

## WSCC Component: Family Engagement

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## Family Engagement

### Cafeteria

#### 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](#)

#### 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](#)

### **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](#)

## **Gymnasium**

### **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.

### **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.

### **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.

### **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]

## **Grades K-2**

### **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]

### **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](#)

### **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]

### **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](#)

### **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]

### **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.

## **Grades 3-5**

### **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](#)

### **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](#)

### **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](#)

### **Grades 6-8**

#### **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.

### **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]

### **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](#)

## Grades 9-12

### 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](#)

### **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](#)

## **Playground**

### ***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](#)

### **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](#)

### **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]

### **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](#)

## **Nurse's Office**

### **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]

### **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]

### **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](#)

## **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](#)

## **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](#)

**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](#)

## **Health Center**

### **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](#)

## **Counselor's Office**

### **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](#)

### **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.

## **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](#)

## **Principal's Office**

### **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](#)

### **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](#)

### **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.

## **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.

## **Conference Room**

### **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](#)

## Community Map

### 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](#)

### 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](#)

### **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.

### **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.