

TOOLS FOR SCHOOLS



Live Well San Diego:
Partnering with Schools to Reduce
Childhood Obesity and Improve Student Wellness



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SAN DIEGO COUNTY
OFFICE OF EDUCATION



Working Together to Shape a Healthy Future
Facilitated by Community Health Improvement Partners



First 5
San Diego

August 2017
Second Edition

August 31, 2017

Dear School District Administrators:

You are probably aware that children face many health challenges. In San Diego County, an average of 34.2% of 5th, 7th, and 9th graders were overweight or obese in 2015. Behavioral health—which includes mental health and substance use— has also been identified as an unmet need by school superintendents from across the county. The County of San Diego has responded to these and other local health issues by launching *Live Well San Diego*.

Live Well San Diego is a regional vision adopted by the San Diego County Board of Supervisors in 2010 that aligns the efforts of County government, schools, community partners and individuals to help all San Diego County residents be healthy, safe, and thriving. The vision includes three components. Building Better Health, adopted on July 13, 2010, focuses on improving the health of residents and supporting healthy choices; Living Safely, adopted on October 9, 2012, focuses on protecting residents from crime and abuse, making neighborhoods safe, and supporting resilient communities; and, Thriving, adopted on October 21, 2014, focuses on cultivating opportunities for all people to grow, connect and enjoy the highest quality of life.

In alignment with the *Live Well San Diego* vision, the San Diego County Office of Education (SDCOE) and the County of San Diego have partnered with local school districts to improve students' mental health and reduce childhood obesity and substance use.

The Live Well Schools Initiative is bringing together best practices and advanced policies from school districts across the region to support healthy, safe, and thriving students, teachers, and families through updated wellness programs, farm-to-cafeteria programs, school gardens, safe routes to schools, substance use treatment, therapy and counseling services, disaster preparedness, and environmentally conscious buildings. Through the Live Well Schools Initiative, we have the potential to reach children and families throughout San Diego County.

The Tools for Schools toolkit was designed to highlight effective policies, programs, and partnerships for supporting positive choices among school children and their parents, as well as advancing policy and environmental changes that make it easier for children and families to be healthy. Since the first version of the Tools for Schools toolkit was released in 2015, the County of San Diego Health and Human Services Agency and SDCOE have had numerous focused and tailored work meetings with school district leadership and personnel to update and enhance this version.

We hope you find the Tools for Schools toolkit a valuable resource in your journey to supporting healthy schools and families. For additional resources to support student health and wellness, please visit: www.livewellsd.org/content/livewell/home/partners/best-practices-for-schools.html.

We look forward to continuing our partnerships and efforts with you all—partner organizations, parents, and students—to end childhood obesity and improve behavioral health in San Diego County.

Live well!



Supervisor Dianne Jacob

Chair, San Diego County Board of Supervisors
Second District



Dr. Paul Gothold

San Diego County Superintendent of Schools



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Using Collective Impact to Improve Health

Live Well San Diego is the County of San Diego's dynamic vision to create a healthy, safe, and thriving region (Appendix 1). *Live Well San Diego* follows the collective impact model where County government partners with organizations that support the vision's core strategic approaches. One of the key partners in the fight against childhood obesity is the Childhood Obesity Initiative, a public-private partnership whose mission is to reduce and prevent childhood obesity through policy, systems, and environmental change (Appendix 2).

Purpose of the Toolkit

In November 2014, the County of San Diego Health and Human Services Agency (HHS) collaborated with the San Diego County Office of Education (SDCOE) to host a forum in which superintendents shared the policies, partnerships, and programs that had been most helpful for improving the health and wellness of their students. Since then, HHS has worked with SDCOE to hold regional roundtables with superintendents to determine what health and wellness challenges were faced by the school districts in these areas.

This toolkit is based on both the resources and needs identified in these meetings. This document highlights innovative and effective ways for school policymakers and other key stakeholders to meet the unique health and wellness needs of their community.

The toolkit can be found online at:

www.livewellsd.org/content/dam/livewell/best-practices/Tools-For-Schools-August-2017.pdf

**"We have the power to make health happen
where we live, learn and play."**

- The California Endowment



Background

Childhood Obesity

Childhood obesity is a national epidemic that has an enormous impact on the health of the residents of San Diego County. FitnessGram® data for the 2015-2016 school year shows that 35.1% of fifth graders, 34.1% of seventh graders, and 31.8% of ninth graders in San Diego County were considered obese and at health risk, with rates even higher for African-American and Latino youth. ¹

What is Obesity?

Being overweight or obese is defined as having a body weight greater than what is considered healthy for one's height, age, and gender.² For children, being overweight means having a body mass index (BMI) greater than 85% of the reference population for their age and gender, while being obese means having a BMI greater than 95% of the reference population.

What Causes Childhood Obesity?

A major factor that leads to childhood obesity is an imbalance between calorie consumption and calorie expenditure through physical activity. Several risk factors predispose children to calorie imbalance and increase the likelihood of obesity. ²

These risk factors include:

- Limited access to fruits and vegetables
- Limited opportunities for physical activity
- Poor nutrition/dietary habits
- Sedentary lifestyle
- Excessive TV and computer time
- Lack of knowledge
- Socioeconomic status (e.g., poverty/low income)
- Dysfunctional home life
- Genetics/family history

New Information and Updated Links Are Available!

Appendix 3 includes reference links for the partners and programs mentioned in the Tools for Schools toolkit. The toolkit is a living document. As links change, new policy resources are developed, and new programs and partnerships become available, updated information will be added to the toolkit's Appendix 3 which can be accessed online at:

www.livewellsd.org/content/dam/livewell/best-practices/Tools-For-Schools-Aug2017-Appendix3.pdf

¹ California Department of Education: 2015-16 California Physical Fitness Report - San Diego County - Body Composition

² Centers for Disease Control and Prevention: Childhood Obesity Facts

Place Matters

Our environment shapes our health. Children's health behaviors are constrained by the choices and opportunities that are available in the places where they spend most of their time.³ A child's school, neighborhood and home can help prevent the development of childhood obesity and other negative health outcomes. Kids cannot change their environment, so it is incumbent upon us to create settings where kids can eat nutritious food, be active and learn lifelong healthy habits.

Impact of Childhood Obesity

Obese children are at increased risk for serious health problems, including¹:

- Heart disease
- Liver disease
- Type 2 diabetes
- Asthma
- Adult obesity

Obesity Links to Academic Performance

Research shows that good health contributes to success in school and that regular physical activity is associated with higher levels of academic performance.⁴ In contrast, students in poor health are less likely to graduate from high school on time or attend college, while chronic diseases such as diabetes and obesity lead to lower school performance.

Obesity's Effect on Mental Health

Obese children have been shown to have lower self-esteem, lower life satisfaction, and higher rates of depression, hopelessness, and suicide.⁵ Obesity is also associated with more profound social issues, increased behavioral problems, and poorer quality of life, with one study showing that the quality of life ratings reported by obese children and adolescents were lower than those reported by children with cancer.

In addition to reducing the quality of life, obesity-related psychosocial problems can also impact academic achievement and absenteeism. Many negative psychosocial outcomes related to obesity have also been shown to be associated with poorer academic performance, and obese or overweight children may avoid school to limit their interaction with other children out of fear that they will be teased or bullied.



³ World Health Organizations: The Determinants of Health

⁴ Centers for Disease Control and Prevention: Health & Academics

⁵ Centers for Disease Control and Prevention: About Child & Teen BMI

Financial Impact

Childhood obesity also costs schools money. Overweight and obese students are more likely to be absent from school than their peers in a healthier weight range, thereby reducing the amount of funding that schools receive from the state. In the 2009-2010 school year, public schools in San Diego County lost out on at least \$102 million in California education funding because of student absences.⁶

Obese children also have higher annual medical expenses than children with a healthy body weight. Each year in the United States, the direct medical costs of childhood obesity total \$14.3 billion in healthcare, prescription drugs, and emergency room visits.⁷



Additional Tools to Help Reduce Childhood Obesity

- HHSA's guide to incorporating Safe Routes to School language in school wellness policies: www.livewellsd.org/content/dam/livewell/Partners/PartnerPDFs/Schools/Safe-Routes-To-Schools-Resource-Guide.pdf
- San Diego County Childhood Obesity Initiative: www.ourcommunityourkids.org
- San Diego Childhood Obesity Initiative's Policy Clearinghouse: www.ourcommunityourkids.org/resources/policy-clearinghouse.aspx

⁶ KPBS: Chronically Absent Students Cost County Schools Millions

⁷ Health Affairs: Annual Medical Spending Attributable to Obesity - Payer-and Service-Specific Estimates

Ongoing Successes in Combating Obesity: Chula Vista Elementary School District

In 2010, Chula Vista Elementary School District (CVESD) measured the height and weight of over 25,000 students to get a first look at student health. The District, in partnership with HHSA, disaggregated its students' BMI data by school, student grade level, and ethnicity to help communities and parents understand the impact of obesity on their neighborhoods and kids. HHSA's epidemiologists provided needed expertise in analyzing the data, helping the district to report the results in a more user-friendly manner.

The results of this analysis indicated that over 40% of CVESD students were at an unhealthy weight (i.e., 22% were obese and 18% were overweight), a finding that was startling to the District and parents. This data brought the reality of the national childhood obesity crisis to the local level and CVESD responded by completely revising their Local School Wellness Policy to support student health and ensure accountability. After implementing the programs and initiatives dictated by its new policy, the District re-measured its students in 2012, revealing a 13% reduction of students in the obese category, a 2% reduction of students in the overweight category, and a 6% increase of students in the normal range.

Over the span of a few years, CVESD has made remarkable progress in combating childhood obesity. The District continued their efforts and re-measured their students' BMI in 2014 and in 2016. Since 2010, CVESD found a 17% reduction in the obese category, an 8% reduction in the overweight category, and a 7% increase in the normal weight category. The impact of these advancements on the region's neighborhoods is astounding; since 2010, CVESD has lowered the rate of student obesity below 30% in every one of its communities (see Figure 1 on the next page).

This progress is the direct result of CVESD's innovative wellness initiatives. Since CVESD began tracking student BMI, the district has implemented numerous programs to improve its students' health by promoting nutrition and physical activity. These programs include:

- A District Wellness Committee and school site wellness committees that consist of parents, teachers, administrators, and community partners.
- A Physical Education, Health, and Wellness Coordinator and a Physical Education Resource Teacher to provide support for schools.
- Morning announcements that incorporate nutrition education.
- Partnerships with Kaiser Permanente and the City of Chula Vista to teach students how to swim.
- Professional development for teachers to enhance their knowledge of physical education.
- A Farm to School program which sources a variety of local produce.
- Implementation of Building Better Bodies, a curriculum focused on promoting moderate to vigorous physical activity.
- Partnership with the Elite Athlete Training Center for Exercise the Dream, a program in which students tour the Training Center and learn from Olympic athletes (if available).

CVESD remains committed to reducing and preventing childhood obesity and continues to use data to inform its policy decisions and track progress on its goals.

For information about how to collect BMI data in your district, please follow this link:

www.livewellsd.org/content/dam/livewell/Partners/PartnerPDFs/Schools/BMI-toolkit.pdf

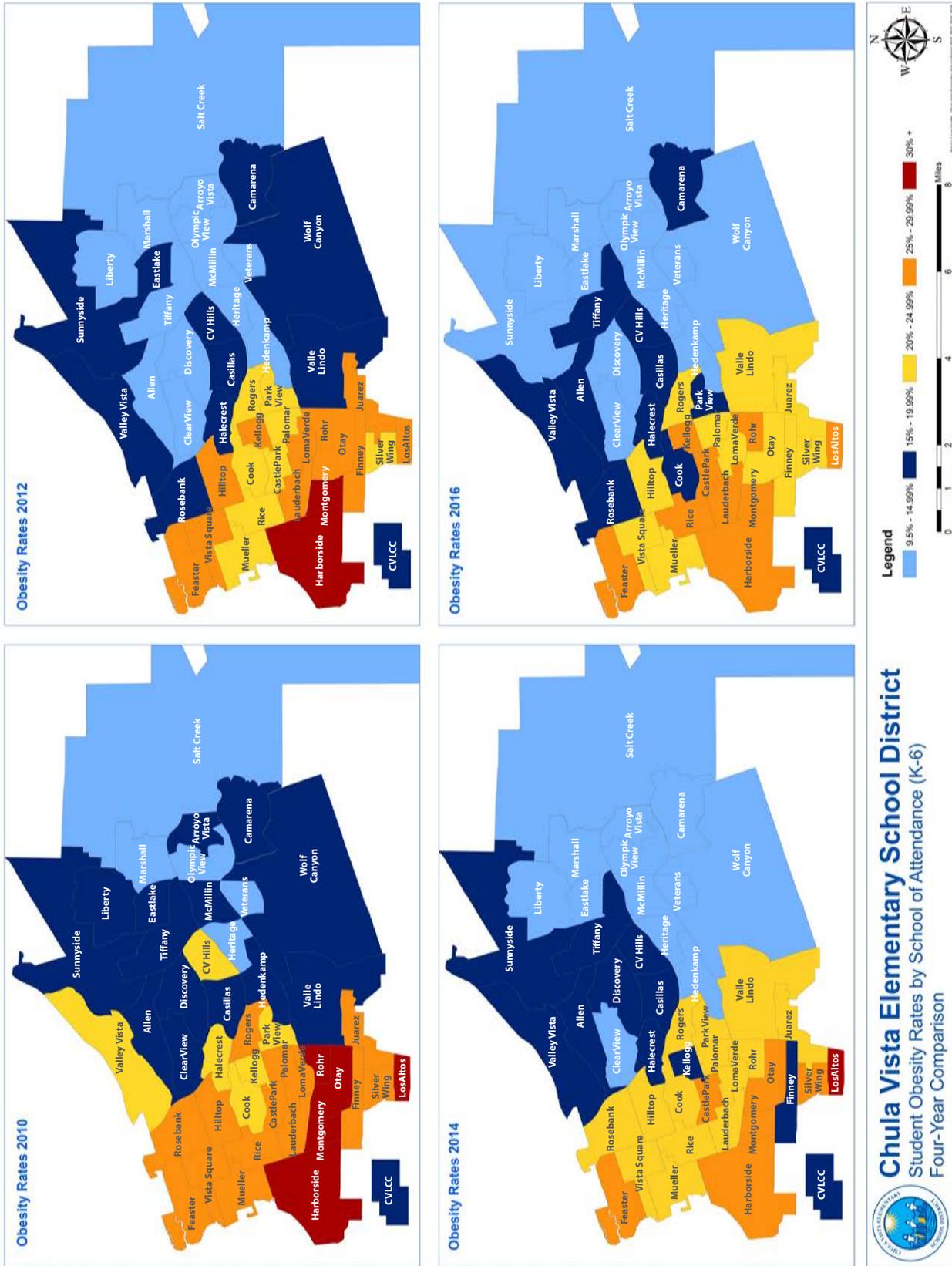


Figure 1. Chula Vista Elementary School District Student Obesity Rates by School Attendance (K-6) Four-Year Comparison.

Behavioral Health: Mental Health & Substance Abuse

While childhood obesity remains a priority, it is not the only health challenge facing San Diego's schools. HHSA has been gathering information about school wellness from school district superintendents and the one issue raised by every superintendent was the need for additional behavioral health services. Behavioral health has a major impact on a student's academic outcomes and overall well-being. Building relationships between schools and behavioral health providers continues to be a top priority for HHSA.

What is Mental Health?

Mental health in childhood means reaching developmental and emotional milestones, learning healthy social skills, and building coping skills to face life's challenges. Healthy children are resilient and prepared to function well at home, in school, and in their communities.

Mental health disorders among children impact the way children typically learn, behave, or handle their emotions, which can result in distress and difficulties getting through the day. Examples of mental health disorders include:

- Anxiety
- Depression
- Oppositional Defiant Disorder (ODD)
- Conduct Disorder (CD)
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Obsessive-Compulsive Disorder (OCD)
- Post-traumatic Stress Disorder (PTSD)

For information on each of these disorders, including symptoms, treatment, and what can be done to address them, click on the following link: www.cdc.gov/childrensmentalhealth/symptoms.html

Substance Use

According to Substance Abuse and Mental Health Services Administration, substance use disorders relate to the use of alcohol, tobacco, cannabis, stimulants, hallucinogens and opioids. A substance use disorder occurs when the recurrent use of alcohol, and/or drugs causes clinically and functionally significant impairment, such as health problems, disability and failure to meet major responsibilities at work, school or home.



Why Behavioral Health Matters

HHSA has had numerous meetings with school district leadership and personnel to develop this updated version of Tools for Schools. During these meetings, superintendents throughout San Diego County unanimously identified behavioral health issues as a top concern. Behavioral health has a strong relationship to student academic outcomes⁸:

- K-12 students who participated in emotional learning programs improved grades and standardized test scores by 11 percentile points compared to control groups.
- Improving a school's climate is associated with increases in student performance in reading, writing, and mathematics.
- Interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement.
- Students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning and those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement.

Access and Eligibility for Services

County-funded behavioral health treatment services are intended for children and adolescents who are either experiencing a behavioral health crisis (such as depression, suicidal thoughts, extreme anxiety, and substance use) or who require behavioral health services in order to function in school, at home or in the community. Generally, children's treatment services are for Medi-Cal beneficiaries and low-income individuals up to age 21. Individuals and professionals may access resources directly through the Children, Youth and Families (CYF) Provider Resource Manual: www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf

They may also call the Access and Crisis Line at (888) 724-7240, which is staffed 24/7 by clinicians that can respond to a crisis as well as offer referrals. The Access and Crisis Line offers interpreter services for callers who require them.

Fees and Funding

Behavioral health services provided through HHSA are financed through federal, state, and local funding, as well as specialized grants and patient fees. Fees for services are based on income and the number of family members in the home. Medi-Cal, Medicare, and other insurance coverage are taken into account when determining the individual's monthly payment. No person who otherwise qualifies for services will be turned away due to lack of funds.

San Diego Network of Care

The Network of Care website is a resource for individuals, families and agencies concerned with behavioral health. It provides information about behavioral health services, laws, and related news, as well as communication tools and other features. Regardless of how consumers begin their search for behavioral health services, the Network of Care helps them find what they need; there is no wrong door for those in need. Information is available in Spanish, Cantonese, Russian, Tagalog, Vietnamese, Cambodian, Korean, Arabic, Somali, French, Italian, and Portuguese.

Find more information at: www.sandiego.networkofcare.org/mh/

⁸ Journal of Health and Social Behavior: Adolescent Mental Health, Behavior Problems, and Academic Achievement

Wellness in Federal Law

Federal policy plays a powerful role in shaping the school experience, particularly through setting priorities and providing funding for education. Now, a new federal education law holds the promise of prioritizing—and increasing access to resources for—health and wellness in schools.

In December 2015, the Every Student Succeeds Act (ESSA), a reauthorization of the Elementary and Secondary Education Act, was signed into law.⁹ ESSA recognizes the need for schools to support the whole child and specifically acknowledges the importance of mental health and wellness.

As one of its many provisions, ESSA created a new \$1.6 billion block grant that consolidates dozens of programs, including some involving physical education, Advanced Placement, school counseling, and education technology.

Districts that receive more than \$30,000 in block grant funds are required to spend at least 20 percent of their funding on at least one activity that helps students be safe and healthy, which can include behavioral health programs such as:

- Positive behavior interventions and supports or other activities to address skills such as social emotional learning, conflict resolution, effective problem solving, and appropriate relationship building;
- Trauma informed practices and mental health first aid;
- Comprehensive school mental health services; and
- Efforts to improve school climate, school safety, and crisis prevention, intervention, and response.

The spending requirements tied to ESSA funds provide an excellent opportunity to tackle health and wellness challenges.



Connecting to Resources: 2-1-1 San Diego

2-1-1 San Diego is a nonprofit organization that connects San Diegans to more than 6,000 social, healthcare and disaster services through a searchable online database and a free, 24-hour, confidential phone service available in over 200 languages. The Enrollment Services team helps identify and screen people for benefit programs including CalFresh, Medi-Cal, and Covered California and supports them as they apply over the phone.

⁹ U.S. Department of Education: Every Student Succeeds Act



Local Control Accountability Plans

Local Control Accountability Plans (LCAPs) are tools for strategic planning and budgeting. LCAPs are submitted each year in the spring and detail the district's goals for students, the actions it will undertake to achieve those goals, the funds it will use to perform those actions, and the metrics it will use to determine success.

The introduction of LCAPs has created opportunities for school districts interested in wellness to demonstrate to stakeholders how wellness initiatives support the district's students and achieve its goals. In addition, LCAPs make it easier to protect funding for these initiatives by guaranteeing they are within the budget for the next three years. They also allow districts to be recognized for their health and wellness efforts by making them more visible to stakeholders. For more information on LCAPs, visit: www.cde.ca.gov/re/lc/.

Connecting LCAPs and Wellness

Literature supports the connection between wellness and California's state priorities. Evidence shows that students who receive adequate nutrition have better school attendance, academic achievement, and reduced aggressive behavior. Thus, nutrition programs such as Breakfast in the Classroom, summer meal programs, and initiatives to increase enrollment in the National School Lunch Program can all be used to support LCAP goals in student achievement, school climate, and student engagement.

While many school health and wellness initiatives can be tracked through traditional metrics such as school attendance rates, suspension/expulsion rates, and standardized testing scores, the usage of more specific metrics may help determine whether these initiatives are successful. Annual FitnessGram® scores, meal participation rates, and Healthy Kids Survey results are all natural metrics for programs related to physical activity, nutrition, and social-emotional health.

Table 1: Connecting District Wellness Goals to State LCAP Priorities

Wellness Activity	Relevant State LCAP Priorities (by record #)	Sample LCAP Goals from San Diego County School Districts	Sample Expected Annual Measurable Outcomes
Invite parents to participate in wellness committee	3. Parent engagement 8. Other pupil outcomes	Increase parent and community input and participation	5% increase in parents who agreed or strongly agreed that "parents feel welcome to participate at this school" and "the school allows input and welcomes parents' contributions" on the CA School Parent Survey
Implement breakfast programs, including Second Chance Breakfast and Breakfast in the Classroom	1. Basic Conditions for Learning 4. Pupil achievement 5. Pupil engagement 6. School climate 8. Other pupil outcomes	Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.	1% decrease in rate of chronic absenteeism
Waive cost of reduced-price lunches for qualifying families	1. Basic Conditions for Learning 4. Pupil achievement 5. Pupil engagement 6. School climate 8. Other pupil outcomes	Support programs and activities that connect students to school and promote a positive school culture	1% decrease in rate of chronic absenteeism

Table 1: Connecting District Wellness Goals to State LCAP Priorities (Continued)

Wellness Activity	Relevant State LCAP Priorities (by record #)	Sample LCAP Goals from San Diego County School Districts	Sample Expected Annual Measurable Outcomes
Improve access to hydration	1. Basic Conditions for Learning 4. Pupil achievement 5. Pupil engagement 6. School climate 8. Other pupil outcomes	Maintain safe and supportive schools where students and staff thrive.	1% decrease in rate of chronic absenteeism
Provide staff wellness program	1: Basic Conditions for Learning	Recruit, employ and retain the highest quality staff and provide them with the structures and resources for focused collaboration and professional development for all departments.	Increase in percentage of staff who say their school provides adequate benefits on the CA School Climate Survey
Train teachers to use physical activity breaks during class	4: Pupil Achievement 5: Pupil Engagement	Improve student achievement in Science, Social Studies, Art and PE for all types of learners.	Increase in percentage of staff reporting that students are motivated to learn on CA School Climate Survey
Provide instructors with training on behavioral health management and referral	6: School Climate	Students, staff, and schools will provide a safe, clean, and secure school environment to promote wellbeing, along with academic and social-emotional success.	2% increase in attendance rate
Recruit parent volunteers to lead physical activities during recess and lunch	3: Parent Engagement	Promote an atmosphere that encourages parents and community to support the success of every AUSD student in all aspects of school.	5% increase in parents who agreed or strongly agreed that “parents feel welcome to participate at this school” and “the school allows input and welcomes parents’ contributions” on the CA School Parent Survey
Design and implement school gardens	1. Basic Conditions for learning	Provide comprehensive system of academic and behavioral intervention and maintain or increase enrichment opportunities	Successful implementation of school garden
Offer fresh, nutritious school meals	4: Pupil Achievement 5: Pupil Engagement 6: School Climate	Provide safe, nurturing and purposeful environments which support the social, emotional, and physical wellbeing of all individuals in order for them to thrive.	2% decrease in chronic absenteeism rate

Evidence-Based Health and Wellness Practices for Schools

- Alliance for a Healthier Generation’s Healthy Schools Program Framework for Best Practices www.healthiergeneration.org/asset/1062yk/07-278_HSPFramework.pdf
- California Food Policy Associates’ School Nutrition for Academic Success: A LCAP Guide www.cfpa.net/ChildNutrition/ChildNutrition_CFPAPublications/CFPA_LCAP_Booklet_FINAL_16_12_05.pdf

Policy

School policies play a crucial role in designing school environments so that the healthy choice becomes the easy choice. The Child Nutrition and Women, Infant and Children’s Reauthorization Act of 2004, and the Healthy, Hunger-Free Kids Act of 2010, requires all school districts participating in a federal meal reimbursement program to adopt, implement, and report on Local School Wellness Policies (LSWPs).

Evidence shows that school-based policies regarding foods, beverages, and physical activity are significantly related to calories consumed and expended by school-age children, and to their weight and body mass index levels.¹⁰

How Good is our School’s Wellness Policy?

Wellness policies are only likely to improve student health if they are of high quality. In order to help schools and school districts determine the quality of their policies, the Rudd Center for Food Policy and Obesity developed the Wellness School Assessment Tool, or WellSAT. The tool assesses the Strength and Comprehensiveness of a school district’s wellness policy in six areas of policy: nutrition education, school meals, physical activity, competitive foods, marketing, and implementation and evaluation. WellSAT’s Comprehensiveness score reflects how many areas of policy are covered within the six domains, while the Strength score describes the strength of the language used in a policy (for example, whether the district **must** provide physical activity breaks for students or whether it **may** provide them). For more information, visit: www.wellsat.org/. Table 2 is a comparison between weak and strong policy language.

In addition to a strong and comprehensive wellness policy, another indicator of the quality of a district’s wellness program is a diverse wellness committee that meets frequently. The best wellness committees (also called councils) are made up of many stakeholder groups that meet frequently throughout the year. Incorporating the perspective of students, parents, school health professionals, and other groups will generate new, innovative ideas. Annual revisions of school policies are crucial for districts who wish to respond appropriately to new best practices, new funding opportunities, and changes in a district’s student population.

Table 2: WellSAT Local Policy Comparison

WellSAT Item	Encourages staff to be role models for healthy behaviors		Establishes an advisory committee to address health and wellness that is ongoing beyond policy development	
Explanation	Weak Statement: Suggests that staff should be encouraged to model healthy behavior.	Exceeds Expectations: Requires that staff shall be encouraged to model healthy behavior.	Weak Statement: Suggested and/or not clear that the committee will be ongoing.	Exceeds Expectations: Committee is required and clearly ongoing.
Source	Tucson Unified School District (Tucson, Arizona)	Chula Vista Elementary School District	Seattle Public Schools (Seattle, Washington)	Chula Vista Elementary School District
Policy Language	The District supports a work environment where employees are encouraged to embrace healthy lifestyle choices, educational resources are provided, and information about wellness activities is available so that employees can serve as good role models for students.	School staff is strongly discouraged from displaying, specifically in the classroom, any food/beverage items (e.g., coffee, soda, and/or energy drink containers; bags of chips; candy) that do not support the District’s health messaging and wellness policies.	The Health, Safety and Physical Education Department will coordinate the Central Level School Wellness Council, which shall be comprised of, but not be limited to, the following (members).	The District will convene the District Wellness Committee at least four times during the school year. The Committee will discuss implementation, monitoring, and revision of the school wellness policy, and provide resources and/or policy recommendations to schools and the Board.

¹⁰ Journal of School Health: Strength and Comprehensiveness of District School Wellness Policies Predict Policy Implementation at the School Level

Weak Statement

- The policy will be hard to enforce because the statement is vague, unclear, or confusing.
- Statements are listed as goals, aspirations, suggestions, or recommendations.
- There are loopholes in the policy that weaken enforcement of the item.
- The policy mentions a future plan to act without specifying when the plan will be established.

Meets or Exceed Expectations

- The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation).
- Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce.
- A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., “shall encourage teachers to role model healthy behaviors”).

Policy Accountability

Many San Diego superintendents have stressed that systems for monitoring policy adherence are a key component of a strong wellness program. A strong and comprehensive policy sitting on a shelf will have little impact on student health; it must be communicated and implemented in each school.

Districts should develop systems for monitoring policy effectiveness by measuring outcomes so that resources can be allocated to the programs that provide the most value.

Ideas for metrics to track the effectiveness of wellness policies include:

- Student body mass index (BMI)
- FitnessGram® scores
- Absenteeism rates
- Number of student visits to the school health office

In addition to developing the WellsAT, the Rudd Center for Food Policy & Obesity also developed the WellsAT-i, a tool for measuring policy implementation. This tool gives clear instructions for how to determine which elements of policy have been implemented at the school site level, providing districts with valuable data about which sites may not be in compliance with district policy.



Policies to Promote Health and Wellness

It can be difficult to know where to start when revising your district's LSWP. Table 3 below lists policies identified by superintendents as effective for promoting student health and wellness. These can be discussed with your district's Wellness Committee to determine whether they are appropriate for your district's needs and resources.

Table 3: Policies to Promote Health and Wellness

Topic	Description
Aligning Wellness Policies, Programs, and Practices	Align wellness-related policies, programs and practices of the district to provide clear expectations and direction for all schools with respect to student wellness. Alignment should contain all relevant district activities, including summer learning opportunities, before- and after-school programs, pre-school or child care programs, extracurricular programs, and any other district-sponsored programs.
Assessing Community Needs	Collaborate with local agencies and community organizations to conduct a community needs assessment.
Whole School, Whole Community, Whole Child	Establish a vision, goals, and objectives for student wellness that reflect a whole school, whole community, whole child (WSCC) approach. Components of the WSCC include health education, physical education, nutrition services, counseling and social services, healthy and safe school environment, health promotion for staff, and family/community involvement.
Fundraising and Reward Alternatives	For fundraising and rewards programs, replace unhealthy foods (e.g., chocolate milk, muffins, and cupcakes) with non-food ideas such as magazine subscriptions, hosting school dances, and movie nights.
Integrate Health Education	Integrating health education into K-6 core academic subjects during the school day and before and after-school programs as well as providing professional development for teachers in health and physical education highlighting healthy behaviors.
Limiting Unhealthy Food Items in Celebrations	Limit food items in celebration of a student's birthday on the school site during the school day. Several school districts have written in their wellness policies to substantially reduce the number of unhealthy foods during celebrations. Some schools have come up with non-food activities as an alternative to food celebrations.
Nutrition Guidelines	Implement nutrition standards for all foods and beverages available on each campus during the day.
Parent Involvement	Strengthen the consistent involvement and education of parents to help reinforce healthy habits at home.
Professional Development	Provide professional development for teachers in health and physical education highlighting healthy behaviors.
Prohibit Marketing of Non-Nutritious Foods	Prohibit the marketing and advertising of non-nutritious foods and beverages on school sites.
Safe Routes to School (SRTS)	Establish Safe Routes to School policies for children walking and biking to school into a school wellness policy.
Staff Surveys	Survey staff when developing and revising wellness policies to understand their readiness levels, priorities, needs and concerns.
Standards-Based K-6 PE Program	Supply a standards-based K-6 physical education program emphasizing physical fitness, positive health practices, and skill development that meets or exceeds the State mandated instructional minutes required at the elementary level.
Training in Policy Implementation	Conduct thorough training and education to support policy implementation.
Wellness Committee with Active Stakeholders	Establish and maintain an active stakeholder group to participate in the development, revision, implementation, monitoring, evaluation, and reporting of the district's wellness policy.

New Information and Updated Links Are Available!

Appendix 3 includes reference links for the partners and programs mentioned in the Tools for Schools toolkit. The toolkit is a living document. As links change, new policy resources are developed, and new programs and partnerships become available, updated information will be added to the toolkit's Appendix 3 which can be accessed online at:

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Partnerships

No single entity can improve the health and wellness of a community on its own. Since the inception of the Live Well Schools Initiative, HHSA has formed partnerships with numerous school districts, public-private entities, community-based providers and San Diego County Office of Education (SDCOE) to implement programs and advocate for stronger and more comprehensive school wellness policies. Below are a few examples of collaborative efforts between County Health and Human Services Agency (HHSA) and partners.

In conjunction with the SDCOE, HHSA hosted a provider fair and regional breakout sessions for school personnel and administrators at the annual School Attendance Review Board Chronic Absenteeism & Dropout Prevention Summit. The Summit focused on improving student attendance and streamlining the referral process between school staff and community providers.

Attendees participated in breakout sessions to connect them to HHSA's school-based behavioral health service providers as well as other health and wellness community partners. The services present in each session were tailored to the districts' geographic region and the issues identified by their superintendents, including behavioral health, childhood obesity, and the use of alcohol, tobacco and other drugs.

In addition to the breakout sessions, SDCOE and HHSA hosted a provider fair to give attendees more opportunities to network with organizations that support student health and wellness.

In the annual Intergenerational Games, active older adults (age 50+) are paired with elementary school-age children for a half-day of fun physical activities and nutrition education. The mission of the Intergenerational Games is to increase mutual understanding and respect between generations and to promote healthy, active, life-long behaviors. Partnerships with HHSA, the Elite Athlete Training Center, City Parks and Recreation, senior centers, nonprofits, health organizations, and local funders have made these events possible at several sites around the county.

Forging these partnerships requires the initiation of school leaders reaching out to their surrounding community to leverage existing resources. Exploring traditional and nontraditional partnerships can foster relations with the community and lead to a strong collective effort towards student wellness

Table 4 on the next page lists opportunities for districts to build partnerships and share resources with local organizations to achieve health and wellness goals.

New Information and Updated Links Are Available!

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Partnerships to Promote Health and Wellness

School districts with unmet health and wellness needs should look to form partnership and share resources with local organizations. Table 4 below lists partnerships identified by superintendents as effective for promoting student health and wellness. With the exception of the North County School District Meet & Greets, all of these partnerships serve the entire San Diego County.

Table 4: Partnerships to Promote Health and Wellness

Partner	Description
Behavioral Health Services (BHS)	The County of San Diego HHSa provides behavioral health services which include mental health as well as alcohol and other drug services for children, youth, families, adults, and older adults. Services are categorized by: <ul style="list-style-type: none"> • Prevention/Early Intervention • Treatment • Workforce Education and Training • Mental Health Services (MHS) • Substance Use Disorders (SUD) Services
California Hospital Association	HHSa works jointly with hospitals to ensure children and youth are provided with inpatient care or hospitalization should emergencies arise. Hospitalization or inpatient psychiatric care is for mental health emergencies and situations that require intensive supervision for individuals who are a danger to self, a danger to others, or are gravely disabled.
Chula Vista Community Collaborative	The Chula Vista Community Collaborative (CVCC) works to ensure collaboration among partners and stakeholders in Chula Vista. CVCC draws together all sectors of the local community to develop coordinated strategies and systems that protect the health, safety and wellness of residents, including students. Through the Promotoras Program, residents help other residents in achieving optimal levels of health, well-being and community safety through neighborhood and school outreach strategies that focus on prevention and education. Promotoras are local Spanish-speaking resident leaders who serve as liaisons between their community and integrated health and family support programs through the CVCC's network of six school-based Family Resource Centers (FRCs). As liaisons, they often play the roles of advocate, educator, mentor, outreach worker, role model, translator and more. CVCC promotes healthy choices by providing nutrition education and raising awareness of the social determinants of health among local parents.
Collaborative Agency Resources for Escondido (CARE) Youth Partnership	The Collaborative Agency Resources for Escondido (CARE) Youth Partnership, administered by the Escondido Union School District, strengthens linkages between schools, parents, students and community agencies in an effort to create a safer and healthier Escondido. The partnership encourages active collaboration in meeting the diverse academic, social, emotional and behavioral needs of students through the application of best practice activities and programs. Components of the CARE Youth Partnership include school-based health, mental health and other family support services, parent workshops, school staff trainings and the implementation of school-wide initiatives such as the Know the Signs Suicide Prevention, Safe Routes to Schools, Positive Behavior Interventions and Supports, Adolescent Health and Development and Student Wellness.



Table 4: Partnerships to Promote Health and Wellness (continued)

Partner	Description
County of San Diego Health and Human Services Agency (HHSA)	HHSA plays a significant role in helping to promote student wellness. Many school initiatives have been supported through resources provided by HHSA. A major component of the County of San Diego's <i>Live Well San Diego</i> vision is to share best practices and resources among local partners from different sectors, including public and private organizations, healthcare organizations, businesses, parents and other committed individuals from the community.
Farm to School Taskforce	The San Diego County Farm to School Taskforce (F2S Taskforce), a subcommittee of the Childhood Obesity Initiative, was launched in 2010 in cooperation with Whole Foods Market. Its members include school, business, and public health leaders who actively collaborate to increase consumption of local, healthy, seasonal foods and to improve food literacy within schools and bolster student achievement and wellness. The F2S Taskforce has become one of San Diego County's best resources for the development of farm-to-school strategies and partnerships. More than half of the county's 42 districts participate in the F2S Taskforce, sourcing millions of dollars in local foods each year.
HealthLink Public Health Nurses	The HealthLink Program is a community health effort between Public Health Nursing, County programs, schools and community partners. The focus is on furthering the vision of <i>Live Well San Diego</i> by improving the health, safety, and self-sufficiency of school age youth, families and communities of San Diego County. HealthLink is tailored to respond to the unique needs of each region, identifying priorities and partnership opportunities, as well as encouraging implementation of best practices. HealthLink Public Health Nurses provide Public Health Nursing expertise as nurse consultants for schools, County Programs, and community agencies.
Julian Pathways Center for Family, Schools, and Community Partnerships	Julian Pathways Center for Family, Schools, and Community Partnerships provides resources, programs and services to Julian students and families.
North Coastal Prevention Coalition	The North Coastal Prevention Coalition works to reduce the harm of alcohol, tobacco, marijuana and other drugs in the cities of Carlsbad, Oceanside, and Vista through community action, education, support, and collaboration.
North County Gang Commission	This resource for North County community and schools identifies three primary components to anti-gang efforts: Prevention, Intervention and Enforcement. The Commission brings together experts from education, law enforcement, business, social services and healthcare to create a comprehensive approach to combating gangs.
North County School District Meet & Greets	North County School District Meet & Greets are coordinated by HHSA so that school social workers, counselors, family liaisons and teachers can connect with the resources that are offered within HHSA, such as Child Welfare Services, Nurse Family Partnership and CalFresh. These events are part of HHSA's efforts to support students and families by providing stronger linkages and networks with schools.



Table 4: Partnerships to Promote Health and Wellness (continued)

Partner	Description
Oceanside Promise	The Oceanside Promise is a community-wide, cross-sector partnership anchored by the Oceanside Unified School District to ensure every student graduates ready to succeed in college, career and life. Using a data-driven, continuous improvement approach, partners are working together to maximize resources by aligning activities and improving practices to better meet the needs of Oceanside's children, youth and families.
Regional <i>Live Well San Diego</i> Leadership Teams	<p><i>Live Well San Diego</i> South Region School Wellness Subcommittee: The Subcommittee consists of key school partners representing school districts within the South Region of San Diego County. The committee's goal is to share best practices for changing school policy, systems and environments to support student health and wellness.</p> <p>North County HealthLink Collaborative: HealthLink North County is a collaborative that links schools with resources to improve health, wellness and educational outcomes for children in North San Diego County. Partners include school staff, community clinics, mental health providers, local and countywide community-based programs, public health nurses and County Health and Human Services Agency staff. The collaborative meets every other month during the school year in North County. HealthLink North County activities include meetings with informational presentations, opportunities for networking and resource sharing, and monthly emails providing announcements, resources, and funding opportunities.</p>
San Diego Association of Governments (SANDAG)	SANDAG and HHSa have partnered together, with the support of federal funding, to work on related projects in regard to regional planning, active transportation, and Safe Routes to School to increase levels of physical activity and access to healthy food and nutrition.
San Diego County Childhood Obesity Initiative (COI)	<p>The San Diego County COI is a public-private partnership with the mission of reducing and preventing childhood obesity through policy, systems, and environmental change in San Diego County. The Schools & After-School Workgroup is comprised of public health, community organizations, health advocates and school and after-school representatives that support schools in establishing and implementing policies and programs that foster a healthy, active, thriving and academically successful school culture, climate and community.</p> <p>The COI District Representatives are trained volunteers that act as liaisons between the COI's Schools & After-School Domain work group and school districts to share information and resources that help to prevent and reduce childhood obesity. In just a few years, the program has spread to 33 school districts, where the COI District Reps serve on wellness committees, support the revising and strengthening of wellness policies, provide tools and resources and track wellness policy revisions.</p>
San Diego County Office of Education (SDCOE)	SDCOE collaborates with school, industry and community leaders to address countywide educational issues, such as coordinating regional services for special populations of students, supporting school districts with their Local Control and Accountability Plans and organizing countywide student safety and emergency preparedness programs.
San Dieguito Alliance	The San Dieguito Alliance is a collaboration with schools, parents and youth organizations, city councils, law enforcement agencies, businesses, chambers, civic groups and the faith community, who are dedicated to creating a healthy community. They work to prevent or reduce the use of alcohol, tobacco, and other drugs by the youth in the cities of Del Mar, Encinitas, Solana Beach and the communities of Carmel Valley in the city of San Diego, La Costa in the city of Carlsbad and the unincorporated areas of the county - Elfin Forest, Fairbanks Ranch and Rancho Santa Fe.
San Marcos Prevention Coalition	The San Marcos Prevention Coalition works to reduce youth alcohol and drug use and advocate for safe and healthy neighborhoods by improving environmental norms and community policies and enhancing efforts to promote and deliver effective substance abuse prevention.
Vista Partnership for Children	The Vista Partnership for Children includes multiple stakeholders supporting local youth, all gathered around one table, working toward a common goal: improving opportunities and life outcomes for all children in the North County corridor. Lead partners include Vista Unified School District, the City of Vista, HHSa, Vista Community Clinic, United Way and many more. By working with cross-sector partners, the Vista Partnership for Children helps ensure every child is surrounded by the tools they need to succeed in life.

Ideas for Health and Wellness Partnerships

In addition to County-wide partnerships, your local community may have organizations that share your goals of promoting student wellness. Table 5 includes examples of organizations that may exist in your community that can provide support for health and wellness activities. Connect with these types of organizations to see how you can work together to improve your community's health and wellness.

Table 5: Ideas for Health and Wellness Partnerships

Partner	Description
Faith-Based Communities	<p>Faith leaders are frequently the first responders when a member of their congregation experiences a crisis, and their constant support is a valuable resource to their communities. In many areas, faith leaders of different denominations have partnered with each other and with secular organizations to address the needs of their congregations. Some examples of faith partnerships include:</p> <ul style="list-style-type: none"> • Faith-Based Academy • Community Education • Crisis Response • Wellness and Health Ministry
Funding Partners	<p>School districts have received funding from various organizations to work collectively to tackle childhood obesity. Below are a few organizations and/or grants that have assisted school districts in decreasing the rate of childhood obesity:</p> <ul style="list-style-type: none"> • Kaiser Permanente HEAL Zone Initiative was awarded to various communities, including the City of Lemon Grove, to help combat obesity by making healthy choices accessible to more people. • The Lemon Grove School District received a Farm to School Grant from the U.S. Department of Agriculture to educate students about topics that emphasize healthier consumption and exercise/nutrition, and to provide hands-on experience with planning in the school garden.
Health Care Organizations	<p>Health care providers and advocacy organizations can support school districts in designing and implementing curricula and programs. Rice Elementary within CVESD partnered with the Scripps Family Medicine Residency Program.</p>
Special Interest Task Forces, Workgroups, and Committees	<p>San Diego County contains many special interest committees and task forces which bring together the diverse perspectives of school staff, families and community members to advance student health and wellness. Below are some examples of this work:</p> <ul style="list-style-type: none"> • Children, Youth and Family Behavioral Health System of Care Council • Transition Age Youth Workgroup • Suicide Prevention Council • Family and Youth as Partners • San Diego Domestic Violence Council • Prescription Drug Abuse Task Force • Meth Strike Force • Change Agents Developing Recovery Excellence (CADRE) • North Inland Faith Partnership • Hospital Partners Workgroup

Table 5: Ideas for Health and Wellness Partnerships (continued)

Partner	Description
Support for Kinship Care	The County works in partnership with a network of private and community-based organizations such as the YMCA and 2-1-1 San Diego to assist kinship families. These families include those in which grandparents have primary responsibility for the care of their grandchildren, as well as families in which other kinship caregivers (aunts, uncles, cousins, etc.) are raising relative children. Services include support groups, kinship navigators, regional symposiums, family enrichment events, and emergency and respite funds.
Volunteer Partnerships	<p>Many local businesses, nonprofit organizations, and community residents share school districts' commitment to fighting childhood obesity and are willing to contribute time and resources to their efforts.</p> <p>Examples of Partnerships:</p> <ul style="list-style-type: none"> • HHSa, older adult volunteers and school districts have partnered to create intergenerational gardens. • HHSa, First 5 San Diego, older adults and school districts have partnered to educate children and their families about improved nutrition and enhanced physical activity. • The Chula Vista Elite Athlete Training Center, HHSa, City Parks and Recreation, senior centers, nonprofits, healthcare organizations and local funders partnered to provide intergenerational games.
Wellness Committees	The Childhood Obesity Initiative's (COI) partners are available to serve on district wellness committees, providing community perspective and support for revising, implementing and monitoring wellness policies. These district representatives act as liaisons between the COI and a designated school district to provide expertise and connections to other potential partners.

Other partnerships to consider:

- School-based health centers
- Community resource centers
- Substance abuse outpatient providers
- Clinical counselors
- Law enforcement
- Community service groups, such as Kiwanis and Rotary Clubs



Programs

Nutrition and Physical Activity Programs

In addition to strong policies and effective partnerships, schools need programming to support their health and wellness goals. Table 6 includes programs that school districts and County Health and Human Services Agency (HHSA) have identified as best practices for combating obesity through physical activity and/or healthy eating. Contact these organizations using the links found in Appendix 3 in order to incorporate their programming into your district's wellness program.

Table 6: Nutrition and Physical Activity Programs

Program	Description
5-2-1-0 Every Day! Campaign	5-2-1-0 Every Day! is a national campaign that partners with schools, childcare, before and after school programs, healthcare and community organizations to change environments where children and families live, learn, work and play. The campaign promotes four practices that can be adopted daily by children and parents to improve overall health and avoid obesity: <ul style="list-style-type: none"> • 5 or more servings of fruits & vegetables • 2 hours or less of recreational screen time. Keep screens out of the bedroom. No screen time under the age of 2. • 1 hour or more of physical activity • 0 sugary drinks, more water & low-fat milk
Alliance for a Healthier Generation	The Alliance for a Healthier Generation (AHG) provides many helpful resources on school wellness, including online campus assessment and wellness policy review services.
Arc	Arc is an afterschool program that promotes healthy lifestyles through activities such as outdoor games and cooking classes.
California Thursdays®	California Thursdays® is a collaboration between the Center for Ecoliteracy and a network of public school districts to serve healthy, freshly prepared school meals made from California-grown food. Many districts in San Diego serve local produce on Thursdays.
The Daily Scoop	The Daily Scoop is a series of fun, consistent and easy to understand daily nutrition tips for kids, created by San Diego parent and educator Barbara Gates. Added to the daily schoolwide announcements or a teacher's opening routine, The Daily Scoop elevates nutrition education to a daily practice. This program is FREE and available to start any month of the school year.
Dairy Council of California	The Dairy Council of California provides many nutrition education resources, including nutrition lesson plans aligned with Common Core State Standards, Farm to School resources and much more.

New Information and Updated Links Are Available!

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Table 6: Nutrition and Physical Activity Programs (continued)

Program	Description
Fit 2 Learn, Fit 4 Life	Fit 2 Learn, Fit 4 Life is a website that provides resources to assist teachers in providing standards-based, Common Core aligned physical education that engages students in moderate to vigorous physical activity at least 50% of class time. Available resources include: <ul style="list-style-type: none"> • Curriculum Maps/Pacing Guides; • Unit and Lesson Plans; • Activities to Increase Physical Activity; • Administrator Tips for Evaluation; • Current Events, Research and Announcements; • Professional Development Opportunities; and • Opportunity to Submit Resources for Posting.
Five & Fit	Five & Fit pairs older adults with youngsters and their families to educate them about nutrition and physical activity.
Girls on the Run	Trained coaches lead small teams through a research-based curricula which includes dynamic discussions, activities and running games. Over the course of the ten-week program, girls in 3rd-8th grade develop essential skills to help them navigate their worlds and establish a lifetime appreciation for health and fitness. The program culminates with girls positively impacting their communities through a service project and being physically and emotionally prepared to complete a celebratory 5K event.
Got Your Back San Diego (Feeding Kids First)	Got Your Back San Diego is a weekend nutrition program for children in San Diego County public school systems that have been identified as homeless. The program alleviates hunger by sending the students with weekend backpacks filled with nutritious food for them and their families.
Harvest of the Month	Harvest of the Month features ready-to-go tools and resources that can be used in diverse applications to support healthy eating and daily physical activity. Resources are based on USDA and DHHS guidelines and encourage collaboration among all partners striving to increase physical activity and consumption of fruits and vegetables among low-income Californians.
Intergenerational (IG) Games	The IG Games pairs active older adults (age 50+) with elementary school-age children for a half-day of fun physical activities and nutrition education. Partnerships with HHSA, the Chula Vista Elite Athlete Training Center, city Parks and Recreation Departments, senior centers, nonprofits, health organizations and local funders have made these events possible at several sites around the county.
Lean & Green Kids	Lean & Green Kids is a nonprofit organization that provides curriculum, outreach, education and advocacy to San Diego schools so students can learn about healthy plant-based eating and positive environmental stewardship.
Meatless Monday	Meatless Monday provides guides for reducing meat consumption by providing vegetarian options for one day each week. Benefits of the program include promoting healthy eating habits, reducing environmental impact and saving money.



Table 6: Nutrition and Physical Activity Programs (continued)

Program	Description
Nutrition Education and Obesity Prevention (NEOP) Program	NEOP is a California Department of Public Health program administered through HHSA's Public Health Services, which provides free in-person nutrition education to Pre K-12 students in eligible schools countywide, as well as train-the-trainer sessions for teachers. NEOP staff are also available to support implementation of school wellness policies at school sites and serve on district wellness committees.
Olivewood Gardens	Olivewood Gardens, a 501(c)3, is a community and garden resource facility in National City that offers visiting school children a curriculum of ecological, academic and culinary lessons to build scientific literacy and environmental awareness. They also encourage students and visitors to explore the interrelationships between a quality diet, sustainable agriculture and healthy living.
Parents in Action: Engaging Parents in Support of School Wellness Policy	California Project LEAN (Leaders Encouraging Activity and Nutrition) developed a toolkit that aims to support parents' efforts to improve the school environment and increase physical activity opportunities through district wellness policies. Parent involvement in school wellness policy implementation provides an important opportunity for parents to promote the academic achievement, health and wellness of their community's children.
Peaceful Playgrounds	Peaceful Playgrounds provides low-cost solutions for K-8 schools to design and manage their schoolyards and playgrounds to promote healthy and pro-social behaviors. They also offer free and paid resources for schools to design and create their own activities on playgrounds.
Pure Edge	Pure Edge provides curriculum consisting of best practices in health and wellness, including yoga-based exercises, mindfulness practices and nutrition education. Pure Edge teaches children skills that have been shown to minimize stress, lower the incidence of bullying and violence and improve school attendance and academic performance.
Rethink Your Drink School Lessons	The Rethink Your Drink School Lessons are designed for teachers who work with students from K-12 to help them learn essential nutrition concepts and develop the skills necessary to improve, sustain, and promote personal, family and community health. Students then refine and enhance these skills through observation, practice, and application to real-life situations.
Safe Routes to School	Safe Routes to School programs aim to make it safer for students to walk and bike to school and encourage more walking and biking where safety is not a barrier.
Serving Up MyPlate	Serving Up MyPlate is a collection of classroom materials that helps elementary school teachers integrate nutrition education into Math, Science, English Language Arts and Health.
Smarter Lunchrooms Movement in California	The Smarter Lunchrooms Movement started in 2010 with the goal of developing sustainable, research-based lunchroom designs and techniques to encourage smarter and healthier behavior in students. The Movement leverages partners from across the state to provide training and technical assistance to schools seeking to nudge students into choosing and enjoying healthier food options.
SPARK Physical Education	SPARK Physical Education's programs have been tested and researched for decades and have been successfully implemented in schools across the nation. The SPARK program includes teacher training, equipment and curriculum for implementing SPARK. The website also provides some free resources, like sample lesson plans, tips and webinars.
Stacked Mobile Learning Farm	Stacked Mobile Learning Farm is a double decker bus with a green house on the top level and hands-on activity lab on bottom. It offers a 6-week educational program which focuses on engaging students to think about where their food comes from and how it grows. Students experience hands-on learning by planting their own seeds and doing activities related to food systems.
UC Cooperative Extension	The UC Cooperative Extension's Expanded Food & Nutrition Education Program offers informational resources to help low-income youth and their families acquire the knowledge, skills, attitudes and behaviors necessary to choose nutritionally sound diets and contribute to their personal development and the improvement of the family's overall nutritional welfare.

Table 6: Nutrition and Physical Activity Programs (continued)

Program	Description
UCSD Center for Community Health's School Wellness Program	The School Wellness Program facilitates the creation and translation of school district wellness policy into changes on the ground — putting policy into practice. It utilizes behavioral economics techniques to motivate and train cafeteria staff in improving cafeteria environment; engages and empowers parents to create healthier homes; and provides training and resources for garden, nutrition and physical activity education in the classroom.
USDA Team Nutrition	Team Nutrition is an initiative of the USDA Food and Nutrition Service to support Child Nutrition Programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity.
Wellness Wednesdays	Wellness Wednesdays are pre-made weekly announcements geared for elementary school classroom teachers or school-wide public address system broadcasts. Announcements are brief and encourage students to get excited about eating healthy foods.



Ideas for Nutrition and Physical Activity Programs

Table 7 includes ideas that school districts and HHSA have identified for combating obesity through physical activity and/or healthy eating. Determine which of these ideas are appropriate for your district and identify a wellness champion in your district to spearhead their implementation.

Table 7: Local Ideas for Nutrition and Physical Activity Programs

Program	Description
Car Free	Encinitas Union Elementary School District's El Camino Creek Elementary School holds a Car Free event every Earth Day to encourage families to bike, walk, or use other ways to get to school. The goal of the event is to have an empty school parking lot.
Chula Vista Promise Neighborhood	<p>Based on the Harlem Children's Zone, this is a 5-year Federal Grant that South Bay Community Services received in 2012, one of only seven implementation grants nationwide. The Promise Neighborhood goal is a "cradle to career" pipeline of services for a target community (Castle Park Neighborhood).</p> <ul style="list-style-type: none"> • Promise Neighborhood – Castle Park Schools – Gardens and wellness efforts (received HHSA Public Health Champions Award during 2017) • South Bay Community Services' Promise Neighborhood Program has Promotoras on staff that provide nutrition workshops for older adult participants of Castle Park Middle School's food distribution once a month. • South Bay Community Service's Promise Neighborhood Resident Leadership Academy is planning to provide nutrition workshops for parents at schools in CVESD during 2017–2018 school year.
Circuit Training	Chula Vista Elementary School District assists students in establishing lifetime habits of regular physical activity through morning circuit training. All 5th graders leave the classroom after the pledge of allegiance to exercise for 30 minutes. The field has circles for different workout stations: hurdles, sit-ups, quadriceps, stretches and push-ups. Each station has one student lead the exercises, and then alternate.
Farm Lab	Farm Lab is an innovative indoor and outdoor educational campus for all students in the Encinitas Union School District (EUSD). Students learn the Next Generation Science Standards by engaging in game-based, experiential science lessons that are centered around nutrition and the environment. The EUSD Farm Lab site includes: an educational campus, a one-acre hands-on educational garden, four acres of dedicated fields for growing crops for EUSD school lunches and three-quarter-acre community garden.

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Table 7: Local Ideas for Nutrition and Physical Activity Programs (continued)

Program	Description
Farm to School and Garden to Café	<p>Farm to School Program</p> <p>The San Diego Unified School District (SDUSD) and many other school districts provide students with healthy and nutritious foods that represent the harvest of the month from neighboring farmers in the area. SDUSD has an ongoing relationship with local and regional farmers, and showcases these farms to students through “virtual tours”.</p> <p>Garden to Café Program (SDUSD)</p> <p>Over a dozen schools offer fruits and vegetables from school gardens for school lunches. In order for schools to serve garden-grown produce in the cafeterias, both the District’s Food Services Department and the County of San Diego Department of Environmental Health must inspect and certify the school garden. Some schools have gardening clubs in which students can have a hands-on experience to grow produce for their fellow students to eat in the cafeteria.</p>
Farm-to-Table Restaurants	<p>Julian Union School District partnered with Jeremy’s on the Hill, a farm-to-table restaurant, to create “Jeremy’s on the Campus,” which is an outgrowth of the Farm to School planning grant the District was awarded in 2012. The Farm to School advisory team explored many options for increasing the amount of fresh, local food served in their school lunch program. They were thrilled when Chef Jeremy Manley, of Jeremy’s on the Hill, agreed to create a kid-friendly menu, utilizing much of the produce grown by local farmers. Meals are delivered from Jeremy’s on the Hill to all three campuses.</p>
Green Garden Cafe	<p>Inspired by thriving gardens found at nine Encinitas Union School District schools, Green Garden Cafe was created to serve students fresh food that they need to grow and succeed. From school garden produce on the salad bar to regionally sourced milk, Green Garden Cafe is providing students with fresh, nourishing foods.</p>
Healthy Eating Active Living (HEAL)	<p>Kaiser Permanente’s HEAL initiative strives to make the healthy choice the easy one by creating and sustaining community-wide environmental changes. HEAL seeks to combat obesity by championing policies developed with and by residents in underserved communities across Southern California. Lemon Grove’s HEAL zone network of partners collaborate to determine direction and steer strategy.</p>
Intergenerational Safe Routes to School	<p>La Mesa’s intergenerational (IG) component of the SRTS program is designed to improve safety near schools and to help ease parents’ concerns about their children walking or biking to school. The program recruits active older adults (50+ years old) and trains them on pedestrian and bicycle safety and the importance of being “the eyes on the street.”</p>
Julian Elementary Character Garden	<p>Led by parents and supported by teachers, staff and multiple community members, the Julian Elementary Character Garden is full of life and learning. Students plant, tend and harvest fruits and vegetables throughout the school year, often with a focus on one crop per month as part of the Harvest of the Month program. Students learn about each food through art, literature, science and nutrition. As a result of one of the many garden grants received by the school, an outdoor kitchen is fully equipped to cook food right on the spot.</p>
Kitchenistas	<p>Kitchenistas are community residents in National City who have completed the Olivewood Gardens and Learning Center’s Program Cooking for Salud! They provide guest presentations at schools in National City and surrounding school districts.</p>
No Cook Cooking Carts	<p>San Diego Unified School District borrows about a dozen demonstration cooking carts for fun, interactive nutrition and/or cooking lessons with produce. These carts give students an opportunity to learn hands-on preparation with fruits and vegetables and are often used in conjunction with schools’ nutrition curriculum.</p>
Project SUCCESS	<p>Project SUCCESS provides food, clothing, and housing resources for students in the Escondido Union School District who are military-connected, foster youth or who are experiencing housing insecurity.</p>

Table 7: Ideas for Nutrition and Physical Activity Programs (continued)

Program	Description
Running Clubs	<p>Glenn E. Murdock Elementary (La Mesa-Spring Valley School District)</p> <p>The school conducts the Run 4 Fun Program, a daily exercise program sponsored by the PTA held before school for students, parents, and siblings. At the end of the school year, medallions are presented to the top 3 mileage achievers in each of the 6 grades.</p> <p>Poway Unified School District (PUSD)</p> <p>Palomar Health's Community Action Council of Poway/RB/PQ and its community partners sponsor Running Clubs at 15 elementary schools in PUSD. All children at these schools are invited to run laps during recess to receive awards as they accumulate miles throughout the school year. Over 7,000 students participate in the 15 Running Clubs.</p> <p>University City Cluster (San Diego Unified School District)</p> <p>Schools in the University City Cluster host Jog-A-Thons, which are conducted during the school day and also serve as fundraisers. A DJ plays music, while water and healthy snacks are provided for students to enjoy.</p>
School Gardens	<p>Intergenerational Community Garden (San Marcos Unified School District and the City of San Marcos Senior Center)</p> <p>A garden behind Woodland Park Middle School is used by older adults from the San Marcos Senior Center to provide a hands-on gardening experience to students in the Special Education classes to enhance their social skills and their understanding of nutrition and science. Students cook and eat fruits and vegetables from the garden with the older adult volunteers and their families.</p> <p>Teaching Gardens (Chula Vista Elementary School District)</p> <p>The American Heart Association (AHA), San Diego Chapter, provides Teaching Gardens to individual school sites, which includes gardening materials and a teaching curriculum. Schools are required to establish a Teaching Gardens Committee. The Teaching Garden coordinators from AHA hold seminars for schools who want to participate in the program.</p> <p>Ocean Knoll Education Farm (Encinitas Union School District)</p> <p>A one-acre garden was established to grow fresh food for all nine elementary schools in the Encinitas Union School District (EUSD). EUSD uses this garden to integrate math, science, and art into lessons that teach agricultural concepts and skills. The program also provides an opportunity for community involvement through community volunteer work days.</p> <p>New Roots Youth Program (San Diego Unified School District)</p> <p>Hoover High School and Crawford High School partnered with International Rescue Committee to provide an innovative gardening internship program. Interns are trained in organic gardening practices and sustainable agricultural principles.</p> <p>Outdoor Classroom Gardens (Cardiff School District)</p> <p>Cardiff School District developed gardens that provide over 1,000 square feet of space and over 20 raised beds to serve as outdoor classrooms for students to grow vegetables and connect with their source of food.</p>
School Site Farmer's Markets	<p>National School District uses fresh fruits and vegetables to teach money skills and nutrition lessons. At the end of the event, all students get to keep the produce they "purchased" with play money.</p>

Table 7: Ideas for Nutrition and Physical Activity Programs (continued)

Program	Description
Staff Wellness	<p>Staff wellness programs provide opportunities for school staff to model healthy behaviors and improve their own health through activities such as yoga, meditation and walking clubs.</p> <p>World Class Wellness</p> <p>Carlsbad Unified School District has partnered with Blue Shield and Kaiser Permanente to design and implement a customized employee wellness program. The goal is to provide tools to encourage school employees to lead a healthier lifestyle and create a culture of health at work.</p> <p>Meeting Well</p> <p>American Cancer Society offers a Meeting Well guidebook that offers organizations healthy food ideas and suggestions for physical activity that energize meeting participants and demonstrate how easy it can be to live a healthier lifestyle every day.</p> <p>Eat Well</p> <p>The County of San Diego provides best practices for foods and beverages offered at County facilities to create healthy, accessible and affordable food and beverage choices.</p>
Try It Tuesdays	<p>"Try It Tuesdays" is an event that National School District runs each March as part of Nutrition Month. Every Tuesday during that month National School District serves an unusual and unique fruit and vegetable for the kids at the salad bar during lunch. Items like figs, star fruit, and purple cauliflower are some examples of what was served. They displayed signs at the salad bar with information about the items.</p>



Behavioral Health Programs

HHSa has many contracts to provide local school districts with mental health and substance use services. In addition, several districts have taken it upon themselves to implement programs to develop students' social skills and emotional health. Table 8 includes programs that school districts and the County Health and Human Services Agency (HHSa) have identified as best practices for promoting social, emotional, and mental health and/or combating substance use in students. Contact these organizations using the links found in Appendix 3 in order to incorporate their programming into your district's wellness program.

Table 8: Behavioral Health Programs

Program	Description
Access and Crisis Line (ACL)	The ACL offers Crisis Intervention and Suicide Prevention as well as Alcohol, Drug and Behavioral Health Information and Referral. San Diego Access and Crisis Line: 1-888-724-7240, TDD (619) 641-6992 7 days a week, 24 hours a day - Access to all languages.
Aurora Behavioral Health	Aurora Behavioral Health provides inpatient care and partial hospitalization for children ages 5-12 whose acute symptoms require a safe and therapeutic environment. Inpatient care and partial hospitalization for acute mental health issues and chemical dependency intensive outpatient programs for adolescents ages 13 through 17 are also provided.
Boys to Men	Boys to Men offers a community-based mentoring program for middle and high school-aged boys who are at risk of educational failure, dropping out of school, juvenile delinquency or gang-related offenses.
Center for Community Solutions (CCS)	Center for Community Solutions (CCS) helps more than 10,000 adults and children each year to heal and prevent relationship and sexual violence. CCS offers a domestic and sexual violence helpline at 1-888-385-4657, as well as legal services, counseling, shelter and transitional housing, and education.
Center for Discovery	The program utilizes well-established treatment and empirically supported therapies to provide residential and partial hospitalization/intensive outpatient treatment for teens and adolescents dealing with mental health disorders, including depression, anxiety disorders, bipolar disorder, oppositional defiant disorder and self-harm disorders.
Central Region Community Violence Services/ Alliance for Community Empowerment (ACE)	Central Region Community Violence Services/ACE provides services to Central region families and community members who have been victims of violence or witnesses of a violent act. Additional services include a Community Violence Response Team when an incident of violence occurs.
Clinic- and Community-Based Mental Health Outpatient Treatment	Multidisciplinary teams offer individual/family/group psychotherapy, psychiatric services, case management, rehabilitative services, collaterals, and crisis intervention for children and youth with high level/complex mental health needs. Services are offered in a clinic, community setting, or in the home, when indicated. Contractors also deploy resources to designated school campuses.

New Information and Updated Links Are Available!

Appendix 3 includes reference links for the partners and programs mentioned in the Tools for Schools toolkit. The toolkit is a living document. As links change, new policy resources are developed, and new programs and partnerships become available, updated information will be added to the toolkit's Appendix 3 which can be accessed online at:

www.livewellsd.org/content/dam/livewell/best-practices/Tools-For-Schools-Aug2017-Appendix3.pdf

Table 8: Behavioral Health Programs (continued)

Program	Description
Counseling Cove	Counseling Cove is a program that offers services and support for youth who are homeless or at risk of becoming homeless. Services focus on outreach and engagement, crisis intervention, psychiatric evaluation, counseling, case management, medication monitoring, rehabilitation, and support services.
Crisis Services	Crisis Services offers emergency psychiatric evaluations, including screening for inpatient hospitalization and crisis stabilization. In North County, a mobile team can be deployed to support a youth experiencing a psychiatric crisis.
Day Treatment Services	Outpatient-based services are offered to children and youth in special day classrooms. Contracted providers work with children, youth, and families to increase success in the school, community and home environment.
Encuentros Leadership Academy	The Leadership Academy is a 1-week residential program that offers a healthy learning environment that highlights the importance of culture, promotes self-respect, builds positive relationships and improves academic skills among middle and high school aged Latino boys.
Faith-Based Crisis Response Team	This mobile community-based program pairs licensed mental health clinicians and clergy to respond to individual and family crisis situations 24/7. The Team provides in-home crisis intervention, counseling, support services and linkages to behavioral health services and other community supports as needed. Additional contracts support faith-based collaboration through curriculum development and training. 24-Hour Hotline: (877) 507-0803
Father2Child	The Father2Child program provides a best practice parenting model (24/7 Dad) developed by the National Fatherhood Initiative to serve fathers in the Central Region of San Diego. The parenting curriculum is focused on improving the participant fathers' attitudes toward fathering, knowledge and parenting skills.
Fee-For-Service (FFS) Network	A panel of practitioners from across the county offer outpatient treatment services to MediCal beneficiaries.
Friday Night Live and Club Live	Friday Night Live Partnership programs engage youth on middle and high school campuses to develop and build peer-oriented partnerships that support positive and healthy choices, encourage community involvement and provide opportunities for youth leadership development. <ul style="list-style-type: none"> Friday Night Live (FNL) is peer-driven and designed for high school students. There are 26 active FNL chapters in the county. Club Live (CL) is also peer-driven and designed for middle school students. There are 19 CL chapters in the County.



Table 8: Behavioral Health Programs (continued)

Program	Description
HERE NOW Suicide Prevention	NOW is based on Child and Adolescent Service System Program (CASSP) System of Care principles and the Wraparound Initiative of the State of California. Goals of this program are as follows: <ul style="list-style-type: none"> • Use Evidence-Based Practice (EBP) programs that are successful in encouraging at-risk youth/transitional age youth to seek help and to follow through on referrals to mental health services. • Provide suicide prevention through education and/or training: for students, families, caregivers, health care providers, educators, school staff, mental health providers and peers about the warning signs and risk factors of depression and suicide. • Provide an array of social/emotional services to youth at risk of committing suicide or requiring higher level of mental health intervention. • Help students feel connected at school.
Hermanitas Youth Leadership Mentor Program	The Hermanitas Youth Leadership Mentor Program pairs Latina students aged 12-18 with an exclusive and consistent mentor with similar life experiences. The program, operated by MANA de San Diego, features a curriculum of monthly educational seminars, community service, and writing and reading assignments. The National Hermanitas Summer Institute, Girl Scouts of America, and other school-based initiatives form an important part of the curriculum.
Inpatient Psychiatric Care	Various providers offer acute psychiatric inpatient services for Medi-Cal and unfunded children/youth experiencing a psychiatric crisis.
Jon Moffat: Cyber Education Consulting	Jon Moffat: Cyber Education Consulting provides both parent and classroom trainings (4th grade and older) on cyber bullying and safe social networking. School presentation content, format and pricing can be customized.
Juvenile Forensics Services Stabilization, Treatment and Transition Team (STAT)	The STAT Team provides group, individual, psychotropic medication, and crisis management services for in-custody youth. The STAT team also provides transition services which focus on providing stabilization and transitional mental health services to youth when they are released on probation.
Juvenile Forensics Assistance for Stabilization and Treatment (JFAST)	JFAST is a Mental Health Court Calendar comprised of partners from the Juvenile Forensics STAT Team, Probation, the Juvenile Court, Primary Public Defender, District Attorney's Office, Juvenile Court Clinic, Wraparound providers and other mental health professionals and community representatives. Clients receive individualized treatment services which can include individual and family therapy, wraparound services, substance abuse counseling and case management services.
Kickstart San Diego	Kickstart is a Prevention and Early Intervention program focused on psychosis related to serious mental illness. The primary service population are children 10-25 years of age, and treatment emphasizes family and community relationships. Services include assessment, family education, mobile outreach, education, early intervention, information and linkage throughout San Diego County.
Kids First Initiative	The Kids First Initiative is a program designed to bolster character education for students to help reduce and eliminate bullying, violence, negative behaviors and unhealthy habits. During each month of the school year, the school district will focus on 8 Keys of Excellence in the character-driven curriculum which encourages students to: <ul style="list-style-type: none"> • Speak honestly and kindly • Match behavior with values • Learn from mistakes • Make the most of every moment
The Leader in Me	The Leader in Me offers a process by which a school can decide on and design a culture that reflects its values and vision, with a particular focus on leadership. The program strives for process and mindset transformation across the whole school from students to staff. Content from The 7 Habits of Highly Effective People is featured and helps in building life skills and creating a culture of student empowerment and ability.

Table 8: Behavioral Health Programs (continued)

Program	Description
McAlister Institute	McAlister Institute provides a range of professional substance abuse and wraparound recovery services, including counseling; individualized treatment and case management; co-occurring mental health treatment; vocational rehabilitation; re-entry assistance; family therapy; and referrals to and from health and mental health clinics, law enforcement, child protective services, homeless shelters, legal services, affordable housing, educational institutions and more.
Mental Health First Aid (MHFA)	MHFA and Youth MHFA are provided through 8-hour courses offered countywide to a variety of audiences, including community members, employers, business leaders, faith-based communities and law enforcement. The courses equip participants to identify risk factors and warning signs of mental illness and emotional crisis, to better support someone experiencing signs and symptoms and direct them to professional care.
Project LIFE	Project LIFE is an advocacy program that works with people of all ages who have been or are currently victims or survivors of Sex and Labor Trafficking identified by local law enforcement, self-identify or the community. Project LIFE offers trauma informed services that include victim advocacy, crisis management, safety planning, intensive case management, and therapy to survivors throughout San Diego County. Project LIFE offers trainings on human trafficking to raise community awareness and to give first responders and the community the tools they need to identify signs and report.
Outpatient Treatment Programs for Young Children (0-5)	Specialized programming is offered for very young children and their caregivers. Providers utilize evidence-based practices such as Incredible Years or other evidence informed interventions and best practices to meet the needs of young children.
Palomar Family Counseling Service, Inc.	Palomar Family Counseling Service provides school age counseling for children and families within the North County Coastal and Inland schools (Escondido, Vista and Oceanside school districts).
Palomar Family YMCA: North County	Palomar Family YMCA offers many services, including Transitional Housing, Urban Career Pathways, Independent Living Skills, TAY Academy, preschool and after school care, summer camps and CONNECTIONS 2020, which assists underrepresented young adults ages 18-24 throughout San Diego by enhancing their relational skills and improving their financial stability.
Parent University	San Diego Unified School District hosts Parent University workshops that provide parents and guardians with important information to help support their student's academic and personal success. The free workshop has covered topics such as nutrition, distracted driving and social media.
Promoting Achievement & Student Success (PASS)	PASS is a leadership and mentoring program that aims to help students make positive choices. The PASS AmeriCorps mentors serve as positive role models and are trained and placed at school sites, providing individual and group mentoring, discussions, tutoring, grades and attendance reviews, community service projects, guest speakers, and field trips. Students are mentored to become positive leaders in their school and community.



Table 8: Behavioral Health Programs (continued)

Program	Description
Peer Assistance & Leadership (PAL)	PAL is a service-oriented, project-based course created to promote student well-being and facilitate student connectedness by sponsoring all-school events, establishing one-on-one student peer assistance, administrating campus tours and supporting campus activities.
Perinatal Case Management	Wraparound perinatal case management services are available to pregnant or parenting women and girls ages 12 and up who have used drugs and/or alcohol in the past year. Case management services are provided to help clients (including fathers) become drug/alcohol free, and for pregnant clients to deliver healthy infants. Case management staff support clients through home and community-based visits and provide access to needed supports such as recovery services, health services, housing, transportation, employment, education and other needed resources. Case managers also provide advocacy with providers including Court, Probation, Child Welfare Services and other Community Service Providers.
Positive Parenting Program	The Positive Parenting Program (Triple P) provides evidence-based parenting education curriculum for families enrolled in Early Head Start, Head Start and Elementary schools countywide. Triple P's primary goal is to reduce coercive or inappropriate parenting behaviors to promote the overall development, growth, mental health and social competence of young children.
Question, Persuade and Refer (QPR) Training	QPR trainings increase awareness and understanding of suicide and support the implementation of strategic initiatives for the prevention of suicide.
Refugee Services	Chaldean and Middle-Eastern Social Services offers trauma-informed acculturation groups, in Arabic, on school campuses in the East Region. Survivors of Torture International offers supportive services and connections in the Central, East and South regions of the County.
Regional Alcohol and Other Drug Prevention	HHSA Regional Alcohol and other Drug Prevention contractors use environmental prevention strategies to work with neighborhoods, youth and other groups to change conditions in the community that contribute to alcohol and other drug problems that affect the quality of life in neighborhoods and communities. <ul style="list-style-type: none"> • North Coastal Region: Vista Community Clinic • North Inland Region: Mental Health Systems • North Central Region: SAY San Diego • Central Region: SAY San Diego • East Region: Institute for Public Strategies • South Region: Institute for Public Strategies



Table 8: Behavioral Health Programs (continued)

Program	Description
Residential Mental Health Treatment	Residential Mental Health Treatment Programs offer services for children and youth who are placed in a residential treatment facility. HHSA's Behavioral Health Services department works with the placing agency, such as HHSA's Child Welfare Services, the Probation Department, or the San Diego Regional Center, a State contractor, to support the youth in the residential placement.
Residential Teen Group Homes – Addiction Treatment (Detoxification Programs)	Teen Group Homes at multiple sites provide 24-hour adolescent short term (30 day) residential Substance Use Disorder (SUD) treatment, recovery, detoxification and ancillary services to the community. The program also covers co-occurring issues.
School-Based Mental Health Outpatient Treatment	Clinicians visit designated school sites to offer treatment to Medi-Cal and unfunded youth who present with high levels of mental health needs. There are over 20 County contracted providers serving children and youth in over 400 schools.
School-Based Prevention and Early Intervention Programs (PEI)	PEI programs offer evidence-based social-emotional mental health prevention and early intervention services for preschool and elementary school age children and their parents. Services include screening, early identification and early intervention. Additionally, a Family Community Partnership component provides outreach and behavioral health prevention activities to parents in the identified schools.
Second Step	Second Step lessons have helped teachers instill social-emotional skills in students for over 20 years. <ul style="list-style-type: none"> • Steps to Respect is a bullying prevention program. • Second Step focuses on impulse control, anger management and conflict resolution.
Surviving Together, Achieving and Reaching for Success (STARS)	STARS is a program designed for teen girls between the ages of 13-18 who have experienced commercial sexual exploitation and/or human trafficking. The group meets weekly for a minimum of 12 weeks and provides Independent Living Skills, group counseling, recreational activities, case management, and referrals to services to promote mental and physical health.
Tariq Khamisa Foundation	The Tariq Khamisa Foundation (TKF) is a San Diego nonprofit with a mission to educate and inspire children in the restorative principles of accountability, compassion, forgiveness, peacemaking and support for safer schools and communities. TKF partners with schools to deliver assemblies and workshops that teach children a peaceful approach to problem solving and conflict management.



Table 8: Behavioral Health Programs (continued)

Program	Description
Teen Recovery Centers	Teen Recovery Centers provide developmentally appropriate substance abuse treatment for adolescents and their families, including those with co-occurring disorders. Regional programs provide outpatient services, day treatment services and crisis intervention. Centers have school satellites at selected schools to facilitate better access to resources.
Therapeutic Behavioral Services	Therapeutic Behavioral Services (TBS) are specialized intensive one-to-one behavioral coaching programs designed to prevent re-hospitalizations in youth up to 21 years of age who are currently experiencing emotional distress or stressful life transition. TBS is an ancillary service in the home, school or at the child/youth's current residential placement. Placements in higher levels of care are provided. Therapeutic Behavioral Services are available countywide to eligible Full-Scope Medi-Cal recipients.
Tobacco Use Prevention Education (TUPE)	The TUPE program provides funding for programs in grades 6-12 through a competitive application process for tobacco-specific student instruction, reinforcement activities, special events, and intervention and cessation programs for students. All local education agencies that are certified as having a fully implemented tobacco-free school district board policy are eligible to apply for funding.
Trauma Informed Care	Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing and responding to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment. The San Diego County Office of Education (SDCOE) offers trainings for school staff on this subject.



Table 8: Behavioral Health Programs (continued)

Program	Description
Urban Beats	The goal of Urban Beats is to improve Transition Age Youth (TAY) engagement and access to services while reducing stigma. This program includes the use of multiple modes of artistic expression, including visual arts, spoken word, music, videos, performances and social media messaging. All content is created and developed by TAY who are clients of the behavioral health system, experience Severe Emotional Disturbance/Serious Mental Illness (SED/SMI), or who are at-risk of mental health challenges.
"Why Try" Program	"Why Try" is an educational program to educate and empower students to have a healthy self-image and combat the impact of developmental and social stressors. The curriculum utilizes visual analogies in short presentations to engage students with a variety of learning styles.
Wraparound Services	Wraparound programs provide intensive case management and mental health services. The approach surrounds children and families that have multiple needs with personalized attention and counseling with the goal of preventing youth from needing a higher level of care in the future. Additionally, there are two wraparound programs that primarily serve youth involved in the Child Welfare Services or Probation systems.



New Information and Updated Links Are Available!

Appendix 3 includes reference links for the partners and programs mentioned in the Tools for Schools toolkit. The toolkit is a living document. As links change, new policy resources are developed, and new programs and partnerships become available, updated information will be added to the toolkit's Appendix 3 which can be accessed online at:

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Healthy Fundraising and Rewards

Superintendents and school personnel identified the problem of non-nutritious foods being used for fundraising and rewards/celebrations.

Non-Food Rewards

Several school districts' wellness policies have addressed non-food rewards. School districts knew that using non-nutritious foods, like cupcakes, for rewards and celebrations conflicts with nutrition education and messaging supporting healthy eating. Many school districts seek to provide non-food alternatives for rewarding students. Below are ideas for rewards suggested by Action for Healthy Kids, a public-private partnership dedicated to promoting school health.

For elementary students, rewards can include the following:

- Sit with friends;
- Extra recess time;
- Show and tell;
- Free time at the end of class;
- Dance to music in the classroom;
- Gift certificate to school store (e.g., non-food items);
- Walk with the principal or teacher;
- Fun physical activity break;
- Teacher or volunteer reads special book to class;
- Certificate, trophy, ribbon, plaque;
- Read outdoors or have class outdoors;
- Extra art, music or reading time;
- Teacher performs special skill (e.g., singing);
- Earn points or play money to spend on privileges or non-food items;
- Commendation certificate or letter sent home to parents by teacher or principal;
- Trip to treasure box filled with non-food items (e.g., stickers, pencils, erasers, bookmarks, school supplies); and
- Access to items that can only be used on special occasions (e.g., special art supplies, games, or toys).



For middle school students, rewards can include the following:

- Choose partners for activities;
- Listen to music while working at desk;
- Movie;
- Brainteaser puzzles, group activities and games;
- Computer time;
- Free choice time or chat break at end of class;
- Assemblies; and
- Field trips.

For high school students, rewards can include the following:

- Extra credit;
- Movie;
- Donated coupons for music, movies, or books;
- Drawings for donated prizes;
- Pep rally;
- Recognition on morning announcements; and
- Tickets to school events (e.g., dances, sporting events).

Healthy Food Rewards

School staff and parents have stated that it is not always clear which foods are compliant with their district's wellness policy and are thus appropriate to give to students. Fortunately, many local school districts have developed best practices for addressing this problem. Lemon Grove School District has responded by providing lists of foods that meet the district snack, celebrations and fundraising guidelines, while CVESD's Wellness Committee has collaborated with Scripps Family Medicine to research foods in major grocery stores that are compliant with district and state guidelines for schools. A thorough list of foods compliant with district policies will make it easier for school administrators, teachers and parents to monitor foods distributed to students as rewards, during celebrations and for fundraising activities.

Healthy Fundraising

School personnel are often challenged to find fundraising options that do not conflict with the language of their wellness policies and the culture of health at their schools.

An example of healthy fundraising can be found at Rice Elementary in CVESD. Selling cheese nachos was a huge money-maker for Rice Elementary. However, former Principal Ernesto Villanueva knew that the school was sending mixed messages when their wellness policy banned chocolate milk from the lunch menu and muffins in the morning. The school came up with alternative non-food fundraising ideas, such as magazine subscriptions, hosting school dances and movie nights. While there was some doubt from the community that this would work, the non-food fundraising activities have raised more money than food items.

Implementing Nutrition and Physical Activity Programs and Policy

Bridging the Gap is a Robert Wood Johnson Foundation funded and nationally recognized research program dedicated to improving the understanding of how policies and environmental factors influence diet, physical activity and obesity among youth. Below is guidance from the program on how districts can implement nutrition and physical activity programs, policies and more.

Nutritional Promotion

- Negotiate contracts with vendors to limit the sale and marketing of less nutritious foods and beverages in schools.
- Promote healthier foods and beverages.
- Prohibit the use of food as reward or punishment for student behavior, and provide teachers with a list of ideas and/or a supply of alternative non-food rewards.
- Conduct an assessment of food and beverage advertising and marketing in schools.
- Review and revise the wellness policy to address the marketing and promotion of foods and beverages.
- Encourage staff and parents to model healthy behaviors.
- Provide the district wellness policy to parents and other stakeholders.
- Solicit input from students.

Physical Education (PE) and Physical Activity

- Create a school health council or wellness committee that includes district and community stakeholders to implement activities that align with wellness policy goals.
- Review and revise the district wellness policy to align with state of California PE requirements and national physical activity recommendations and assist schools with implementing the policy.
- Involve parents and other stakeholders in reviewing and revising district wellness, physical activity and PE policies.
- Require quality PE for all students that align with national and state recommendations and standards.
- Require that state licensed or credentialed teachers instruct all PE classes.
- Provide ongoing professional development for PE teachers, as well as for other teachers, to incorporate physical activity as part of non-PE classroom exercises.
- Offer daily recess for elementary school students.
- Work with local public works, planners, police departments and community volunteers to ensure that students have safe routes to walk and bike to and from school.
- Increase opportunities for children, their families, and the community to be physically active by opening up school facilities, such as gymnasiums, playgrounds and tracks outside of school hours.
- Form joint-use agreements with local governments (e.g., Parks and Recreation) and community agencies (e.g., YMCA) that set terms for shared use of property to enhance physical activity opportunities for students and their families.

Nutrition Environment

- Create a school health council that includes district and community stakeholders to assess, implement, monitor and evaluate the district wellness policy.
- Review and revise the district wellness policy to align with national recommendations, and assist schools with implementing the policy.
- Implement strong nutrition standards that meet or exceed the USDA's "Smart Snacks in School" nutrition standards for all foods sold in school.
- Make the district wellness policy and nutrition standards publicly available to parents and other stakeholders (e.g., district website), and involve them in reviewing and revising these policies.
- Prohibit marketing of unhealthful items, and promote more healthful items.
- Encourage school staff to model healthy eating behaviors.
- Link nutrition education activities with State Health Education Frameworks or Standards.
- Provide nutrition training and professional development opportunities for all school staff.
- Provide parents with nutrition education materials.
- Adopt strategies to improve school meal participation rates, including ensuring adequate time for students to eat meals, incorporating alternative breakfast options, and conducting taste tests.

Drinking Water

- Include language about drinking water access in the district wellness policy.
- Offer free drinking water during lunch periods.
- Ensure that water fountains are clean and functioning properly.
- Consider installing drinking fountains in locations where students can easily access them including school cafeterias, gymnasiums and throughout hallways.
- Offer non-fountain sources of water (e.g., dispensers, pitchers, coolers) in areas where drinking fountains are not feasible.
- Consider providing cups at drinking fountains and other non-fountain sources of water to encourage students to drink more water.
- Allow students to bring water bottles into classrooms.
- Promote water consumption by using marketing campaigns.
- Limit the availability of sugar-sweetened beverages that compete with and displace water consumption.
- Encourage school staff to model healthy behaviors, including water consumption.



Overcoming Barriers

Some common misconceptions about promoting student health and school:

“We’re aware that childhood obesity is a problem, but it’s not our responsibility.”

While many are aware of the severity of the childhood obesity epidemic, school policymakers and administrators may not see it as a priority.

That was the case for Chula Vista Elementary School District (CVESD), until they measured the body mass index (BMI) of over 25,000 of their students. When they learned that over 40% of their students were obese or overweight, a national statistic became more than just a number – it was their kids. After getting a baseline of their students’ BMI measurements, it was clear that they had to revamp their wellness policy and put policy into practice.

It is crucial to communicate with all school staff and policymakers and parents that they have a shared vision, a unity of purpose. That is, getting everyone focused on the same goal and creating a bold policy to unify the school district to work on the same goal.

“We don’t have the money for that.”

Though the economy is picking up, some school districts continue to stretch their budgets. Some of these promising practices in this toolkit cost little-to-nothing.

The role of partnerships cannot be stressed enough. Many local businesses, healthcare and nonprofit organizations, community leaders and residents themselves share the same goal of helping our children live healthy lives. Many individual community members, particularly older adults, are eager and willing to participate as volunteers in these efforts. San Diego County school districts and school sites are linking with partners through outreach efforts to combat childhood obesity.

“Kids don’t want fruits and vegetables.”

Palate change and regular physical activity don’t occur overnight. Establishing healthy behaviors during childhood and maintaining them is easier and more effective than trying to change unhealthy behaviors during adulthood.

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Adults need to help create an environment for children where the healthy choice is the easy choice.

“That’s not our priority. Academics are.”

Students aren’t the only ones worried about being graded. More than ever, schools are pressured to meet demands of national and statewide academic standards, and student health and wellness may be seen to be in competition with academics. However, if student achievement is a top priority, then it is important to communicate to school districts that student health and wellness is a key lever to enhancing and improving student performance. One meta-analysis of studies of physical activity and academics found that 11 of the 14 studies showed positive associations between physical education and indicators of cognitive skills and attitudes, academic behavior and/or academic achievement.

Physical education can also be used to reinforce and enhance the lessons being taught in the classroom. CVESD completely revised their Building Better Bodies physical education curriculum to better reflect grade-level physical education standards and Common Core activities. For example, students are taught how to take their heart rate after exercising and how it relates to biology and better life-long health.

“There’s not enough space for more physical activity.”

Funding provided by HHS through a Centers for Disease Control and Prevention Community Transformation Grant to CVESD aided in the development of recess and brain break activities for classroom teachers to integrate physical activity into student’s instructional day. School districts like Julian Union School District have partnered with the County of San Diego for a joint-use agreement for students to use a nearby park for physical activity.

“We don’t have money for PE teachers.”

There are a lot of innovative ways to build physical activity into the students’ day. The Building Better Bodies curriculum offers an innovative way to use existing resources to offer physical education and physical activity without having to hire more personnel.

“There’s not enough time to incorporate physical activity in the curriculum.”

Physical activity does not have to be in its own silo. There are many opportunities for cross-curriculum learning. Refer to the Building Bodies curriculum, as well as the various examples districts in San Diego County have used to incorporate physical activity into the curriculum.

Here’s one example from the 5-2-1-0 Let’s Go campaign:

If your students are going through a list of spelling words or vocabulary for a particular subject, then this is a great activity that incorporates exercise and spelling. Have students stand up at their desks and pair up. Make sure that everyone has paper out and something to write with. Now, call out a physical activity like jumping, twisting, jogging, jumping jacks, hopping knee lifts, playing air guitar, marching in place, etc. After 10-15 seconds call out a spelling word and have them write it down with the help of their partners. Repeat.

After everyone has gotten a good physical activity break, allow for a cool-down. Then write the spelling words on the board and have students check themselves. This is a great way to review spelling words while getting some exercise in and fostering teamwork.



Appendix 1 - *Live Well San Diego*

What is *Live Well San Diego*?

In 2010, the County of San Diego Board of Supervisors adopted a comprehensive regional vision to improve the health and wellbeing of San Diego's residents. This vision, called *Live Well San Diego*, includes three components: Building Better Health, Living Safely, and Thriving.

Live Well San Diego's three components engage the community on all levels to improve the health, safety, and overall wellbeing of residents throughout San Diego County. *Live Well San Diego* starts with individuals and families who are leading efforts to be healthy and safe, and grows through County-community partnerships to convene working groups, conduct program activities, and leverage each other's resources and capabilities.

Live Well San Diego builds collective impact by partnering with organizations that support its core strategic approaches. These four strategies align *Live Well San Diego* partners in their pursuit of shared health and wellness goals:

1. Enhance efforts to improve the delivery of services throughout the region.
2. Support positive choices so that residents and communities can take action.
3. Create environments and adopt policies that make it easier for everyone to live well.
4. Improve the culture within so that internal teams recognize the importance of their role.

The figure on the next page captures the vision, components, strategic approaches and indicators of *Live Well San Diego*.

The efforts of school districts throughout the county reflect these strategies, as they are well-positioned to support positive choices among school children and their families and advance policy and environmental changes that make the healthy choice the easy choice.





LIVEWELLSD.ORG

1 VISION

of a region that is

Building Better Health | Living Safely | Thriving

4 STRATEGIC APPROACHES

Building a Better Service Delivery System | Supporting Positive Choices | Pursuing Policy & Environmental Changes | Improving the Culture Within



5 AREAS OF INFLUENCE



HEALTH



KNOWLEDGE



STANDARD OF LIVING



COMMUNITY



SOCIAL

TOP 10 LIVE WELL SAN DIEGO INDICATORS

Life Expectancy
Quality of Life

Education

Unemployment Rate
Income

Security
Physical Environment
Built Environment

Vulnerable Populations
Community Involvement

that measure the impact of collective actions by partners and the County to achieve the vision of a region that is Building Better Health, Living Safely and Thriving.

Appendix 2 - San Diego County Childhood Obesity Initiative

San Diego County Childhood Obesity Initiative

The San Diego County Childhood Obesity Initiative (COI) arose from the need to address childhood obesity in San Diego County. In October 2004, the San Diego County Board of Supervisors unanimously voted to support and fund the creation, coordination and implementation of a countywide plan to end childhood obesity. Community Health Improvement Partners (CHIP) – a San Diego nonprofit organization with the mission of assessing and addressing priority health needs through collaboration – assisted in the coordination of the plan. CHIP tapped individuals with expertise in the areas of healthcare, nutrition and physical activity from the County Health and Human Services Agency and the private sector to develop the first Call to Action: San Diego County Childhood Obesity Action Plan (Action Plan), a comprehensive plan to end childhood obesity in San Diego County.

Immediately following publication of the Action Plan in 2006, the COI was formed to assure effective implementation of its strategies. Established as a public-private partnership, the COI's mission is to reduce and prevent childhood obesity through policy, systems, and environmental change. This mission is achieved through work across seven influential domains to create healthy environments:

- 1) Government Domain,
- 2) Healthcare Domain,
- 3) Schools and After-School Domain,
- 4) Early Childhood Domain,
- 5) Community Domain,
- 6) Media Domain, and
- 7) Business Domain.

Utilizing the socio-ecological model, the COI functions by engaging agencies, institutions, organizations, neighborhoods and individuals from multiple sectors to work together to combat childhood obesity. The COI creates, supports and mobilizes partnerships; provides leadership and vision; provides advocacy and education; and coordinates and sustains county-wide efforts to prevent and reduce childhood obesity. Active workgroups in each domain develop, leverage and replicate best practices and resources from throughout San Diego County.

All community entities concerned with childhood obesity are encouraged to utilize the Action Plan to determine effective strategies to combat this chronic disease. The Action Plan provides a roadmap to guide obesity prevention efforts in San Diego County and calls for everyone to be part of the fight against childhood obesity because everyone has a stake in the outcome: better health for all children. The COI is one of many public-private partnerships in place throughout the county that is helping to realize the vision of *Live Well San Diego* through collective impact.

For more information about the COI, visit www.OurCommunityOurKids.org

Appendix 3 - Reference Links

BACKGROUND	
Childhood Obesity	
California Department of Education	2015-16 California Physical Fitness Report - San Diego County - Body Composition: http://data1.cde.ca.gov/dataquest/PhysFitness/PFTDN/Summary2011.aspx?r=0&t=3&y=2015-16&c=3700000000000&n=00002016
Centers for Disease Control and Prevention: Childhood Obesity Facts	https://www.cdc.gov/healthyschools/obesity/facts.htm
World Health Organizations: The Determinants of Health	http://www.who.int/hia/evidence/doh/en/
Centers for Disease Control and Prevention: Health & Academics	https://www.cdc.gov/healthyyouth/health_and_academics/
Centers for Disease Control and Prevention: About Child & Teen BMI	https://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html
KPBS: Chronically Absent Students Cost County Schools Millions	http://www.kpbs.org/news/2011/jun/27/chronically-absent-students-cost-county-schools-mi/
Health Affairs: Annual Medical Spending Attributable to Obesity - Payer-and Service-Specific Estimates	Finkelstein, E. A., Trogdon, J. G., Cohen, J. W., & Dietz, W. (2009). Annual medical spending attributable to obesity: Payer-and service-specific estimates. <i>Health Affairs</i> , 28(5), w822-w831. doi:10.1377/hlthaff.28.5.w822
Journal of Health and Social Behavior: Adolescent Mental Health, Behavior Problems, and Academic Achievement	Mcleod, J. D., Uemura, R., & Rohrman, S. (2012). Adolescent Mental Health, Behavior Problems, and Academic Achievement. <i>Journal of Health and Social Behavior</i> , 53(4), 482-497. doi:10.1177/0022146512462888
U.S. Department of Education: Every Student Succeeds Act	https://www.ed.gov/esea
Additional Tools to Help Reduce Childhood Obesity	Safe Routes to School: http://www.livewellsd.org/content/dam/livewell/Partners/PartnerPDFs/Schools/Safe-Routes-To-Schools-Resource-Guide.pdf San Diego County Childhood Obesity Initiative: http://ourcommunityourkids.org San Diego County Childhood Obesity Initiative Policy Clearinghouse: http://ourcommunityourkids.org/resources/policy-clearinghouse.aspx
Combating Obesity: Chula Vista Elementary School District	Collecting BMI data: http://www.livewellsd.org/content/dam/livewell/Partners/PartnerPDFs/Schools/BMI-toolkit.pdf
Behavioral Health	
What is Mental Health?	Mental Health Disorder Information: https://www.cdc.gov/childrensmentalhealth/symptoms.html
Access and Eligibility for Services	Children, Youth and Families (CYF) Provider Resource Manual: http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf Access and Crisis Line: (888) 724-7240
San Diego Network of Care	http://sandiego.networkofcare.org/mh/

Appendix 3: Reference Links (continued)

Connecting to Resources	2-1-1 San Diego: http://www.211sandiego.org
Wellness in Federal Law	Every Child Succeeds Act: https://www.ed.gov/esea
Local Control Accountability Plans	
Local Control Accountability Plans	http://www.cde.ca.gov/re/lc/
Evidence-Based Health and Wellness Practices for School	Alliance for a Healthier Generation's Healthy Schools Program Framework for Best Practices: https://www.healthiergeneration.org/_asset/l062yk/07-278_HSPFramework.pdf California Food Policy Associates' School Nutrition for Academic Success: A LCAP Guide: http://cfpa.net/ChildNutrition/ChildNutrition_CFPAPublications/CFPA_LCAP_Booklet_FINAL_16_12_05.pdf
POLICY	
Journal of School Health: Strength and Comprehensiveness of District School Wellness Policies Predict Policy Implementation at the School Level	Schwartz, M. B., Henderson, K. E., Falbe, J., Novak, S. A., Wharton, C. M., Long, M. W., . . . Fiore, S. S. (2012). Strength and Comprehensiveness of District School Wellness Policies Predict Policy Implementation at the School Level*. <i>Journal of School Health</i> , 82(6), 262-267. doi:10.1111/j.1746-1561.2012.00696.x
School Wellness Policies	Wellness School Assessment Tool (WellsAT): http://www.wellsat.org/
Policies to Promote Health and Wellness	
Aligning Wellness Policies, Programs, and Practices	https://www.csba.org/GovernanceAndPolicyResources/GovernanceBriefs.aspx
Assessing Community Needs	www.livewellsd.org/content/livewell/home/community/community-leadership-teams.html
Whole School, Whole Community, Whole Child	www.cdc.gov/healthyschools/wscs/components.htm
Fundraising and Reward Alternatives	https://www.sandi.net/staff/sites/default/files_link/staff/docs/secondary-schools/Healthy%20Fundraising%20Resources.pdf https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/126/Fundraising%20and%20Student%20Reward%20Ideas.pdf
Integrate Health Education	http://www.actionforhealthykids.org/component/content/article/11-general/1498-school-wellness-programs-policies-and-practices-other-webinar-series
Limiting Unhealthy Food Items in Celebrations	http://www.latimes.com/science/sciencenow/la-sci-sn-school-junk-food-child-obesity-20150504-story.html
Nutrition Guidelines	https://www.sandiegounified.org/competitivefoods
Parent Involvement	https://www.sandi.net/staff/nursing-and-wellness-program/wellness-resources
Professional Development	http://www.sdcoe.net/professionallearning/Pages/default.aspx
Prohibit Marketing of Non-Nutritious Foods	http://www.changelabsolutions.org/sites/default/files/Restricting_Food_and_Beverage_Marketing_in_Schools-FINAL-201705.pdf
Safe Routes to School (SRTS)	www.livewellsd.org/content/dam/livewell/Partners/PartnerPDFs/Schools/Safe-Routes-To-Schools-Resource-Guide.pdf
Standards-Based K-6 PE Program	https://www.sandiegounified.org/sites/default/files_link/district/files/physical-education/CA%20K-12%20Physical%20Education%20Framework.pdf
Training in Policy Implementation	https://www.hightechhigh.org/wp-content/uploads/2017/02/High-Tech-High-Wellness-Policy-2016-17.pdf
Wellness Committee with Active Stakeholders	https://www.sandiegounified.org/school-site-wellness-committees

Appendix 3: Reference Links (continued)

PARTNERSHIPS	
Partnerships to Promote Health and Wellness	
Behavioral Health Services (BHS)	www.sandiegocounty.gov/hhsa/programs/bhs/
California Hospital Association	www.calhospital.org/
The Chula Vista Community Collaborative	http://chulavistacc.org/
The Collaborative Agency Resources for Escondido (CARE) Youth Partnership	https://www.euhdsd.org/Page/348
County of San Diego Health and Human Services Agency (HHSA)	www.livewellsd.org/content/livewell/home/partners/best-practices-for-schools.html
Farm to School Taskforce	www.ourcommunityourkids.org/domains--committees/schools-and-after-school/farm-to-school-taskforce.aspx
HealthLink Public Health Nurses	http://www.sandiegocounty.gov/content/sdc/hhsa/regional_admin/north/healthlink.html
Julian Pathways Center for Family, Schools, and Community Partnerships	https://sites.google.com/a/juesd.net/julian/home
North Coastal Prevention Coalition	http://northcoastalpreventioncoalition.org/
North County Gang Commission	County of San Diego Probation Department's North County Office: www.sdcounty.ca.gov/probation 2-1-1 San Diego: www.211sandiego.org
North County School District Meet & Greets	http://www.sandiegocounty.gov/content/sdc/hhsa/regional_admin/north/healthlink.html
Oceanside Promise:	https://oceansidepromise.org/
Regional <i>Live Well San Diego</i> Leadership Teams	http://www.livewellsd.org/content/livewell/home/community/community-leadership-teams.html
San Diego Association of Governments (SANDAG)	http://www.sandag.org/srts
San Diego County Childhood Obesity Initiative (COI)	www.ourcommunityourkids.org/domains--committees/schools-and-after-school.aspx
San Diego County Office of Education (SDCOE)	www.sdcoe.net/student-services/Pages/default.aspx
San Dieguito Alliance	http://www.sandieguitoalliance.org/
San Marcos Prevention Coalition	http://sanmarcospreventioncoalition.org/
Vista Partnership for Children	https://uwsd.org/files/galleries/Vista_Baseline_Report.pdf
Ideas for Health and Wellness Partnerships	
Faith-Based Communities	Faith-Based Academy: https://www.sdul.org/blank-c1sy6 Crisis Response: http://www.readysandiego.org/faith-based/
Funding Partners	Kaiser Permanente HEAL Zone Initiative: http://healzones.org/communities/southern-california/lemon-grove-san-diego-county U.S. Department of Agriculture: https://www.fns.usda.gov/farmtoschool/farm-school-grant-program

Appendix 3: Reference Links (continued)

Health Care Organizations	Scripps Family Medicine Residency Program: https://www.practicalplaybook.org/blogs/%E2%80%9Cteach-your-children%E2%80%9D-part-ii-changing-cultural-traditions-improved-health-can-turn-students
Support for Kinship Care	http://www.ymca.org/yfs/programs/kinship-support-services.html http://211sandiego.org/resources/highlighted-resources/grandparents-caregivers/
Volunteer Partnerships	http://www.livewellsd.org/content/dam/livewell/TipsandToolsOrgs/IG_Directory_2014_FINAL_(small_version)_011017.pdf https://www.oasisnet.org/San-Diego-CA/CATCH-Healthy-Habits http://www.livewellsd.org/content/livewell/home/community/intergenerational/games.html
Wellness Committees	Contact Deirdre Kleske for more information Deirdre.Kleske@sdcounty.ca.gov The Alliance for a Healthier Generation offers a Wellness Committee Toolkit: https://www.healthiergeneration.org/_asset/wwj4dq/09-875_SWCToolkit.pdf
Special Interest Task Forces, Workgroups, and Committees	Children, Youth and Family Behavioral Health System of Care Council: http://www.sandiegocounty.gov/content/sdc/hhsa/programs/bhs/mental_health_services_children.html Transition Age Youth Workgroup: http://www.sdyouthservices.org/site/PageServer?pagename=Transition_Age_Youth_Academy Suicide Prevention Council: http://www.sdchip.org/initiatives/suicide-prevention-council/ Family and Youth as Partners: https://cyfliaison.namisaniego.org/family-youth-partners/ San Diego Domestic Violence Council: http://www.sddvc.org/ Prescription Drug Abuse Task Force: https://www.sandiegorexabusetaaskforce.org/ Meth Strike Force: https://www.no2meth.org/ Change Agents Developing Recovery Excellence (CADRE): http://www.cadresandiego.org/ North Inland Faith Partnership: http://sandiego.networkofcare.org/mh/content.aspx?cid=861 Hospital Partners Workgroup: http://hasdic.org/hasdic-regional-engagement/
PROGRAMS	
Nutrition and Physical Activity Programs	
5-2-1-0 Every Day! Campaign	http://ourcommunityourkids.org/partners/5-2-1-0.aspx
Alliance for a Healthier Generation	https://www.healthiergeneration.org/take_action/schools/
Arc	http://arc-experience.com/programs/high-school/
California Thursdays	http://www.californiathursdays.org/
The Daily Scoop	https://www.leanandgreenkids.org/daily-scoop-spring.html
Dairy Council of California	http://www.healthyeating.org/Schools.aspx
Fit 2 Learn, Fit 4 Life	https://fit2learn.sdcoe.net/
Five & Fit	For more information, contact Pam Plimpton at Pam.Plimpton@sdcounty.ca.gov .
Girls on the Run	https://www.gotrsd.org/

Appendix 3: Reference Links (continued)

Got Your Back San Diego (Feeding Kids First)	http://www.feedingkidsfirst.org/
Harvest of the Month	http://harvestofthemonth.cdph.ca.gov/Pages/default.aspx
Intergenerational Games	http://www.livewellsd.org/content/livewell/home/community/intergenerational/games.html
Lean & Green Kids	https://www.leanandgreenkids.org/
Meatless Monday	http://www.meatlessmonday.com/meatless-monday-k-12/
Nutrition Education and Obesity Prevention (NEOP) Program	For more information contact Barbara Hughes, NEOP Education Lead, at Barbara.Hughes@sdcounty.ca.gov
Olivewood Gardens	http://olivewoodgardens.org/about
Parents in Action: Engaging Parents in Support of School Wellness Policy	http://www.californiaprojectlean.org/doc.asp?id=169
Peaceful Playgrounds	http://peacefulplaygrounds.com/
Pure Edge	http://pureedgeinc.org/curriculum/
Rethink Your Drink School Lessons	https://archive.cdph.ca.gov/programs/cpns/Pages/RethinkYourDrinkCurriculum.aspx
Safe Routes to School	http://www.saferoutesinfo.org/
Serving Up MyPlate	http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum
Smarter Lunchrooms Movement in California	http://www.cde.ca.gov/ls/nu/he/smarterlunchrooms.asp
SPARK Physical Education	http://www.sparkpe.org/
Stacked Mobile Learning Farm	http://1to1movement.org/stacked/
UC Cooperative Extension	http://ucanr.edu/sites/SD-NFCS/Nutrition_Education_EFNEP/
UCSD Center for Community Health's School Wellness Program	https://ucsdcommunityhealth.org/work/school-wellness/
USDA Team Nutrition	https://www.fns.usda.gov/tn/team-nutrition
Wellness Wednesdays	http://www.healthyeating.org/Schools/School-Wellness/Wellness-Activities.aspx
Local Ideas for Nutrition and Physical Activity Programs	
Car Free	http://www.eusd.net/el-camino-creek/
Chula Vista Promise Neighborhood	http://www.cvpromise.org/
Circuit Training	https://chulavista.ss12.sharpschool.com/community/wellness/physical_education__fitness__physical_activity/
Farm Lab	http://www.eusdfarmlab.com/
Farm to School and Garden to Café	Farm to School Program: http://www.farmtoschool.org/ Garden to Café Program: https://www.sandiegounified.org/garden-caf%C3%A9
Farm-to-Table Restaurants	https://sites.google.com/a/juesd.net/julian/habitat
Green Garden Cafe	http://www.eusd.net/child-nutrition-services/
Healthy Eating Active Living (HEAL)	http://healzones.org/communities/southern-california/lemon-grove-san-diego-county
Intergenerational Safe Routes to School	http://www.cityofflamesa.com/DocumentCenter/View/6246
Julian Elementary Character Garden	https://edibleschoolyard.org/program/julian-elementary-school

Appendix 3: Reference Links (continued)

School Gardens	Intergenerational Community Garden (San Marcos Unified School District and the City of San Marcos Senior Center): https://www.facebook.com/SanMarcosCommunityGarden/ Teaching Gardens (CVESD) http://www.heart.org/HEARTORG/GettingHealthy/HealthierKids/TeachingGardens/About-Teaching-Gardens_UCM_436619_SubHomePage.jsp Ocean Knoll Education Farm (Encinitas Union School District) http://healthydaypartners.org/garden/ New Roots Youth Program (SDUSD) http://crawfordhighgarden.blogspot.com/ Outdoor Classroom Gardens (Cardiff School District) https://www.ecoliteracy.org/sites/default/files/uploads/getting-started-2009.pdf
Kitchenistas	http://olivewoodgardens.org/the-kitchenistas-of-national-city/
No Cook Cooking Carts	https://www.sandiegounified.org/nutrition-education-resources
Project SUCCESS	https://eusd.org/departments/integrated-student-supports/project-success/
Running Clubs	https://www.lmsvschools.org//site/default.aspx?PageID=5299 http://www.palomarhealth.org/palomar-health-community-action-councils/community-action-council-of-powayrancho-bernardorrancho-penasquitos https://www.curiepta.org/jog-a-thon
School Site Farmer's Markets	http://www.rwjf.org/en/library/grants/2016/02/refining-and-disseminating-a-valid--reliable-quantitative-assess.html
Staff Wellness	World Class Wellness: https://business.kaiserpermanente.org/thrive/index Meeting Well: http://www.acsworkplacesolutions.com/meetingwell.asp Eat Well: http://www.livewellsd.org/content/dam/livewell/Partners/PartnerPDFs/CitiesandGovernmentsPDFs/county-of-san-diego-eat-well-practices.pdf
Try It Tuesdays	http://nsd.us/departments/nutrition/

Behavioral Health Programs		Reach
Access and Crisis Line (ACL)	The ACL offers Crisis Intervention and Suicide Prevention as well as Alcohol, Drug and Behavioral Health Information and Referral. San Diego Access and Crisis Line: 1-888-724-7240, TDD (619) 641-6992 7 days a week, 24 hours a day - Access to all languages.	San Diego County
Aurora Behavioral Health	http://www.aurorasandiego.com/	San Diego County
Boys to Men	http://www.boystomen.org	San Diego Unified School District (SDUSD), East County Special Education Local Plan Area (SELPA) Region, South County SELPA Region
Center for Community Solutions	http://www.ccssd.org/get-help/overview.html	San Diego County
Center for Discovery	http://www.centerfordiscoverysandiego.com/	San Diego County

Appendix 3: Reference Links (continued)

Central Region Community Violence Services/Alliance for Community Empowerment	http://www.upacsd.com/index.php/services-2/children-adolescent-mental-health-cmh/ace-program-3/	SDUSD
Clinic- and Community-Based Mental Health Outpatient Treatment	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 26)	San Diego County
Counseling Cove	http://www.sdyouthservices.org/site/PageServer?pagename=Counseling_Cove	San Diego County
Crisis Services	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 15)	San Diego County
Day Treatment Services	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 21)	San Diego County
Encuentros Leadership Academy	http://www.encuentrosleadership.org/programs/leadership_academy	San Diego County
Faith-Based Crisis Response Team	http://steppinghigher.org/ 24-Hour Hotline: (877) 507-0803	SDUSD, North Inland SELPA Region
Father2Child Program	http://mhasd.org/father2child/	SDUSD
Fee-For-Service (FFS) Network	https://www.optumsandiego.com/content/sandiego/en/access---crisis-line/providerdirectory.html	San Diego County
Friday Night Live and Club Live	https://www.sdfnl.net/	San Diego County
HERE NOW Suicide Prevention	http://www.sdyouthservices.org/site/PageServer?pagename=Prevention_and_Early_Intervention_HERE_NOW_Suicide_Prevention	San Diego County
Hermanitas Youth Leadership Mentor Program	http://www.manasd.org/programs/hermanitas/	San Diego County
Inpatient Psychiatric Care	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 17)	San Diego County
Jon Moffat: Cyber Education Consulting	https://www.jonmoffat.com/schoolinfo/	San Diego County
Juvenile Forensics Services Stabilization, Treatment and Transition Team (STAT)	http://www.sandiegocounty.gov/hhsa/programs/bhs/mental_health_services_children/juvenile_forensic_services.html For more information, call (858) 694-4680.	San Diego County
Juvenile Forensic Assistance for Stabilization and Treatment (JFAST)	http://www.sandiegocounty.gov/hhsa/programs/bhs/mental_health_services_children/juvenile_forensic_services.html For more information, call (858) 694-4680.	San Diego County
Kickstart San Diego	http://www.kickstartsd.org/	San Diego County
Kids First Initiative	http://www.oside.k12.ca.us/kidsfirst	Oceanside Unified School District
The Leader in Me	http://www.theleaderinme.org	San Diego County
McAlister Institute	http://www.mcalisterinc.org	San Diego County
Mental Health First Aid	http://mhasd.org/first-aid-programs/	San Diego County
Project LIFE	http://www.nclifeline.org/project-life	San Diego County
Outpatient Treatment Programs for Young Children (0-5)	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 28)	San Diego County

Appendix 3: Reference Links (continued)

Palomar Family Counseling Service, Inc.	For more information, contact Maria Russo, Program Manager (760)-741-2660 http://www.palomarfamilycounseling.com/	North Coastal and North Inland SELPA Regions
Palomar Family YMCA: North County	http://www.ymca.org/palomar	North Coastal and North Inland SELPA Regions
Parent University	https://www.sandiegounified.org/san-diego-parent-university	San Diego County
PASS (Promoting Achievement & Student Success)	http://sdcoe.net/student-services/student-support/pass-americorps/Pages/default.aspx	SDUSD, North Coastal SELPA Region
Peer Assistance & Leadership	http://palusa.org/	San Diego County
Perinatal Case Management	http://www.vistahill.org/programs-services/perinatal-case-management/	San Diego County
Positive Parenting Program	http://www.jfssd.org/site/PageServer?pagename=programs_youth_positive_parenting	San Diego County
QPR Training	http://www.sdchip.org/initiatives/suicide-prevention-council/trainings/	San Diego County
Refugee Services	http://www.syhc.org/cmss-social-services/ https://notorture.org/client-services/	SDUSD, East County and South County SELPA Regions
Regional Alcohol and Other Drug Prevention	<ul style="list-style-type: none"> • North Coastal Region: Vista Community Clinic http://www.vistacommunityclinic.org/community-health/ • North Inland Region: Mental Health Systems https://www.mhsinc.org/ • North Central Region: SAY San Diego https://www.saysandiego.org/ • Central Region: SAY San Diego https://www.saysandiego.org/ • East Region: Institute for Public Strategies http://publicstrategies.org/ • South Region: Institute for Public Strategies http://publicstrategies.org/ 	San Diego County
Residential Mental Health Treatment	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 18)	San Diego County
Residential Teen Group Homes – Addiction Treatment (Detoxification Programs)	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 18)	San Diego County
School-Based Mental Health Outpatient Treatment	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 27)	San Diego County
School-Based Prevention and Early Intervention Programs (PEI)	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 50)	San Diego County
Second Step	http://www.secondstep.org/	San Diego County
Surviving Together, Achieving and Reaching for Success	http://www.sdyouthservices.org/site/PageServer?pagename=Surviving_Together_Achieving_and_Reaching_for_Success	San Diego County
Tariq Khamisa Foundation	https://tkf.org/	San Diego County
Teen Recovery Centers (TRC)	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 40)	San Diego County

Appendix 3: Reference Links (continued)

Therapeutic Behavioral Services (TBS)	https://www.centerforchildren.org/resources/new-alternatives-therapeutic-behavioral-services-tbs/	San Diego County
Tobacco Use Prevention Education (TUPE)	http://www.cde.ca.gov/lh/he/at/tupeoverview.asp	San Diego County
Trauma-Informed Care	To organize a training for your school or district, call 619-683-9340 x13 or email fysinfo@sdcoe.net	San Diego County
Urban Beats	https://www.sdurbanbeats.org/	SDUSD
Why Try	http://www.whytry.org/	San Diego County
Wraparound Services	http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/bhs/documents/CYF/CYFBHSPRMJanuary2017.pdf (See page 24)	San Diego County
Healthy Fundraising and Rewards		
Non-food Rewards	http://www.actionforhealthykids.org/storage/documents/parent-toolkit/rewardsf3a.pdf	
Healthy Fundraising	http://ourcommunityourkids.org/domains--committees/schools-and-after-school.aspx#resources http://www.actionforhealthykids.org/storage/documents/parent-toolkit/fundraisers-family-health-f1.pdf	
IMPLEMENTATION		
Implementing Nutrition and Physical Activity Programs		
District Wellness Policies	http://www.bridgingthegapresearch.org/research/district_wellness_policies/#CDCbriefs	
OVERCOMING BARRIERS		
Building Better Bodies	https://chulavista.ss12.sharpschool.com/cms/One.aspx?portalId=412034&pageId=885199	
Joint-Use Agreements	http://www.ourcommunityourkids.org/resources/policy-clearinghouse.aspx	
Incorporating Physical Activity	http://www.letsgo.org/programs/schools/resources/	

**New Information and Updated Links Are Available!**

Appendix 3 includes reference links for the partners and programs mentioned in the Tools for Schools toolkit. The toolkit is a living document. As links change, new policy resources are developed, and new programs and partnerships become available, updated information will be added to the toolkit's Appendix 3 which can be accessed online at:

www.livewellsd.org/content/dam/livewell/best-practices/Tools-For-Schools-Aug2017-Appendix3.pdf

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To view the Tools for Schools toolkit in digital form and to download additional resources, visit:
LiveWellSD.org/partners/best-practices-for-schools/

For more information on the Tools for Schools toolkit, contact: LWSD.HHSA@sdcounty.ca.gov

Funded in part by the County of San Diego through the Coast2Coast Rx discount prescription card program