baked tortilla chips, cereals, oatmeal, soup, and hummus cups. Drink options included sparkling and flavored waters, 100% fruit or vegetable juices, and skim or nondairy milks. The vendor replaced products that were not selling well with some of the healthier option “winners.”

Not all of the staff wanted to have only healthier options, so the work group coordinated with the vendor to retain some of the most popular items while transitioning toward healthier options. The vendor agreed to price the healthier options competitively with similar foods that do not meet the nutrition standards. He also agreed to make the healthier products as visible, or more visible, than the less healthy products. In the future, any advertising materials will only promote products that meet the specified nutrition standards.

You can:

- Work with partners to identify healthier options to sell in vending machines.
- Involve staff in taste testing and selecting new products for the vending machines.

Learn More

- [Procurement and Vending Machines](#)
- [Healthy Food Service Guidelines](#)

WSSC Components

- Nutrition Environment and Services
- Employee Wellness
- Community Involvement

Bulletin Board

Jefferson School makes it convenient for staff to learn about employee wellness and health by providing information in various formats, including the staff portal of the school's website, regular e-mail updates, and the bulletin board in the staff lounge.

Staff gathers around the bulletin board to discuss the frequently updated content. There are flyers, schedules, and sign-up sheets for school and community wellness events such as potlucks, fitness

competitions, educational programs, and wellness celebrations. There is often general information on healthy behaviors, such as fitness, nutrition, and aging tips.

The Staff Wellness Work Group members, District Employee Wellness Program staff, Parent Teacher Association (PTA), and the school district's health care insurance provider often provide the bulletin board content. It has covered a range of topics such as stress reduction, mindfulness, hiking opportunities, community sports leagues, tennis lessons, 5K races, healthy cooking classes, yoga workshops, the local farmers' market schedule, and professional development opportunities related to school health. At the end of the school year, there will be a sign-up sheet for those who want to take advantage of a free chair massage offered as part of Teacher Recognition Day. The shelves below the bulletin board store a detailed District Employee Wellness Program notebook as well as bins with supplies for holiday and staff celebrations.

You can:

- Place a health and wellness bulletin board in the staff lounge.
- Gather and post promotional flyers, posters, and sign-up sheets related to health and wellness events in your school and community in a convenient location.

WSSC Components

- Health Education
- Employee Wellness

Relaxation Area

Some dedicated staff members at Jefferson School were at risk of burnout because they were not taking time to relax and recharge. Before the staff lounge makeover, it was supposed to be a place for employees to unwind. However, many staff members did not actually like to go in the lounge because they found it to be a stressful environment.

In the makeover, the Staff Wellness Work Group removed a TV that was on constantly (at a volume that seemed too loud to some!). Now there is less tension in the lounge about channel preferences and fewer stressful conversations about news coverage. The staff seems to be talking to each other more. The work group was able to repurpose the TV and make better use of it. They put it on a cart in a gym storage closet with some exercise DVDs. Now, individuals and groups of staff members work out before and after school with the videos.

There are different ways to get refreshed and recharged—sometimes by sitting quietly, by stretching muscles, and by connecting with others. To allow for all of these, a room divider now separates the active parts of the room from the relaxation areas. In the relaxation area, there is soft lighting and comfortable seating.

Mr. Gupta likes to sit on the couch and practice belly breathing using an app on his tablet. He has learned that deep breathing is a healthy way to release stress. It also gives him a sense of calm and concentration when he returns to the classroom.

Other staff plugs their mobile phones and other devices into the charging station. They use headphones to relax with music and podcasts.

You can:

- Encourage a healthy emotional climate in the lounge by removing TVs, sharing free apps on stress management techniques, and providing an area for staff to refresh themselves in a quiet atmosphere, free from bothersome background noises.

Learn More

- [Breathe2Relax - iOS](#)
- [Breathe2Relax - Android](#)

WSSC Components

- Employee Wellness
- Social and Emotional School Climate

Playground

The playground is a fun place to be! See what Jefferson School has done to help students stay active and safe during recess.

Supervisor Guidance

Ms. Antonelli supervises playground activity to ensure safety and the proper use of equipment. Signs with picture messages show age limits and simple rules at the separate play areas. She and other recess supervisors keep young, smaller students away from the play areas meant for older, bigger students.

Ms. Antonelli and her staff and volunteers keep all students in sight at all times.

Many factors determine the appropriate ratio of supervisors to students, including age of students, mental and physical abilities of students, and configuration of the playground. The Supervisor Guidance outlines job responsibilities. In addition to having this Guidance, Ms. Antonelli and other recess supervisors have completed training on effective recess supervision techniques, injury prevention strategies, and developmentally appropriate play.

Ms. Antonelli uses a checklist to inspect play equipment and playground structures regularly for possible damage and calls the school maintenance supervisor for repairs. Together with maintenance workers, Ms. Antonelli and others keep the playground free of litter and hazards.

Ms. Antonelli sets out equipment in activity zones so that students have some planned activities to choose from if they cannot decide what they would like to play. The activity zones are set up around the painted grid markings, such as four square or geometric shapes, on the playground hard surface area.

Recess supervisors actively move around the play area to observe, monitor, coach, and reinforce positive behaviors. They also engage in the activities with children to encourage their participation and follow a schoolwide recess schedule that ensures a safe number of students on the playground at all times. The recess supervisors help students apply sunscreen, with parental permission. Students must wear weather-appropriate clothes and clothes without drawstrings on the playground. Students have easy access to water fountains so they can stay hydrated during playtime.

You can:

- Create a safe environment by posting playground safety rules and following supervisor guidance.

- Share playground safety rules with parents and ask them to volunteer for games and other play activities.
- Make sure all supervising staff and volunteers receive training on safety and supervision techniques.
- Repair any equipment with broken, loose, projecting, or missing parts.

Learn More

- [Playgrounds](#)
- [Recess](#)

WSCC Components

- Physical Environment
- Physical Education and Physical Activity
- Social and Emotional School Climate
- Health Education
- Family Engagement

Adaptive Swing

Ms. Antonelli noticed a pair of adaptive swings in an equipment catalog for use by students with physical disabilities. She knew several Jefferson School students would benefit from these swings with harnesses and high backs. Ms. Antonelli applied for and received a grant to purchase the adaptive swings and other accessible playground equipment. Then, she organized a community campaign to raise funds to install ramps for easy access to the play area.

After much fund-raising and planning, the playground is now an area where students of different abilities have valuable interaction with one another. The swings allow students with physical disabilities to play with their able-bodied peers. Students who use wheelchairs can play with sand by using hand-operated digger tools; they can strengthen their arms in an arcade of pull-up bars. A sensory panel provides engagement for visually challenged children. Ms. Antonelli discovered ways to modify games so students with limited movement could participate, including turning a long jump rope for jumping children or throwing and catching objects.

You can:

- Organize a campaign to install adaptive equipment to ensure all children can have fun together.
- Raise funds to purchase equipment and cover installation costs.
- Install wheelchair-friendly ramps and flooring, and incorporate features, such as raised sand tables and adaptive swings, both suitable for children in wheelchairs or with restricted mobility.

WSCC Components

- Physical Environment
- Physical Education and Physical Activity
- Social and Emotional School Climate
- Community Involvement

Bike Rack

Some students did not want to participate in the bike-to-school program because they were concerned about leaving their bikes unattended during the school day. Ms. Antonelli requested to move the bike rack within the fenced playground area and asked local merchants to donate locks so every bike rider had one to use.

Now the bicycles are in a secure area. Ms. Antonelli wanted to enforce safety, so she put up a sign with safety rules to remind bike riders to wear bike helmets, ride on the right side with the traffic, and stop at all stop signs.

You can:

- Install a bike rack at your school as a way to support a bike-to-school program.
- Ask parent support groups and local merchants to donate equipment.

Learn More

- [Bicycle Safety](#)
- [Physical Activity Before and After School](#)

WSCC Components

- Physical Environment

- Physical Education and Physical Activity
- Community Involvement
- Family Engagement

Equipment Cart

Ms. Antonelli saw students sitting and using electronic devices to entertain themselves during recess. She wanted to add more physical activity opportunities to their free time. She filled a cart with a variety of balls and sports equipment and persuaded students to grab items for individual and group play.

Now, students are eager to start games or other physical activity. Young students like bubble toys and tricycles. Older students often select soccer balls because matches are easily organized and do not require extra equipment. The equipment box also includes Frisbees®, jump ropes, hula hoops, bowling pins and balls, WIFFLE® balls and bats, basketballs, footballs, and badminton rackets and shuttlecocks.

You can:

- Fill an equipment cart with all types of sports equipment to make physical activity enticing to students.
- Store equipment in containers that are easily portable, such as rolling carts or large boxes or tubs with handles. The containers will help keep the equipment clean and organized.
- Rotate equipment once a month and replenish with new equipment by asking for donations from parents and local merchants.

Learn More

- [Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice](#) [PDF – 2 MB]
- [Recess Planning Template](#) [DOCX – 98 KB]

WSCC Components

- Physical Education and Physical Activity
- Community Involvement
- Family Engagement

Walking Trail

Jefferson School installed a walking track along the perimeter of the playground as another option for physical activity. Students and staff who participate in the school's walking challenge or wear pedometers want to accumulate a lot of steps every day. Others choose the walking track as a way to energize and socialize. Walking makes the lungs and heart stronger, thus building endurance. The walking path helps spread children across the entire play area and makes use of all the space on the playground.

Ms. Antonelli encourages students with physical and developmental disabilities to be part of the physical and social activities as much as they are able. Some students who use wheelchairs can strengthen their arm muscles by moving around the walking trail. This mobility gives them a sense of independence, and they can socialize while joining their jogging or walking friends.

You can:

- Encourage walking by building a walking trail or marking a walking route within the fenced playground.

Learn More

- [Staff Involvement](#)

WSCC Components

- Physical Environment
- Physical Education and Physical Activity
- Social and Emotional School Climate

Rules List

Ms. Antonelli greets students with a wave and a smile when they enter the playground area. For many, the playground is their favorite place!

In addition to a big welcome sign, Ms. Antonelli positioned a sign with rules about safety and appropriate behavior. The sign includes picture messages for students who are too young to read. She explains to students how these rules prevent injuries and why courteous behavior is important. She and other recess supervisors enforce rules of conduct with consistency and they respond to bullying and other harmful behaviors with fair, appropriate consequences.

Ms. Antonelli created a rules list to inform parent volunteers and school staff about the rules. She developed strategies to positively reinforce or reward students who follow rules. Student recess leaders rotate each month to help Ms. Antonelli identify students who are engaging in safe play and including others in their games.

Also, Ms. Antonelli gave guidance about handling misbehaviors such as name calling, teasing, hitting, bullying, or other forms of strife. She suggested ways to keep playground disagreements from escalating into conflicts.

You can:

- Create a rules list to create awareness about safety and appropriate behavior.
- Encourage supervisors to set a goal of having four positive interactions for every corrective interaction.
- Assign student leaders to promote student involvement.
- Find ways for students to play in harmony so they can work cooperatively when they return to the classroom.

Learn More

- [National Program for Playground Safety](#)
- [Conflict Resolution at School & on the Playground](#)
- [Violence Prevention: Bullying Research](#)

WSCC Components

- Physical Environment
- Physical Education and Physical Activity
- Social and Emotional School Climate
- Family Engagement

Buddy Bench

Ms. Antonelli realized some students had difficulty socializing with others. Perhaps they felt shy or awkward, or they had language barriers. At her request, the Parent Teacher Association (PTA) installed a Buddy Bench, a seating area where students could take rest breaks, regroup, and talk or play with

others. In a short time, this gathering spot fostered new friendships among students. When playgroups needed extra people to round out teams, they looked to the Buddy Bench to find someone ready to play.

Ms. Antonelli promotes a positive, respectful social climate on the playground. She finds ways to engage everyone in positive peer groups. Students who use wheelchairs like the supportive interaction at the Buddy Bench. They are part of the activity going on around them. Ms. Antonelli and her staff, volunteers, and student recess leaders adapt or devise games so all students can participate to the best of their abilities.

You can:

- Install a Buddy Bench or other gathering place to help students socialize and connect with each other.
- Be creative and invent games and activities so students with different abilities and disabilities can interact with others.
- Encourage all students to set personal goals and focus on their abilities, not their limitations or disabilities.
- Check out the School Health Team's discussion about recommendations to improve Counseling, Psychological, and Social Services at Jefferson School.

WSCC Components

- Physical Environment
- Physical Education and Physical Activity
- Social and Emotional School Climate

Nurse's Office

Nurse Okonjo has many resources to keep students healthy. Let's see how she helps students and their parents prevent and manage illnesses and injury.

First Aid Kit

There is always activity in the Nurse's Office. Today, a student came in with a big scrape on his leg because he slid into home plate during a baseball game on the playground. Nurse Okonjo disinfected the wound and applied antibiotic cream and bandages. She encourages all students to play sports, stay active, and follow safety rules on the playground, in the gym, and elsewhere.

But Nurse Okonjo does much more than take care of scrapes and bruises. She realizes some students do not have access to adequate medical care and may need support managing their chronic health conditions, such as diabetes. Nurse Okonjo steps in to help. She contacts parents and medical professionals to collaborate on ways to improve students' health. She teaches first aid classes to teachers, nurse aides, and other school staff so everyone is able to help in an emergency.

You can:

- Make referrals to medical professionals.
- Educate parents about actions to take at home to benefit their children's health and safety.

Learn More

- [Managing Chronic Health Conditions in Schools: The Role of the School Nurse](#) [PDF – 1.18 MB]
- [Care Coordination](#)

WSCC Components

- Health Services
- Physical Education and Physical Activity

Health Poster

Nurse Okonjo keeps a supply of epinephrine autoinjectors handy for emergencies, such as allergic reactions to bee stings or food. Some middle and high school students carry their own epinephrine autoinjectors, or they bring them to Nurse Okonjo for safekeeping. She keeps a spare in the Nurse's Office in case a student has an unexpected reaction.

Generally, some of the younger students who have known allergies are comfortable using their epinephrine autoinjectors, sometimes referred to as EpiPens®. Some are afraid, so Nurse Okonjo calms their fears and helps them learn the best way to inject themselves.

She keeps in touch with their parents for the latest information about the students' allergies and other health conditions. To help parents learn more about allergies, Nurse Okonjo hands out brochures and makes referrals to allergy specialists.

To help classmates understand about allergic reactions to all kinds of things like peanut butter and pollen, Nurse Okonjo made allergic reactions the topic of a recent health class. She worked with the health education teacher, Ms. Dubois, and also contacted a local allergy specialist and invited parents to attend the health class. The parents and students had a lot of questions. They watched demonstrations on using epinephrine autoinjectors and learned ways to avoid certain foods or unhealthy situations. Nurse Okonjo explained why they should never share food with others.

You can:

- Organize a health class for your school and community by contacting allergy clinics in your area and asking for speakers to answer questions and provide brochures and posters.

Learn More

- [Food Allergies in Schools](#)
- [Medical Emergencies Occurring at School](#) [PDF – 285.34 KB]

WSCC Components

- Health Education
- Health Services
- Family Engagement
- Community Involvement

Glucometer

Diabetes is a big health issue. Several Jefferson School students suffer from Type 1 diabetes, and Nurse Okonjo has noticed a trend where Type 2 diabetes is affecting some students. Type 2 diabetes is a growing problem not only at this school, but also across the country, because it is appearing at younger ages than ever before.

Nurse Okonjo wants to turn around the trend. She tells students how to prevent diabetes and connects with their families and others in the community too. She helps students diagnosed with diabetes to manage their condition. She does this for other diseases too, but diabetes education is a priority.

Nurse Okonjo uses the glucometer to test blood glucose levels because students with diabetes need to stay within the doctor-recommended target range. If an emergency like very low blood sugar occurs, Nurse Okonjo has special training and knows how to handle it.

Also, she helps students with their injections and pumps. She advises students about their eating habits and encourages plenty of exercise. She asked doctors for handouts and nutritionists for lists of helpful hints for balancing food intake, monitoring carbohydrates, and selecting sugar-free foods so she could provide these to parents.

You can:

- Ask your school nutritionist to set up one-on-one learning sessions with students.
- Organize a nutrition fair for students, parents, and community members. Everybody needs to know about healthy eating!
- Check out the School Health Team's discussion about recommendations to improve School Health Services at Jefferson School.

Learn More

- [Diabetes in Schools](#)
- [Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools](#) [PDF – 815.21 KB]

WSCC Components

- Health Services
- Family Engagement
- Community Involvement
- Health Education

Scale

Nurse Okonjo has noticed that many students are not as healthy or physically fit as they should be. She wants to correct the situation, so she developed a strategy to conduct health assessments for all students. These assessments include weight and BMI calculations.

She reports assessment results to the local health officials to track trends in the health and fitness levels of the entire student population. The health assessments revealed students with eating disorders and obese students who require special attention. Nurse Okonjo assisted these students and their families in taking appropriate corrective actions by helping them establish fitness routines that can lead to long-term healthy lifestyles. She also made referrals to medical specialists.

Nurse Okonjo made suggestions about enjoyable activities, such as joining a dance team, swimming at the community health club, or walking to school and back every day. By working with the students and their families, Nurse Okonjo was able to emphasize that changing bad habits into good ones requires the effort of everyone, not just the individual student. Students need the support of their families, friends, and the community.

You can:

- Work to ensure everyone in your school and community has opportunities for physical activity in a safe environment.

Learn More

- [Childhood Obesity Prevention](#)
- [Children's BMI Tool for Schools](#)

WSCC Components

- Health Services
- Family Engagement
- Community Involvement

Teeth Model

Nurse Okonjo likes to flash a bright smile when she demonstrates how to brush teeth correctly. She talks about the importance of oral health and conducts dental screenings, just as she does vision and hearing screenings.

Nurse Okonjo urges students to visit a dentist twice a year for checkups and suggests getting dental sealants as a way to prevent tooth decay. Dental sealants are a plastic resin painted onto tooth enamel. The sealants bond to teeth and harden. They protect enamel from plaque and the acids found in foods and beverages.

Nurse Okonjo recommends wearing mouth guards during physical activity, such as football, basketball, and field hockey. She encourages students to avoid soft drinks and sugary snacks.

You can:

- Help students maintain healthy teeth by recommending a ban on soft drinks and sugary snacks from vending machines and food stands.
- Help students protect their teeth by encouraging them to wear mouth guards during strenuous physical activity.

Learn More

- [Oral Health in Schools](#)

WSCC Components

- Health Education
- Nutrition Environment and Services
- Physical Education and Physical Activity

Nebulizer

Today, Nurse Okonjo helped a sixth-grade boy who had an asthma attack. He forgot his backpack this morning, and unfortunately, he needed the inhaler kept in the backpack. Following orders from his health care provider, Nurse Okonjo gave him a breathing treatment with a nebulizer. This device allowed her to administer medication in the form of a mist inhaled into the lungs. Before the student

returned to the classroom, she reminded him of ways to avoid the triggers that cause an attack. Common triggers are tobacco smoke, dust, mold, and outdoor pollution.

Nurse Okonjo knows the importance of connecting with students individually to help them establish healthy lifestyles. She also engages their families and others to work together and build a community focused on fitness and health. Also, Nurse Okonjo has inhalers in stock in case of emergencies.

You can:

- Establish a goal to provide a safe and healthy environment at your school, too.
- Engage families and the community to work together and build a community focused on fitness and health.

Learn More

- [Asthma in Schools](#)

WSCC Components

- Health Education
- Health Services
- Physical Education and Physical Activity
- Family Engagement
- Community Involvement

Community Poster

Nurse Okonjo wanted to spread the word about healthy lifestyles, so she worked with the Health Center staff to organize a health fair at the school recently. It was for everyone: students, teachers, parents, grandparents, neighbors, and friends.

She sent invitations to Boys and Girls Clubs, YMCA, and a lot of other groups to ensure community members knew of the event. She lined up programs about asthma, diabetes, epilepsy, and other chronic diseases. She invited doctors, dentists, public health leaders, and nutritionists to give talks and demonstrations on these topics. They answered questions and handed out materials for people to take home.

Leaders from Kolbe’s Parks and Recreation Department promoted the use of exercise paths and fitness equipment at recreation centers. They suggested ways to spend family time at community parks, sports fields, and swimming pools. The health fair was a big success, so they plan to hold it again next year.

You can:

- Organize an event in your community with the help of volunteers to create a better environment for health and physical activity.

Learn More

- [Parents for Healthy Schools](#)

WSCC Components

- Health Education
- Health Services
- Nutrition Environment and Services
- Physical Education and Physical Activity
- Family Engagement
- Community Involvement

Locked Cabinet

Nurse Okonjo has a record of all students with chronic health conditions, including epilepsy. If a seizure occurs at the school, she can act immediately. She has special training and remains calm and confident in these situations, which may be frightening to classmates.

To help everyone at Jefferson School understand the disorder, Nurse Okonjo hosted a discussion about epilepsy and asked the parents of students with epilepsy to share what they do in their homes to treat and manage their child's condition. She invited a neurologist to visit the school and explain what triggers seizures and what medicines are used to treat epilepsy and side effects. The session was very helpful to students, school staff, and parents.

On a more individual level, Nurse Okonjo provides guidance to each student with epilepsy about managing the disorder and making good lifestyle choices, such as getting enough sleep and lowering

stress. She encourages students with epilepsy to participate in sports because exercise and physical fitness may lessen risks of seizures.

You can:

- Learn more about epilepsy and work to ensure the school nurses in your community have proper training.
- Involve parents in discussion sessions to share about their experiences in managing their children's chronic health conditions at home.

Learn More

- [Epilepsy in Schools](#)

WSCC Components

- Health Education
- Nutrition Environment and Services
- Physical Education and Physical Activity
- Family Engagement
- Community Involvement

School-Based Health Center

The School-Based Health Center at Jefferson School plays an integral role in helping the school carry out the collaborative learning and health approach of the Whole School, Whole Community, Whole Child model by providing onsite health services and counseling, psychological, and social services.

Exam Table

The Jefferson School-Based Health Center (SBHC) provides a wide range of care. When the center opened, the impact the center seemed to have not only on students' health, but also on academic achievement, surprised some of the faculty at Jefferson School. Teachers have seen how improved health and improved learning seem to go hand-in-hand. What the school staff has seen anecdotally is in line with research recommendations that school-based health centers be used "as a strategy to improve health and education outcomes, particularly among low-income children." The Jefferson School office administrator has been able to track how student absenteeism has markedly decreased in the time the health center has been open.

The Kolbe Public Health Department has been doing a study that looks at how and when community members access health care services. They have found that the SBHC is reducing inequities in health care access for children in their community. They also found that children from lower income households have markedly increased their usage of health care services, specifically their use of preventive services such as immunizations, flu shots, and well visits via the SBHC.

You can:

- Tell school staff, local leaders, and parents how school-based health centers benefit communities. To create or expand SBHC partnerships in your school, you can share evidence with your stakeholders, such as how:
 - Less money is spent on ER visits and hospitalizations for children with asthma if they have access to a SBHC.
 - Inner-city students were 21 times more likely to make mental health visits to SBHCs than to community health centers.
 - Students served by SBHCs had fewer discipline problems, course failures, and school absences.

- Check out the School Health Team's discussion about recommendations to improve Health and Academics at Jefferson School.

Learn More

- [Social Determinants of Health](#)
- [Asthma](#)
- [Mental Health](#)

WSCC Components

- Health Services
- Counseling, Psychological, and Social Services

Educational Videos

The staff at the Jefferson School-Based Health Center (SBHC) does their best to minimize wait times for patients; nonetheless, short waits do occur and the staff would like to use that time for additional health communication and promotion.

The office has a video screen designated for patient education about health topics. The staff select short videos on a variety of topics that are especially relevant to their patients and accompanying parents. They have found free online videos available from credible sources, such as the CDC and the American Academy of Pediatrics. The videos play on a loop but are updated frequently.

Video selections have featured topics such as how to make fun and healthy after-school snacks; how to apply sunscreen and insect repellent correctly; why vaccines are beneficial and effective; and concussion and sports safety. Although Dr. Kostas and the rest of the staff at the SBHC realize that nothing can replace the importance of clinical conversation and guidance directly from health care providers and educators, they also recognize that educational videos can be an effective way to raise patients' awareness and understanding of healthy behaviors.

You can:

- Think about where your school has video monitors for communicating with students.
 - Can health topics and wellness public service announcements (PSAs) be integrated into the programming?

- Where do your students spend time waiting? Even 30 seconds can be enough time to communicate powerful health messages to students using free and available online videos.

WSCC Components

- Health Services
- Health Education

Services Directory

The Jefferson School-Based Health Center (SBHC) is proud to provide comprehensive care to its patients with an array of services that address many components of health. It offers patients:

- **Primary Care Services** such as well-child visits, preventive screenings (including vision), immunizations, and chronic disease management. When applicable, the center also provides sexual abstinence counseling, pregnancy testing, and sexually transmitted infection (STI) diagnosis and treatment. Like half of SBHCs, the Jefferson SBHC also offers a full range of reproductive health services, including birth control, to its patients.
- **Dental Care** that includes screenings, cleanings, fluoride supplements/treatments, and sealants.
- **Behavioral Health Counseling** to address issues such as depression, anxiety, and attention disorders.
- **Health Education** on topics like healthy eating, active living, smoking cessation, and weight management.

The SBHC staff includes a licensed social worker (LSW) who is in charge of behavioral health. He collaborates with the school counselor and the health center's certified health education specialist (CHES) to offer support groups for students. These groups leverage positive peer influence to help students who are facing a variety of physical, social, and emotional health issues. The CHES, trained in behavior change theory, also works individually with students interested in making changes, such as decreasing substance use or improving nutrition.

You can:

- Support efforts in your school district to identify community health care providers who may be interested in various levels of partnership with your schools.

- Be sure to consider the spectrum of health and well-being services that your students may need.

WSCC Components

- Health Services
- Counseling, Psychological, and Social Services
- Health Education
- Community Involvement

Health System Partnership

School-based health centers (SBHC), like the one at Jefferson School, are unique in that the school does not own or operate the center. Instead, the school invites a community health care organization to provide services in its facility. Though there are a variety of sponsorship models for SBHCs, a local health care company—Springs County Health System—operates the Jefferson School-Based Health Center. All of the staff at the health center are employees of the Springs County Health System.

The office manager of the Jefferson SBHC uses several different reimbursement mechanisms. A significant portion of the patients has Medicaid coverage, which the center bills directly. The center also accepts private insurance, self-pay, and CHIP coverage. In addition to the revenue that it receives from patients and their medical coverage, the center also receives some public and private sector grants. It was important to the Jefferson School District that the health center outline its business plan for sustainability before the district agreed to the partnership.

Your school district can look for ways to create health care partnerships and follow the model of successful SBHCs to improve health outcomes for your students. There are more than 2,000 school-based health centers across the nation in 49 states, and many are Federally Qualified Health Centers (FQHCs). FQHCs receive a specific set of government grants and qualify for enhanced reimbursement from Medicaid and Medicare. Other school-based health centers, like the one at Jefferson School, result from a partnership with a hospital or health care system or a local public health department.

You can:

- Learn more about where clinics are located, how they are structured, how they collaborate with school staff (including school nurses and counselors), and the services provided by looking at the School-Based Health Alliance's most recent census report.

- Check out the School Health Team's discussion about recommendations to improve Health Equity at Jefferson School.

Learn More

- [2013-14 Digital Census Report](#)
- [School-Based Health Centers](#)
- [Federally Qualified Health Centers](#)

WSCC Components

- Health Services
- Community Involvement

Community Referrals

The Jefferson School-Based Health Center (SBHC) is proud to offer primary care, behavioral health care, and preventive education and support services. Nonetheless, the providers at the Jefferson SBHC make a point to know which providers and agencies in the community provide specialized care. Jefferson SBHC staff is able to quickly provide appropriate referrals to specialists any time a patient needs care beyond what the center can offer.

The SBHC providers seek to promote overall health for each of their patients. To do this, they do not simply focus on the single issue, such as a cold, that may have brought the student to the center. Rather, they use the visit as an opportunity to assess how conditions in which the students live, learn, and play may affect their health risks and outcomes. The students fill out a brief survey while waiting to see the provider. The staff can then identify “red flags” such as unstable home environments or risky behaviors that affect a student’s health and well-being. The providers have a protocol for discussing potential issues with the students and providing appropriate referrals to community organizations and providers, such as social service agencies and substance abuse treatment centers.

You can:

- Create or review your school’s plan for identifying and assessing at-risk students.
- Formalize the team of individuals who lead these efforts and the processes they use to assess and refer students. Everyone on your staff can benefit from regular reminders about “red flags” with students and who to alert when they suspect a student may be "at risk."

- Look for ways to develop or strengthen partnerships with social services, behavioral health agencies, and health care safety net providers in your community.

Learn More

- [Care Coordination](#)

WSCC Components

- Health Services
- Community Involvement
- Counseling, Psychological, and Social Services

Medical Records

Dr. Kostas is a firm believer in the model of school-based health care. She and the rest of the staff at the Jefferson School-Based Health Center (SBHC) believe that providing integrated health care services on the school premises makes a significant difference in the health outcomes of the students. Like most SBHCs, a primary care provider and a behavioral health provider staff the center at Jefferson School. Unlike most centers, the Jefferson SBHC is in the 20% of SBHCs that also have an oral health provider on-site.

All the health care providers at the Jefferson SBHC make sure to emphasize to patients that provider/patient confidentiality and HIPAA protections apply at the health center just as they would at any medical clinic. The health center medical records belong to the health care providers. Like any medical records, they remain in secure areas and are only accessible by the appropriate personnel. Dr. Kostas takes a few minutes to deliver an annual presentation at Jefferson School faculty meetings to remind the teachers that clinic staff cannot answer any questions about an individual student's health, even questions with the best of intentions.

You can:

- Help raise awareness at your school about how SBHCs complement traditional school nurse offices.
- Emphasize the two main differences between SBHCs and school nurse offices: (1) the types of providers typically found at SBHCs include medical doctors, nurse practitioners, physician

assistants, licensed social workers, certified health education specialists, dentists, dental hygienists; and (2) patient record confidentiality.

WSCC Components

- Health Services
- Counseling, Psychological, and Social Services

Registration

Jefferson School is located in a Medically Underserved Area, which means the geographical location has a shortage of primary care health services for the number of residents in the area. A high proportion of Jefferson School students are part of a Medically Underserved Population, based on the economic and cultural barriers they face when trying to access health care. The Jefferson School-Based Health Center (SBHC) is proud to offer comprehensive, quality care to the students. Parents appreciate the convenience of having their children’s health care providers in the school facility. Minimizing time away from work also helps parents and employers in the town of Kolbe.

When creating a SBHC partnership, your school district has the freedom to work with local health care providers to design a SBHC that will best fit the specific needs of your community. There are more than 2,000 SBHCs across the nation. In 2013–2014, more than three-quarters of SBHCs served Title 1 Schools or schools where more than half of students were eligible for free or reduced-price lunch. That same year, just over half of SBHCs provided care for patients in addition to the school’s student population. Depending on the individual SBHC design, those additional populations served could include students from other schools or school settings, family members of students, school faculty, or other community members.

You can:

- Consider what populations in your community might benefit from a SBHC.

Learn More

- [Medically Underserved Areas and Populations](#)
- [2013-14 Digital Census Report](#)

WSCC Components

- Health Services

- Family Involvement
- Community Involvement

Counselor's Office

Let's find out how Ms. Kowalski uses toys, art supplies, and other creative tools during counseling sessions.

Phone

After counseling a sixth-grader with emotional problems, Ms. Kowalski determined the student should seek counseling outside of school. She spoke with the parents and provided information for a social services agency that was well-suited to meet the student's needs.

Ms. Kowalski checks in with the student periodically and contacts the parents as additional school concerns arise and works with them to ensure the student can be successful in school. She meets with parents in person, or she e-mails or phones them if they are not able to come to her office.

You can:

- Support the efforts of school counselors by making sure they have adequate resources and equipment to serve the needs of students and implement comprehensive school counseling programs. School counselors may need some flexibility in their schedules.
- Check out the School Health Team's discussion about recommendations to improve Counseling, Psychological and Social Services at Jefferson School.

Learn More

- [Family Engagement](#)

WSCC Components

- Counseling, Psychological, and Social Services
- Family Engagement
- Health Services
- Physical Environment

Bulletin Board

Ms. Kowalski knows students deal with a lot of stress that can sometimes be overwhelming. She wanted to reinforce the positivity in the world, so she created a bulletin board to accentuate the good things at

the school and in the community. Also, she used the bulletin board to emphasize growth mindsets that students need to develop coping skills and resiliency.

She encouraged students to add their own uplifting thoughts and drawings to the bulletin board, and she posted growth mindset messages and pictures. Some students created messages and drawings through classroom guidance lessons.

In a short while, the bulletin board gained a lot of attention because students liked the positive messages. Every month, Ms. Kowalski selects a theme for the bulletin board and highlights particularly relevant messages.

You can:

- Affirm the positive at your school and community by setting up a Wall of Positivity bulletin board and incorporating growth mindsets.
- Establish a supportive learning environment and help students understand the skills they need to develop coping skills and resiliency.

Learn More

- [Protective Factors](#)
- [School Climate](#)

WSCC Components

- Counseling, Psychological, and Social Services
- Social and Emotional School Climate

Art Easel

Art easels, paints, crayons, chalk, and markers may seem like they belong in the art room, but they can fill an important function in the Counselor's Office. Students can create art works to convey their feelings and emotions. Painting and drawing can be effective communication methods, especially for students who have difficulty with verbal communication because of physical, cognitive, or mental challenges.

Ms. Kowalski learned about art as a school counseling tool at a professional development conference and began using it at Jefferson School. She engages students in art activities to help them express concerns that they may have difficulty communicating verbally.

You can:

- Introduce art as a form of self-expression in individual or small group sessions, or in classroom guidance lessons.
- Provide opportunities for counselors to pursue school counseling-specific professional development training so they have updated and well-rounded skills for implementing comprehensive school counseling programs that benefit all students.

Learn More

- [American School Counselor Association](#)
- [School Health Index \(Module 6\): School Counseling, Psychological, and Social Services](#)

WSCC Components

- Counseling, Psychological, and Social Services
- Health Education

Storage Shelf

Puppets, board games, and other toys are items that can help students feel more at ease in the Counselor's Office. Sometimes Ms. Kowalski plays board games with students as a way to encourage them to open up and talk through their problems. She also uses board games in small groups that address social and emotional issues, student skills, or career exploration. Toys and games can help build a communication connection between counselors and students who may be shy or reluctant to reveal their feelings.

Older students grab stress balls, while younger students use toys and costumes for role playing or moving around the Counselor's Office. The physical activity—even if it is simply keeping hands busy—can help minimize anxiety.

You can:

- Reduce students' stress by making your Counselor's Office a welcoming environment.
- Ask community organizations to donate toys and board games that stimulate interaction or serve as conversation starters.

- Make sure the school counseling department has funding to purchase developmentally appropriate games and toys.

Learn More

- [School Connectedness](#)

WSCC Components

- Counseling, Psychological, and Social Services
- Physical Education and Physical Activity
- Community Involvement

Bookshelf

Ms. Kowalski maintains a well-stocked lending library of books, movies, and audio media on topics related to academic, career, and social and emotional development. These resources provide guidance on advancing academically, establishing personal goals, and developing plans. The resources also address the behavioral, mental, and emotional health of students.

The bookshelf has plenty of "how to" guides on setting goals, nurturing special talents, and establishing healthy lifestyles. Topics also include anger management, personal safety, violence prevention, and substance abuse. The books and audio media offer guidance to Ms. Kowalski and all educational staff members.

Students, parents, and staff borrow these resources to help them address problems or barriers to learning and general well-being. The books and audio media can suggest ways to promote student achievement and solve behavioral issues in the classroom.

You can:

- Build a resource center to reinforce student well-being and learning. Many materials are available from publishers that specialize in school counseling. Some community organizations may have resources to donate that can help stock the lending library.
- Check out the School Health Team's discussion about recommendations to improve Health and Academics at Jefferson School.

WSCC Components

- Counseling, Psychological, and Social Services
- Family Engagement
- Health Education
- Employee Wellness
- Community Involvement

Computer

In several classroom guidance lessons, students revealed incidents of cyberbullying. Ms. Kowalski developed a student survey to find out the pervasiveness of cyberbullying and then decided to create an intervention based on the results.

She organized a “Caught in the Web” Internet safety event that featured a panel of experts: a mental health provider, a representative from the Kolbe police department, and an information technology professional.

The after-school event was open to the public and heavily promoted to attract students and their families. Serving as moderator, Ms. Kowalski guided the panel discussion to focus on how students can navigate safely and handle bullying on the Internet. Parents posed questions about setting up controls on their home computers. They asked about law enforcement support and emerging threats to computer security. The mental health provider offered guidance on building self-esteem and avoiding unfavorable social interaction on the Web.

Following the panel discussion, Ms. Kowalski gathered up extra leaflets and brochures from members of the panel and put together packets to send home with students for parents who did not attend the after-school event. She also developed a classroom guidance lesson on cyberbullying and delivered a presentation during a PTA meeting so more parents could find solutions for cyberbullying.

You can:

- Coordinate a "Caught in the Web" Internet safety event for your school and community by working with parent support organizations, the local mental health association, and police department. A panel of experts may include computer security professionals, social media communications specialists, mental health counselors, and law enforcement personnel.

Learn More

- [Prevent Cyberbullying](#)

WSCC Components

- Social and Emotional School Climate
- Counseling, Psychological, and Social Services
- Family Engagement
- Community Involvement

Door Sign

Ms. Kowalski found out students sometimes felt uncomfortable when they entered the Counselor's Office because of fear that others would think they were in trouble or had serious issues. She requested a less noticeable location for her office. Now students have a certain level of privacy because they do not have to pass in front of teachers and other students when they come to meet with the counselor.

Ms. Kowalski provides a quiet, comfortable environment and ensures uninterrupted conversations by hanging a sign on the window of her door: "Counseling in Progress — Please Do Not Disturb."

You can:

- Select a location for the Counselor's Office that affords a level of privacy. The space should be large enough so parents or small groups of students can gather.
- Create a relaxing setting so participants feel at ease.
- Check out the School Health Team's discussion about recommendations to improve Counseling, Psychological and Social Services at Jefferson School.

WSCC Components

- Social and Emotional School Climate
- Counseling, Psychological, and Social Services
- Physical Environment

Diversity Poster

Over the past few years, Jefferson School's student and staff populations have become more diverse. By analyzing school data, Ms. Kowalski identified this trend and incorporated lessons on tolerance throughout the counseling program.

One of her actions was to place posters in her office and around the school showing diversity and tolerance. The posters' themes relate to accepting and building relationships with people who are from varied cultures, religions, and ethnic backgrounds. She knows adolescent students may have concerns about body image, so she displays posters that encourage acceptance of all body types and genders.

In addition to her use of posters, she communicates inclusion when she engages with students in counseling sessions, in classroom guidance lessons, and throughout the comprehensive school counseling program.

You can:

- Build a social environment that is supportive of diverse student and staff populations by championing respect, inclusion, acceptance, and understanding.
- Promote these attributes throughout the school counseling program, school wide campaigns, and day-to-day actions.
- Check out the School Health Team's discussion about recommendations to improve Health Equity at Jefferson School.

Learn More

- [Body Smarts](#)

WSCC Components

- Social and Emotional School Climate

Principal's Office

Look around my office so you can see how I coordinate the school's many activities and put into practice the components of the Whole School, Whole Community, Whole Child model.

Facility Schedule

Principal Paul sought more engagement among families, community members, and Jefferson School, so he announced the availability of school facilities in community bulletins and social media networks. Now, the Parent Teacher Association (PTA) has regular meetings at the school, and it sponsors special events such as Career Day. Youth clubs and athletic associations now use the gymnasium for youth leagues. Civic organizations book the conference room for their meetings. Principal Paul has collaborated with the community to sponsor several community events, including 5K runs and health fairs. The school has become a community hub by allowing others to use the facilities.

You can:

- Generate community-wide interest in your school by allowing civic organizations to use your facilities.
- Support the PTA by offering to host events.
- Consult with school principals and superintendents about their experiences with community meetings and best practices for engagement with families and civic organizations.
- Ask the local school board administrators about policies regarding facility use.

Learn More

- [Family and Community Engagement](#)

WSCC Components

- Community Involvement
- Family Engagement
- Physical Environment

Emergency Toolkit

Principal Paul ensures Jefferson School has action plans in case of an emergency. Public health emergencies include such things as flu epidemics. Environmental emergencies include natural disasters, such as a tornado or flash flood. Also, Principal Paul has action plans for workplace safety emergencies. The step-by-step action plans are kept in notebooks in his office and are distributed to staff.

Principal Paul realized any emergency requires coordination of all staff. He established training classes and drills so the staff knows what to do in an emergency. Emergency management leaders in the community staged training exercises at the school and explained how, during an emergency, staff can find the most up-to-date information via emergency notification systems and social media channels, such as Twitter and Facebook.

Principal Paul prepares for emergencies in other ways. He and other staff members know how to use the automated external defibrillator (AED) located near his office. Principal Paul has assigned handheld transceivers, also called walkie-talkies, to key staff. He uses his walkie-talkie during fire drills and shelter-in-place practice exercises. In these situations, he can communicate with school administrators and teachers to account for all students and ensure everyone is safe. On a routine basis, Principal Paul and the building manager use walkie-talkies to stay in touch with the front office when they are moving about the buildings and school grounds.

You can:

- Contact emergency management officials in your area to assist with developing action plans to handle a full range of emergencies. Training exercises will help staff members gain confidence in their actions and solidify their knowledge of protocols.
- Encourage staff to sign up for announcements from emergency notification systems and social media.

Learn More

- [Defibrillators](#)
- [School Crisis Guide](#)

WSCC Components

- Physical Environment

- Health Services
- Community Involvement
- Employee Wellness

Attendance Chart

Principal Paul knows the value of data. He compared last year's school attendance records data with this year's data and felt certain the focus on healthy eating, physical activity, and providing access to health services to help manage chronic health conditions was making a big impact at Jefferson School. He noticed a downward trend in absenteeism and tardiness, which appeared to begin just after he and the staff took decisive action to support and promote health and wellness across the school.

He and Nurse Okonjo created a chart showing a composite of attendance records over the past five years and shared the overall data with staff, parents, and the school board via e-mail. As a way to engage parents and school board members, Principal Paul solicited input about ways to keep attendance levels high. Because health and well-being factors play a major role in absenteeism, the Superintendent of Education was confident Jefferson School's ventures played a meaningful role. She considered Jefferson School a success story and recommended Principal Paul present the data at the upcoming leadership conference of the National Association of Elementary School Principals.

You can:

- Find ways to evaluate health and wellness programs at your school.
- Comb through data and identify trends.
- Promote your successes so parents and community members understand how positive lifestyle changes can make a big difference in well-being.

Learn More

- [National Association of Elementary School Principals](#)
- [The Relationship Between School Attendance and Health](#)

WSCC Components

- Health Services
- Nutrition Environment and Services

- Physical Education and Physical Activity
- Family Engagement
- Community Involvement

Standing Desk

Principal Paul realized he was spending too much time sitting when he was in his office. At the start of the school year, he installed a height-adjustable desk in his office and approved the purchase of height-adjustable desks for staff and teachers. Now, he and others alternate between sitting and standing at their desks. Standing at the desk causes the heart to beat faster than sitting does, so they are burning extra calories. Also, changing positions has many health benefits. It improves blood circulation and alertness, and it decreases shoulder and back pain. Principal Paul paces purposefully in his office while talking on his telephone as a way to get a few more minutes of exercise.

Principal Paul keeps reusable water bottles and nutritious snacks at his desk and maintains his weight at a healthy range. He asked the cafeteria staff to place fruit and water bottles in the conference room, staff lounge, and other work areas for staff. He knows he is a role model and is setting a good example for everyone at the school—students and staff alike. When he went to the doctor recently for a physical exam, tests showed he has improved his cholesterol levels.

You can:

- Avoid sedentary work habits by using a desk with standing options.
- Find innovative ways to move about the office, classroom, or work areas.
- Make sure everyone has access to water and healthy snacks.

WSCC Components

- Employee Wellness
- Physical Environment
- Physical Education and Physical Activity
- Nutrition Environment and Services

Awards & Art

Principal Paul values the artistic talent and creativity of his students and proudly displays their artwork in his office. He started a monthly art contest to encourage originality in design, and winning entries are placed in his office and around the school building. Students feel good about their achievements and frequently invite family members to the school to see their prize-winning art on prominent display.

Principal Paul is also proud of the awards Jefferson School has received because of its accomplishments. Over the years, students and staff developed valuable partnerships in the community, such as collaborations with the 4-H Club and shared use of the gymnasium and playground. These efforts have brought recognition to the school. The Jefferson School Health Fair received an award from the Kolbe Public Health Department. Principal Paul was recognized as the state's "Principal of the Year" for his efforts to improve the school.

You can:

- Recognize achievements by showcasing projects and accomplishments.
- Sponsor art shows, science fairs, and sports tournaments.
- Develop partnerships with organizations such as Junior Achievement, Kiwanis Club, and Rotary Club.
- Host award ceremonies to promote stellar efforts; however, words of praise are just as meaningful. Administrators, teachers, and staff can show by words and actions the value they place on individual effort and creativity.

WSCC Components

- Social and Emotional School Climate
- Family Engagement
- Community Involvement

Clock

When the clock shows 8 a.m., Principal Paul starts the day with announcements. He runs a smooth operation by keeping classes and breaks on an efficient schedule. Before school, many students participate in the School Meal Breakfast Program. Students are encouraged to go to the cafeteria for breakfast or a snack before classes start or participate in Grab and Go options. Principal Paul ensures

students have at least 20 minutes to eat breakfast. He schedules at least one hour of physical activity every day for students and makes sure there is time for physical activity outside of PE class.

You can:

- Structure your school day around an efficient schedule.
- Keep in mind recommended guidelines for physical activity, meals, and social breaks between classes.

Learn More

- [School Breakfast Program](#)

WSCC Components

- Physical Environment
- Nutrition Environment and Services
- Physical Education and Physical Activity
- Social and Emotional School Climate

Gym Bag & Shoes

Principal Paul joins students and other staff in the after-school running club. The exercise keeps him fit and relieves stress. He likes the friendly interaction and competition as runners prepare for the upcoming 5K event. If the students beat him in the race, he has agreed to wear bright yellow shorts to work the next day!

Principal Paul knew that some staff members did not take time to exercise. He encouraged them to join the running club too, but some did not like to run. He conducted a staff survey to determine interests and realized aerobics and yoga were popular. Principal Paul coordinated with the local fitness club, which provided fitness instructors for a free 10-week session of classes in the school gymnasium. He knows people will stick with the exercise programs they like best.

You can:

- Promote employee wellness by offering different opportunities for exercise.
- Contact a local fitness club and negotiate for discounted memberships.
- Encourage staff members to support each other and engage in friendly competition.

- Check out the School Health Team's discussion about recommendations to improve Physical Education at Jefferson School.

WSCC Components

- Physical Education and Physical Activity
- Social and Emotional School Climate
- Employee Wellness

Open Door

One morning, Principal Paul did not have any meetings or pressing deadlines scheduled. He spent the time standing in his office doorway and talking to students and staff as they walked by. Since then, he has expanded his open door policy. He discusses concerns in an informal manner and offers guidance. Of course, students come around to tell jokes and share good news too. They know he will applaud their achievements and support them through the ups and downs of life.

Word has spread to parents and community leaders, and Principal Paul has gained a reputation for being a good listener and the go-to person for answers. He is now planning to have a “non-office” afternoon each week so he can go visit classes and meet more students.

You can:

- Create a positive social and emotional climate at your school by promoting communication and interaction. Staff, parents, and community leaders can produce better results when they have the support of administrators who listen to their concerns and work with them to find solutions.

WSCC Components

- Social and Emotional School Climate
- Community Involvement
- Family Engagement

Conference Room

The School Health Team works diligently to make recommendations to improve our school. Find out how Jefferson School staff work to affect policies and involve the community in their efforts.

Conference Room Conversation 1: Health Education

Mrs. Ahmed: Good morning, everyone. The School Health Team completed the *School Health Index* (SHI) module on Health Education. The team identified strengths and weaknesses in Jefferson School's health education program based on the results of the module score card, and then they developed an action plan to recommend improvements. The team lead, Ms. Dubois, was not able to attend today's meeting. Nurse Okonjo, Mr. Rodriguez, and Ms. O'Ryan, would you share with the group the team's recommendations to promote health education?

Nurse Okonjo: Thank you, Mrs. Ahmed. The results of our assessment of the health education program show that we have room for improvement. We have been working with Ms. Dubois, the Grades 9-12 health education teacher, to develop a new health education curriculum for Jefferson School's K-8 classes.

Mrs. Chen: That sounds like a big job!

Ms. O'Ryan: It has been challenging, but we have had resources available to help us develop the curriculum. We used the *National Health Education Standards*, *CDC's Health Education Curriculum Analysis Tool (HECAT)*, *CDC's School Health Guidelines (SHG) to Improve Healthy Eating and Physical Activity*, and curriculum frameworks from neighboring school districts to help shape our work. Also, Ms. Dubois has gone through this process for developing the grades 9-12 curriculum, so we will look to her for guidance along the way.

Mr. Rodriguez: In addition to offering health education at the high school level, we will incorporate elements of the new curriculum for nine weeks in each grade K-7 and for one semester in grade 8. We will ensure the curriculum addresses the major health problems and risks that students at Jefferson School face and that it is developmentally and culturally appropriate.

Mrs. Chen: What information does the health education curriculum include?

Nurse Okonjo: The curriculum includes information on healthy eating and nutrition, physical activity, safety and injury prevention, personal health and wellness, mental and emotional health, drug and

alcohol use, tobacco use, and violence prevention. In grade 8, the curriculum will also include sexual health education, as it does at the high school level.

Mrs. Chen: This sounds like an ambitious plan of action! How can you be certain the curriculum will meet our students' needs?

Mr. Rodriguez: Good question! We will develop the curriculum using CDC's *Health Education Curriculum Analysis Tool* (HECAT), which will help ensure we are focusing on the right information and skills. The HECAT also helps us ensure we are using science-based principles to improve health practices and are flexible in accommodating different values, cultures, and priorities. We will also engage school staff, parents, and community members in the review and approval of the new K-8 curriculum. The curriculum will be approved by our school board before health instruction begins.

Principal Paul: We have gotten positive evaluations about the new 9-12 curriculum, and I'm confident the curriculum for grades K-8 will have a positive impact on the health and well-being of Jefferson School students.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Learn More

- [Health Education Curriculum Analysis Tool \(HECAT\)](#)
- [National Health Education Standards \(NHES\)](#)
- [Characteristics of an Effective Health Education Curriculum](#)

Conference Room Conversation 2: Nutrition Services

Mrs. Ahmed: Good morning, everyone. The School Health Team completed the *School Health Index* (SHI) modules on School Health and Safety Policies and Environment, and on Nutrition Services. The team identified strengths and weaknesses in Jefferson School's nutrition environment and services based on the results of the module score cards, and then they developed an action plan to recommend improvements. Mr. Baker, would you share with the group the team's recommendations to enhance the school environment and nutrition services?

Mr. Baker: Thanks, Mrs. Ahmed. The results of our assessments revealed several areas for improvement. Two years ago, we were on the wrong path with the competitive foods that were

available at Jefferson School. We sold a variety of less-than-nutritious foods as a la carte items in the cafeteria and at concession stands. Fund-raisers, classroom celebrations, and after-school programs also included these types of foods. After completing the SHI modules, we developed an action plan to make all food options more nutritious and of better quality. We have already implemented new strategies across Jefferson School.

Mrs. Chen: I have noticed the recommendations from my child's teacher to switch from salty, high-fat snacks to more nutritious options when we provide snacks for birthday celebrations.

Mr. Baker: Yes! We have been working on nutrition changes over the past year. We focused on ways to upgrade the a la carte offerings during lunch service in the cafeteria by making vegetables more appealing with catchy titles and visually pleasing presentations of the foods. Also, we strategically positioned the more nutritious options in the lines. For example, we put fruits in baskets where students could see them easily, and we moved the white milk in front of the chocolate milk in the coolers.

Mrs. Chen: What about the foods available at concession stands during after-school activities?

Mr. Baker: Another step in the action plan was to meet with parents and booster clubs to share with them our goal to improve all foods available on campus, including the snack foods sold at games and the party treats at classroom birthday celebrations. Most were in agreement with the changes and had suggestions for how to make it work, but some wondered if fund-raising would suffer.

Mr. Rodriguez: Yes, we worried about that too, because we depend on concession stand sales to support our athletic programs. We found out that sales did not drop when we replaced unhealthy food items, such as cheesy nacho chips, with more nutritious foods, such as air-popped popcorn. After a short time, sales actually improved because people liked the healthier choices.

Mr. Baker: Parents and people in the community gave us new ideas for fund-raisers. Instead of selling doughnuts and chocolate bars, now we are fund-raising with coupon books and evergreen wreaths during the December holiday season. Also, we made a huge effort to follow the guidance in the Nutrition Environment and Services component of the Whole School, Whole Community, Whole Child (WSCC) model. We are pleased with the changes we made last year in our nutrition services, and I'm sure we will see improved scores on our SHI score card when we reassess next year.

Mrs. Chen: Did this year's score card show other areas for improvement?

Mr. Baker: We still have too much fat in some food options. Crispy chicken strips are favorites, yet they contain unhealthy amounts of fat. We are finding better ways to prepare food favorites.

Nurse Okonjo: Fried foods usually contain unhealthy fats and can increase the risk of chronic conditions like heart disease. Now is the time to establish healthy eating habits. What is your solution?

Mr. Baker: We are upgrading the kitchen equipment so we can improve our food preparation practices. Roasting racks will help us drain fats from meats and chicken. With our new steam-jacketed kettles, we can prepare soups from scratch efficiently and no longer have to buy ready-made soups that tend to have high sodium content. A chef will train us to adjust recipes so they have less fat and sodium. For example, a chef will help us develop herb seasoning mixes to use on chicken strips, vegetables, and other foods so we can serve them with less salt. We will also put herb seasoning mixes in shakers so students can flavor other foods.

Mrs. Chen: That's a big improvement! What else will you do?

Mr. Baker: We are purchasing blenders so we can add fruit and vegetable smoothies to the breakfast and lunch menus. We are also buying sectionizers to help cut fruit and vegetables for the salad bar. After our training with the chef, we will continue to search for recipes with more fruits, vegetables, and whole grains. We also get the students involved by having them identify recipes for the school menus and inviting them to serve on the School Health Team.

Christina Brighton: I enjoy serving on the School Health Team. My friends and I really like being on taste panels to help pick out healthier recipes too!

Mr. Rodriguez: It's exciting to hear about the kitchen's new equipment. Mr. Baker, will you provide training for the food services staff on using the equipment properly?

Mr. Baker: The equipment company's kitchen specialist will train the staff on food preparation practices using the roasting racks, kettles, and blenders. We will also hold in-service training at the beginning of the school year. The food services staff will participate in a culinary boot camp that will provide hands-on training on a range of topics, such as knife skills, food safety, and seasoning with spices and herbs.

Nurse Okonjo: Speaking of training, we need to make safety training part of the professional development of the food services staff. The staff needs to know how to avoid personal injuries in the kitchen and cafeteria.

Mr. Baker: Yes, we have a series of courses planned for them. The first in the series is a course to cover general health and safety concerns.

Nurse Okonjo: That's a great idea. That way, they will be trained to handle emergencies, such as giving first aid if a student chokes on food or has an allergic reaction to food.

Mr. Rodriguez: There is also a course in emergency planning. Staff will learn what to do if the power goes off, causing the refrigeration units to shut down, or if the school turns into a community shelter during severe weather emergencies.

Principal Paul: We are well on our way to increasing our capacity to handle emergencies by following the guidance in the Physical Environment component and the Nutrition Environment and Services component of the WSCC model. By staying focused on the well-being of our students, we continue to build and sustain a healthy school environment at Jefferson School.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Conference Room Conversation 3: School Health Services

Mrs. Ahmed: Good morning, everyone. The School Health Team completed the *School Health Index* (SHI) modules on School Health Services. The team identified strengths and weaknesses in Jefferson School's health services based on the results of the module score card, and then they developed an action plan to recommend improvements. Nurse Okonjo and Ms. O'Ryan, a health educator from the local public health department, would you share with the group the team's findings and recommendations for enhancing school health services?

Nurse Okonjo: Thanks, Mrs. Ahmed. Two years ago, Jefferson School started seeing its first cases of Type 2 diabetes or prediabetes. We also noticed students who had been diagnosed with Type 1 or Type 2 diabetes struggled to manage their condition while at school. We needed to find ways to help them understand how their diets affected their bodies, how to monitor their blood glucose levels, and how to increase their physical activity. Because of our assessment, we developed an action plan to increase student participation in the management of chronic diseases, such as diabetes.

Mrs. Chen: What were some of the items in your action plan to help students monitor their diabetes?

Nurse Okonjo: We equipped the nurse's office with glucometers to test blood glucose levels of students. More importantly, we showed them how to use the glucometers and how to read the results so they would feel confident using such equipment at home or elsewhere. We also taught them about appropriate disposal of blood-contaminated test strips and proper handwashing techniques.

Mrs. Chen: What about helping students live with their diseases?

Nurse Okonjo: That's another improvement we made. I worked with Mr. Baker and Mr. Rodriguez to set up sharing and information sessions with the students. We covered topics such as making healthy food choices and monitoring the intake of carbohydrates, as well as the importance of being physically active. Parents of the students were invited to attend these sessions too.

Principal Paul: We followed the guidance in the Health Services component of the Whole School, Whole Community, Whole Child (WSCC) model as we worked through implementing the improvements.

Nurse Okonjo: We are pleased with the changes we made last year in Jefferson School's health services.

Ms. O'Ryan: It will be important to compare the results of next year's SHI score card with this year's to see if and how much the scores improve.

Mrs. Chen: Did this year's score card show other areas for improvement?

Nurse Okonjo: Yes, we built up our strengths in specialized health services last year, but we have room for improvement. We are seeing more and more elementary school children with allergies. We need to promote the services offered at my office or at the Health Center if a student has an allergic reaction. We also need to increase awareness of precautions students can take to minimize the risks of exposure to foods that can trigger allergic reactions.

Mr. Anderson: You do a good job of promoting health services through events like last year's school health fair for families and the community. I learned a lot at the fair because the Health Center staff gave excellent presentations on managing chronic diseases such as diabetes and taking precautions to avoid allergic food reactions.

Mr. Rodriguez: While I was working one of the booths, I heard several people comment about learning something new from the speakers. I noticed a lot of families picked up brochures at the different booths.

Nurse Okonjo: The first school health fair was well attended by parents and community members, so I have scheduled another one for this fall. It will be bigger and better! At the Health Center, we will have a large booth staffed by doctors, nutritionists, and physical fitness experts to provide more information about nutrition, fitness, and managing chronic health conditions.

Mr. Rodriguez: As part of the teaching staff, I want to learn too. I would like to know how to use a glucometer, what to do if a student has an allergic food reaction, and how to detect signs of distress. I want training so I can help a student who may be experiencing an emergency.

Nurse Okonjo: I think everybody wants to gain a better understanding about managing chronic conditions, and we will be able to provide more professional development in the future.

Ms. O'Ryan: Under the Every Student Succeeds Act (ESSA), the school could receive funding to train staff on managing chronic conditions. Maybe the school can involve staff in a brief training exercise on how to use some of the health equipment before the ESSA funds become available?

Nurse Okonjo: That's a great idea. I'd like for some students who are living with chronic health conditions to share their personal stories at the training. I can also ask Ms. Kowalski in the Counselor's Office to set up sessions with these students so they can learn to develop coping skills and resiliency. She can help them express their concerns, establish personal goals, and learn how to make wise choices.

Mrs. Chen: Getting Ms. Kowalski involved sounds like a good idea. Will parents be invited to participate in these sessions?

Nurse Okonjo: Absolutely! I want everyone—students, staff, and parents— to be on board in helping to manage chronic health conditions at Jefferson School.

Mr. Rodriguez: That means, as teachers, we have to talk about it more often and set good examples. Teachers need to model their commitment to wellness by eating properly, maintaining a healthy weight, exercising regularly, and staying physically fit. I will organize a challenge and ask the staff, students, and their families to sign up to walk one million steps in 90 days.

Mr. Anderson: The community can support this and join in! Perhaps merchants can donate pedometers and sports gear for incentives.

Principal Paul: Everyone at Jefferson School will work hard to promote greater awareness of managing chronic diseases such as diabetes. We are building upon our action plan from last year to enhance our activities. We will follow the guidance in the Health Services, Family Engagement, and Community Involvement components of the WSCC model.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Conference Room Conversation 4: Physical Education

Mrs. Ahmed: Good morning, everyone. The School Health Team completed the *School Health Index* (SHI) module on Physical Education and Other Physical Activity Programs. The team identified strengths and weaknesses in Jefferson School's physical education program and schoolwide physical activity opportunities based on the results of the module score card, and then they developed an action plan to recommend healthier practices. Mr. Rodriguez and Ms. O'Ryan, a health educator at the local public health department, would you share with the group your team's findings and recommendations to promote physical education and physical activity?

Ms. O'Ryan: Thanks, Mrs. Ahmed. We'll start by mentioning the Every Student Succeeds Act (ESSA) enacted in 2015. ESSA promotes a more well-rounded education and includes physical education and health education. It also makes some changes to the requirements for school health grants as it relates to physical education. The law requires schools to spend a portion of their funds on physical education and health education. Also, for those schools that receive substantial funding, the school must complete an assessment.

Mr. Rodriguez: As you know, we used the *School Health Index* (SHI) as our assessment tool. Based on the results, we decided that our first action would be to develop a new standards-based curriculum for Jefferson School. A good curriculum is necessary to define how I instruct and assess students. It should be age-appropriate, sequential, and consistent with national or state standards for physical education. We are using SHAPE America's *National Standards and Grade-Level Outcomes for K–12 Physical Education* as the basis for our new physical education curriculum.

Mr. Anderson: Revising the PE curriculum sounds like a great way to start. Students should have the knowledge and skills to understand the importance of physical activity and to participate safely and regularly.

Ms. O'Ryan: Absolutely! A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence, and into adulthood.

Mrs. Ahmed: How will you know if the new curriculum is meeting these objectives?

Mr. Rodriguez: We will use the CDC's Physical Education Curriculum Analysis Tool, also referred to as the PECAT. The PECAT helps a school or school district conduct a complete analysis of a physical education curriculum. I have talked to other physical education teachers who have used the PECAT to

assess their curriculum for consistency with the national standards. In addition, they gauged if their curriculum is age-appropriate and sequential.

Mr. Anderson: Are you planning any other actions based on the results of the assessment?

Ms. O'Ryan: Yes, we are developing an action plan for future improvements to the physical education program. We know funds are available to school districts through the ESSA, coordinated through our state Department of Education. Our action plan will include a list of priorities for improving the physical education program at Jefferson School and ensuring it is part of every student's education. Jefferson School will apply for funds to implement our action plan's priorities. By completing the *School Health Index* assessment, we have met one requirement for applying for funding.

Mr. Anderson: Did this year's score card show other areas for improvement?

Mr. Rodriguez: Yes, we found that Jefferson School does not address two important policies for physical education. The school does not have a policy for prohibiting exemptions, waivers, and substitutions for physical education, and it does not have a policy with a time requirement for physical education. SHAPE America's *Essential Components of Physical Education* addresses these policies, so we plan to use this document as a resource.

Nurse Okonjo: Those policies are very important! They ensure all students participate in physical education. Do you anticipate any problems with revising the current policies?

Ms. O'Ryan: We can find support and justification for improving physical education policies through the Physical Education and Physical Activity component of the Whole School, Whole Community, Whole Child (WSCC) model. We can also use SHAPE America's *Guide for Physical Education Policy* to help us write the appropriate language for a meaningful and focused school wellness policy.

Mr. Anderson: Those actions would strengthen physical education at Jefferson School. What else will you do?

Mr. Rodriguez: We are putting into place accountability measures to ensure that these policies are enforced.

Nurse Okonjo: That's good to hear. We want all students to participate in daily physical education. It leads to a healthier life.

Mr. Rodriguez: Exactly. Our efforts to strengthen the physical education program addressed two of the four essential components of physical education, which also align with the WSCC model.

Principal Paul: Physical education promotes physical activity and health, but it also gives students enjoyment, challenges, and social interaction. We have a very good action plan for the coming year, and we will build on the success from last year and to keep moving the program forward.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Learn More

- [Physical Education Curriculum Analysis Tool \(PECAT\)](#)
- [Grade-Level Outcomes for K-12 Physical Education](#) [PDF – 5.94 MB]
- [The Essential Components of Physical Education](#) [PDF – 404 KB]
- [Guide for Physical Education Policy](#) [PDF – 402 KB]

Conference Room Conversation 5: Counseling, Psychological, and Social Services

Mrs. Ahmed: Good morning, everyone. The School Health Team completed the *School Health Index* (SHI) module on School Counseling, Psychological and Social Services. The team identified strengths and weaknesses in Jefferson School's counseling, psychological, and social services based on the results of the module score card, and then they developed an action plan to recommend improvements. Nurse Okonjo and Ms. Kowalski, would you share with the group the team's findings and recommendations?

Nurse Okonjo: Thank you, Mrs. Ahmed. The *School Health Index* has been very useful. Two years ago, Ms. Kowalski and I noticed some of our students had difficulty adjusting to Jefferson School, in terms of transitioning to the next grade level and making friends. After completing the SHI module, our score card results brought our attention to this area for improvement, and we developed an action plan to address socialization issues.

Mrs. Chen: What were some of the items in your action plan to improve the situation?

Nurse Okonjo: One item we implemented was to set up a buddy system. We connected students to older classmates who could answer questions and help them find their way as they transitioned into a higher grade.

Mr. Rodriguez: Another item in the action plan was to install a Buddy Bench on the playground. Students can go to this seat and socialize with others. It helps them form new friendships. We followed

the guidance in the Social and Emotional School Climate component of the Whole School, Whole Community, Whole Child (WSCC) model as we worked through implementing these improvements.

Nurse Okonjo: Ms. Kowalski and I are pleased with the changes we made last year in social services. We are sure that when we reassess next year, we will see improved scores on our SHI score card.

Mrs. Chen: Did this year's score card show other areas for improvement?

Nurse Okonjo: Yes, our health and safety promotion and referral systems received medium scores on the score card. Some students feel emotionally upset and out of control. The SHI score card helped us realize the need for more in-depth counseling services for these students. In our action plan, we set out to establish an efficient, effective process for connecting students with counseling services at the school and in the community.

Ms. O'Ryan: School counselors like Ms. Kowalski are able to help students through tough times. They can teach coping skills and provide tools, such as anger management techniques. And, they can help students deal with life's highs and lows through individual and small group counseling and through classroom guidance lessons delivered to all students. Many students struggle with issues not related to academics. In some cases, students are dealing with violence, family illness, serious diseases, or even tragedies. These issues may be the underlying reasons for disruptive behavior or poor academic performance.

Nurse Okonjo: Plus, students can check in with me when they feel stressed or anxious, particularly if they have a health crisis.

Mr. Anderson: Do you or Ms. Kowalski make referrals to mental health professionals in the community?

Nurse Okonjo: First we try to match the student with the right professional within the School-Based Health Center. However, sometimes we determine a student should seek counseling outside of school. In that case, we contact the parents, and then we provide information about a social service agency that can help them find appropriate mental health care.

Mrs. Chen: How do you address fighting among students or other forms of violence at school?

Nurse Okonjo: The SHI helped us recognize the importance of being able to identify, track, and refer students who show signs of aggression or who bully other students. Bullying or harassment may lead to other violent acts, so Jefferson School is stepping up its anti-bullying campaign, but a lot of work

remains. We also need to identify the victims of bullying. These students could be harming themselves or contemplating suicide, and need referral to the appropriate agency for help.

Principal Paul: Our next professional development day will offer a workshop on recognizing the signs of mental health concerns. The entire school staff needs to know the warning signs and symptoms of those who may need outside help and could be in danger of hurting themselves or others. We are enriching our workshop by using guidance found in the Health Services, Community Involvement, and Counseling, Psychological, and Social Services components of the WSCC model.

Our new processes will help us connect students to counseling and other assistance programs in the community. By staying focused on the well-being of our students, we continue to build and sustain a healthy school environment at Jefferson School.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Conference Room Conversation 6: Health Equity

Mrs. Ahmed: Good morning, everyone. We have a special chance to participate in an effort to make our school and community a healthier place to live. The public health department is working with schools and community groups to promote the health and academic success of all students. Ms. O’Ryan, a health educator from the public health department, and Christine Brighton, one of the School Health Team’s student representatives are going to share more.

Ms. O’Ryan: We’d like to get input from Jefferson School students, parents, staff, and leaders on how to make opportunities for health and academic success available to everyone. Christine, would you define health equity for our discussion?

Christine: Sure! The National Academies of Science defines health equity as “the state in which everyone has the opportunity to attain full health potential and no one is disadvantaged from achieving this potential because of social position or any other socially defined circumstance.” For me, this has special meaning because I have a physical disability, and it’s important that I have access to health and learning opportunities.

Ms. O’Ryan: Thank you, Christine. We are distributing guides to high schools to use in facilitating small group discussions during health class to identify if everyone has equal access to:

- Engaged, experienced teachers, a rigorous curriculum, and instructional resources

- A knowledgeable school nurse who can provide appropriate health care plans that meet the health needs of all students and health/disease prevention related educational lectures
- Afterschool opportunities for academic enrichment, tutoring, and recreation
- Extracurricular activities such as music and sports, clubs, and civic engagement
- School discipline policies that emphasize therapeutic and healing responses over punishment and criminalization
- Access to vocational counseling, career training, and internships to facilitate employment opportunities

Discussion questions may include:

- "Do all students in every neighborhood of our community have equal access to these opportunities?"
- "What opportunities are not the same for everyone?"

Christine: Other questions could include:

- "Are students with disabilities receiving equal access to these opportunities?"
- "Do parents or students whose dominant language is not English participate fully and have equal access to opportunities?"

Ms. O'Ryan: The discussion guide will also prompt the students to discuss opportunities related to health, safety, and well-being, such as:

- Safe routes to school
- High quality health care services (including medical, mental health, eye care, hearing, and oral health screenings) that emphasize prevention and early identification
- Nutritious foods and safe drinking water at school and home
- A physical environment that is free of pollutants and toxins
- Access to mental health counseling
- Mentors and coaches

The small groups report back to the whole class, identifying examples of opportunities that are not available to all students. Students will be able to participate in a separate community discussion about health equity to share their ideas.

Principal Paul: I have agreed to host a community discussion at our school, and I would like other members of the School Health Team, students, parents, and community leaders to participate in this event to see how we can improve our programs and make opportunities more available to everyone.

Ms. O’Ryan: Our goal at the public health department is to learn how we can create greater equity in making these opportunities available for *all* schools and neighborhoods. We will also be hosting community discussions at other schools in the district to hear what other students, parents, and community members have to say.

Mrs. Ahmed: We’ll take careful notes from the class and community discussions and review the information with the School Health Team, school administrators, and leaders at the public health department. We’ll develop a process to prioritize and address the concerns with continued community input along the way.

Principal Paul: The *School Health Index* can be used to help guide the discussions about health equity in the school setting. We will encourage our School Health Team to review Module 7 on Social and Emotional Climate and Module 5 on School Health Services in preparation for these discussions.

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Learn More

- [Communities in Action: Pathways to Health Equity](#) (to read for free, click on “Download Free PDF” or “Read Online”)

Conference Room Conversation 7: Family Engagement and Community Involvement

Mrs. Ahmed: The School Health Team completed the *School Health Index* (SHI) modules on Family Engagement and Community Involvement. Mr. Anderson, Mrs. Chen, and Principal Paul, would you share with the group the team's recommendations to promote family engagement and community involvement?

Mr. Anderson: Family engagement and community involvement is broader than partnering with other programs in town. We found the school could increase efforts to partner with community-based out-of-

school time (OST) programs—such as after school and summer programs—and with families and community members. Principal Paul, would you talk about shared use agreements?

Principal Paul: Shared use agreements can help facilitate those partnerships. We have one with the Parks and Recreation department so that students interested in swim team have a place to swim since the school doesn't have a pool. We have shared our playing fields, gym, and playgrounds through partnerships with the school district, Parks and Rec department, and 4-H club.

Our School Health Team has talked about how we could do more to open up our facilities to families. We'd like parents to be able to participate in physical activity opportunities **with** their kids.

Mrs. Chen: Could the school open the indoor gym during winter and summer breaks for physical activity events such as family basketball nights or group fitness classes?

Mr. Anderson: I am the coordinator of a church OST program and we don't have a large, indoor place for our kids to play. If there were time for an open gym, would physical education staff be on hand?

Principal Paul: I like these ideas! Mr. Rodriguez, our physical education teacher, and I have talked about providing staff for physical activity events held outside of the school day, although we'd have to look at the budget to see if we could support that.

Mr. Rodriguez: I would like for students and their families to be able to experience physical activity sessions together, before and after school, and I'd like to attend when I could.

Principal Paul: The shared use agreement is likely going to be a longer-term process that we can discuss at our next meeting. Let's focus first on what we could do to improve communications between school and OST staff.

Mrs. Chen: My son participates in an OST program where there are special events that families can attend. Could there be presentations on physical activity and health education at the OST program so that families can learn along with the students? Also, could OST programs present wellness options at back-to-school night or parent open house?

Principal Paul: Those seem like great ways to highlight what's happening during the school day and in OST programs to support student wellness.

Mr. Anderson: I have a good example. Last year, our church's OST program partnered with Jefferson School on the health fair and the fun run, community events that promote health and wellness. The parents told me they liked participating and wanted to learn more about promoting their family's

health. I have heard some parents say they like that students can eat healthy snacks and dinner in the cafeteria after school.

Mr. Baker: Yes, the food services department sponsors the At-Risk Afterschool Meals component through the Child and Adult Care Food Program (CACFP). This is a United States Department of Agriculture (USDA) program that helps make sure that students have nutritious snacks and even dinner. Maybe we could learn more about what they do and collaborate on additional activities to promote health.

Ms. O’Ryan: It’s great that Jefferson’s School Health Team has reviewed the SHI and found ways to build upon your program! I’ve learned from working with other schools that strengthening the relationship with OST programs can also help with family engagement. Families trust the OST programs, and the programs can be a great bridge between schools and families.

Christine Brighton: I volunteer at an after school program that sometimes teaches about health, but they don’t say the same things I hear in my health education class. I get confused about what to do. Is it possible for the people at my OST program to talk to our school staff so that we can avoid mixed messages?

Principal Paul: Thank you for bringing this up, Christine. It’s important that schools and OST programs share consistent messages. We have provided health education presentations at the PTO/PTA meetings and sent home materials through the newsletter. Perhaps we could invite OST programs to these meetings to share their updates.

Mr. Rodriguez: By the time students arrive at their OST program, it may have been hours since they were at recess or in physical education class. OST staff might be interested in learning how to integrate physical activity to help with focus and attention.

Christine Brighton: I love that idea! Physical activity in the classroom is really fun, and I feel more awake right afterwards.

Mrs. Ahmed: Let’s invite the OST coordinators to our next School Health Team meeting and find out if they can be members of the team so that the health messages from the school and from OST programs can be more consistent.

Principal Paul: If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Learn More

- [Out of School Time](#)
- [Developing a Joint Use Agreement: A Checklist of Issues to Consider](#)

Conference Room Conversation 8: Health and Academics

Principal Paul: The superintendent has asked me to speak to the school board and to other administrators on what schools can do to encourage students to be healthy and academically successful. I'd like this group to help me prepare for that presentation.

Ms. Dubois, our 9-12 health education teacher, and Ms. O'Ryan, a health educator at the public health department, have shared some [fact sheets](#) and a [presentation \[PDF – 1.54 MB\]](#) from the CDC about links between health and academic achievement. The key messages from the CDC presentation are:

- "Know the Evidence,"
- "Share the Message," and
- "Take Action."

Let's first discuss knowing the evidence. What evidence about connections between healthy eating, physical activity, and improved academic achievement should I convey?

Ms. O'Ryan: First, the three aspects of academic achievement as related to health are:

- Academic performance includes class grades, standardized tests, and graduation rates.
- Education behavior includes attendance, dropout rates, and behavioral problems at schools.
- Students' cognitive skills and attitudes include concentration, memory, and mood.

Make sure to convey that *healthy students are better learners*. Schools that provide opportunities for healthy eating and physical activity can see benefits such as:

- Improved attention and concentration,
- Decreased rates of student absenteeism,
- Fewer behavioral problems
- Higher school-wide test scores and grades,
- Meeting educational goals

Nurse Okonjo: *All students deserve the opportunity to be healthy and academically successful.* There's a strong connection between student absenteeism and chronic health conditions like asthma and diabetes. When we help students manage their chronic conditions, we help reduce their absences and improve their academic achievement. It's also important to mention staff absences because supporting staff wellness can mean that healthy staff will be absent less, which can also support students' academic outcomes.

Mr. Rodriguez: *Schools can influence physical activity behaviors.* Students who are physically active have better grades, better school attendance, higher standardized test scores, and better classroom behaviors.

Mr. Baker: *Schools can influence healthy eating.* Participation in the school breakfast program is associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance, which includes better concentration, memory, and mood. Skipping breakfast is linked to lower cognitive performance. Not getting enough nutrients is related to lower grades.

Principal Paul: According to the CDC presentation, it's important to "Share the Message" about the importance of addressing student health to improve academic achievement. How have we have shared the message with school staff, parents, and students?

Mr. Rodriguez: We presented at a PTA meeting and wrote an article in the newsletter asking parents to promote healthy eating and physical activity as a way to improve academic achievement.

Nurse Okonjo: We have included professional development for district and school staff on addressing health in school to improve academic achievement. Also, we have written articles for parents in the newsletter about helping their children manage various chronic health conditions.

Christine Brighton: My health education class has talked about how healthy eating and physical activity can help concentration and mood. We've also learned that if a person has diabetes and their blood sugar level isn't controlled, that can affect their ability to think clearly.

Principal Paul: Great examples of ways we've shared the message! Let's now talk about "Taking Action." What have we done?

Nurse Okonjo: We have a School-Based Health Center (SBHC) onsite that includes primary care services, dental care, behavioral health counseling, and health education for students.

Ms. O’Ryan: Evidence shows that schools can also promote health by establishing a school health team or wellness committee, providing healthy food options, and providing health and physical education programs.

Mrs. Ahmed: Our School Health Team has used the School Health Index (SHI) to identify strengths and weaknesses of our health and safety policies and programs and to build a school health improvement plan.

Christine Brighton: I like serving as the liaison to the School Health Team and being a voice for students, because I’m an officer in the Student Government Association (SGA). I think it’s great that students can be involved in the School Health Team. Also, I’ve been involved with other students in leading school activities that promote eating healthy and being physically active. I participated in the fruit basket fundraiser and helped organize a team of Jefferson students in the community 5K walk or roll race this past year and had fun doing both.

Ms. O’Ryan: Christine, it’s great that you and your classmates can stay connected to the school through programs that can positively influence healthy eating and physical activity. Jefferson School is a great leader of providing healthy food and an engaging health and physical education program!

Mr. Baker: We do have many campus nutrition success stories. We provide appealing meals that meet the federal nutrition standards for the National School Lunch Program and School Breakfast Program. We’ve implemented different options for providing breakfast to students, including Breakfast in the Classroom, Grab and Go meals, and breakfast after first period. These have all been big hits.

Mr. Rodriguez: We are proud of all the opportunities we provide for physical activity. To name a few, students in my physical education classes can grab step counters from the pedometer station to track their active steps during class. I also post daily challenges to encourage students to elevate their heart rates and build their muscles. Students can also participate in physical activity in their classrooms.

Principal Paul: We have many examples of ways we have taken action to make our school a healthier place. I’m proud to share what we’ve done with administrators in the school district!

If you want to learn more about the *School Health Index*, visit the [Healthy Schools website](#). For training, visit the [Professional Development & Training page](#).

Learn More

- [Attendance Works](#)

- [Research Brief: Chronic Health Conditions and Academic Achievement](#) [PDF - 834.34 KB]
- [Health and Academics](#)
 - [Making the Connection: Health Risk Behaviors and Academic Grades](#) [PDF - 503.94 KB]
 - [Making the Connection: Dietary Behaviors and Academic Grades](#) [PDF - 480.30 KB]
 - [Making the Connection: Physical Activity and Sedentary Behaviors and Academic Grades](#) [PDF - 474.08 KB]
- [Healthy Kids. Successful Students. Stronger Communities: Improving Academic Achievement through Healthy Eating and Physical Activity](#) [PDF - 1.55 MB]
- [Thriving Schools](#)

Community Map

Explore the map of Kolbe to learn more about how Jefferson School fits into its local community and partners with local government agencies, non-profit organizations, and private businesses to promote the health of students and the broader community.

Municipal Building

The Municipal Building is a hub of activities intended to improve the quality of life for the residents of Kolbe. In addition to the city and county offices that are open during the day, school board and city/county commission meetings frequently take place here during the evenings.

Over the past few years, city and county government agencies have taken the lead in creating a collaborative, community-wide approach to emergency and disaster planning. After a few isolated events, like power-outages and bomb threats, the local emergency management agency (EMA) realized the need for improved communication and planning between community stakeholders, such as schools, public health, health care providers, social services, faith-based organizations, and first responders. The EMA initiated an inclusive Emergency/Disaster Planning Workgroup that has improved and coordinated emergency response plans community-wide.

The school district benefitted from participating in this workgroup by gaining an understanding of different community organizations' roles during a disaster response at the school. The workgroup thoroughly reviewed the school district's emergency plans and protocols. Suggestions for improvements included adding emergency bags, first aid kits, and call buttons in classrooms. The Jefferson School resource officer (who is an employee of the local police department) has taken a leading role in educating students and staff at Jefferson School in personal safety and emergency response measures. Parents have been reassured by how proactive the school has been in reducing the risks of and preparing a coordinated response for a disaster or emergency.

Learn More

- [Caring for Children in a Disaster: Teachers and Childcare](#)

WSCC Components

- Community Involvement

Behavioral Health Center

The Kolbe Behavioral Health Center is an important community resource. It provides services intended to prevent or intervene when mental health or substance abuse/addiction issues occur. It offers both inpatient and outpatient services to children and adults as well as an array of counseling services and classes on topics like stress or anger management. The Jefferson School-Based Health Center often refers patients to the behavioral health center when students need a higher level of care than the center can provide.

Ms. Kowalski, the Jefferson School counselor, also frequently refers families to the support groups and classes offered at the behavioral health center. For instance, they offer a *Building Community, Building Hope* parenting class that she has encouraged several parents to attend.

The center also specifically provides services, such as case management, crisis intervention, and counseling tailored for children and youth who may be a part of either the foster care or juvenile justice systems. Jefferson School is intentional about working with students, children's services case workers, and parents/guardians to be involved in a coordinated support network for its most vulnerable or at-risk students.

Learn More

- [National Child Abuse Prevention Month 2018](#)
- [Care Coordination](#)

WSCC Components

- Health Services
- Counseling, Psychological, and Social Services
- Community Involvement
- Family Engagement

Parks and Recreation Department

The Kolbe Parks and Recreation Department plays an important role in creating an environment in which residents have the access and encouragement needed to live active lifestyles. The Parks and Recreation Department director is careful to ensure the facilities and programs offered serve the wide range of ages, schedules, health status/fitness levels, and interests of Kolbe residents.

The Parks and Recreation Department provides free and low-cost physical activity opportunities including recreational sports leagues, dance classes, and community races. There are activities offered across the city in convenient locations for participants. The department ensures that all physical activity opportunities include appropriate safety measures. For example, bike race participants are required to wear helmets; swim lesson instructors discuss water safety; and sports league coaches receive training on first aid.

Beyond just increased physical activity in the community, the Parks and Recreation Department plays an important role in helping to reduce stress and promote togetherness for many families. When school is not in session, many working parents depend on the camps and after-school care programs run by the department. The low-cost, family fun events sponsored by the department (such as family game nights, cultural events, and dances) help families connect and create positive memories together.

The Jefferson School Health Team promotes upcoming parks and recreation opportunities to staff, students, and parents. The school district and the Parks and Recreation Department have a shared use agreement regarding facilities such as playing fields and gyms.

Learn More

- [Model Joint Use Agreement Resources](#)

WSCC Components

- Physical Environment
- Community Involvement
- Family Engagement
- Physical Education and Physical Activity

Library

The Springs County Library and Jefferson School have a valuable partnership based on their shared goal of promoting learning and education among community members. The library offers high-quality literacy programs for all ages. Many students enjoy participating in summer reading programs; adults can find General Education Development (GED), English as a Second Language (ESL), resume writing, and computer skills classes. The library also offers pre-literacy learning and language acquisition opportunities for babies and toddlers. The community has many active book clubs organized by the

library. Recently, the library, in partnership with the farmers' market, organized a garden seed exchange program. Gardeners are able to "check out" seed packets at the beginning of the growing season and are then encouraged to return a packet of seeds collected from their garden at the end of the season. This is another fun way for the library to serve as a center of learning and resource sharing.

Principal Paul understands that connecting students and families with other community organizations that promote learning and education increases the likelihood of helping develop lifelong, successful learners in Kolbe.

WSCC Components

- Community Involvement
- Family Engagement

Community Resource Center

The town of Kolbe has a primary community resource center that provides an array of support services to individuals and families in need. The center includes a food bank, overnight shelter, and clothes closet. Beyond meeting the immediate physical needs of those in crises, the center offers long-term development opportunities such as job training, support groups, and referrals to inpatient and outpatient health services.

Many individuals and organizations in Kolbe support the resource center, including faith-based organizations that have played an important role in providing for the ongoing financial and volunteer needs of the center.

The Jefferson School counselor, Ms. Kowalski, has been a valuable conduit for students and their families in accessing the social and support services they may need. She stays up-to-date on the services offered by local nonprofits and government agencies in order to help connect families, as appropriate.

WSCC Components

- Counseling, Psychological, and Social Services
- Community Involvement
- Family Engagement

Farmers' Market

The town of Kolbe is home to several farmers' markets that promote nutritious eating and offer residents opportunities to buy fresh, affordable, local foods. Several neighborhoods and community settings throughout the county regularly hold farmers' markets. Shoppers have the opportunity to meet local food producers and learn more about where and how their food is grown or raised. Children learn how farmers raise plants and animals in their local area.

The vendors have been able to partner with the local health department and other government agencies so that the farmers' markets can accept Women, Infants, and Children (WIC) Farmers' Market Nutrition Program vouchers, Supplemental Nutrition Assistance Program (SNAP) benefits, and Senior Farmers' Market Nutrition payments for produce purchases.

In addition to produce shopping, the markets frequently offer music, crafts, and local artisan wares to create an enjoyable community atmosphere. The markets have also had a positive impact on the local economy, which helps contribute to a healthier community overall.

Learn More

- [Community Food Systems](#)

WSCC Components

- Nutrition Environment and Services
- Community Involvement

Public Health Department

The Kolbe Public Health Department interacts with Jefferson School in a variety of ways. A public health department liaison is an active part of the School Health Team. Ms. O'Ryan, a health educator, helps the team find local data about health issues that impact students. She also helps the school create an effective plan for communicating with students about health and wellness. Public health department personnel routinely inspect the Jefferson School cafeteria, which regularly receives high marks for its food safety policies and procedures.

The Kolbe Public Health Department provides many direct services to students and their families. It serves as the administrator of several assistance programs, including Women, Infants, and Children (WIC) which provides vouchers. It also offers vaccinations for babies and children that are required by

the Jefferson School District. The public health department coordinates vaccine records through the state Immunization Information System. The system keeps a confidential, centralized database of a child's vaccine records, even when a child receives immunizations from multiple health care providers.

As needed, the Jefferson School-Based Health Center can refer students and families to the Kolbe Public Health Department for family planning, prenatal care, and concerns about sexually transmitted diseases.

The health educators at the health center and the public health department frequently collaborate on activities and training for children and adolescents in the community. Many students participate in the CPR and first-aid trainings that are offered.

You can:

- Check out the School Health Team's discussion of Health and Academics at Jefferson School

Learn More

- [About Immunization Information Systems \(IIS\)](#)

WSCC Components

- Health Services
- Health Education
- Community Involvement