

2023

Hancock County Schools District Wellness Policy



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Hancock County District Wellness Policy

Hancock County Schools Wellness Policy

Preamble

Hancock County Schools (hereto referred to as the District) recognizes that good nutrition and regular physical activity affect the health and well-being of the students of the Hancock County School District and is committed to the optimal development of every student. The District believes that by creating a safe and positive environment, as well as promoting student health and well-being, a student's ability to learn is positively impacted. The District's individual schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the District's participation in a variety of meal programs. In addition, the District's support of good eating habits, and promotion of increased physical activity, both in and out of the school day, further emphasizes our District belief that as our students "Learn Today", they will "Lead Tomorrow".

Hancock County's percentage of Teen Births (16% above the Kentucky average), coupled with the percentage of Uninsured Child Population (6% above the Kentucky average), further increases the importance of good nutrition for our student population. (Data derived from kentuckyhealthfacts.org for 2014-2018.)

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally,

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

⁵ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

⁶ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

⁷ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹⁰ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹² Singh A, Uijtendewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day and even after school - through reimbursable breakfast, lunch and after-school meals and other foods available throughout the school campus— in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school and that out-of-school time (OST) settings such as 21st Century Community Learning Centers and At-Risk Afterschool programs;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

I. District Wellness Council

Council Role and Membership

The District will convene a representative district wellness Council to assist in the creation of a healthy instructional environment that meets at least two times per year to implement, assess and review, and make recommendations for the changes to the District Wellness Policy (DWP).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents, grandparents, and caregivers; students; District Health Coordinator, representatives of the school nutrition program (e.g., school nutrition director/assistant); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); local business owners, local health department program coordinators, health/wellness grantees, and

¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children.* PLoS ONE, 2014; 9(9): e107031.

¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function.* Pediatrics 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds.* Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-AND SNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee (District Health Coordinator) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Name	Title / Relationship to Hancock Co. Public Schools	Email address	Role on District Wellness Council
Lora Johnson	HCPS District Health Coordinator / Student Success Coordinator	lora.johnson@hancock.kyschools.us	Makes recommendations and observations from a social and mental standpoint.
Traci Sanders	HCMS Administrator	traci.sanders@hancock.kyschools.us	Assists in the evaluation of the wellness policy implementation
Joey Minton	HCPS Director of District Programs	joey.minton@hancock.kyschools.us	Assists the DWC and assists in implementation through District Wide Programs.
Karrie Smith	SHES School Nurse	karrie.smith@hancock.kyschools.us	Monitors the health and activity of students at the school & district level
Laura Kessans	HCHS/HCMS Family Resource /Youth Services Coordinator	laura.kessans@hancock.kyschools.us	Assists in helping with grant opportunities to receive sports equipment to enhance student activities
Michael Mosby	HCHS Physical Education & Health Teacher	michael.mosby@hancock.kyschools.us	Implements policy guidelines through P.E. & Health classes and provides input into necessary components for the DWP.
Butch	HCPS School	butch.garst@hancock.kyschools.us	Actively involved in student

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Garst	Resource Officer		safety concerns while making recommendations based on current needs.
Lorri Oliver	HCPS Director of Community Education, Social Media & Communications	lorri.oliver@hancock.kyschools.us	Manages Community Education efforts as well as most social media and other communications for the district.
Pam Ramsey	HCPS Assistant Food Service Director	pam.ramsey@hancock.kyschools.us	Manages Federal feeding programs, develops menus and administers training in compliance with nutritional standards set forth by current Federal regulations.
Lacey Mosby	NHES Family Resource/Youth Services Coordinator	lacey.mosby@hancock.kyschools.us	Assists in helping with grant opportunities to receive sports equipment to enhance student activities
Jamie Stephens	SHES Family Resource/Youth Services Coordinator	jamie.stephens@hancock.kyschools.us	Assists in helping with grant opportunities to receive sports equipment to enhance student activities
Becky Horn	Health Education Coordinator for Green River District Health Department	rebecca.horn@grdhd.org	Focuses on Healthcare, Health Marketing, Health Advocacy, Quality Improvement, and Youth Development utilizing community and social services for the Green River Health District.
Holly Simpson	KY-Agency for Substance Abuse Policy (KY-ASAP), Hancock County Partners	hollyestessimpson@gmail.com	Leads community stakeholders to reduce the abuse of alcohol, tobacco and other drugs in our community through research-based activities, strategies, and policies. Also leads a coalition of community members, organizations, and agencies to make our community a healthy, drug-free, safe place for our

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			youth.
Michael Swihart	Physical Education Teacher-NHES	michael.swihart@hancock.kyschools.us	Implements policy guidelines through P.E. & Health classes and provides input into necessary components for the DWP.
Lisa Hagman	Hancock Co. Extension Agent for 4-H Youth Development	lhagman@uky.edu	Provides nutrition education to all age groups specific to their needs. Also provides food demonstrations, cooking classes at out-of-school times (OST).
Bethony Morris	Hancock Co. Nutrition Education Program Assistant	bethony.morris@uky.edu	Provides nutrition education to elementary classes covering: MyPlate, fruits, vegetables, germs, physical activity, etc.

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Each school within the District will establish an ongoing School Wellness Committee (SWC) that convenes to review school-level issues, in coordination with the DWC. Each school will also designate a school wellness policy coordinator, who will lead a committee which represents a diverse group of members to ensure compliance with the policy.

II. Accountability

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use healthy schools online tools through the Alliance for a Healthier Generation (such as <https://www.healthiergeneration.org/take-action/schools/the-6-step-process>) to find out how a school-level program could address the school wellness policy's direction. The school-based wellness committee can then make an assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and then generate an annual progress report.

This wellness policy and the progress reports can be found at: www.hancock.kyschools.us, by choosing the Departments tab, the Food Service link and looking for the policy at the bottom of the page.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Central Office of the Hancock County Board of Education. Documentation maintained in this location will include but will not be limited to:

- The written District Wellness Policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the person leading and coordinating the Council, as well as information on how the public can get involved with the Wellness Council at the school level.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the DWC chairperson.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report due.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the District Wellness Policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic annual review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition Services

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School Meals

Our school district is committed to serving appealing, attractive, but healthy meals to children, with a variety of fruits, vegetables, whole grains, and fat-free and low-fat milk all served in a clean, inviting, and safe environment. These meals will be moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); The District is committed to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs while providing as many feeding opportunities as possible.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Child and Adult Care Food Program Afterschool Supper Program and Early Child Care meal programs (CACFP), and the Summer Food Service Program (SFSP). The District also operates additional nutrition-related programs and activities including, Mobile Breakfast carts for Breakfast in the Classroom, Grab 'N' Go Breakfasts, and Second-Chance Breakfasts. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs as listed above, that:

- Are accessible to all students;
- Are served in clean and pleasant settings at a reasonable and appropriate time of day;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using Smarter Lunchroom techniques: <https://www.actionforhealthykids.org/activity/smarter-lunchrooms/>
- Appropriately menued and posted on the District website and/or individual school websites.

- Administered by a dedicated team of child nutrition professionals.
- Accommodates students with special dietary needs based on physician recommendations.
- Are served with adequate time to eat, allowing at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets Healthy Schools Program Gold-level criteria).
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school. This may be achieved through National School Breakfast Week in March, Child and Adult Care Food Program Week in March, and National School Lunch Week in October among other avenues.
- Are accessible regardless of a student's ability to pay. Per the District's Board of Education, no student will be provided an alternate meal, but will be given a meal from that day's menu. In addition, no child will ever experience embarrassment or a social stigma from a district child nutrition professional because of a negative account balance, low income or inability to pay.

Staff Qualifications and Professional Development

All school nutrition program directors; managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

In addition, instructional and most support staff are required to complete annual training in: Blood Borne Pathogens, Child Abuse: Mandatory Reporting, Health Emergencies: Seizures, and Restraint and Seclusion: Promoting Positive Behavior, Mental Health First Aid, and other pertinent training modules such as Medication Administration, Epinephrine Injection, etc.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. Summaries of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: www.fns.usda.gov. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus should be recommended to meet USDA Smart Snacks in School nutrition standards as described in the above links. Students, parents, and staff will be provided additional educational resources to assist in making healthy choices as needed.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas.

School fundraisers that will sell food items outside of school hours will be encouraged to meet USDA Smart Snack Nutrition Standards.

Nutrition Promotion

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Promoting foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.healthiergeneration.org/smartsnacks>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students at all grade levels. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, alternative protein options, and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, and other school foods and nutrition-related community services;
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education-also see Appendix B

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#) as promoted by the USDA.
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors

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- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

IV. Physical Activity Opportunities

Children and adolescents are encouraged to participate in at least 60 minutes of physical activity every day. The school district will encourage schools to work with students, parents, and community members to provide opportunities for physical activity before, during, and after the school day. The school system will partner and work with local health and wellness agencies in providing opportunities for our students to engage in wellness activities.

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Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students (see Appendix A-Resources).

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least **50** minutes per week throughout the school year.

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool).

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *All physical education teachers in Hancock County will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes in Hancock County are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*

Essential Physical Activity Topics in Health Education-see Appendix B

Health education will be required in all elementary grades and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.
- Importance of quality sleep patterns as it relates to physical activity.
- Dangers of vaping on physical activity/overall student health.
- Benefits of mental health coping skills for whole body wellness.
- Mental health wellness facts.
- Importance of monitoring heart rate during physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year, preferably before lunch. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time

to put away coats/hats/gloves, will be built into the recess transition period/time frame before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

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The District also provides GoNoodle® access to all elementary and limited access to middle and high school teachers to boost productivity, improve behavior and build community.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (out-of-school time-OST) through a variety of methods. The District will encourage students to be physically active before and after school when and where available such as walking clubs or weight-lifting or sports.

Active Transport

The District will support active transport to and from school, such as walking or biking where appropriate and safe.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. At the high school, students are encouraged to take walking notes in P.E. Our students are encouraged to take “brain breaks” throughout the day utilizing GoNoodle or Jack Hartmann. Owensboro Health hospital through a grant has also provided for “Get Up, Get Moving” physical activity program at the elementary level. At the high school, health tips and health promotion will begin in the weekly newsletters and tv monitors to encourage students and families. Our Family Resource Youth Service Coordinators (FRYSC’s) provide such services as: teaching life skills, encouraging physical activity through running/walking programs and clubs, and the Fuel Up to Play 60 program to promote physical activity. Our FRYSC’s also provide backpacks or baskets of food for children who qualify for free/reduced meals (upon request) for weekends and holiday breaks. Our Community Education department provides camps to promote physical activity, classes in gymnastics, martial arts, fitness and collaborates with other agencies to provide dental screenings, Safe Sitter/Babysitting 101 training, etc.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health. Even the District social media accounts are utilized to promote healthy eating behaviors, recipes, and physical activity.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity.

Hancock County District Wellness Policy

Community Partnerships

The District will continue to build relationships with community partners in support of this wellness policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals. One example of this is the collaboration with Hancock County UK Extension Office/4-H and Family Resource Centers to offer a Culinary Arts Club to middle school students. Club members learn about nutrition, MyPlate, and healthy meal planning. Other nutrition-based programs with the UK Extension Office include:

The District has partnered since 2015 (and will continue its partnership) with the Hancock County Public Library (HCPL) to provide a healthy breakfast, lunch and supper meal to thousands of children in Hancock County through the Summer Food Service Program. Their partnership has included publicity, site supervision, connection to other partners and many other services while students are at our serving sites, not to mention health education.

Elementary in-school classroom lessons on MyPlate, dairy, vegetables, fruits, grains, proteins, physical activity and germs. Elementary (Grades 4-5) Afterschool (Sept-May) Nutrition Lessons, reading recipes, measuring, healthy snacks, importance of breakfast.

Middle School monthly in-school lessons from Health Rocks! on substance abuse, tobacco, nutrition, and breakfast.

High School in-school nutrition lessons about trying new foods, importance of breakfast, especially during the Health and Foods classes, but additionally in the Swarm classes.

A salsa garden was previously grown at the Middle school by students and the produce was used in food service.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district’s website and social media communications accounts), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Community Education has partnered with After School programs in our Elementary schools. At SHES, Dee Carter, Director of After School Programming has began hip hop dancing and yoga classes to increase movement activity in our students At North Hancock, our afterschool program has began gymnastics for students.

To promote safety and mental wellness, the District has employed the use of the S.T.O.P. (Safety Tipline, Online Prevention) Anti-Bullying Campaign, promoted School Safety Week, offered an Internet Safety Seminar, while employing a Social Worker and School Resource Officer (SRO). Trauma packs were installed in all schools.

The District partners with the Green River District Health Department (GRDHD) to provide the T.O.P. program (Teen Outreach Program). It connects with 9th graders in health classes to promote healthy living, specifically community service and mental health. Other GRHD programs include smoking/vaping cessation, Aces 101, evaluations, suicide prevention among others. Educators have also been provided information by GRDHD for my life, my quit for students to encourage vaping and smoking cessation. Other cessation resources are listed in the Tobacco Free Policy included within this DWP.

The District also partners with the Kentucky Agency for Substance Abuse Policy (KY-ASAP) and the Hancock County Partners Coalition for grant funding for HALO vaping sensors and training in Trauma-Informed Care, Mental Health First Aid and evaluations, drug abuse awareness and prevention, vaping education for K-12, and Youth Advocacy Training. Through KY-ASAP, a grant was received to install vape sensors in the restrooms at HCHS.

The District has partnered with Family Health Care Associates to provide Registered Nurses in all schools and a Certified Nurse Practitioner for our District. The agency will provide well-child physicals, sports physicals, immunizations, and on-site sick appointments for students. Furthermore, these same services are offered to staff members.

School-Based Mental Health

The District provides school-based mental health services for all students. A partnership has been formed with Mountain Comprehensive Care Centers to provide 2 full-time mental health services personnel in the District. These services will provide all these much-needed services to all students, removing barriers that many incur when trying to access such services such as transportation, insurance, etc.

At North Hancock, the students are provided weekly guidance lessons utilizing Core Essential Values. This is a program which encourages treating others right, making smart decisions and maximizing your potential. Each month the students focus on one value each month.

At South Hancock, the students are provided guidance utilizing the Second Step to teach Social and emotional learning. Students are given bi-weekly guidance covering mental health topics. Students are also offered mindfulness time in the mornings where kids learn coping skills. Also, in our elementary schools, the 5th grade boys and girls learn soft skills. For example, this year the girls are doing a “Girls on the Run” for 3rd-5th graders. This program teaches them self confidence and relationship skills while working up to a 5K.

Both elementary schools provided Mental Health camps during the summer of 2022 available to all students. Also, both elementary schools have mindfulness rooms available to all students.

At the high school level during Swarm classes on Mondays and Fridays, suicide prevention is a topic. Employees are also trained in suicide prevention yearly.

Staff Wellness and Health Promotion

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost. The District provides an Employee Assistance Program for all staff. This allows each staff member and their family members 12 free counseling sessions. This is a collaboration with a local agency. Another framework to promote staff wellness is the Living Well program through the district-provided insurance policy.

Family Resource and Youth Service Centers provide a “Maintain-Don’t Gain” program during the holiday season, promoting healthy eating habits. Another program that is offered is “Get Up and Get Moving”. This program encourages teachers to promote physical activity during instructional time. This concept is to reach a variety of learners while helping keep them moving. Incentives are provided to teachers that participate in this program. Weekly newsletters promote staff wellness and health through the Wellness Corner section at HCMS and HCHS.

Other planned staff health promotion/awareness plans include a Go Red for Heart Health in February 2023 to make all our staff aware of the importance of stroke/heart disease.

Professional Learning

The District has provided Youth Mental Health First Aid training to staff.

All appropriate staff members participate in yearly medication training provided by district school nurses. Staff are educated and trained regarding specific medications that are instrumental in treating students with high medical needs.

****CPR/First Aid Training***

Individuals who coach any sport are required to be First Aid and CPR Certified. These certifications are reviewed yearly and are required to be renewed upon expiration before he/she can return to coaching the specific sport.

****Trauma-Informed Training***

District staff is trained and equipped with information during an annual PD on Trauma-Informed decisions. This training will provide staff with tools to provide support services for students who have experienced different levels of trauma. Becoming a Trauma-Informed District allows our students' physical and mental wellness to improve as well as being able to access needed resources while in the school building.

HANCOCK COUNTY PUBLIC SCHOOLS

Tobacco Free Policy and Cessation Resources

Use of Tobacco, Alternative Nicotine, or Vapor Products Prohibited

The use of any tobacco product, alternative nicotine product, or vapor product, as defined in [KRS 438.305](#), is prohibited for all persons and at all times on or in all property, including any vehicle, that is owned, operated, leased, or contracted for use by the Board and while attending or participating in any school-related student trip or student activity and in the presence of a student or students.¹

Adequate notice shall be provided to students, parents and guardians, school employees, and the general public.

Signage shall be posted on or in all property, including any vehicle that is owned, operated, leased, or contracted for use by the Board, clearly stating that the use of all such products is prohibited at all times and by all persons on or in the property.

Hancock County District Wellness Policy

Visitors to the Schools

USE OF TOBACCO, ALTERNATIVE NICOTINE, OR VAPOR PRODUCTS PROHIBITED (CONTINUED)

School employees shall enforce the policy. Persons in violation of this policy, in addition to fines which may be imposed by law², are subject to verbal warnings to refrain from use of the subject product. Refusal to refrain from such use or repeated instances of prohibited use after prior warnings may subject the individual to a ban from school property as permitted by law and corresponding civil and criminal penalties.³

Nicotine Dependence Treatment Resources – Hancock County, Kentucky

Youth

- **My Life, My Quit™** is a free and confidential way to quit smoking or vaping. Text "Start My Quit" to 36072 or click to chat with a Coach. <https://www.mylifemyquit.org/>
- **This is Quitting** is a free and anonymous text messaging program from Truth Initiative designed to help young people quit vaping. <https://truthinitiative.org/thisisquitting>
- **Free Tobacco Treatment Services sponsored by Hancock County ASAP** features confidential, personalized, one-on-one counseling/treatment by a trained Tobacco Treatment Specialist. Call or text 270.922.1018 for more information.

Adults

- **Quit Now Kentucky** is free tobacco cessation program based on proven strategies that have helped more than 1.5 million people quit tobacco. Professional quit coaches and an online community provide support. <https://www.quitnowkentucky.org> or 1-800-QUIT-NOW
- **Free Tobacco Treatment Services sponsored by Hancock County ASAP** features confidential, personalized, one-on-one counseling/treatment by a trained Tobacco Treatment Specialist. Free Nicotine Replacement Therapy (NRT) meds are available while supplies last. Call or text 270.922.1018 for more information.

Hancock County District Wellness Policy

Glossary:

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC) – The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs and physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children who are served by the program.

BOYS AND GIRLS CLUBS OF AMERICA (BGA) – Boys and Girls Clubs of America is a national, nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by installing a sense of competence, usefulness, belonging and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

CHILD NUTRITION PROGRAMS – The Child Nutrition Programs are federally funded programs aimed at providing low-income children with nutritionally balanced, low-cost or free meals and snacks in schools, childcare centers and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program and the Summer Food Service Program.

COMPETITIVE FOODS AND BEVERAGES – Competitive foods and beverages are those sold outside of the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers or school meetings. These foods and beverages are required to meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010.

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP) – A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day and develop the knowledge, skills and confidence to be physically active throughout their lives.

DISTRICT WELLNESS Council (DWC) – A District Wellness Council is sometimes referred to as the School Health Advisory Council (SHAC). It is composed of district, school and community members who meet at least four times per year to establish district goals and to oversee school health and safety policies and programs, including development, implementation, evaluation and updates of the Local School Wellness Policy.

DIVERSITY AND INCLUSION PRACTICES – Diversity and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how programming is presented, but also reaching out to people, engaging them in ways that address their needs and perspectives and encouraging all to become actively involved.

EVIDENCE-BASED – Evidence-based interventions have been rigorously studied and have been shown to improve student outcomes.

EXTENDED SCHOOL DAY – The extended school day is the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

FOOD AND BEVERAGE MARKETING – Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements, made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

HEALTH EQUITY – Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination and their consequences including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.

HEALTHY, HUNGER-FREE KIDS ACT OF 2010 – The Healthy, Hunger-Free Kids Act of 2010 authorized funding for federal school meal and child nutrition programs and increased access to healthy food for low-income children. The law updated the meal patterns and nutrition standards for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to align with the 2010 Dietary Guidelines for Americans and for the first time, set nutritional standards for foods sold in schools outside of the school meal programs (competitive foods).

LOCAL EDUCATION AGENCY (LEA) – A Local Education Agency is the local/district agency that is responsible for education within their jurisdiction and/or school district.

LOCAL SCHOOL WELLNESS POLICY (LWP) – A Local School Wellness Policy is a written document of official policies that guide a local education agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity.

MODERATE TO VIGOROUS PHYSICAL ACTIVITY (MVPA) – Moderate to vigorous physical activities cause an increase in heart rate, breathing and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

NATIONAL SCHOOL LUNCH PROGRAM (NSLP) – The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools as well as residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

NUTRITION EDUCATION – Nutrition education involves using a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or it can be integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the importance of consuming fresh fruits and vegetables.

NUTRITION PROMOTION – Nutrition promotion is using evidence-based techniques and messages to influence lifelong healthy eating behaviors. For example, displaying posters about healthy eating in the cafeteria.

OFFERED – Offered is used to describe foods in schools that are provided, not sold, to students throughout and beyond the school day. These may include foods provided as snacks or during classroom celebrations.

OUT-OF-SCHOOL TIME (OST) SETTINGS – Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after-school programs on (or offsite from) a school campus or facilities, academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs or arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

PARENT TEACHER ASSOCIATION/PARENT TEACHER ORGANIZATION (PTA/PTO) – Parent Teacher Associations and Parent Teacher Organizations are associations of caregivers and teachers that play a pivotal role in how educational standards and other policies are enacted and implemented at the state, district and school levels. PTA/PTO leaders are encouraged to meet with their school, district and/or state administrators to ensure a school environment where all students can learn.

POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS) – Positive Behavioral Intervention and Supports is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves. PBIS ensures that schools teach kids about behavior, just as they would teach about any other subject, and recognizes that kids can only meet behavior expectations if they know what the expectations are.

PARK AND RECREATION AGENCIES – Park and recreation agencies oversee parks and recreation facilities that are for the purposes of leisure, entertainment and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails and built structures for sport, recreation or arts programs. Examples of services include recreation activity programs, athletic leagues, special events, arts programs and environmental education programs. Many recreation agencies provide OST programming for children and youth.

SCHOOL BREAKFAST PROGRAM (SBP) – The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students across the country. School breakfast can be offered in the cafeteria, though many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in the meal programs, and to reduce the stigma of receiving school breakfast.

SCHOOL CAMPUS – The school campus encompasses the areas that are owned or leased by the school and used at any time for school-related activities. Additional areas include the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums and parking lots.

SCHOOL DAY – The school day is represented by the time between midnight the night before to 30 minutes after the end of the instructional day.

SCHOOL FOOD AUTHORITY (SFA) – The School Food Authority is the governing body that is responsible for the administration of one or more schools and has the legal authority to operate the federal meal programs.

SCHOOL WELLNESS Council (SWC) – A School Wellness Council is a school-level Council that focuses on the health and wellness needs of the student, staff and community partners at a specific school. The SWC is composed of school staff, students, caregivers and community stakeholders, and supports school-level implementation of the local school wellness policy.

SMART SNACKS IN SCHOOL NUTRITION STANDARDS (SMART SNACKS) – The Smart Snacks in School Nutrition Standards are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went into effect July 1, 2014. These standards are required for all foods and beverages sold outside the school meals programs, including through vending machines, à la carte, school stores, snack or food carts and in-school fundraising.

SOCIAL-EMOTIONAL CLIMATE – The social-emotional climate refers to the physical, social, academic and disciplinary environment in a school building, school campus or out-of-school time site. This includes norms, values, culture, policies, practices, characteristics of relationships and organizational structure. A positive school climate supports the overall mental and physical health of children while meeting their academic needs and ensuring positive interactions between students and staff.

SOCIAL-EMOTIONAL LEARNING (SEL) – Social-emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

STATE EDUCATION AGENCY (SEA) – A State Education Agency, often referred to as the Department of Education, is responsible for providing information, resources and technical assistance on educational areas related to schools and residents. The primary function of the SEA is to administer and coordinate education in a state, including distributing and monitoring federal funds intended for education. The SEA is also responsible for collecting data on schools within their state and enforcing federal educational laws regarding privacy and civil rights.

TRAUMA-INFORMED APPROACHES – Trauma-informed refers to the delivery of services in a way that includes an understanding of trauma and an awareness of the impact it can have across settings, services and populations.

TRAUMA-SENSITIVE APPROACHES – Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL – The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention’s framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.

Appendix A - Resources:

ACTIVE TRANSPORTATION

Safe Routes to School Building Blocks: A Guide to Starting and Growing a Safe Routes to School Program. Safe Routes Partnership. Available at: <https://www.saferoutespartnership.org/resources/toolkit/building-blocks>

CHRONIC ABSENTEEISM

Framework for Action: Addressing Chronic Absenteeism through the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation, Attendance Works and Healthy Schools Campaign. Available at: <https://healthyschoolscampaign.org/wp-content/uploads/2017/05/Framework-for-Action-Addressing-ChronicAbsenteeism-through-ESSA-Implementation.pdf>

COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

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

Hancock County District Wellness Policy

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

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

DIVERSITY AND INCLUSION

A Guide to Inclusive Physical Activity Programs. National Center on Health, Physical Activity and Disability. Available at: [https://www.nchpad.org/fppics/NCHPAD_Discover%20Inclusive%20School%20Wellness\(1\).pdf](https://www.nchpad.org/fppics/NCHPAD_Discover%20Inclusive%20School%20Wellness(1).pdf)

National PTA.

Available at: https://www.pta.org/home/run-your-pta/Diversity-InclusionToolkit?gclid=Cj0KCQjw-Mr0BRDyARIsAKEFbecAYnR5LJsRTMpD2YD1TxoGQuNeXXcCmTSNuW3LkOFFwSFYohcCeUoaAkqEALw_wcB

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

Model School District Policy

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

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

E-CIGARETTES AND TOBACCO

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

INDEPTH:

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

Tobacco-free School Campus Policy. American Lung Association. Available at:

<https://www.lung.org/getmedia/5503657a-dd39-42e7-a907-0f896133a17e/tobacco-free-school-campus.pdf.pdf>

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

EVIDENCE-BASED INTERVENTIONS ESSA

Tiers of Evidence: What you Need to Know. REL Midwest. Available at:

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>.

FAMILY/CAREGIVER AND COMMUNITY ENGAGEMENT

Parent, Family, and Community Involvement in Education. National Education Association. Available at:

http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

Parents for Healthy Schools. Centers for Disease Control and Prevention. Available at:

<https://www.cdc.gov/healthyschools/parentsforhealthyschools/p4hs.htm>

Toolkit of Resources for Engaging Families and the Community as Partners in Education

Part 1: Building an Understanding of Family and Community Engagement.

Institute of Education Science. Available at: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4509>

FARM-TO-SCHOOL

Farm to Child Nutrition Programs Planning Guide. U.S. Department of Agriculture.

Available at: <https://fns-prod.azureedge.net/sites/default/files/f2s/FTS-Planning-Guide.pdf>

FITNESS ASSESSMENT

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

Presidential Youth Fitness Program. United States Department of Health and Human Services. Available at:

<https://www.hhs.gov/fitness/programs-and-awards/presidential-youth-fitness-program/index.html>

HEALTHY CELEBRATIONS AND FUNDRAISING

Healthy Celebrations Guide. Alliance for a Healthier Generation. Available at:

<https://www.healthiergeneration.org/sites/default/files/documents/20191021/56ad180a/Healthy%20Celebrations.pdf>

Healthy Fundraising Solutions. Alliance for a Healthier Generation. Available at:

https://www.healthiergeneration.org/sites/default/files/documents/20190328/9da51885/08-459_AlternativeFundraisingIdeas.pdf

Fundraising Exemptions and Guidance. United States Department of Agriculture.

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

HEALTHY SCHOOL AND OUT-OF-SCHOOL TIME ASSESSMENTS

School Health Index. Centers for Disease Control and Prevention.

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

Healthy Schools Program Assessment. Alliance for a Healthier Generation.

Available at: <https://www.healthiergeneration.org/take-action/schools>

Healthy Out-of-School Time Program Assessment. Alliance for a Healthier Generation. Available at:

<https://www.healthiergeneration.org/take-action/out-of-school-time/assessment>

HEALTHY MEETINGS

National Alliance for Nutrition and Activity Healthy Meeting Toolkit. Center for Science in the Public Interest.

Available at: <https://cspinet.org/sites/default/files/attachment/Final%20Healthy%20Meeting%20Toolkit.pdf>

MANAGING CHRONIC HEALTH CONDITIONS

Addressing the Needs of Students with Chronic Health Conditions: Strategies for Schools.

Centers for Disease Control and Prevention. Available at:

https://www.cdc.gov/healthyschools/chronic_conditions/pdfs/2017_02_15-How-Schools-Can-Students-with-CHC_Final_508.pdf

Diabetes Care in the School Setting: A Position Statement of the American Diabetes Association.

American Diabetes Association. Available at: <https://care.diabetesjournals.org/content/38/10/1958>

Practical Guidance for Schools and School Districts: Enhancing School Wellness Policies to Protect Student Lung Health. American Lung Association. Available at: <https://www.lung.org/getmedia/0d553cfd-dce3-4a5c-aa8c9553eba754a5/practical-guidance.pdf.pdf>

NEEDS ASSESSMENTS

Using Needs Assessments to Connect Learning + Health: Opportunities in the Every Student Succeeds Act (ESSA). Alliance for a Healthier Generation and Healthy Schools Campaign.

Available at: <https://healthyschoolscampaign.org/wp-content/uploads/2018/03/ESSA-Needs-Assessments.pdf>

NUTRITION EDUCATION

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

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

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

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

PHYSICAL ACTIVITY

Strategies for Physical Activity in Schools. Centers for Disease Control and Prevention.

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

Strategies for Recess in Schools.

Centers for Disease Control and Prevention and SHAPE America. Available at:

https://www.cdc.gov/healthyschools/physicalactivity/pdf/2019_04_25_SchoolRecess_strategies_508tagged.pdf

PHYSICAL AND HEALTH EDUCATION

Comprehensive School Physical Activity Program. SHAPE America. Available at:

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Appendix B - Essential Healthy Eating and Physical Activity Topics in Health Education:

GRADE LEVEL	ESSENTIAL HEALTHY EATING TOPICS
K-2	<ul style="list-style-type: none"> • MyPlate • Breakfast • Meals and Snacks • Social Influences • Valid Information • Eating Goals • Food Safety • Advocating for Others to Eat Healthfully
3-5	<ul style="list-style-type: none"> • MyPlate • Fruits/Vegetables /Whole Grains • Fats • Added Sugars • Calcium • Meals and Snacks • Valid Information • Breakfast
6-8	<ul style="list-style-type: none"> • Disease Prevention • MyPlate • Labels • Variety • Fruits/Vegetables/ Whole Grains • Fats • Added Sugars • Calcium • Meals and Snacks
9-12	<ul style="list-style-type: none"> • Disease Prevention • Labels • Energy In/Out • Peer Pressure • Weight Control Practices • Body Size • Food Safety • Peer Pressure • Food Safety • Water • Breakfast • Sodium • Social Influences • Eating Goals • Advocating for Others to Eat Healthfully • Peer Pressure • Body Size • Water • Breakfast • Eating Out • Eating Disorders • Dietary Guidelines • Eating Goals • Advocating for Others to Eat Healthfully • Breakfast • Eating Out • Eating Disorders • Dietary Guidelines • Eating Goals • Advocating for Others to Eat Healthfully

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

	<ul style="list-style-type: none"> • Valid Information on Physical Activity Services • Personal Physical Activity Goals • Physical Activity Advocacy • Resisting Peer Pressure that Discourages Physical Activity
9-12	<ul style="list-style-type: none"> • Benefits of Physical Activity • Health-Related Fitness • Decreasing Sedentary Activities • Physical Activity and Academics • Inactive Lifestyle and Chronic Disease • Phases of Exercise Sessions • Overcoming Barriers to Physical Activity • Opportunities for Community Physical Activity • Injury Prevention • Weather-Related Safety • Valid Information on Physical Activity Services • Personal Physical Activity Goals • Physical Activity Advocacy • Resisting Peer Pressure that Discourages Physical Activity

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