

FLORIDA HEALTHY SCHOOLS

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2013 FLORIDA HEALTHY SCHOOL DISTRICTS



Research shows that when school districts and schools have effective policies and practices that support the health of their students and staff:

- Student and staff absenteeism decreases
- Student concentration improves
- Student behavior problems are reduced
- Children and adolescents establish life-long health-promoting behaviors

National School Boards Association

From 2009 - 2013, the Florida Coordinated School Health Partnership (CSHP), Florida Action for Healthy Kids (FLAFHK) and Florida Association of District School Superintendents (FADSS) recognized 23 districts as Florida Healthy School Districts.

Recognition is determined by submission of the Florida Healthy School District Self-Assessment. The self-assessment tool is based on sustainable infrastructure, policy, programs and practices

identified from national and state guidelines, best practices, and Florida statutes in the areas of Health Education; Physical Education; Nutrition Services and Education; Health Services; Counseling, Psychological and Social Services; Employee Wellness, Healthy School Environment; and Family and Community Involvement.

The tool serves as a needs assessment and planning instrument. Implementing the policies and processes in the tool reduces barriers to learning and supports academic achievement.

CSHP, FLAFHK and FADSS are extremely pleased to announce the 2013 - 2015 awardees. These districts join the current Healthy Districts of Brevard, Broward, Escambia, Highlands, Indian River, Lee, Manatee, Nassau, Okaloosa, Palm Beach, Pasco, Polk, Putnam, Santa Rosa and St. Lucie.

Gold Award Winners

Leon (Superintendent Jackie Pons)

Orange (Superintendent Barbara Jenkins)

Osceola (Superintendent Melba Luciano)

Pinellas (Superintendent Michael Grego)

Sarasota (Superintendent Lori White)

Silver Award Winners

Baker (Superintendent Sherrie Raulerson)

St. Johns (Superintendent Joseph Joyner)

Bronze Winner

Hamilton (Superintendent Thomas Moffses, Jr.)

Each Gold district had outstanding scores in Section 1, District Infrastructure. This confirms the value of strong administrative support.

Areas of strength for each district are described below.

Leon: Health Services and Healthy School Environment.

Orange: Health Services; Healthy School Environment; and Family and Community Involvement

Osceola: Health Services; Healthy School Environment; Employee Wellness; and Family and Community Involvement.

Pinellas: Health Education; Physical Education; Health Services; Counseling, Psychological and Social Services; and Healthy School Environment.

Sarasota: Health Education; Physical Education; Health Services; Nutrition Services and Education; Employee Wellness; and Family and Community Involvement.

Baker: Health Education; Physical Education; Health

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Services; Healthy School Environment; and Family and Community Involvement

St Johns: Counseling, Psychological, and Social Services; Healthy School Environment; and Family and Community Involvement.

Hamilton: Health Services and Healthy School Environment.

Districts are encouraged to involve school superintendents, school boards, school administrators, component area experts, parents, county health departments, the SHAC and the Wellness Policy Committee in the assessment process, and to use the results to plan and advance health related programs.

To learn more about the Coordinated School Health approach visit the CSHP website:

www.healthydistrict.com

To view the tools and begin the self-assessment process go to:

<http://www.safehealthyschools.fl.org/Home.aspx/Index>

Maslow's Hierarchy of Needs demonstrates that in order for a person to become successful, basic physical, psychological and social needs must be met. We know that poor physical, mental and psychosocial health have a negative impact on a students' motivation and ability to learn, influence academic indicators such as absenteeism, truancy, drop out, standardized test scores, discipline and school climate. While educators and administrators are concerned about the health of their students, their primary charge is ensuring that all students acquire the knowledge and skills necessary to graduate and become productive citizens.

Schools and districts are kept publicly accountable through testing and other measures for how well they achieve that goal. Schools and their leaders are heavily focused on academic achievement, testing, attendance rates/absenteeism, dropout rates, behavior and discipline, and school safety. Addressing health-related barriers to learning is one of the key factors that can help to "move the needle" in academic achievement. For this reason, it is all the more important to connect health initiatives to the main priorities of the education system, not the reverse.

Below are some tips for community health partners to improve collaboration, communication and partnership with education partners.

- Know the connection between health and academic success and be prepared with the facts.
- Know their goals, objectives and barriers to accomplishing them. Acknowledge these and work together with the education partner to address or work around them.
- Consider ways health partners may be able to assist education partners, for example including substitute fees in a grant for health-related training or planning meeting.
- Take the time to learn about the members of the local school board and superintendent, their priorities and any previous involvement in or work around health-related issues, both positive and negative. Are there key education leaders who have demonstrated an interest in health, and any who have shown opposition to health-related policies or programs in the past?
- Identify a primary point of contact who is supportive of the partnership and has the ability to communicate with senior leadership.
- When presenting data:
 - Use layman's terms.
 - Connect the data with learning, academic achievement, attendance/or dropout rates.
 - Put the data in human terms, such as "In a classroom of 30 high schools students, as many as 4 will drop out because of teen pregnancy and parenting".
- Make it your job to know common education terminology, especially terms such as those related to accountability; attendance and dropout; achievement gap; Common Core State Standards, state education standards, school climate and high-stakes testing.
- Educate yourself on the state and district-level school health policies or procedures that are already in place. Know the key rules and regulations that guide health policies in the school environment you are working in. At the state level, statutes, regulations and State Board policies exist for a wide variety of topics, from health and physical education to recess, physical activity, nutrition and administration of medication in the school environment.
- Familiarize yourself with district health policies such as the district wellness policy and School Health Services Plan.
- There are many areas of overlap when addressing the health of the whole child. Being part of the team addressing all factors increases your knowledge, facilitates partnership and increases acceptance of your ideas and objectives.
- Find out what is being done related to health and identify ways to support it.
- Make their priorities your priorities rather than the other way around.
- Participate in the district School Health Advisory Committee or wellness committee, and the school level School Improvement Planning Committee and/or wellness team.

ACTION FOR HEALTHY KIDS NAMES FLORIDA PHYSICAL EDUCATION TEACHER FOR NATIONAL HONOR

Bawana Perry, the physical education teacher at Ruediger Elementary in Leon County received the 2013 Florida Grassroots Healthy School Hero Award from Action for Healthy Kids. The award was presented by members of the Florida Action for Healthy Kids Executive Committee at the Leon County School Board meeting on May 28th.

When Bawana moved from teaching 5th grade to coaching PE at Ruediger Elementary School, she brought with her years of instructional knowledge that helps her make PE more than play. In addition to physical education benchmarks, her students leave her class knowing all about health and wellness. With the help of two *Fuel Up to Play 60* grants, she converted her classroom into a fully equipped fitness room for staff and students, complete with dumbbell weights, exercise machines, a blood pressure machine, pedometers, blenders to make healthy smoothies, and more.

She formed a walking club for faculty and staff, improved the healthy food offerings at faculty lunches and meetings, provided classrooms with a bag full of sports equipment to use on the playground, expanded the school's garden, teamed up with the Florida State University School of Medicine to have dietitians work with students and expand health assessments for staff members, and much more.

She was named Ruediger's 2011 Teacher of the Year and will receive the Alliance for a Healthier Generation's Healthy School Bronze Level Award in the fall.



"I love the idea of doing things to help children," she says. "The children are our future, and we need to have things in order so they can live healthy lives. Being able to mold a life and teach children about being active and eating healthy is an idea I strongly believe in."

ALLIANCE FOR A HEALTHIER GENERATION NAMES DR. HOWELL WECHSLER EXECUTIVE DIRECTOR

For the last nine years, Howell has been increasing health and wellness opportunities for children as the Director of the Division of Adolescent and School Health (DASH) at the U.S. Centers for Disease Control and Prevention. We are happy to announce that Dr. Wechsler, after more than 15 total years at the CDC, has joined the Alliance as our new Chief Executive Officer (CEO).

Howell is committed to keeping young people healthy. His accomplishments back up this statement completely as he is responsible for the creation and evaluation of policies and practices that have helped numerous local education agencies and national non-governmental organizations support youth wellness.

"I love kids. I raised five of my own and found time to coach Little League and teach Bible classes. During my Peace Corps service in Central Africa, I saw children die, many children. Ever since that experience, my only career focus has been to do what I can to help keep young people healthy. I've had the privilege of working on health promotion activities that I believe have genuinely made schools and communities healthier places for children. There is nothing else I want to do professionally."



Howell has been a great supporter of Coordinated School Health (CSH) in Florida. He spoke in support of CSH to the Children's Cabinet, was a featured speaker at the 2011 Annual Florida Association of School Administrators conference, where he highlighted the work of the FL CSH, and presented the Healthy District Awards to Orange and Santa Rosa School Districts at the 2010 Florida Annual Statewide Prevention Conference.

In all the great work he has done, results he has achieved and honors he has received, it is clear that Howell is determined to create a brighter future for our nation's youth. We are thrilled to have him at the helm of our organization.

This newsletter is provided by the **Florida Coordinated School Health Partnership (CSHP)**. CSHP is a grassroots public-private partnership whose members include not-for-profit organizations, businesses, insurance companies, professional associations, child health advocates, and health and education representatives.

Vision: Health literate and health practicing students and staff in all Florida schools.

Purpose: Facilitating the creation of policies and environments that provide students and staff the opportunity to reach their personal potential by means of positive health related decision-making skills and access to health care.

Focus: Our goals focus on reducing/eliminating the barriers to learning and supporting academic achievement. Contact us



DEPARTMENTS OF HEALTH AND EDUCATION AWARDED GRANTS FROM CDC THAT BENEFIT SCHOOLS

Department of Health Grant:

The Florida Department of Health (DOH) Bureau of Chronic Disease Prevention, in cooperation with a large group of partners, applied for and received a new Centers for Disease Control and Prevention (CDC) funding opportunity, **State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health**. The grant focuses on worksites, schools, healthcare and communities.

The funding and technical assistance made possible by this grant will allow DOH to make a meaningful impact on Florida's most prominent and costly health problems.

Memoranda of Agreement with Department of Education (DOE), Department of Agriculture and Consumer Services, Agency for Health Care Administration, and Department of Children and Families were signed to support the work of the grant. Other partners include the Coordinated School Health Partnership, Florida Action for Healthy Kids, The Alliance for a Healthier Generation, Florida Association of District School Superintendents and others.

Expected Outcomes:

- Increased consumption of nutritious food and beverages and increased physical activity across the life span
- Increased breastfeeding initiation, duration and exclusivity
- Improved medication adherence for adults with high blood pressure and adults with diabetes
- Increased self-monitoring of high blood pressure tied to clinical support
- Increased use of diabetes self-management and primary prevention programs
- Improved prevention and control of hypertension
- Improved prevention and control of diabetes
- Improved prevention and control of overweight and obesity.

Department of Education Grants:

DOE recently received a notice of award for **Promoting Adolescent Health Through School-Based HIV/STD Prevention**.

The Florida Youth Risk Behavior Survey (YRBS) weighted data from high school students in 2011 provides important data for risk factor trends and identification of state priorities. Some pertinent data follow:

- 48 percent of high school students have had sexual intercourse;
- 24 percent of high school students drank alcohol or used drugs before last sexual intercourse;
- 33 percent of high school students had sexual intercourse in the previous three months;
- 12.1 percent of high school students did NOT use any method to prevent pregnancy;
- 16 percent of high school students reported having sex with four or more partners.

This project will implement program activities to enable school districts and schools to deliver exemplary sexual health education emphasizing HIV and other STD prevention; increase adolescent access to key sexual health services; educate decision-makers, and promote safe and supportive school environments for students and staff.

The Youth Risk Behavior Surveillance System (YRBSS)

Additionally, DOE, in cooperation with DOH, applied for and received funding to continue the administration, collection, analysis and dissemination of the Youth Risk Behavior Survey and school health education and physical education data through the School Health Profiles.