




Integrating Health into Education System and Supporting Local Wellness Policies

Future of Education

- School Structure for the 21st Century
 - ▣ Environments – including addressing the whole child
 - ▣ Time
 - ▣ Life long learning and focusing treating students as individual learners
 - ▣ Technology
- Race to the Top and Common Core
- Real time assessments and tracking progress
- Data systems 

YouTube - Vision for technology in K-12 Education.URL

Common Core State Standards

Common Core Curriculum	Teacher Preparation	Assessments	Longitudinal Data Systems (accountability)
<p>Use the 15% rule to include health and physical education.</p> <p>Ensure that health and physical education topics are included in English Language Arts.</p> <p>Approach it as “health is going to be there, tell us how we can do it” rather than asking permission.</p>	<p>Focus on the Whole Child in pre-service education programs.</p> <p>Require at least one health education class on the ways a child’s health affects student learning.</p> <p>Integration of physical activity and nutrition in to general classroom behavior management strategies.</p> <p>Require a basic nutrition course (could count as a science credit) for teacher preparation.</p>	<p>Governing states in the Assessment Consortia can advocate for health topic questions.</p> <p>Include physical fitness assessment.</p>	<p>Possible elements to collect:</p> <ul style="list-style-type: none"> •Vision •Asthma •Teen Pregnancy •Obesity (BMI, height/weight) •Fitness scores •Alcohol/substance use <p>Ensure that mental health is one of the top priorities and that at least one data collection point is relevant to mental health.</p> <p>Explore possibility of switching out scoliosis screening for one of the proven strategies that have demonstrated impact on academic outcomes.</p>

Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap

Charles E. Basch

A Research Initiative of the Campaign for Educational Equity

www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf

Critical Educationally Relevant Health Factors

- 1) vision
- 2) asthma
- 3) teen pregnancy
- 4) aggression & violence
- 5) ADHD
- 6) physical activity
- 7) breakfast

Making the Case... Mississippi

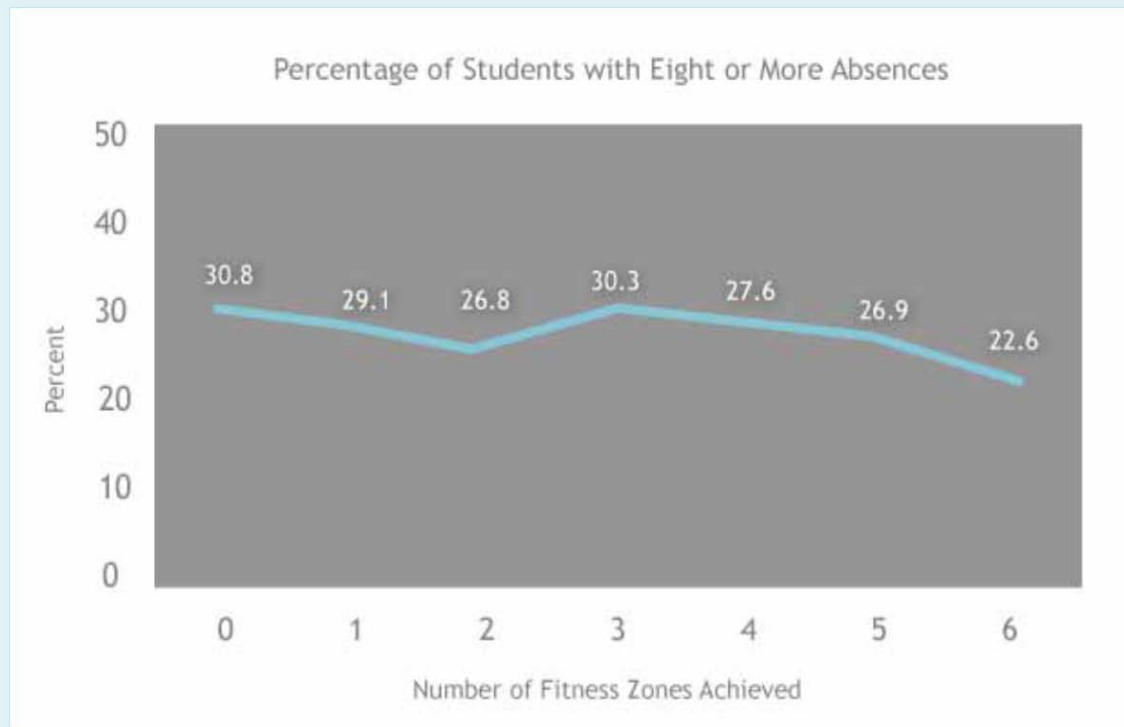
Process



Making the Case: Mississippi

Direct Correlation between Academic Success and Health

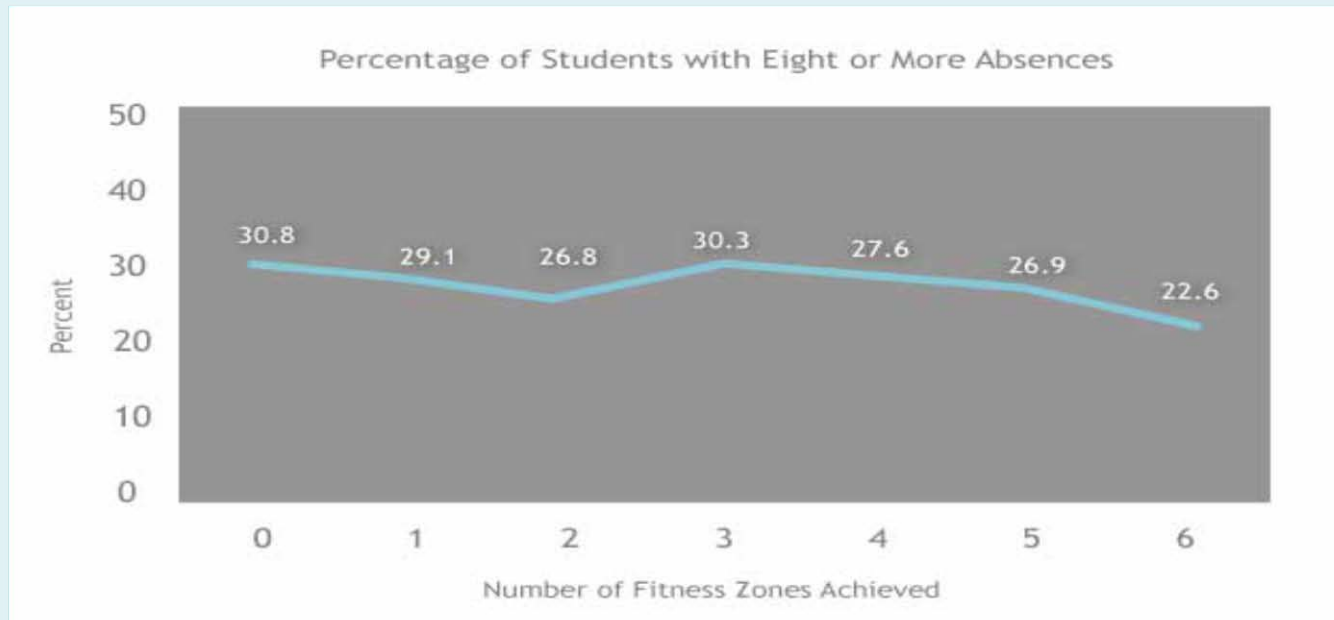
Students with a history of absences, who also achieved up to six Fitness Zones, decreased their risk of missing class by approximately 8%.



Making the Case: Mississippi

Direct Correlation between Academic Success and Health

Students with a history of absences, who also achieved up to six Fitness Zones, decreased their risk of missing class by approximately 8%.



Making the Case:Mississippi

3. Financial Implications

Idea: Healthier children lead to higher attendance, which leads to higher school funding.
(2009-2010)

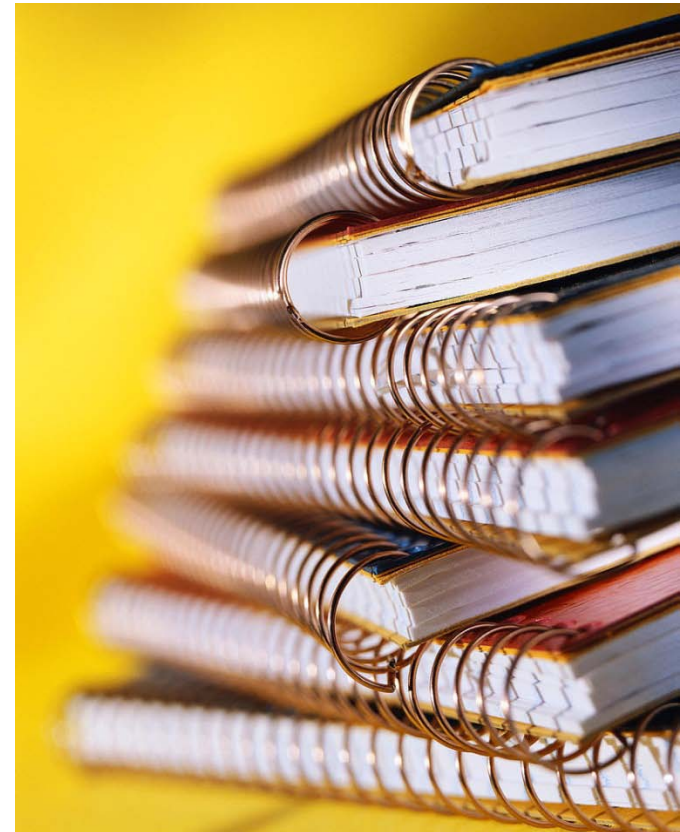


Discussion:

Educating and Informing Educators

Thoughts to start:

- Gathering buy in from leadership: state to local and building level
 - ▣ Sponsoring sessions at superintendent, principal, ACSD chapter meetings
 - ▣ Board agendas (state and local) with champions or outside experts
 - ▣ Trainings for Credit
 - ▣ Getting other like leaders to speak to like leaders
- Integrate and change language
 - ▣ Kinetic learning
 - ▣ Breakfast and healthy snacks to learn better



Discussion Time: Making the Case In Your State for School Health

- Challenges to being heard
- Existing data to support case
- Resources
- Who do you know that is a leader in education:
 - ▣ State
 - ▣ Local
 - ▣ Building
- Concrete next steps



How are our children doing?



How active are our youth?

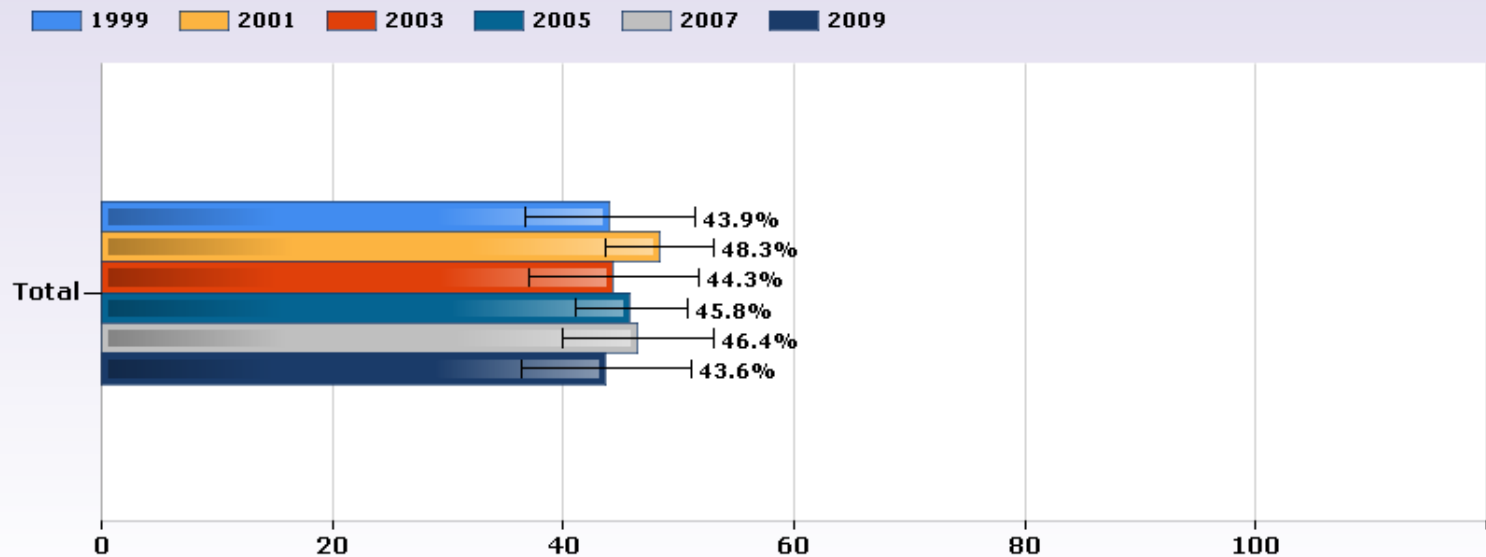
- In a national study of physical activity in children and youth:
 - 58% of 6-11 year olds did not meet minimum physical activity recommendations
 - Girls averaged ~10 min/day of vigorous activity
 - Boys averaged ~ 16 min/day of vigorous activity
 - 92% of 12-19 year olds did not meeting minimum physical activity recommendations
 - Girls averaged ~1-3 min/day of vigorous activity
 - Boys averaged ~ 3-6 min/day of vigorous activity

Physical Education Classes

Did Not Attend Physical Education Classes In An Average Week

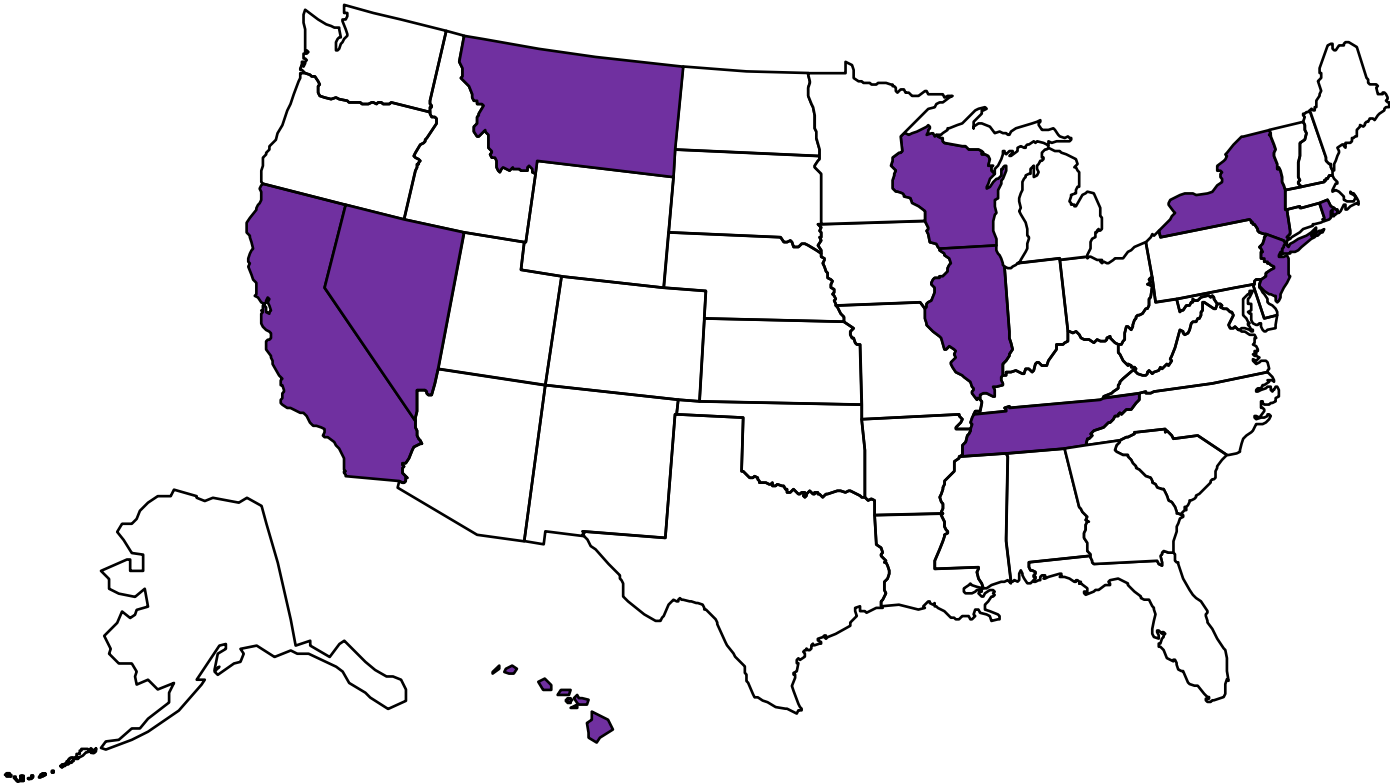
(when they were in school)

United States, High School Youth Risk Behavior Survey



States Requiring Time/Frequency for PE and Time for Physical Activity Outside of PE in Secondary Schools

States that have at the MS and HS level either (1) time or frequency requirement for PE, (2) Physical activity time outside of PE requirement or (3) activity break requirement:



Things to consider:

- Policies addressing all students, especially middle school and high school, physical education and physical activity should be stronger and meet national recommendations.
- **Quality PE:**
 - ▣ PE exemptions
 - ▣ Requiring moderate and vigorous activity in PE
 - ▣ Using qualified PE instructors and following NASPE standards
 - ▣ Setting minimum time and frequency requirements for PE
- **Physical activity outside of PE**
 - ▣ Time for physical activity outside of PE
 - ▣ Physical activity breaks
 - ▣ Sedentary time to less than 2 hrs.

Tennessee

- Required policy for physical activity
 - ▣ State accountability
 - ▣ Systematic training and education
 - All levels including leadership
- Resources
 - ▣ Take 10!, energizers
 - ▣ Middle school and high school implementation



Discussion: Current work

- What policies do you currently have that support comprehensive PA/PE that is working well? Not well?
- What policies do you want to change or improve upon?
- Current work to support state-wide implementation of policies



Discussion: Current work

- Systems that should be altered or integrated into to make policy change a success
 - ▣ State Level Education Leaders
 - ▣ County/District level
 - Superintendents
 - Principals
 - Educators
 - Food Service Directors/Cafeteria Managers
 - Students and families
- Resources needed



Nutrition

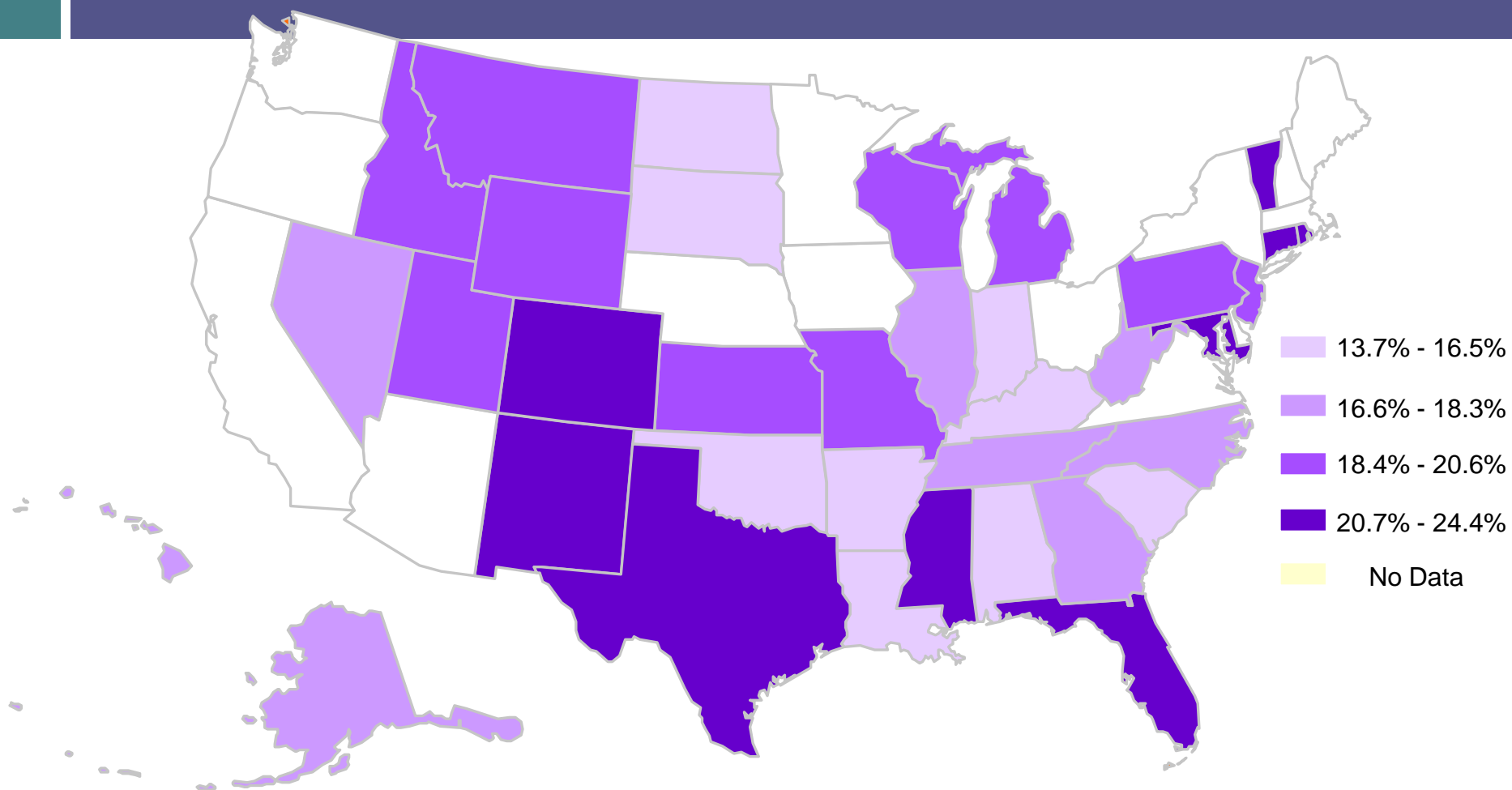


Top 5 Foods for 2-18 Year Olds

- Grain desserts (cakes, cookies, donuts, pies, crisps, cobblers, and granola bars) (138 kcal/day)
- Pizza (136 kcal/day)
- Soda (118 kcal/day)
 - Sugar sweetened beverages overall (173 kcal/day)
 - Among 14-18 year olds- #1 source of energy (226 kcal/day)
- Yeast breads (114 kcal/day)
- Chicken and chicken mixed dishes (113 kcal/day).

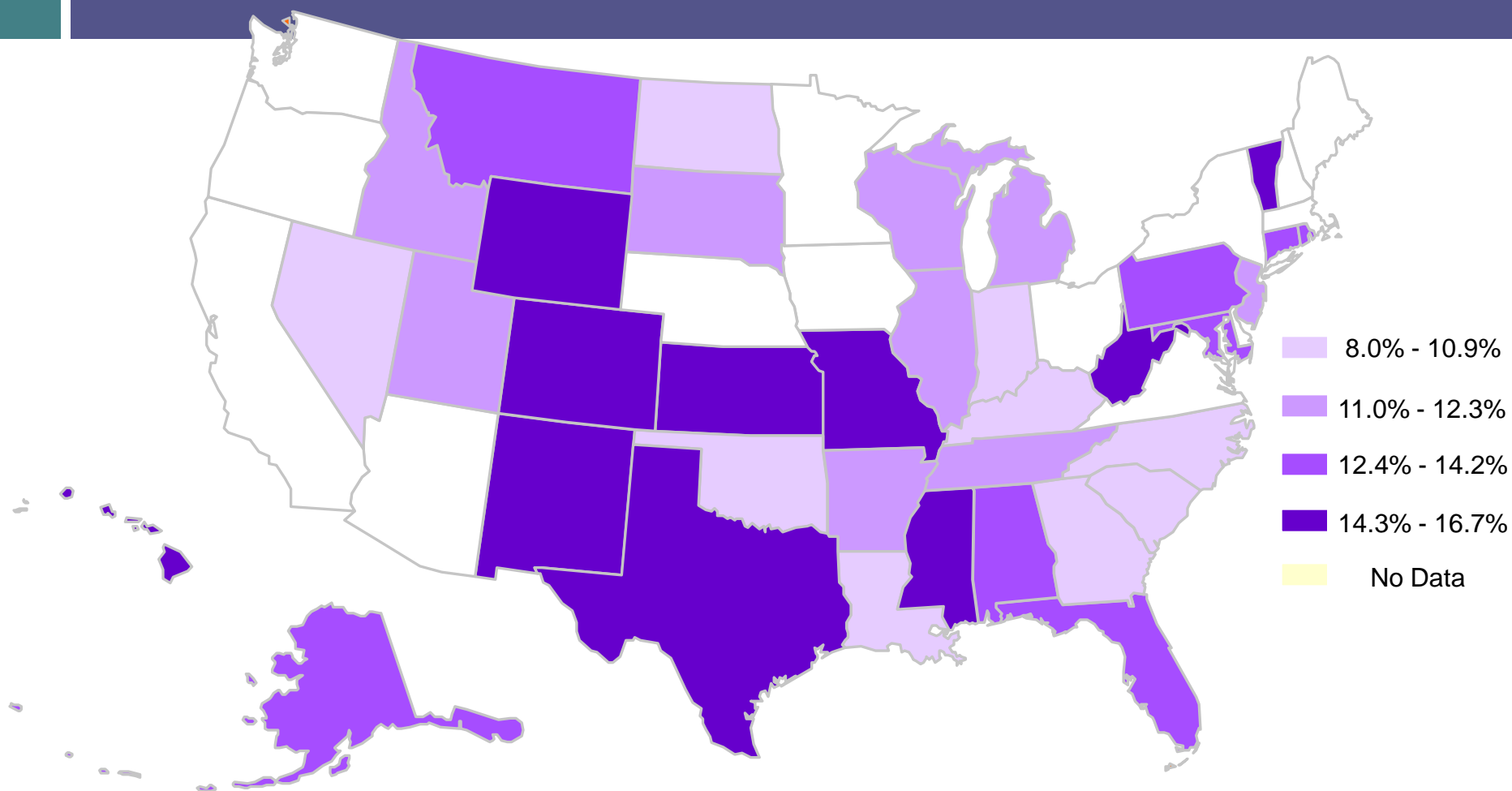
Nearly 40% of food and drinks were from empty calories

Percentage of High School Students Who Ate Fruits and Vegetables Five or More Times/Day,* 2009



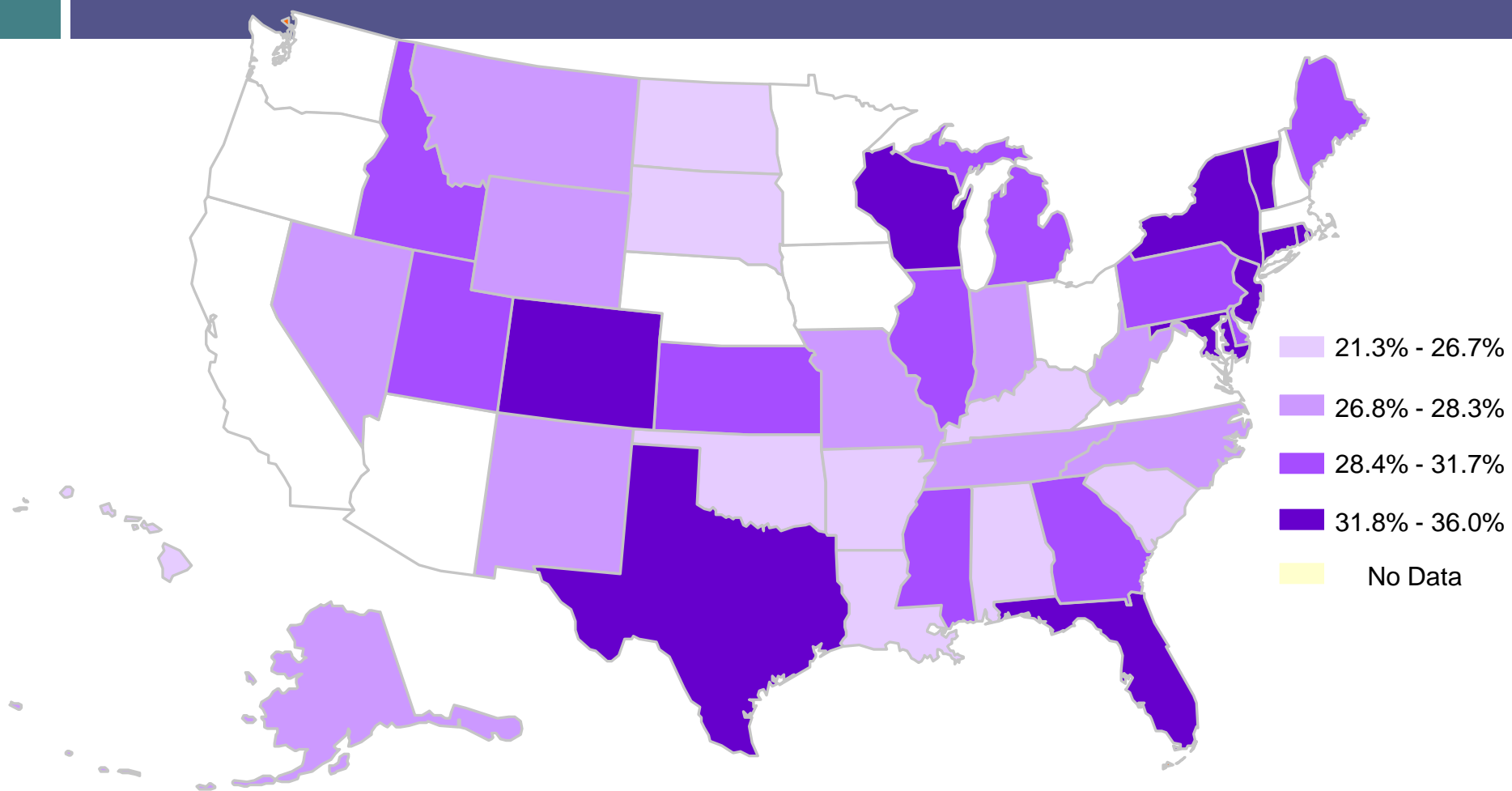
* 100% fruit juices, fruit, green salad, potatoes (excluding French fries, fried potatoes, or potato chips), carrots, or other vegetables during the 7 days before the survey.

Percentage of High School Students Who Ate Vegetables Three or More Times/Day,* 2009



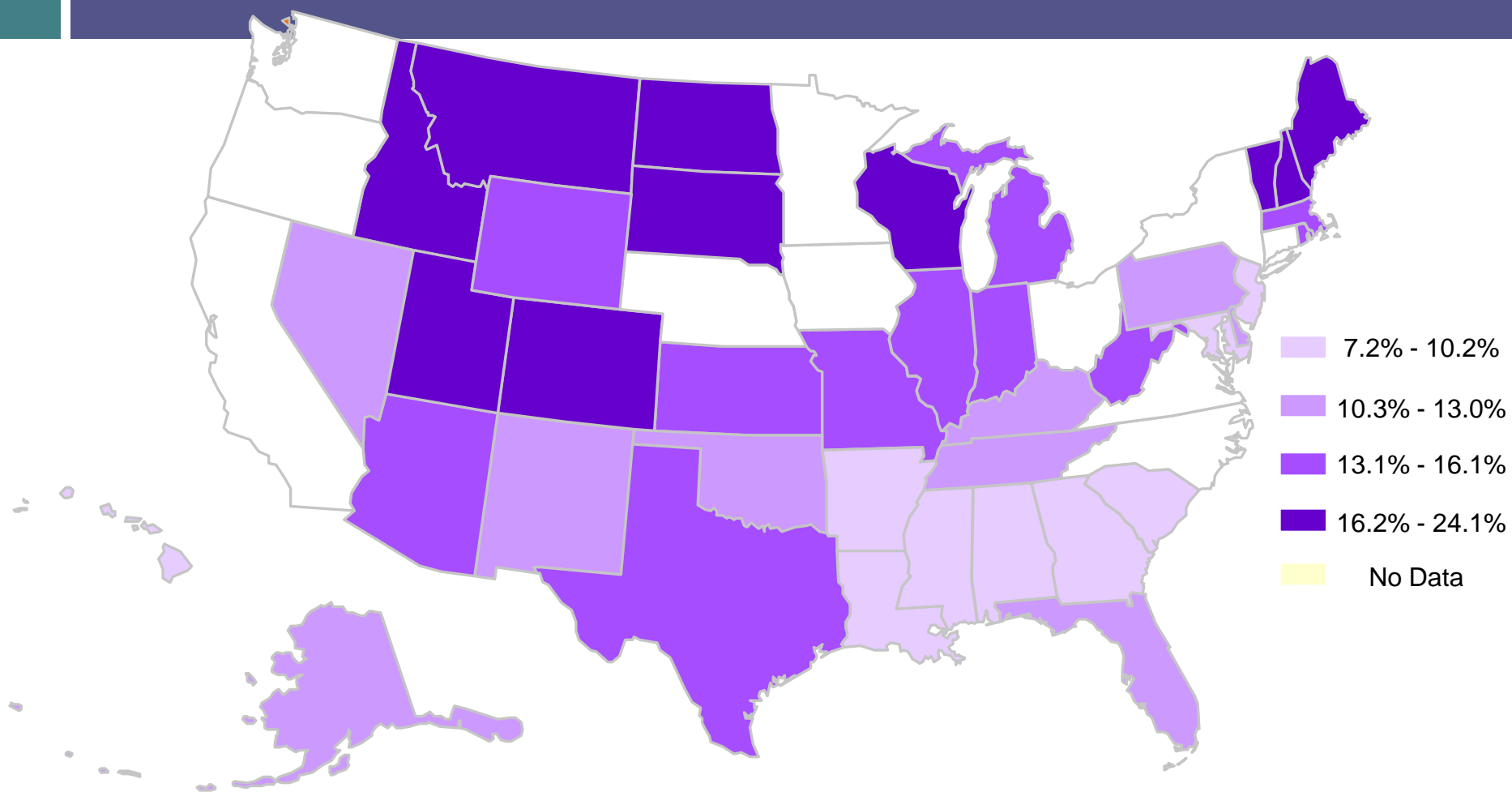
* Green salad, potatoes (excluding French fries, fried potatoes, or potato chips), carrots, or other vegetables during the 7 days before the survey.

Percentage of High School Students Who Ate Fruit or Drank 100% Fruit Juices Two or More Times/Day,* 2009



* During the 7 days before the survey.

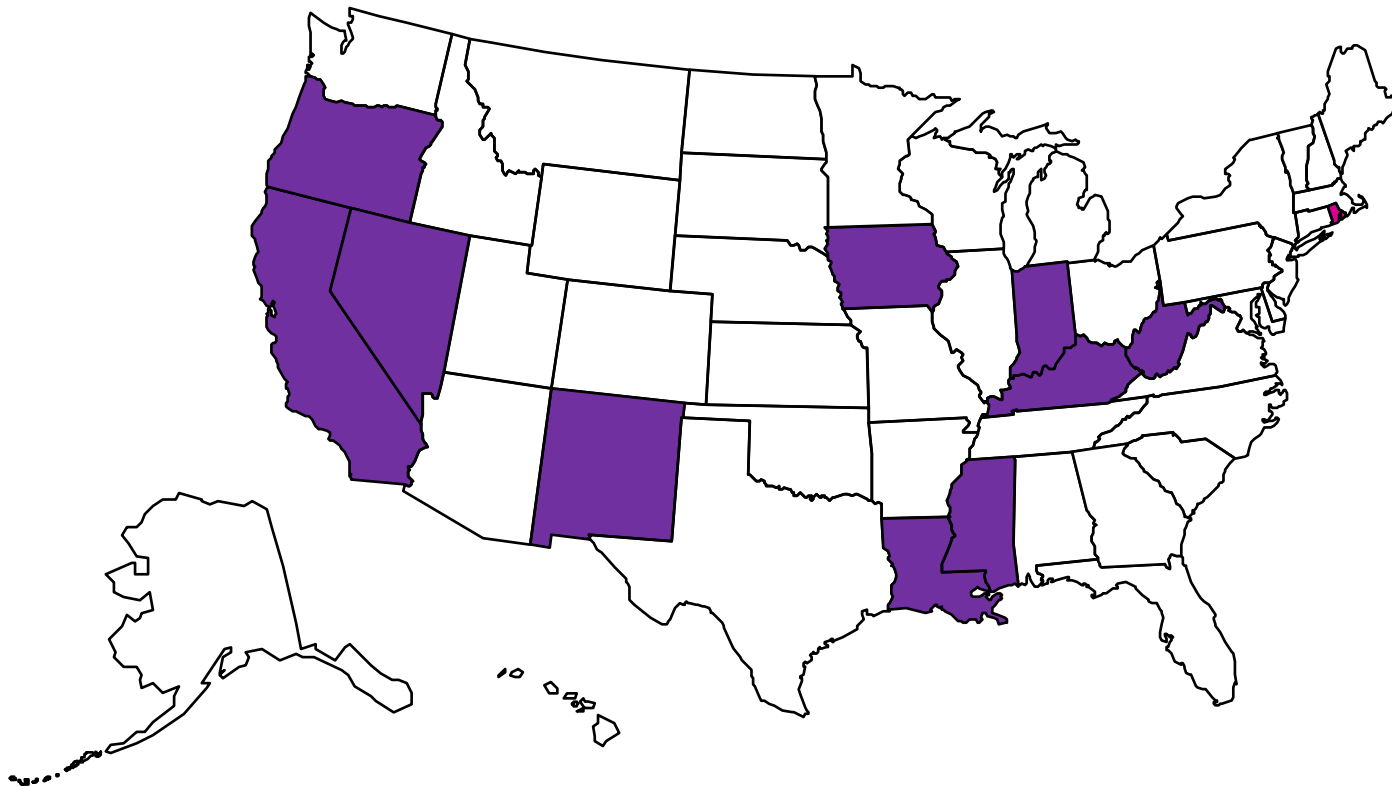
Percentage of High School Students Who Drank Three or More Glasses/Day of Milk,* 2009



* During the 7 days before the survey.

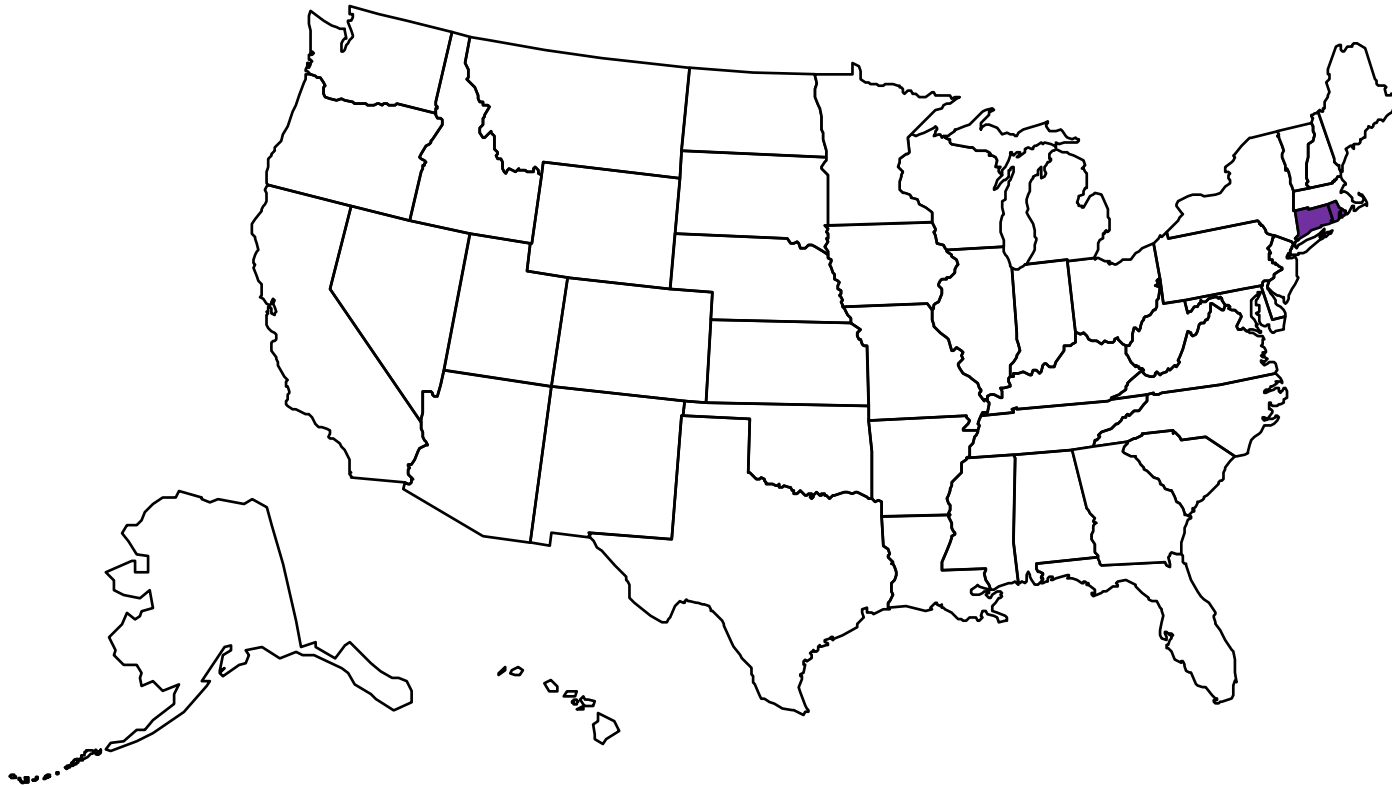
States Requiring Comprehensive Nutrition Standards for Competitive Foods in Secondary Schools

States requiring nutrition standards for competitive foods in la carte and vending which limit fat, sugar and calories/portion size at the MS and HS level



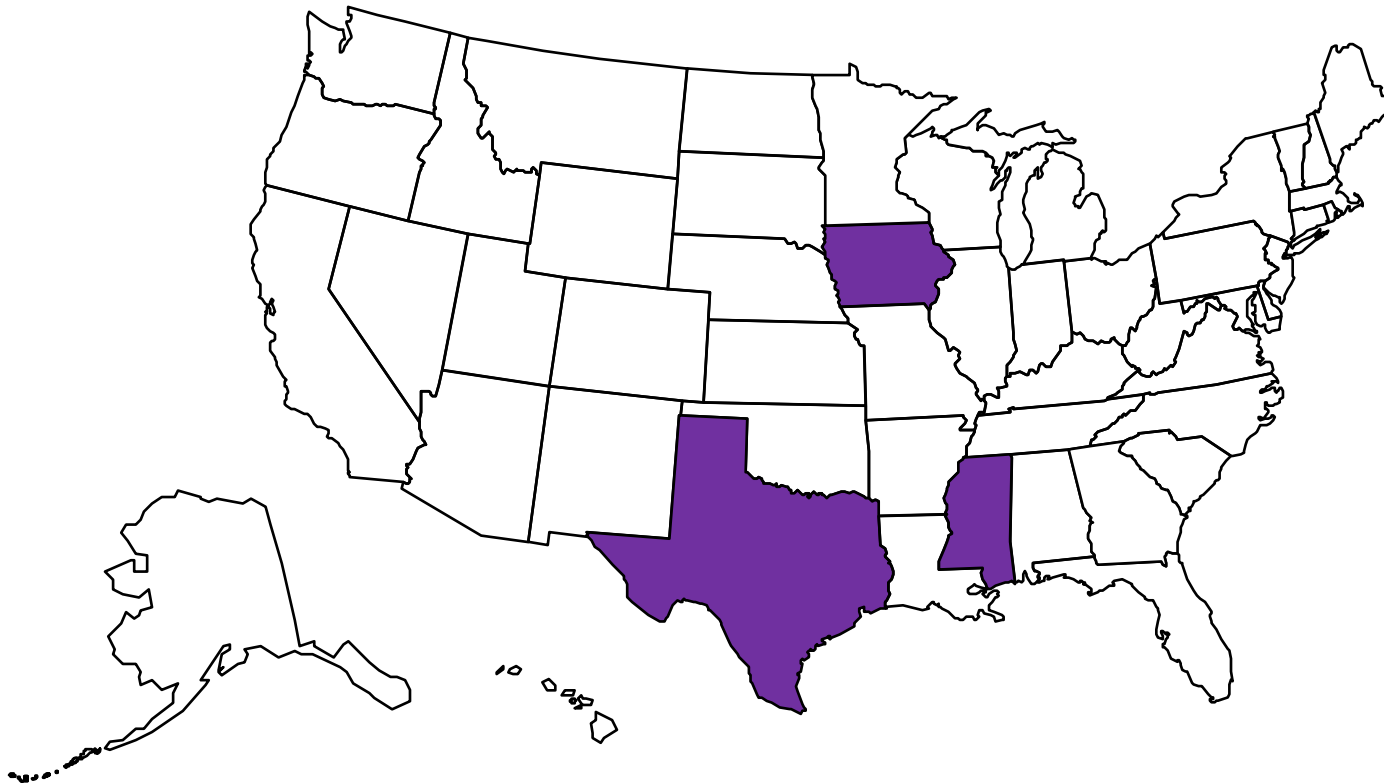
States Prohibiting All Unhealthy Beverages During the School Day in Secondary Schools

States with beverage standards that prohibit regular soda, diet soda and other sugar sweetened beverages including non-100% juice at the MS and HS level



States Increasing Access to or Availability of Fruits and Vegetables in Secondary Schools

States requiring strategies to increase access and availability of fruits and vegetables at the MS and HS level



Things to Consider

- Policies addressing all age groups, including middle school and high school nutrition environments should be stronger and meet national recommendations.
- Competitive Foods and beverages
 - Strengthen food and beverage policies to be consistent across all grade levels for all settings and standards.
- Fruit and vegetables
 - As unhealthy foods are removed, replace with fruits, vegetables and whole grains.
- Food marketing should support the overall nutrition environment.

Local Wellness Policies



Healthy, Hunger Free Kids Act

- School Meals
 - ▣ Updated to reflect IOM
 - ▣ \$.06 increase/meal after certification
- Competitive Foods
 - ▣ Parameters of what would fall under this guideline under development
 - ▣ Proposed rule in December 2011
 - ▣ Final Rule Winter 2013
 - ▣ Up to two year implementation

Healthy Hunger Free Kids Act- Local Wellness Policies

- Measure and publicize information such as the compliance of schools and progress made towards achieving goals.
- LEAs must designate one or more LEA or school officials to ensure that each school is complying.
- Section 209: In order to increase transparency, LEAs and SEAs must report to the public about their school nutrition environments. The Secretary will provide training and technical assistance to help with this assessment and reporting.

Healthy, Hunger Free Kids Act

Local Wellness Policies

□ Timeline

- Develop plan with CDC and ED for technical assistance activities Spring 2011
- coordinate with ED on information for the public on nutrition environment—ongoing
- proposed rule expected Fall 2012

Key Factors for Policy Change From State to School Level

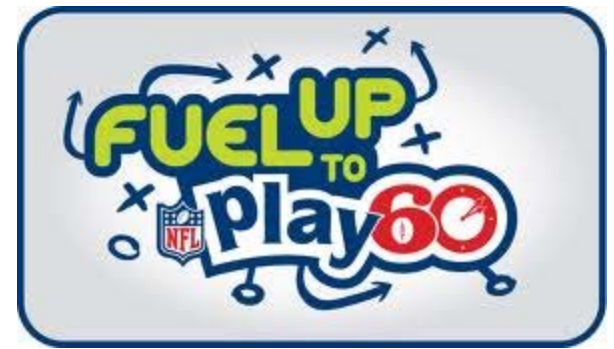
- Detailed explanation and guidance about policy from the state. Understanding WHY, WHO, and WHAT at all levels
 - County/District level ownership
 - Superintendents
 - Principals
 - Educators
 - Food Service Directors/Cafeteria Managers
 - Students and families
- Ongoing Networking-collaboration and sharing
- Pre-service and credentialing

Student and Engagement

- Vermont Student Taste Test materials
- Students Taking Charge
 - www.actionforhealthykids.org
- Alliance for a Healthier Generation Empower Me
 - www.healthiergeneration.org
- Fuel Up to Play 60
 - <http://www.fueluptoplay60.com/>



STUDENTS TAKING CHARGE





Taste Testing New Foods in the Classroom and Cafeteria

Classroom and cafeteria taste tests were started in the VT FEED program when staff realized that students wouldn't necessarily eat the fresh foods and whole grains being introduced in the school food program. Students needed some experience with the food first, because they can be hesitant to try new foods. In the school lunch line, there is barely enough time to get food and eat, much less be introduced to a new food item.

Even the most creative school food providers have difficulty changing kids' tastes without education. Vermont FEED has found that by connecting the three C's (the Classroom, Cafeteria, and Community) taste tests of new food can be successfully carried out in either the classroom, often during snack time, or in the cafeteria during lunch. The most important thing is to make it a hands-on experience for students: "If they make it they will eat it."

You will need key players involved from the beginning: administration, food service, community/parent volunteers, school nurse, and a least one classroom teacher. Start small and set up a system that can be easily coordinated, hopefully by a volunteer. Whatever food you test, it needs to be at a price and in a form that will work within a school food program. Otherwise you may be exposing students to new foods, but they won't connect it to the school food they see every day.

Student Engagement

- How are students involved in your work now?
- What are three goals for student engagement in health and education?
- What student groups exist that you can tap into?
- How would you sustain this work?

Discussion: Planning for Nutrition Changes and Local Wellness Policies

- What policies does your state currently have:
 - ▣ Nutrition
 - ▣ Local Wellness Policies
- How are you engaging these levels systematically?
 - ▣ State policymakers
 - ▣ County/District level
 - Superintendents
 - Principals
 - Educators
 - Food Service Directors/Cafeteria Managers
 - Students and families

Discussion: Planning for Nutrition Changes and Local Wellness Policies

- Current work that will support state-wide implementation. What systems needed to be altered to support upcoming change?
 - ▣ Nutrition
 - ▣ Local Wellness Policies
- Partners to engage and support

Resources

- NASBE:
 - Nutrition Needs Assessment process: contact Elizabeth Walker at elizabethw@nasbe.org
 - Fit, Healthy, Ready to Learn: www.nasbe.org
- Institute of Medicine: www.iom.edu
 - School Meals: Building Blocks (2009)
 - Nutrition Standards for School Foods (2007)
- Alliance for Healthier Generation:
www.healthiergeneration.org/
- Action for Healthy Kids: www.actionforhealthykids.org
- West Virginia: wvde.state.wv.us/nutrition/toolkit/
- USDA: Team Nutrition Program: <http://www.fns.usda.gov/tn/>

Wrap Up and Next Steps

Please call your NASBE team for any help or questions:

- Elizabeth Walker
 - elizabethw@nasbe.org
- JeNeen Anderson
 - jeneena@nasbe.org

