



## Action Plan

### Here's Your Action Plan

Choose an item below to access notes, resources, implementation strategies, and expert help specifically tailored to help you meet each of these criteria.

[Watch this video](#) for help working with your Action Plan.

### Action Plan for Kelvin Grove Middle School

Working Toward Bronze

Details on In Progress Action Steps may be found on the pages following this chart

Criteria #	Action Step	Last Updated Date	Current Answer	Completion Status
102	Local wellness policies	3/13/2017	Partially in Place	In progress
108	Prohibit withholding recess as punishment	3/13/2017	Not In Place	In progress
129	Hands washed before meals and snacks	4/12/2017	Partially in Place	In progress

Criteria #	Action Step	Last Updated Date	Current Answer	Completion Status
203	Essential topics on physical activity	4/11/2017	Partially in Place	In progress
307	Promotion or support of walking and bicycling to school	3/13/2017	Partially in Place	In progress
316	Information and materials for physical education teachers	3/13/2017	Partially in Place	In progress
505	Implement a referral system	3/13/2017	Partially in Place	In progress
701	Health assessments for staff members	4/11/2017	Not In Place	In progress
706	All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards	4/11/2017	Under Development	In progress
708	Stress management programs for staff	4/11/2017	Not In Place	In progress
805	Effective parenting strategies	4/11/2017	Partially in Place	In progress
101	Representative school health committee or team	3/13/2017	Fully in Place	Complete
117	Positive school climate	4/12/2017	Fully in Place	Complete
204	Essential topics on healthy eating	4/11/2017	Fully in Place	Complete
709	Breastfeeding policy	4/11/2017	Fully in Place	Complete

## Criterion Number: 102

**Required For:** Gold, Silver, and Bronze

**Status:** In progress

**Last Updated:** 3/13/2017

### Action Step:

#### Local wellness policies

Has your school **implemented** the following components of the district's local wellness policy?

- Nutrition education and promotion activities
- Physical activity opportunities
- Nutrition standards for all foods and beverages available on each school campus during the school day that meet or exceed the USDA's requirements for school meals and competitive foods and beverages
- Marketing and advertising of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.
- Other school-based activities that promote student wellness
- Permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and review and update of the local wellness policy. Regular reporting on content and implementation to the public (including parents, students, and community members)
- Periodic measurement of school compliance with the local wellness policy and progress updates made available to the public
- Designation of a lead school official to ensure compliance with local wellness policy

*By the start of the 2006-2007 school year, every school district participating in the federal meal program was required to establish a local school wellness policy. This requirement was updated in 2010 placing greater emphasis on evaluation and sharing progress of local wellness policy implementation with the public. Your school health team should review your district's policy before completing this question.*

### Current Answer:

Our school has implemented most of these components. (Partially in Place)

## Implementation Strategies

School wellness policies are official statements created by your state, district, or school that provide a guide for all of the student health decisions you make on your campus. They also help ensure that these decisions fall in line with your state's standards.

- Convene or maintain an active, broadly representative school wellness council that has a designated leader and that meets at least four times per year to help manage, monitor, and evaluate implementation of the policy.
- Make sure to prioritize your goals, make a detailed action plan annually that clearly designates who is responsible for doing what, and determine performance measures.
- Implement the action plan and periodically measure compliance, submit progress made in attaining the goals to the district, and make this assessment available to the public.
- Be sure to have specific health goals to use as benchmarks to determine success. One way to approach your wellness policy is to integrate its implementation into other school accountability and improvement efforts.
- Seek out supportive school board members, parents, staff, students, and community members to assist in locating resources for healthy eating and physical activity opportunities.

### Evidence of Success:

Provide your building or district wellness policy and the building level procedures that demonstrate implementation of the wellness policy.

## Criterion Number: 108

**Required For:** Gold and Silver

**Status:** In progress

**Last Updated:** 3/13/2017

### Action Step:

#### Prohibit withholding recess as punishment

Does your school prohibit withholding recess as punishment? Is this prohibition consistently followed?

**Current Answer:**

This practice is not prohibited. (Not In Place)

**Implementation Strategies**

- Research appropriate, alternative discipline procedures to share with school staff.
- Provide alternatives, behavior management strategies and school-wide behavior plans for school staff.
- Compose a policy statement prohibiting the use of withholding recess as a form of punishment.
- Communicate the policy statement and alternative practices to staff, faculty, students and families

**Evidence of Success:**

1. Indicate how this practice is communicated to staff, students, and parents (check all that apply).
  - a. District or building policy
  - b. Student/staff/parent handbook
  - c. Posting in newsletter, on school website
2. Upload an example of one of the items you checked above to demonstrate how this practice is communicated to staff, students and parents.

**Criterion Number: 129**

Status: In progress

Last Updated: 4/12/2017

**Action Step:****Hands washed before meals and snacks**

Do all teachers schedule time for students to wash their hands before meals and snacks?

**Current Answer:**

Most do. (Partially in Place)

## Criterion Number: 203

**Required For:** Gold, Silver, and Bronze

**Status:** In progress

**Last Updated:** 4/11/2017

### Action Step:

#### Essential topics on physical activity

Does your health education curriculum address all of these topics on physical activity?

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while physically active
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to take steps to achieve the personal goal to be physically active
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

*Consider using CDC's [Health Education Curriculum Analysis Tool \(HECAT\)](#), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.*

## Current Answer:

Addresses most of these topics. (Partially in Place)

### Implementation Strategies

- Consider using CDC's [Health Education Curriculum Analysis Tool \(HECAT\)](#), which is designed to help school districts and schools conduct a clear, complete, and consistent analysis of written health education curriculum. HECAT results can help districts and schools enhance, develop, or select appropriate and effective health education curricula. The HECAT assesses how consistent curricula are with national standards and can assist users in determining if the curriculum being analyzed is sequential.
- Collaborate with curriculum areas and academic departments to integrate health content on physical activity into cross-curricular learning opportunities.
- Include the school nurse in curriculum planning and development so that the school's health service providers can support classroom learning.
- Display physical activity promotion posters, use school-wide announcements to promote physical activity, hold school-wide physical activity challenges, ask students to keep a journal of physical activities or invite guest speakers to discuss the essential topics on physical activity with the students.

### Evidence of Success:

No documentation required.

## Criterion Number: 307

**Required For:** Gold, Silver, and Bronze

**Status:** In progress

**Last Updated:** 3/13/2017

### Action Step:

#### Promotion or support of walking and bicycling to school

Does your school promote or support walking and bicycling to school in the following ways?

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Bicycle parking is provided ( e.g., bicycle rack)
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

### Current Answer:

Our school promotes or supports walking and bicycling to school in three to five of these ways. (Partially in Place)



## Implementation Strategies

- Convene your team, community members, parents, students, etc. and hold an informative meeting to discuss how you would like to promote walking and bicycling to school.
- Conduct a walk/bike audit of the school environment and surrounding neighborhoods
- Identify issues such as community design, safety, time and convenience
- Identify solutions such as safe routes to school, crossing guards; educating your staff, students and parents on pedestrian and bicycling safety; provide secure bicycle parking
- Make a plan. Brainstorming solutions, resources, and your timeline to implement the action steps.
- Research if federal funding is available through state departments of transportation
- Hold a kick-off event during annual National Walk to School Day (October) and/or National Bike to School Day (May).
- Evaluate, make improvements and keep moving

**Evidence of Success:**

Confirm that the school utilizes at least 3 of the following strategies in promoting or supporting walking and bicycling to school.

- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff and parents via newsletters, websites, local newspaper
- Crossing guards are used
- Crosswalks exist on streets leading to schools
- Walking school buses are used
- Bicycle parking is provided (e.g., bicycle rack)
- Documentation of number of children walking and or biking to and from school
- Creation and distribution of maps of school environment (sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## Criterion Number: 316

Status: In progress

Last Updated: 3/13/2017

### Action Step:

#### Information and materials for physical education teachers

Are all teachers of physical education provided with the following information and materials to assist in delivering quality physical education?

- Goals, objectives, and expected outcomes for physical education
- A written physical education curriculum
- A chart scope and sequence for instruction
- A plan for assessing student performance
- Physical activity monitoring devices, such as pedometers, heart rate monitors
- Physical activity monitoring devices, such as pedometers, heart rate monitors
- Internet resources, such as SHAPE America online tools and resources or PE Central
- The Presidential Youth Fitness Program
- Protocols to assess or evaluate student performance in physical education
- Learning activities that increase the amount of class time students are engaged in moderate-to-vigorous physical activity
- Learning activities that actively engage students with long-term physical medical, or cognitive disabilities in physical education

### Current Answer:

Teachers of physical education are provided with four to seven kinds of these materials. (Partially in Place)

## Criterion Number: 505

Status: In progress

Last Updated: 3/13/2017

### Action Step:

#### Implement a referral system

Does your school implement a systematic approach (including the following components) for referring students, as needed, to appropriate school- or community-based health services?

- Contact parents of students identified as potentially needing additional health services and recommend that the students be evaluated by their primary health care provider or specialist.
- Contact parents of students without a primary health care provider and give information about child health insurance programs and primary care providers.
- Referral information is distributed widely (e.g., through flyers, brochures, website, student handbook, health education class) so that students, staff, and families can learn about school and community services without having to contact school staff.
- Staff members are given clear guidance on referring students to school counseling, psychological and social services.
- Referral forms are easy for staff members to access, complete, and submit confidentially.
- A designated staff person (e.g., school nurse, counselor) regularly reviews and sorts referral forms and conducts initial screening.
- With written parental permission, additional information (e.g., questionnaires, relevant records, brief testing) is gathered as necessary and in compliance with FERPA.
- Written consent is obtained, in compliance with HIPAA, to gather relevant records from other professionals or agencies, if applicable.
- A list is kept and regularly updated of youth-friendly referral providers along with basic information about each (e.g., cost, location, language, program features, previous client feedback)
- Meetings are held with all relevant parties to discuss referral alternatives.
- Potential barriers (e.g., cost, location, transportation, stigma) and how to overcome them are discussed.
- Follow-up (e.g., via telephone, text messaging, email, personal contact) is conducted to evaluate the referral and gather feedback about the service.
- A status report is provided to the person who identified the problem, if applicable and in compliance with FERPA and/or HIPAA.
- Professional development is provided to all staff members about the referral process.

**Current Answer:**

Our school has a referral system that includes many of these components. (Partially in Place)

**Criterion Number: 701**

**Required For:** Gold, Silver, and Bronze

**Status:** In progress

**Last Updated:** 4/11/2017

**Action Step:****Health assessments for staff members**

Does your school or district offer staff members accessible and free or low-cost health assessments at least once a year?

**Current Answer:**

Health assessments are not offered at least once a year. (Not In Place)

**Implementation Strategies**

- Convene a meeting with administration to determine if your school, district and/or insurance provider conducts yearly health assessments for staff.
- Determine who will conduct your staffs' health assessments (school nurse, health department, nurse, doctor, dietician, etc. from local hospital, representative from the district's health insurance provider, etc.).
- Plan to schedule your health assessments during a professional development day, a health fair, throughout the first week or two of school starting, etc.
- Use the accumulated results to determine the greatest health concern(s) for your staff. Use this information in your staff wellness survey to determine their needs and wants.

**Evidence of Success:**

Provide the date(s) the health assessment is offered for all staff members.

## Criterion Number: 706

**Required For:** Gold

**Status:** In progress

**Last Updated:** 4/11/2017

### Action Step:

**All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards**

Do food and beverages served and sold at staff meetings, school-sponsored staff events, and in the staff lounge meet USDA Smart Snacks in School nutrition standards?

[Nutrition Standards for Foods](#) / [Nutrition Standards for Beverages](#)

### Current Answer:

Some foods and beverages served and sold align with Smart Snacks. (Under Development)

### Implementation Strategies

- Start by researching the venues where snacks and beverages are being served and sold to staff. Determine who is responsible for those venues.
- Get everyone involved and build consensus with your staff members by talking with those responsible for each venue and educating them about Smart Snacks in School.
- Start assessing these venues. Do they meet the Smart Snacks nutrition standards? Identify where changes need to be made (staff meetings, staff break rooms, staff vending machines, etc.).
- Discuss the changes that need to be made, ask for staff input and get buy in prior to making the changes.
- Create a policy to sustain the changes made to the foods and beverages, sold and served to staff.

**Evidence of Success:**

Complete and upload the last page of charts **105** and **106**. List all food and beverage items sold and served at staff meetings, school-sponsored staff events, and in the staff lounge. For *each* food and beverage listed, indicate if the product was found in the **Smart Food Planner** or that compliance was verified using the **Smart Snacks Product Calculator**.

**Criterion Number: 708**

**Status:** In progress

**Last Updated:** 4/11/2017

**Action Step:****Stress management programs for staff**

Does your school or district offer staff members accessible and free or low-cost stress management programs at least once a year?

**Current Answer:**

Stress management programs are not offered at least once a year. (Not In Place)

## Criterion Number: 805

Status: In progress

Last Updated: 4/11/2017

### Action Step:

#### Effective parenting strategies

Does your school's family education program address all of the following effective parenting strategies?

- Praising and rewarding desirable behavior
- Staying actively involved with children in fun activities
- Making time to listen and talk with their children
- Setting expectations for appropriate behavior and academic performance
- Sharing parental values
- Communicating with children about health-related risks and behaviors
- Making a small number of clear, understandable rules designed to increase level of self-management (e.g., routine household chores, homework, time spent using TV and computer)
- Consistently enforcing family rules with consequences (e.g., an additional chore, restricting TV/computer use for the evening)
- Monitoring children's daily activities (knowing child's whereabouts and friends)
- Modeling nonviolent responses to conflict
- Modeling healthy behaviors
- Emphasizing the importance of children getting enough sleep
- Providing a supportive learning environment in the home

### Current Answer:

Addresses most of these topics. (Partially in Place)









