Schools – Healthy Eating & Active Living Implementation Guide

STATEWIDE HEALTH IMPROVEMENT PARTNERSHIP (SHIP)
Schools – Healthy Eating and Active Living Implementation Guide

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Upon request, this material will be made available in an alternative format such as large print, Braille or audio recording. Printed on recycled paper.
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Description of Strategy

Today, according to the Centers for Disease Control and Prevention (CDC), more than 23 million children and adolescents in the United States, nearly one in three young people, are overweight or obese. With the obesity epidemic comes an increased risk of a variety of chronic health problems, impacting young peoples’ lives and straining the healthcare system.

Since approximately 95 percent of youth in the U.S. attend school, schools are an important setting in which to model healthy eating and active living activities. In addition, research has shown that youth have the greatest benefit when a multipronged approach is used in the areas of healthy eating and physical activity initiatives. Through the Statewide Health Improvement Partnership (SHIP), partnering schools will focus on the best practice approach of implementing both healthy eating and active schools activities in a comprehensive manner.

Definition of Healthy Eating Strategy

It is the goal of this strategy, Healthy Eating in Schools, to increase fruit and vegetables, decrease sodium, decrease saturated fat, and decrease added sugars in foods and beverages available and sold. Evidence-based activities to reach these goals include Farm to School, School-Based Agriculture, Healthy Snacks During the School Day, Healthy Snacks Outside of the School Day and implementing Smarter Lunchrooms.

On average, students consume 35 percent to 50 percent of their daily total calories at school. Some of this access is through competitive foods. Competitive foods and beverages include all items served or sold in schools outside of the federally reimbursable meal programs. Typically, these competitive products are sold in vending machines, a la carte lines within cafeterias, school stores and snack bars. Recent studies show that approximately 40 percent of students buy and eat one or more snacks at school and 68 percent buy and consume at least one sugary drink. Several studies have linked competitive foods and beverages with excess calorie consumption and obesity among school-age children.

In 2010, the Healthy, Hunger-Free Kids Act (HHFKA) was passed with the goal of providing healthier foods and beverages in schools. This was the first time in more than 30 years that federal nutrition standards for school foods were updated. The HHFKA required that the USDA update nutrition standards for the School Breakfast Program and National School Lunch Program, and update nutritional standards for snack foods and beverages that are sold on school campuses during the school day. The final rule was published in 2012 for the School Breakfast Program and National School Lunch Program, and in 2014 for Smart Snacks sold in schools. Research shows that standards must be comprehensive in scope to improve children’s diets and help prevent obesity. The Smart Snacks legislation covers only foods that are sold in schools during school-day
hours, thus it is still up to local level determination to set guidelines for food/beverages available during the school day and for foods/beverages sold outside of school hours.

**Definition of Active Living (Active Schools) Strategy**

It is the goal of the Active Schools strategy to increase physical activity opportunities both during and outside the school day to assist students to meet the national guidelines of 60 minutes or more each day. Evidence-based strategies to reach these goals include implementing quality physical education, active classrooms, active recess at the elementary level and drop-in time options at the junior and high school levels, and before and/or after school physical activity opportunities including Safe Routes to School.

The national physical activity guidelines call for youth to get 60 minutes of physical activity per day. However, according to the 2013 Minnesota Student Survey, approximately 50 percent of 6th, 9th and 12th grade students reported not being physically active for 30 minutes (one-half the nationally recommended amount of time) on at least five of the last seven days.

Active schools strategies provide safe and convenient opportunities for students to be physically active throughout the school day while at the same time enhancing multiple educational outcomes. Incorporating physical activity throughout the school day can improve students’ concentration, behavior and learning retention while at the same time helping youth reach the recommended physical activity guidelines.

In the 2013 *Physical Activity Guidelines Midcourse Report: Strategies to Increase Physical Activity Among Youth*, schools were identified as the setting that had the most evidence for promoting and improving youth physical activity. Schools are well positioned to provide organized and free time physical activity for youth through a multicomponent approach that includes quality physical education, active classrooms, and active recess as well as increasing physical activity opportunities before/after school options and active transportation to and from school (Safe Routes to School). This approach is often referred to as a Comprehensive School Physical Activity Program (CSPAP).

In 2013, the Active Schools Minnesota Initiative was created through a partnership between the Minnesota Departments of Health and Education to assist schools in identifying and increasing opportunities to increase physical activities for students. The initiative identified the five CSPAP strategies identified above as the core activities and are referred to as “Active Schools.” A school implementation toolkit was created called “Moving Matters” to assist schools as they assess their current physical activity programs and policies and identify opportunities to increase physical activity for students.

School employees and family/community engagement play an integral role in Active Schools. Support for school employee wellness and leadership training contributes to the overall culture at a school. Teachers and other school staff members can integrate physical activity into the classroom, support recess, intramurals and other physical
activity offerings. Parents, guardians or other family members can support active schools by participating in events or volunteering in school activities. Community involvement also allows maximum use of school and community resources and creates a connection between school and community-based physical activity.

Coordination across all strategies is the key to success in increasing physical activity opportunities for students. A coordinated, well planned, thoughtfully executed and evaluated plan can positively impact physical activity opportunities, impact change and become foundational pieces in school policies, systems and environments.

**Priority Populations**

Through SHIP school strategies, Minnesota youth in K-12 settings will be the target population. However, layering worksite wellness strategy with school sites will leverage employees more directly along with the youth they serve.

Selection of schools should take into account those identified school sites that have a high percentage of free and reduced meal eligibility, and also a willingness to work on both Healthy Eating and Physical Activity strategy work. To access data on individual school demographics, refer to the Minnesota Report Card, which has site level eligibility information as well as district wide information within the data center of Minnesota Department of Education: [http://rc.education.state.mn.us/](http://rc.education.state.mn.us/)

A search of a specific school will yield results on many topics; however, it is encouraged to select the demographics tab to get information on free/reduced price meal eligibility as one marker of targeting health equity within communities.

**Scope of Strategy**

The scope of school strategy work includes creating sustainable policy, systems and environmental change by increasing access to healthier options and decreasing access to unhealthy options, enhancing health literacy to school decision makers (providing professional and skill development trainings leading to practice change), and by changing policy at the local level. All healthy eating initiatives should focus on the following goals: increasing access to fruits and vegetables, and decreasing access to foods high in sodium, saturated fat and added sugars. All active living (active schools) activities should focus on increasing physical activity opportunities through quality physical education, active classrooms, active recess at the elementary level or drop-in times at the middle and high school levels, and before and/or after school.
**Foundational Practices**

Start with these foundational practice steps before beginning to implement this strategy:

- Assess and identify health inequities and disparities to determine which priority populations and communities to work with.
- Engage affected communities.
- Communicate and build capacity of people affected and decision-makers.
- Prioritize needs and identify how to implement PSE changes by selecting activities
- Sustain partnerships and efforts.

The general steps to implement these foundational practices include:

- Assemble a team to conduct a community assessment.
- Review existing data and collect additional data, as needed, related to population demographics and disease.
- Determine the existence and location of community stakeholders, organizations and resources.
- Assess the opportunities and gaps.
- Summarize and analyze the assessment data to select priority populations and communities to work with on this strategy.

The starting points for these foundational practices will vary, depending upon how much previous assessment work has been done in your communities through SHIP and/or other grants, programs and public health work. Some grantees may have already identified priority populations and communities with health inequities and others may be just beginning the process. Build on existing work wherever possible.

It is important to allow internal stakeholders to outline the strategies selected. The best practice of utilizing the school health council/wellness team in conducting an initial assessment of each school site should not be overlooked. SHIP requires that each school site complete the School Health Index (SHI) assessment and provide annual updates. The full version of the School Health Index is available through the Centers for Disease Control and Prevention, [http://www.cdc.gov/healthyyouth/SHI/index.htm](http://www.cdc.gov/healthyyouth/SHI/index.htm) and the abbreviated version is available through the Alliance for a Healthier Generation, [https://www.healthiergeneration.org/take_action/schools/](https://www.healthiergeneration.org/take_action/schools/). Only one of these assessments needs to be completed with the majority of SHIP partnering schools selecting the Alliance for a Healthier Generation version to save time, planning, and to maximize the use of the online resources available. For best practices of school health councils/wellness teams please refer to Appendix A.

Once the selected assessment is completed by a broad representation of stakeholders, SHIP school coordinators should assist schools in prioritizing one-three action items per year. For best outcomes, SHIP school coordinators should be active members of the school health council/wellness team. SHIP school coordinators also should meet in person with the council/team; and be added as a team member on school partner’s
online assessments. This enables SHIP coordinators to see the results of the completed School Health Index.

Requirements

▪ Identify a SHIP school coordinator to work with school sites on both healthy eating and physical activity strategies. For contracted staff, please utilize the Statewide Health Improvement Partnership School Partnership Agreement available within Appendix N. All contracts above $3,000 need MDH approval per financial guidance.
▪ SHIP school coordinators will assist with convening or participating in the established school health council/wellness team.
▪ SHIP partner sites must complete the School Health Index assessment.
▪ SHIP school coordinator will be able to articulate what strategies SHIP can help support and identify areas of opportunity and partnership after School Health Index assessments are complete.
▪ Maintain quarterly communication with all partnering school sites, preferably in person.
▪ Each school site, should select a minimum of two activities with at least one activity being in the healthy eating strategy and one in the physical activity strategy areas.
▪ SHIP school coordinators should review Appendix A on School Health Councils/Wellness Teams, and Appendix B on Local Wellness Policies for school(s)/district sites.
▪ SHIP school coordinators should have a basic understanding of the various evidence-based activities that can support the Healthy Eating and Physical Activity in Schools strategies.
▪ SHIP school coordinators should plan on attending one in-person workshop annually, and monthly SHIP school webinars/calls that will be done remotely.
▪ Actively participate in networking opportunities via Basecamp and utilizing the expertise in the field, from content staff and colleagues around the state.

Training and Technical Assistance

Grantees must budget for at least one staff to attend three regional in-person trainings and one two-day statewide meeting per year. School strategy topics will be incorporated into these trainings and meeting. Announcements on trainings and meetings will provided in the Making it Better Log. Numerous Active Living (Active Schools) workshops are available for SHIP grantees and their school partners. See Appendix M for details.

All trainings will be posted on the Basecamp calendar and in the Making It Better Log. Please contact content staff if specific TA is needed.
▪ Optional monthly school strategy phone calls/webinars (Topics TBD and registration details will be made available on Basecamp and in the Making it Better: Minnesota’s Health Improvement Log).
Please hold 2:30-3:30 p.m. on the following dates:

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Comprehensive Strategy

Requirements

All selected school partners are required to work in both strategies, healthy eating and active living within each school site. This evidence-based comprehensive approach yields the greatest results. SHIP school coordinators are expected to report work in both strategies with each school partner annually, yet rates of implementation may be different. **Annual variance approvals are needed if requirements will not be met.**

Recommended Partners

A best practice for working in schools is to convene a school health council/team. Having a broad base of internal stakeholders will move the work along more quickly and efficiently. The school health council should include various professionals and decision makers, including, but not limited to: administrators, physical education teachers, health teachers, classroom teachers, school support staff, food service staff, school nurse, parents, students and community members. For more information, see Appendix A on School Health Councils/Wellness Teams.

Implementation Steps

Forming relationships with school partners is an important first step to ensure successful implementation. Once the relationship has been established, the assessment process can begin; or in the case of continuing partners, the assessment process can be updated. The assessment process action steps are clearly identified in the School Health Councils: Action Steps in Appendix A.

Beyond the School Health Index assessment process, it’s also important to assess school partners’ local wellness policies to establish a baseline. The ultimate goal is to create positive healthy eating and active schools systems and policy changes within the school wellness policy. Information regarding Local Wellness Policies can be found in Appendix B. Key milestones in implementation steps include:

- Relationship is established between SHIP grantee and school partners
- SHIP representation or involvement on School Wellness Committee
- Partner sites complete or update the School Health Index annually
- Partner schools identify an action plan that includes activities in both healthy eating and active schools
- SHIP school partners provide evidenced-based strategies to assist school partners move forward in their action plan. All these evidenced-based practices for healthy eating and active schools are identified in Appendixes C through L
- School partners implement identified activities
▪ SHIP school coordinators and school partners communicate success stories through media avenues
▪ SHIP school and partner schools evaluate and reassess action plans and identify any needed next steps

Locations
Specific locations setting need to be identified at the school level for reporting purposes. If you are working district wide, all schools need to be reported.

Case Studies: Stories from the Field
SHIP partnerships within school settings have provided numerous success stories. These success stories can be found at the Statewide Health Improvement Partnership website at the Minnesota Department of Health. Specific success stories in active living (active schools) can be found on the Physical Activity page and success stories in healthy eating in schools can be found on the Schools Nutrition page.
Appendix A: School Health Councils – Action Steps

Form a committee

- School health teams should have a member representative on the district wide school health council.
- Invite key stakeholders, including:
  - Administration
  - Classroom teachers (including PE/health specialists)
  - School food nutrition staff
  - School health services staff
  - Parents
  - Students
  - Community partners
- Regular meeting times should be established. Best practice suggests a minimum frequency of quarterly meetings.
- Recommended staff knowledge, skills and abilities include:
  - Knowledge of policy, systems and environment (PSE)
  - Ability to work collaboratively with representatives from schools
  - Knowledge of nutrition and school wellness policies
  - Ability to work with and organize volunteers
  - Effective communication with administration, staff and students
  - Identify a lead to facilitate meetings (this could be the “wellness champion”).

Secure administrative support

- Get approval early and often.
- Best practice suggests having an administrator on the school health council.
- Keep administrative office informed on action plan updates.
Recruit/select a “wellness champion” and key contact person

- A committee contact person should be identified to SHIP grantee and MDH, most likely the “champion.” This person will get updated SHIP school information related to resources, trainings and networking opportunities.
- Have a back-up person or “co-champion” in case of staff changes.
- Set up initial SHC meeting and define roles/responsibilities.

Complete the School Health Index (SHI) assessment

Develop an action plan

- Using the scores on the assessment tool, select strategies from the SHIP menu.
- Develop short-term goals identifying the timeframe, person responsible and additional resources needed.
- Purposefully plan for sustainability.
- Keep administration and staff updated on action plan goals.

Meet regularly

- Update action plans as needed.
- Report updated action plans to SHIP grantee quarterly.
- Continue to invite key stakeholders to join the council/team.
- Maintain a record of agenda items and notes.

Provide support to staff and students as needed

- Engage students and staff in the process of implementation.
- Network with other schools implementing similar strategies.
- Communicate with parents.

Resources

Public Health Law Center. Promoting School Wellness in Minnesota Schools: Creating and Sustaining a School Health Council (2011)

This document defines school health councils and the current federal and state laws that surround this topic. In addition, a sample policy to add in School Health Councils to the Minnesota School Board Association model policy is included.


A thorough guide assisting school districts in developing new school health councils, strengthening existing school health councils and maintaining them as effective entities that support and guide school health practices, programs and policies. 

https://schools.healthiergeneration.org/_asset/wwj4dq/schoolwellnesscounciltoolkit.pdf
Appendix B: Local Wellness Policy Requirements and Planning for Sustainability

Background

Healthy, Hunger-Free Kids Act of 2010 is a federal law that has renewed focus on the importance of school wellness policies and strengthens existing requirements of the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act of 2004 (P.L. 108-265, Section 204), which required school districts participating in the National School Lunch Program, School Breakfast Program or other child nutrition programs to adopt and implement a wellness policy by the 2006-2007 school year. The responsibility for developing a local school wellness policy is placed at the local level so the unique needs of each school under the jurisdiction of the LEA can be addressed. In July 2016, USDA finalized regulations for written wellness policies. For a summary of the final rule, visit: http://www.fns.usda.gov/sites/default/files/tn/LWPsummary_finalrule.pdf

Current Legislation

The Healthy, Hunger-Free Kids Act of 2010 was effective as of Oct. 1, 2010. USDA advised school districts to begin reviewing their local wellness policies during school year 2011-2012, and to the extent practicable, begin moving forward on implementing the new requirements as outlined in the proposed rule. Since the passing of the final rule, local education agencies are expected to comply by June 30, 2017.

Resources

Food and Nutrition Services (FNS)

A comprehensive USDA website with updated materials to help schools adhere to the new HHFKA requirements.

Centers for Disease Control and Prevention (CDC)

A wide array of resources to assist in designing, implementing and promoting elements of local wellness policies.
http://www.cdc.gov/healthyyouth/npao/wellness.htm
**Minnesota Department of Education**

A wide array of resources to assist in designing, implementing and promoting elements of local wellness policies, including a Local Wellness Policy toolkit and checklist.  
http://education.state.mn.us/MDE/dse/FNS/SNP/gen/well/index.htm

**School Health Guidelines to Promote Healthy Eating and Physical Activity (CDC)**

Current guidelines that synthesize the scientific evidence and best practices from 1995-2009 and combine healthy eating and physical activity into one set of evidence-based guidelines for schools serving students in kindergarten through 12th grade. Other educational programs within schools might also apply these guidelines to their settings. This document, released in September 2011, contains substantial literature reviews and analysis for schools responding to the childhood obesity epidemic.  
http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_x

**USDA Team Nutrition**

A website set up by the USDA and Food and Nutrition Service that provides many resources. Links provide sample legislation, outlined local wellness policy requirements, discussions of the components of a wellness policy and sample wellness policies established in various states. The site also provides step-by-step procedures for developing a local wellness policy, funding a wellness policy, topic-specific resources, organizations, programs, curricula, research and a section of frequently asked questions.  

**Action for Healthy Kids – Wellness Policy Tool**

This tool is intended to help anyone involved in developing, implementing and evaluating wellness policies by providing practical guidance and how-to information about the wellness policy process.  

**Public Health Law Center**

Provides publications on many school wellness topics, with a sample of resources below:

- Healthy, Hunger-Free Kids Act of 2010: A Summary
- Promoting School Wellness in Minnesota Schools: Creating and Sustaining a School Health Council
- Liability for Minnesota School Districts Implementing Policies to Promote Active Living and Healthy Eating
- Sample School Wellness Policy Language: School Gardens
Sample School Wellness Policy Language:
- No Food as a Reward/Punishment
- Farm to School
- Healthy Classroom
- Healthy Concessions
- Healthy Fundraising (updated July 2017)
- Legal Issues Impacting Farm to School and School Garden Programs in Minnesota

**Wellness School Assessment Tool 2.0 (WellSAT)**

Education and public health professionals can use this effective tool for evaluating the quality of existing written school wellness policies.

http://wellsat.org/

**The Wellness Impact: Enhancing Academic Success Through Healthy School Environments**

Provides evidence, resources and next steps in making the connection between wellness policy implementation and education success indicators.


**CDC and Bridging the Gap Local Wellness Policy Briefs**

Contains 7 briefs on various topics including:
- Local Wellness Policies: Where Do They Stand and What Can You Do?
- Creating Supportive School Nutrition Environments
- Marketing and Promotion of Foods and Beverages at School
- Supporting Quality Physical Education and Physical Activity in Schools
- Supporting Recess in Elementary Schools
- Improving Access to Drinking Water in Schools
- Addressing Weight Status Measurement in Schools

http://www.bridgingthegapresearch.org/research/district_wellness_policies/#CDCbrief
Appendix C: Farm to School

Purpose

Implement Farm to School practices and policies such as local procurement of farm-fresh foods and incorporating those items within their school offerings, also including salad/harvest bars.

Description of Activity

Students who eat well learn better. Farm to School activities aim to increase the number of fruits and vegetables children eat during the school day while also lowering their intake of sodium, saturated fat and added sugar. Farm to School encompasses changes within the classroom, curriculum and community. Children have increased access to minimally processed, local food and an environment conducive to learning about how food is grown and good nutrition is created. Some operationalized activities of Farm to School include cafeteria menu changes with local sourcing, harvest bar implementation.

Best Practices

▪ Connect with MDH on specific activity selection so that networking can start occurring on relevant topics. To better understand the constraints of the food service operation, become familiar with the food service regulations and standards. Be mindful that the slightest change in a school food service operation can have significant positive or negative impacts on compliance, vendor contracts, food preparation, equipment labor hours and financial solvency. http://www.ruddspark.org/get_started.aspx is a helpful resource
▪ Begin to understand the access points for local foods in your area. A place to start is the Minnesota Grown Members & Retailers database. http://minnesotagrown.com/members-retailers/
▪ Become familiar with the School Day Just Got Healthier resources, which includes a toolkit on the federally mandated changes that are occurring with school meals. http://www.fns.usda.gov/cnd/healthierschoolday/
▪ If your target work may include additional environmental changes such as school gardens or salad bars, be sure to investigate planning strategies such as the Creating and Growing Edible Schoolyards Manual or the Salad Bars to Schools information found at www.health.state.mn.us/fts.
▪ Assemble a team of key stakeholders. Choose diverse partners that best serve your situation. Engage your team in a discussion of Farm to School and the opportunities for this strategy within your school. You may need to begin your discussions individually but eventually you will want all partners to meet together. Begin with sustainability in mind.
  ▪ Refer to the About Farm to School site that U of M Extension maintains to get a strong overview of the many resources that are available. http://www.extension.umn.edu/food/farm-to-school/about/
  ▪ Determine your goals based on the three Cs of Farm to School: Cafeteria, Curriculum and Community. Be sure to create goals that include all three elements. If you are just
beginning, keep these goals simple to ensure some early wins. This will energize your team to continue.

- Develop an action plan designed to implement Farm to School strategy components. Prioritize the plan based on feasibility, cost, resources and sustainability.
  - See the Farm to School Annual Planning Tool for assistance. To access online visit: [http://www.health.state.mn.us/divs/hpcd/chp/cdrr/nutrition/docsandpdf/FarmtoSchoolannualplanningtool.pdf](http://www.health.state.mn.us/divs/hpcd/chp/cdrr/nutrition/docsandpdf/FarmtoSchoolannualplanningtool.pdf)

- Develop your evaluation plan before you begin implementing Farm to School strategies. Set realistic expectations, work toward achieving these expectations and determine what’s working and what’s not working.
  - See Farm to School Evaluation Toolkit from the National Farm to School Network. [http://www.farmtoschool.org/resources-main/farm-to-school-evaluation-toolkit](http://www.farmtoschool.org/resources-main/farm-to-school-evaluation-toolkit)

- Plan your educational outreach and promotion activities. Get the word out about your program! Engage students and community partners in the promotion of selected Farm to School practices. There are many great ideas and resources you can use.
  - To access online visit: [http://www.health.state.mn.us/fts](http://www.health.state.mn.us/fts) or [http://www.extension.umn.edu/food/farm-to-school/farm-to-school-month/](http://www.extension.umn.edu/food/farm-to-school/farm-to-school-month/)

### Resources for Planning and Assessment

**Farm to School Self-Assessment**

**Wisconsin Farm to School Toolkits**
[http://www.cias.wisc.edu/toolkits/](http://www.cias.wisc.edu/toolkits/)

**Legal Issues Impacting Farm to School and School Garden Programs in MN**

**Serving Locally Grown Produce in Food Facilities**
An MDH, MDA, University of MN authored factsheet with basic statute information. [http://www.mda.state.mn.us/food/safety/~/media/Files/food/foodsafety/fs-produce.ashx](http://www.mda.state.mn.us/food/safety/~/media/Files/food/foodsafety/fs-produce.ashx)

**On-Farm Food Safety Information for K-12 Food Service Personnel**
Existing Program/Support Resources

Local Technical Assistance
Identify people in your area that are available to provide support and assistance.
http://www.health.state.mn.us/divs/hpcd/chp/cdrr/nutrition/docsandpdf/ThisTeamisReadytoHelp.pdf

Minnesota Farm to School Programs
Learn what other schools in Minnesota are doing to bring fresh, local produce to their students.
http://www.extension.umn.edu/food/farm-to-school/about/docs/resource-list.pdf

National Farm to School Network
Learn about Farm to School programs across the nation, including Minnesota.
http://www.farmtoschool.org/our-network/Minnesota

Action Plan Resources

Resource list
A list of resources from getting started to formal adoption of local wellness policies.
http://www.health.state.mn.us/divs/hpcd/chp/cdrr/nutrition/FTS/resources.html

MN Farm to School
The most updated Minnesota resource with information on food service, farmers, parents, teachers and school gardens.
http://www.extension.umn.edu/farm-to-school/
Review the online trainings and the resource lists for a wealth of information.
http://www.extension.umn.edu/farm-to-school/online-trainings/

Let’s Move Salad Bars to Schools
This Minnesota website offers templates, best practices and a variety of resources that can be used in any school to obtain, implement or enhance school salad bars.
http://www.health.state.mn.us/divs/hpcd/chp/cdrr/nutrition/FTS/saladbars.html

Promoting and Supporting School Salad Bars: An Action Guide for State Health Practitioners
A CDC toolkit for public health practitioners and other groups interested in getting salad bars into their schools.
Evaluation Resources

Farm to School Evaluation Toolkit
The Farm to School Evaluation Toolkit is an evaluation tool from the National Farm to School Network and is useful for measuring program impact on fruit and vegetable consumption among students. This toolkit includes three main evaluation tools: School Lunch Recall, Fruit and Vegetable Neophobia Scales, and Interview Guides to facilitate discussions with stakeholders.

http://www.farmtoschool.org/resources-main/evaluation-framework

Resources for Sustaining Long-Term Farm to School Changes

Public Health Law Center Sample School Wellness Policy: Farm to School

Michigan Farm to School Wellness Policy
http://www.mifarmtoschool.msu.edu/assets/farmToSchool/docs/STEP2_Sample_FTSLanguage_WellnessPrograms.pdf

Model Farm to School Wellness Policy
http://www.foodsecurity.org/F2Cwellness.html
Appendix D: School-Based Agriculture (School Gardens)

Purpose
Implementing schoolyard gardens, including orchards for experiential learning opportunities including gardening, harvesting and incorporating nutrition-based curriculum.

Description of Activity
Students who are invested in where their food comes from and how it is produced are more likely to consume these items. School-based agriculture aims to increase the number of fruits and vegetables children consume while also lowering their intake of sodium, saturated fat and added sugar by incorporating hands-on learning through schoolyard gardening activities. This includes the use of the outdoor learning laboratories, indoor growth chambers, on-site greenhouses or hoop hoses as well as incorporation of these elements into the school curriculum such as FACS or FFA classes.

Best Practices
▪ If your target work may include additional environmental changes such as school gardens or salad bars, be sure to investigate planning strategies such as the Creating and Growing Edible Schoolyards Manual or the Salad Bars to Schools information found at www.health.state.mn.us/fts.
▪ Connecting with your local master gardener can assist school sites in making proper plant/tree items to meet your local determined needs. Their expertise in the starting of a new schoolyard garden is vital for success. Also, the local expertise in continuing the success of a current garden/orchard can be invaluable as well. http://www.extension.umn.edu/garden/master-gardener/

Resources

Edible Schoolyard Network
A database that connects educators around the world to build and share a K-12 edible education curriculum. http://edibleschoolyard.org/

University of Minnesota Extension School Gardens
A website that maintains local resources helpful in starting and/or maintaining a schoolyard garden. Identifying upcoming trainings and workshops is another benefit of this website.
http://www.extension.umn.edu/food/farm-to-school/school-gardens/local-resources/

For the creation of a new schoolyard garden, don’t miss this site:

Cultivating Childhood Wellness Through Gardening

This free online video series produced in Wisconsin provides relevant information for schools and childcare settings incorporating schoolyard gardens.
https://connect.wisconsin.gov/dhsgotdirt1

USDA Team Nutrition

In addition to numerous resources and helpful information, Team Nutrition has recently released two new curriculums, The Great Garden Detective Adventure and Dig In, offering interactive and exploratory lessons to connect school gardens with health literacy messages.
http://teamnutrition.usda.gov/

Minnesota School Gardens: A Guide to Gardening and Plant Science

Minnesota Department of Agriculture has a free, downloadable statewide garden curriculum linked to standards that schools may wish to implement.
http://www.mda.state.mn.us/kids/gardenguide.aspx
Appendix E: Healthy Snacks Outside of the School Day

Purpose
Healthy Snacks outside of the school day involves implementation of policies and practices that increase access to healthy snacks and beverages and limit unhealthy snack and beverage choices through lowering sodium, saturated fat, and added sugar while increasing fruit and vegetables within the out-of-school environment.

Description of Activity
The USDA defines the school day from midnight to 30 minutes after the bell rings at the conclusion of school. This activity pursues the afterschool until midnight targeting venues such as snack carts, vending, concessions, school store, fundraising and celebration/parties/special events.

Best Practices
- Alliance for a Healthier Generation has developed a framework for healthy out-of-school time that outline standards and best practices to reference. https://host.healthiergeneration.org/_asset/pqkqhk/HOST-Framework.pdf

Vending Machines/Concessions
- National Policy and Legal Analysis Network to Prevent Childhood Obesity. District Policy Establishing a Healthy Vending Program. This model will help school districts develop a vending program that fits within any established wellness policy by making sure products meet the policy’s nutritional standards. Model policies of healthy vending agreements are also available on the site. http://www.changelabsolutions.org/publications/district-policy-healthy-vending
- Eat Well Work Well. A wide array of resources and tools specific to vending, including: vending machine assessment tools, sample vending policies and sample letters to vendors. http://www.eatwellworkwell.org/education-tools.htm#vending
- Alliance for a Healthier Generation. A list of products (not comprehensive) that meet Smart Snacks Guidelines. https://foodplanner.healthiergeneration.org/products/
Fundraising

As part of the Healthy, Hunger-Free Kids Act, federal legislation required states to set a maximum number of allowable exempted fundraisers that don’t comply with the USDA Smart Snacks Guidelines. Minnesota has implemented a zero exemption policy that all schools will need to begin implementing during the 2014-2015 school year; however, this rule doesn’t impact the out-of-school time definition. For more information, please visit: http://education.state.mn.us/MDE/SchSup/FNS/SNP/055542

- Alliance for a Healthier Generation. A helpful resource that provides creative ideas on how to engage the community and provide large-scale healthy fundraising options. http://www.healthiergeneration.org/schools.aspx?id=3320

- Sweet Deals: School Fundraising Can Be Healthy and Profitable. The Center for Science in the Public Interest developed this resource to dispel myths that schools need to sell junk food to raise money. Contact information for companies that offer healthy fundraising options is listed. http://www.cspinet.org/schoolfundraising.pdf


Appendix F: Healthy Snacks During the School Day

Purpose
Healthy Snacks during the school day involves implementation of policies and practices that increase access to healthy snacks and beverages and limit unhealthy snack and beverage choices through lowering sodium, saturated fat, and added sugar while increasing fruit and vegetables during the school day on items that are available to students.

Description of Activity
Smart Snacks in School federal legislation established nutritional standards for all competitive food and beverages sold in schools during the school day. The final rule was issued on July 1, 2014, with the goal of eliminating unhealthy foods/beverages sold accessible to students during the school day in vending machines, snack bars, a la carte and other foods sold outside of the federally-reimbursed school meal program.

Improving the nutritional content/value of snacks available in schools may also directly impact students’ eating behaviors, as research shows that over 40 percent of young people have a snack at school. The USDA Smart Snacks rule however, does not cover foods or beverages that may be available during the school day as food rewards, snacks during celebrations/party or special events where these items are given to students or made available but not sold. That is where implementation of this activity will be unique to each school site/district.

Best Practices
▪ Review Local Wellness Policies for school(s)/district sites to see if Local Education Agencies (LEAs) have already established guidelines for foods available during the school day – see Appendix B for more information on Local Wellness Policy Requirements
▪ Become familiar with the Smart Snacks Calculator tool. https://www.healthiergeneration.org/take_action/schools/snacks_and_beverages/smart_snacks/alliance_product_calculator/
▪ Food Research and Action Center Improving the School Food Environment: Making Competitive Foods Healthier http://org2.democracyinaction.org/o/5118/p/salsa/web/common/public/content?content_item_KEY=8793
Center for Science in the Public Interest
Review the School Foods Tool Kit for sample goals, fact sheets, model policies, surveys and more that will assist you in the development of an action plan. Please note, however, that this toolkit was developed in 2003 and will not incorporate new federal legislation. http://www.cspinet.org/schoolfoodkit/

Public Health Law Center-School Food Policies
Informational fact sheets and sample policies http://phlc.stylefish.com/topics/healthy-eating/school-food-policies

Classroom Snacks/Snack Carts/School Stores

- Eat Right – The American Dietetic Association put together this list of 25 healthy snacks for kids. This could be used as a parent information piece. http://www.eatright.org

Food Rewards in the Classroom/Non-Food Rewards

- Alternatives to Food as a Reward. A comprehensive list of ways to encourage positive behavior creatively as well as a list of consequences when food is used as a reward within the classroom. http://www.johnson.ksu.edu/DesktopDefault.aspx?tabid=453
- “You Did It”: How to Reward and Motivate Kids Without Using Food. A comprehensive brochure from the Utah Department of Health providing talking points, ideas, and resources teachers, parents and various age-leveled students. http://health.utah.gov/obesity/gms/pdfs/You_Did_it!.pdf
- Alternatives to Food Rewards. Connecticut State Department of Education developed a one-page document describing the consequences of using food as a reward and a list of age appropriate non-food rewards. http://healthymeals.nal.usda.gov/hsmrs/Connecticut/Food_As_Reward.pdf

Classroom Celebrations/Parties

- Center for Science in the Public Interest. A four-page resource that offers creative celebration ideas throughout the months of the school calendar. http://cspinet.org/new/pdf/healthy_school_celebrations.pdf
- Action for Healthy Kids. Putting the Health Back in Fun. Provides information on how teachers and parents can work together to give consistent messages to kids about healthy
Appendix G: Smarter Lunchrooms

Purpose

Smarter Lunchrooms is about improving children’s eating behaviors by using sustainable research-based practices to promote healthful eating. Many Smarter Lunchroom concepts are low/no cost interventions, having an environmental focus of the cafeteria set up and training staff in various nudging tactics through sustainable changes that impact kids dietary habits.

Best Practices

▪ Become familiar with the many resources available on the USDA funded Smarter Lunchroom Movement website that Cornell Center for Behavioral Economics maintains. http://smarterlunchrooms.org/homepage
  ▪ A 2-hour online training course on Creating Smarter Lunchrooms is available and is a good place to start. https://cornell.qualtrics.com/jfe/form/SV_3CVLswwEZI5qdak


▪ Using Smarter Lunchrooms No Time to Train: A Year of 10-Minute Workshops for Lunchrooms Staff
  ▪ Workbook script http://smarterlunchrooms.org/sites/default/files/no_time_to_train_final.pdf

  ▪ Presentation (slides) http://www.extension.org/sites/default/files/No%20Time%20to%20Train%20%20FINAL.pdf

▪ Identify a few tactics to implement using the many resources that are available including archived webinars that Cornell maintains and the Minnesota Department of Education.
  ▪ http://smarterlunchrooms.org/resources

  ▪ http://education.state.mn.us/MDE/SchSup/FNS/SNP/TrainingSNP/index.htm
Appendix H: Active Schools Quality
Physical Education

**Purpose**

Physical education teaches self-management and motor skills that help children adopt healthy living practices and manage their day-to-day activities.

**Description of Activity**

Physical education is an academic subject that serves as the foundation for Active Schools by providing the opportunity for students to learn knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and into adulthood. A quality physical education program includes the opportunity to learn, meaningful content, appropriate instruction and program assessment. Some operationalized strategies for this activity include enhancing physical education programming that results in a new or updated standards-based curriculum, inclusion of new or innovative units that reduce activities where students are sitting out or eliminated, adding or enhancing a fitness education and assessment component to help children understand, improve and-or maintain physical fitness, and including physical education expectations as part of the school wellness policy.

**Best Practices in Physical Education**

- Become familiar with the role of physical education as part of a comprehensive school physical activity plan. Resources for this include:
  - Moving Matters: A School Implementation Toolkit. This document outlines Active School Strategies that are inclusive of the Active Schools Minnesota Initiative. [http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html](http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html)
  - SHAPE America: Comprehensive Schools Physical Activity Website. [http://www.shapeamerica.org/CSPAP/](http://www.shapeamerica.org/CSPAP/)
  - Let’s Move Active Schools Roadmap. [http://static1.squarespace.com/static/53b1a843e4b0dcbaf4b4b85/t/554151cbe4b0a95a9583911b4/1430344139181/15-LMASFramework_4.29.15.pdf](http://static1.squarespace.com/static/53b1a843e4b0dcbaf4b4b85/t/554151cbe4b0a95a9583911b4/1430344139181/15-LMASFramework_4.29.15.pdf)
  - Support schools in physical education program reviews that enable them to enhance their current programming based upon evidenced-based research. Resources for this include:
Institute of Medicine released a report on supporting the need for evidenced-based physical education in schools. *Educating the Student Body: Taking Physical Activity and Physical Education to School*

- **Understand Physical Education Standards and Outcomes**
  - Minnesota requires schools to implement the national physical education standards. A guidance document can be found on the Minnesota Department of Education website. http://education.state.mn.us/MDE/dse/standards/hpe/
  - Minnesota has adopted the 2014 SHAPE America Standards and Grade Level Outcomes in K-12 Physical Education as the state required standards and Benchmarks. The Minnesota Department of Education is under the revision process and rule-making process. All drafts of the document can be found on the Minnesota Department of Education Physical Education website at http://education.state.mn.us/MDE/dse/standards/hpe/. All documents relative to the rule-making process can be found at the Minnesota Department of Education Rule-Making at http://education.state.mn.us/MDE/about/rule/rule/K12/

- **Become aware of physical education program assessment tools.**
  - Physical Education Curriculum Analysis Tool (PECAT) developed by the Centers for Disease Control and Prevention helps school districts conduct a clear, complete and consistent analysis of written physical education curricula based upon national physical education standards. http://www.cdc.gov/HealthyYouth/PECAT/
  - The Essential Components of Physical Education identify the foundation components necessary for a successful physical education program. SHAPE America has defined the four essential components of physical education: policy and environment, curriculum, appropriate practices and student assessment. http://www.shapeamerica.org/explorePE.cfm
  - Appropriate instructional Practices in Physical Education Guidelines K-12

Support schools in implementing fitness education

- Instructional framework in Fitness Education by SHAPE America.
  
- The Scope and Sequence of Fitness Education K-12 by SHAPE America

- The Presidential Youth Presidential Fitness Program is used by many schools across the country. The test is made up of five events, and students can earn an award for meeting qualifying standards in each of the five events.
  http://www.presidentialyouthfitnessprogram.org/

- FITNESSGRAM 2015, developed by the Cooper Institute, is evidence-based health-related fitness assessment to use criterion-referenced standards, called Healthy Fitness
Zones, to determine students' fitness levels based on what is optimal for good health. http://www.cooperinstitute.org/fitnessgram

Support institutionalizing physical education expectations into policy.


Additional Resources for Quality Physical Education

▪ SPARK is a research-based organization dedicated to creating, implementing and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents and adults by disseminating evidence-based programs to teachers and recreation leaders serving pre-K through 12th grade students. http://www.sparkpe.org/

▪ PE Central provides information on physical education and health for teachers, students and parents. Includes curriculum assessment, adapted PE and other useful teaching tools. http://www.pecentral.org
Appendix I: Active Schools Active Classrooms

Purpose
Integration of physical activity opportunities into classrooms throughout the school day.

Description of Activity
Research has documented that periodic physical activity opportunities during the school day while students are in classrooms can improve student concentration and attention and reduce disruptive behavior. This activity pursues increasing physical activities in the classroom through integrating short physical activity opportunities either by providing the time simply to move or integrating physical activity directly related to the content being addressed as well as including active classroom expectations as part of the school wellness policy.

Best Practices for Active Classrooms

▪ Become familiar with the role active classrooms play as part of a comprehensive school physical activity plan. Resources for this include:
  ▪ Moving Matters: A School Implementation Toolkit. This document outlines Active School Strategies that are inclusive of the Active Schools Minnesota Initiative.
    http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html
  ▪ SHAPE America: Comprehensive Schools Physical Activity website.
    http://www.shapeamerica.org/CSPAP/
  ▪ Let’s Move Active Schools Classroom Resources http://www.letsmoveschools.org/
  ▪ Support schools integrate active classrooms based upon evidenced-based research. Resources for this include:
    ▪ Active Living research. Providing short physical activity opportunities during the school day increases physical activity, can help improve on-task behavior and improves some measures of health in students
    ▪ Healthy students are better learners. This CDC website is full of research, resources and materials that link the benefit of physical activity to educational outcomes.
      http://www.cdc.gov/HealthyYouth/health_and_academics/

▪ Tips for Teachers: Motivating Movement. The Alliance for a Healthier Generation generated a list of easy-to-follow tips for classroom teachers of all grades and subjects. https://www.healthiergeneration.org/take_action/schools/physical_activity/

▪ Active Academics: A website developed to provide practical ideas to classroom teachers for integrating physical activity throughout the school day. Lesson ideas are short "10 minute or less" activities that get students moving while practicing content standards in a variety of subject areas. http://www.activeacademics.org

▪ Become aware of easily available, free and instant implementation resources in active classroom.

▪ Internet Sites

   ▪ Go Noodle. Free brain breaks that help channel classroom energy. https://www.gonoodle.com/

   ▪ Fuel Up to Play 60. A funding source and resource hub for educators working on empowering students to take charge in making small, every day changes within their school in choosing good-for-you foods and getting active for 60 minutes every day. http://www.fueluptoplay60.com/

   ▪ Health Powered Kids. Developed by Allina Health in Minneapolis provides multiple active classroom activities. http://www.healthpoweredkids.org/

   ▪ Health-E-Tips and the Jam School Program. One-minute fitness bursts that include five very simple exercises students (and staff) can do while either standing at their desk or sitting in a chair. Included on this site is a weekly communication piece listing a health tip that teachers can easily incorporate into their instruction to promote healthier habits. http://www.healthetips.com/

▪ Downloadable resources


▪ Middle School Language Arts Energizers.

▪ Middle School Math Energizers

▪ Middle School Music Energizers

▪ Middle School Science Energizers.

▪ Social Studies Energizers.

▪ Middle School Social Studies Energizers
Appendix J: Active Schools Active Recess

Purpose

Engaging students in physical activity during recess provides them with fun, safe and active play.

Description of Activity

Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. A well-supervised and functional playground design offers cognitive, social, emotional and physical benefits. “Drop in” time for middle and high school students provides the opportunity for physical activity without the structure of recess. “Drop in” time can be available before or after school, or throughout the school day during study hall, lunch or other open scheduled times for students. This activity supports increasing physical activity opportunities on the playground through actions such as creating activity zones, providing multiple activities and pieces of equipment, adopting a “Recess is for Moving” philosophy, student choice activity options and engaging recess supervising staff to interact with students to encourage physical activity. For older students, examples include opening facilities for physical activity such as the gym during the school day before lunch or during study hall as well as before and after the school day.

Best Practices for Active Recess

- Become familiar with the role active recess plays as part of a comprehensive school physical activity plan. Resources for this include:
  - Moving Matters: A School Implementation Toolkit. This document outlines Active School Strategies that are inclusive of the Active Schools Minnesota Initiative. [http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html](http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html)
  - SHAPE America: Comprehensive Schools Physical Activity Website. [http://www.shapeamerica.org/CSPAP/](http://www.shapeamerica.org/CSPAP/)
Support schools to integrate active recess based upon evidenced-based research. Resources for this include:

- Supporting Recess in Elementary Schools.  

- Increasing Physical Activity Through Recess.  
  http://activelivingresearch.org/files/ALR_Brief_Recess.pdf


  http://pediatrics.aappublications.org/content/131/1/183

Become aware of available Recess Toolkits.

- Minnesota Department of Education. Recess Moves! A Toolkit for Quality Recess. This toolkit contains best practice guidelines, research and tools to assist schools in creating a recess period that gets students active, supports their learning and reduces behavioral issues.  
  http://education.state.mn.us/MDE/dse/health/act/

- The Centers for Disease Control and Prevention and SHAPE America. Recess website identifies a toolkit with many resources and provides schools with 19 evidence-based strategies to support recess.  
  https://www.cdc.gov/healthyschools/physicalactivity/recess.htm

Additional Resources for Active Recess

- Peaceful Playgrounds. This program introduces children and school staff to the many choices of activities available on playgrounds and field areas.  
  http://www.peacefulplaygrounds.com


- Playworks. A non-profit organization that provides trained, full-time program coordinators, or "coaches," at low-income urban schools to engage children at recess and during class game time, supporting youth leadership programs, and running non-school time programs and developmental sports leagues. This particular link within their site lists hundreds of games that will get kids off the sidelines and into the game. Whether you want to keep kids active for a full recess period, or just do a few minutes of ice breakers before an activity, there's a game here for your needs.  
  http://www.playworks.org/games
Appendix K: Active Schools: Physical Activity Opportunities Before and/or After School

**Purpose**
Opportunities for students to engage in physical activity before or after school the school day.

**Description of Activity**
Physical Activity opportunities before or after school play a vital role in assisting students to fulfill the 60 or more minutes for their recommended daily physical activity. Successful implementation of this activity increases physical activity options through formal programming such as intramurals, interscholastic sports or activity clubs as well as informal opportunities such as open gyms that provide multiple physical activity options for students.

**Best Practices for Physical Activity Opportunities Before and/or After School**
- Become familiar with the role before and/or after school physical activity opportunities plays as part of a comprehensive school physical activity plan. Resources for this include:
  - Moving Matters: A School Implementation Toolkit. This document outlines Active School Strategies that are inclusive of the Active Schools Minnesota Initiative. [http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html](http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html)
  - SHAPE America: Comprehensive Schools Physical Activity Website. [http://www.shapeamerica.org/CSPAP/](http://www.shapeamerica.org/CSPAP/)
- Support schools to integrate physical activity opportunities before and/or after school based upon evidenced-based research. Resources for this include:
  - Promoting Physical Activity in After School. [http://activelivingresearch.org/files/ALR_Brief_Afterschool_May2012_0.pdf](http://activelivingresearch.org/files/ALR_Brief_Afterschool_May2012_0.pdf)
• Strategies for supporting quality physical education and physical activity in schools.  

• Supporting Quality Physical Education and Physical Activity in Schools.  
  http://www.bridgingthegapresearch.org/research/district_wellness_policies/#CDCbriefs

• Institute of Medicine released a report on supporting the need for evidenced-based physical education in schools. *Educating the Student Body: Taking Physical Activity and Physical Education to School.*  

• Support schools by being familiar with the guidelines, policies and standards for promoting Physical Activity in After School.
  • Alliance for a Healthier Generation Healthy Out-of-School Time.  
    https://www.healthiergeneration.org/
  

• Policies and Standards for promoting Physical Activity in After School.  
  http://activelivingresearch.org/files/ALR_Brief_Afterschool_May2012_0.pdf

• Move More North Carolina. Recommended Standards for After School Physical Activity.  
  http://www.eatsmartmovemorenc.com/AfterSchoolStandards/AfterSchoolStandards.html

• California After School Physical Activity Guidelines.  
  http://www.cde.ca.gov/ls/ba/as/documents/paguidelines.pdf

• Healthy Kids, Healthy New York After-School Initiative from the New York State Department of Health provides facts, guidelines, resources and assessment tools relating to obesity prevention.  

• Additional Before and/or After School Physical Activity Opportunities Resources
  • After 3.  http://www.afterschoolalliance.org/AA3PM/

  • Kids on the Move. After School Programs Promoting PA.  
    http://www.afterschoolalliance.org/AA3PM/Kids_on_the_Move.pdf


Appendix L: Safe Routes to School

Purpose
Safe Routes to School provides students with the opportunities to walk or bike to school safely.

Description of Activity
Safe Routes to School provides students with the opportunities to walk or bike to school by identifying and supporting safer routes for them to get to and from school through intentional planning by school and community partners. Successful implementation of this activity includes activities such as implementing the Minnesota Walk! Bike! Fun! Pedestrian and Bicycle Safety Curriculum, providing bicycle fleets for school programming, participating in “Walk to School” or “Bike Trains to School” opportunities, and creating safer routes plans to walk and bike to school for families.

Resources for Safe Routes to School

- Become familiar with the role Safe Routes to School plays as part of a comprehensive school physical activity plan. Resources for this include:
  - Moving Matters: A School Implementation Toolkit. This document outlines Active School Strategies that are inclusive of the Active Schools Minnesota Initiative. [http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html](http://education.state.mn.us/MDE/StuSuc/Nutr/PhyActiv/index.html)
  - SHAPE America: Comprehensive Schools Physical Activity Website. [http://www.shapeamerica.org/CSPAP/](http://www.shapeamerica.org/CSPAP/)
  - Support schools to integrate physical activity opportunities before and/or after school based upon evidenced-based research. Resources for this include:
    - Youth Physical Activity: The Role of Schools. [http://www.cdc.gov/HealthyYouth/physicalactivity/toolkit/factsheet_pa_guidelines_schoo](http://www.cdc.gov/HealthyYouth/physicalactivity/toolkit/factsheet_pa_guidelines_schoo]
- Become aware of planning and assessment tools.


- Safe Routes to School Handbook to understand the basic steps to getting started. [http://www.health.state.mn.us/divs/oshii/docs/SRTShandbook.pdf](http://www.health.state.mn.us/divs/oshii/docs/SRTShandbook.pdf)


### Additional Program/Support Resources

- Minnesota Safe Routes to Schools Resource Center. [http://www.dot.state.mn.us/mnsaferoutes/](http://www.dot.state.mn.us/mnsaferoutes/)

- Minnesota Safe Routes to School – Minnesota Department of Health. [http://www.health.state.mn.us/srts](http://www.health.state.mn.us/srts)

- Minnesota Department of Transportation Safe Routes to School Program. [http://www.dot.state.mn.us/saferoutes/](http://www.dot.state.mn.us/saferoutes/)


### 5 Es (Education, Encouragement, Enforcement, Engineering and Evaluation) Resources

#### Education


#### Encouragement

- Tips for Engaging Middle School Students [http://www.saferoutesinfo.org/program-tools/tips-engaging-middle-school-students-safe-routes-school-programs-0](http://www.saferoutesinfo.org/program-tools/tips-engaging-middle-school-students-safe-routes-school-programs-0)

Enforcement

▪ Role for Law Enforcement in SRTS. http://apps.saferoutesinfo.org/lawenforcement/

Engineering


Evaluation

▪ Student In-Class Travel Tally. http://www.saferoutesinfo.org/program-tools/evaluation-student-class-travel-tally
Appendix M: Active School Training Opportunities

Active School workshops options are available by region or by request for the 2015-2016 school year. Regional workshops will be announced via the Making It Better Log and Basecamp. Requested workshops are available for individual schools, however it is highly recommended that all schools within the SHIP area are invited when space is available. These workshops vary in length from three hours to six hours. They are free for participants; however, SHIP grantees could consider assisting with substitute teacher fees and transportation. For those workshops longer than four hours, SHIP grantees should work with the presenter to discuss lunch options. For further information on Active Schools Trainings, contact Mary Thissen-Milder@state.mn.us.

Promoting Physical Activity in School through the Minnesota Active Schools Initiative: 6 hours

Countless studies and reports have shown that when students are active, they learn better. The National Physical Activity Guidelines for Children and Youth recommend that youth participate in physical activity at least 60 minutes every day. The Active Schools Minnesota initiative was created through a partnership between the Minnesota Department of Health and the Minnesota Department of Education to assist schools in increasing physical activity opportunities both during and outside the school day. In this workshop, participants will review the research that links physical activity, health and learning and become aware of the strategies the initiative identifies to increase physical activity opportunities for students through quality physical education, active classrooms, active recess, before/after school physical activity opportunities, staff wellness and family and community engagement. Participants will have the opportunity to conduct a brief active school day self-assessment tool and leave the workshop with an action plan to increase physical activity opportunities in their school buildings. The workshop is designed for any school or local public health personnel interested in implementing this initiative in their local schools.

Active Classrooms: 3 hours

Integrating physical activity opportunities for students into classrooms is one of the five strategies recognized by the Active Schools Minnesota initiative to reach the national Physical Activity Guidelines for Children and Youth that they participate in physical activity at least 60 minutes every day. This workshop identifies specific classroom activities that can be utilized as either physical activity breaks or integrated as content specific activities. Participants will experience a wide variety of classroom physical activity examples that can be immediately implemented, as well as quick and easy ways to insert physical activity breaks into the natural flow of classroom instruction. The workshop is designed for, but not limited to administrators, classroom teachers, physical educators, support staff, school wellness members and local public health SHIP. More information regarding the Minnesota Active Schools initiative can be found at http://education.state.mn.us/MDE/dse/health/act/.
Active Recess: 3 hours

Increasing physical activity opportunities for students at recess is one of the five strategies recognized by the Active Schools Minnesota initiative to reach the national Physical Activity Guidelines for Children and Youth that they participate in physical activity at least 60 minutes every day. This three-hour workshop provides an introduction to the “outdoor learning laboratory” and best practices that provide ultimate opportunities for physical activity that include playground zoning, supervision hints, equipment and safety. Sample activities are also provided. A training designed for (but not limited to) any school staff member, school aides or community volunteer charged with recess supervision. More information regarding the Minnesota Active Schools initiative can be found at [http://education.state.mn.us/MDE/dse/health/act/](http://education.state.mn.us/MDE/dse/health/act/)

Active Schools Minnesota: Integrating Physical Activity opportunities Before and/or After School: 3 hours

Integrating physical activity opportunities for students before and/or after school is one of the five strategies recognized by the [Active Schools Minnesota initiative](http://education.state.mn.us/MDE/dse/health/act/) to reach the national Physical Activity guidelines for Children and Youth that they participate in physical activity at least 60 minutes every day. This three-hour workshop identifies specific physical activities that can be incorporated into existing school and community programs as well as generates ideas that can be utilized in creating new physical activity opportunities before and after school. Participants will review the health and educational benefits of physical activity and experience a multitude of both web-based and paper-based resources that can be immediately utilized in before and after school settings. This workshop is designed for (but not limited to) any school staff, before or after school program leaders, and community organizations or individuals who have an interest in integrating physical activity before or after school settings. This workshop is offered by the Active Schools Minnesota Initiative, a partnership between the Minnesota Departments of Health and Education.

Physical Education Standards and Benchmarks: 4 hours

Improving and maintaining quality physical education is one of the five strategies recognized by the [Active Schools Minnesota initiative](http://education.state.mn.us/MDE/dse/health/act/) to reach the national Physical Activity guidelines for Children and Youth that they participate in physical activity at least 60 minutes every day. In this four-hour workshop the Minnesota Department of Education in partnership with SHAPE provides the opportunity to enhance current physical education programming through the introduction of the new 2013 state standards and model benchmarks, provides a process for participating schools to assess current programming and initiates an alignment process with the standards. The training is recommended for school staff including administrators, curriculum developers and physical education teachers.
Presidential Youth Fitness Program and FITNESSGRAM: 4 hours

Improving and maintaining quality physical education is one of the five strategies recognized by the [Active Schools Minnesota initiative](#) to reach the [national Physical Activity guidelines for Children and Youth](#) that they participate in physical activity at least 60 minutes every day. In this four-hour workshop the Minnesota Department of Education in partnership with SHAPE discuss the implementation of the new Presidential Youth Fitness Program and FITNESSGRAM. The workshop will provide an overview of the national program and provide hands-on experiences in learning the fitness assessments and data collection processes. Schools can adopt the program to assess, track, and award youth fitness and physical activity. The training is specifically recommended for physical education teachers interested in implementing the program.

Minneapolis Walk! Bike! Fun! Curriculum: 7 hours

This curriculum can be implemented as part of an upper elementary curriculum in physical education class and/or integrated across other content areas in school; or as part of a community or organizational program. Walk! Bike Fun! is a two-part curriculum designed specifically for Minnesota’s schools and is structured to meet Minnesota education standards. It helps children ages five to 13 learn traffic rules and regulations, the potential hazards to traveling, and handling skills needed to bike and walk effectively, appropriately and safely through their community. This training is recommended for local public health and community members, as well as interested school personnel. Training is offered through the Bicycle Alliance of Minnesota. Training information can be found on their website at [http://www.bikemn.org/education/walk-bike-fun](http://www.bikemn.org/education/walk-bike-fun)
Appendix N: SHIP School Partnership Agreement Template

Statewide Health Improvement Partnership (SHIP) School Partnership Agreement Between _________ Community Health Board and School District #___:
The connection between health and learning is an important element of SHIP work in Minnesota. Since approximately 95 percent of young people in Minnesota attend school, schools are an important setting in which to model healthy eating and active living activities. SHIP can support student health and wellness in forming healthy lifestyle behaviors while also contributing to positive academic indicators, linking health and learning! SHIP partnerships are found in all 87 counties within Minnesota, working in schools, communities, health care and worksite settings.

SHIP Goals:

- Implementing sustainable policy, systems and/or environmental change in the areas of healthy eating and active living to help make the healthier choice, the easier choice for Minnesota students.
  - Healthy Eating- Increasing fruit/vegetables, while decreasing sodium, saturated fat, and added sugars in foods/beverages.
  - Active Living- Increasing opportunities for physical activity during and outside of the school day.
- Supporting communities/school sites in evidence-based activities that are locally selected.
  Activities include:
  - Healthy Eating- Farm to School, School-Based Agriculture, Healthy Snacks: During and Outside of the School Day and Smarter Lunchrooms.
  - Active Schools-Quality Physical Education, Active Classrooms, Active Recess, Physical Activity Opportunities Before/After School and Safe Routes to School.

School Setting Scope of Service-Roles and Responsibilities Agreement

The purpose of this document is to clarify roles and responsibilities for continued partnership with XXXXXXXXXXXXXXXXXXXX

Local/School SHIP Coordinator Duties through October 31, 2018

- Facilitate assessments (including the school health index assessment), identification of strategy activities, development of action plans, assure implementation, evaluation and maintenance of PSE change
- Create an organizational plan that includes the district wellness committee, communication and action plan, and goals to achieve desired outcomes within the areas of policy, system, and environmental changes. The School Wellness Team members should include, but not be limited to parents, students, school staff, school administration and interested community members.
- Assist in developing a budget
- Participate in and/or facilitate the School Wellness Committee
• Work with ________ County SHIP Coordinator to identify strategy activities
• Work with ________ County SHIP Coordinator regarding activity requiring financial approval
• Identify and facilitate training opportunities appropriate to support PSE change
• Collaborate and coordinate with ________ County SHIP Coordinator on both healthy eating and physical activity changes
• Maintain consistent communication with ________ County SHIP Coordinator
• Participate in both internal and external School Setting SHIP meetings
  o Attend regularly scheduled calls with MDH staff
  o Answer questions of Content Staff, Community Specialists and County Staff
  o Attend school focused trainings
    ▪ (Budget appropriately for this involvement)
• Facilitate and assist with District and ________ County SHIP reporting
• Provide reach data to SHIP evaluation lead
• Provide in-kind contribution of 10 percent

The School/School District responsibilities through October 31, 2018:

• Delegate a School/School District contact person (typically Superintendent, Principal or School Nurse) to assist the SHIP Coordinator in championing this effort in the school/district. (This person will serve as a liaison between the school staff, food service staff and the SHIP Coordinator.)
• Actively support the work of the School Wellness Committee and the SHIP – support evidence based strategies to improve health eating and active living in the schools, attend meetings and events, provide data relevant to the SHIP when requested and offer resources as able.
• Support school and food service staff to actively participate in the School Wellness Committee.
• Support activities related to the implementation of strategies regarding healthy eating and active living in the school.
• Provide scheduled space, time and support to the School Wellness Team to meet regarding active living and healthy eating in the school.
• Show progress toward implementation of the attached healthy school work plan and action plan goals chosen by the School Wellness Team.

_____________School/School District

Signature of Superintendent DATE

Signature of Local/School SHIP Coordinator DATE

Signature of LPH SHIP Coordinator/Supervisor DATE