

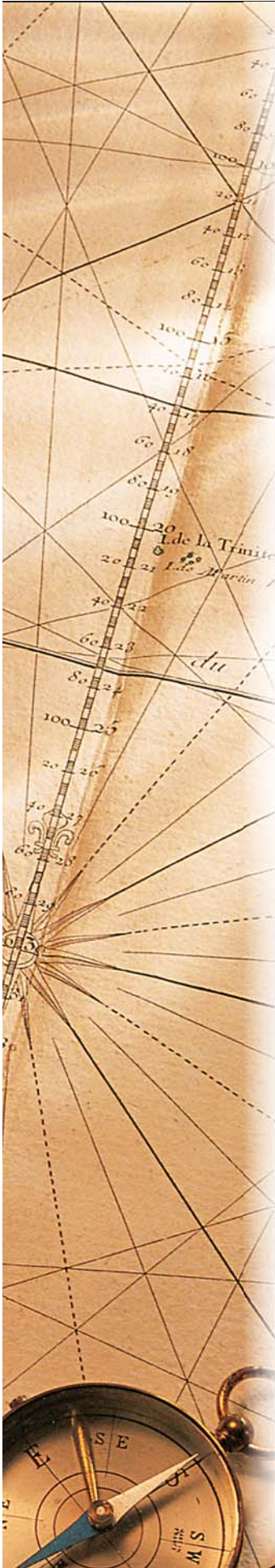
*Charting  
Your  
School's  
Course to  
Wellness:*

**CREATING  
A HEALTHY  
SCHOOL  
TEAM**



# Table of Contents

<b>Acknowledgements</b> .....	1
<b>Introduction</b> .....	2
Addressing Health Issues at School .....	2
The Coordinated School Health Approach .....	4
Benefits of a Coordinated School Health Approach .....	6
<b>Starting a Healthy School Team</b> .....	7
Gathering Team Members .....	7
Identifying School Needs .....	8
Identifying Local School Resources .....	10
<b>Sustaining a Healthy School Team</b> .....	11
Writing a School Health Action Plan .....	11
Managing and Monitoring Implementation .....	13
Marketing Successes .....	14
<b>Closing Comments</b> .....	15
<b>References</b> .....	16





## Acknowledgements

Special thanks go out to the following contributors who reviewed this project:

### **Kim Williams**

Assistant Director, Prevention Center  
Department of Safe Schools, Palm Beach County  
3330 Forest Hill Blvd.  
West Palm Beach, FL 33406  
(561) 494-1540

### **Mary-Chris Peterika**

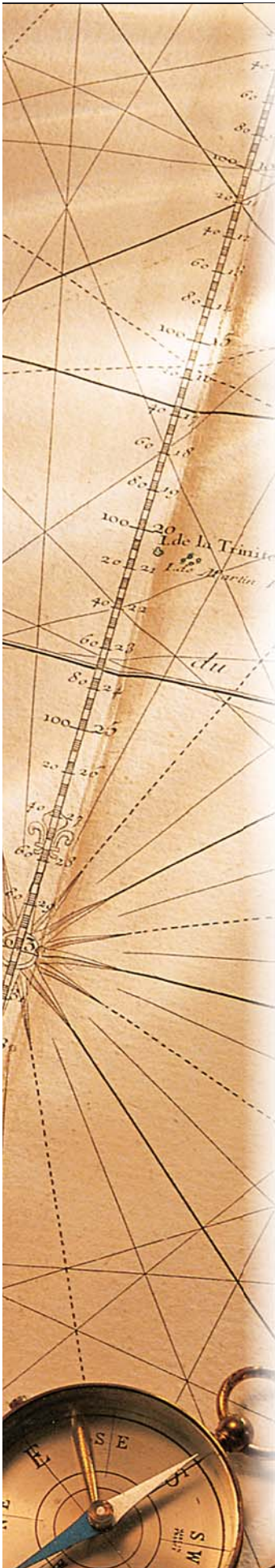
Hillsborough County Public Schools Steps Project Manager  
1202 East Palm Ave.  
Tampa, Florida 33605  
(813) 273 - 7249

### **Gail Quigley**

Principal  
Miami Springs Middle School  
150 S. Royal Poinciana Blvd.  
Miami Springs, FL 33166  
(305) 888-6457

### **Ellen Smith**

Physical Education Teacher/Wellness Coordinator  
Gove Elementary School  
900 S.E. Ave. G  
Belle Glade, FL 33430  
(561) 993-8700





## Introduction



Florida Department of Education  
Bureau of Instruction and Innovation  
Office of Healthy Schools  
Coordinated School Health Program  
444 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400  
Phone: 850-245-0480  
Toll-free in-state: 866-312-6497  
Fax: 850-245-5116  
Website: [www.fldoe.org/bii/cshp](http://www.fldoe.org/bii/cshp)

### Program Directors:

Penny Detscher, DOE Program Director, [Penny.Detscher@fldoe.org](mailto:Penny.Detscher@fldoe.org)  
Carol Vickers, DOH Program Director, [Carol.Vickers@doh.state.fl.us](mailto:Carol.Vickers@doh.state.fl.us)  
Antionette Meeks, Health Education Coordinator/Assistant Director, [Antionette.Meeks@fldoe.org](mailto:Antionette.Meeks@fldoe.org)

### Program Staff:

**Kari King, Author of Manual**, Healthy School Coordinator, [Kari.King@fldoe.org](mailto:Kari.King@fldoe.org)  
Ksena Zipperer, HIV/AIDS Prevention Education Coordinator, [Ksena.Zipperer@fldoe.org](mailto:Ksena.Zipperer@fldoe.org)  
Eileen Smith, Resource Center Director, [Eileen.Smith@fldoe.org](mailto:Eileen.Smith@fldoe.org)  
Lynn Vinson, PANT Coordinator, DOE [Lynn.Vinson@fldoe.org](mailto:Lynn.Vinson@fldoe.org)  
Erica Douglas, PANT Coordinator, DOH [Erica.Douglas@doh.state.fl.us](mailto:Erica.Douglas@doh.state.fl.us)  
Courtney Walker, Budget & Grants, [Courtney.Walker@fldoe.org](mailto:Courtney.Walker@fldoe.org)  
William Crapps, Project Assistant, [William.Crapps@fldoe.org](mailto:William.Crapps@fldoe.org)  
Malcolm Echaluze, Project Assistant, [Malcolm.Echaluze@fldoe.org](mailto:Malcolm.Echaluze@fldoe.org)



## ADDRESSING HEALTH ISSUES AT SCHOOL

The Office of Healthy Schools' Coordinated School Health Program (CSHP), a partnership between the Florida Departments of Education and Health, promotes a system in school districts that addresses the many health behaviors contributing to chronic disease that are established in childhood. Examples to support such a system include intra and interagency collaboration, school district administrative support, School Health Advisory Committees (SHACs), and on the school level, Healthy School Teams. The Coordinated School Health model identifies eight areas, that when looked at in a coordinated manner, are highly effective in addressing the health risk behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the United States. The eight components are:

- Health education
- Physical education
- School health services
- School nutrition services
- School counseling, psychological and social services
- Healthy school environment
- Health promotion for staff
- Family and community involvement in school health

The six risk behaviors that have been identified as having the most negative effect on the current and future health of children include physical inactivity, poor nutrition,





*Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially.*

alcohol and drug use, risky sexual behaviors, tobacco use, and unintentional injuries and violence. Impact on these risk behaviors is achieved through coordination of efforts, information sharing, and combining resources to address the physical, social and psychological needs of students, thus facilitating academic success.

Now more than ever, students face new challenges and risks that affect their health and the quality of their future. They need parents, community, health and school representatives to become involved. Experience has shown that when schools involve parents and other community partners, these risk behaviors can be more successfully addressed.

Results of the 2005 Florida *Youth Risk Behavior Survey*<sup>1</sup> (YRBS), a survey of students in grades 9-12, indicate that:

- Over 50% of students report having ever smoked cigarettes.
- Over 70% have used alcohol, with over 20% of these reporting binge drinking (five or more drinks over a couple of hours) in the past 30 days.
- Nearly 30% of students report having their first alcoholic drink other than a few sips prior to the age of 13.
- Less than 25% report having participated in moderate physical activity in the previous 7 days.
- Between 40 and 45% of students reported watching 3 or more hours of TV on the average school day.
- Over 20% of female students reported seriously considering attempting suicide during the previous 12 months.
- Nearly 80% ate less than the recommended 5 servings of fruits and vegetables daily in the previous week.
- Over 50% of high school seniors report having had sexual intercourse.
- Of students who had sexual intercourse during the past 3 months, the percentage who did not use a condom during last sexual intercourse was nearly 35%.
- Percentage of male students who had sexual intercourse with 4 or more people during their lifetime was 20.6%.
- Ten percent of males report having been a member of a gang in the past 12 months.
- The percentage of students who reported that during the past 12 months, they have one or more times, physically harmed or threatened to harm someone with a weapon of some kind was over 14%.

A child's physical, emotional, social, and mental health directly affects his or her ability to learn. In order for students to have the desire and capacity to learn, basic physical, safety, and emotional needs must be met and opportunities for success provided. No one group or person can accomplish this alone. It takes a team of dedicated and skilled individuals who meet on a regular basis and are committed to improving the health and academic success of Florida's children.

Schools are a part of the solution in addressing health issues as most young people are enrolled in school. Schools have a unique opportunity and the capacity to influence the health of the children and youth, their families and school staff, as well as entire communities. Fostering healthy children should be the shared responsibility of families, communities, and schools. After all, healthy children are children who are ready to learn.

*"Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially."*

—National Association of State Boards of Education





## THE COORDINATED SCHOOL HEALTH APPROACH

Fit, Healthy, and Ready to Learn: A School Health Policy Guide<sup>2</sup> elaborates on the eight components of the coordinated school health approach:

### 1. *Healthy School Environment*

A healthy school environment includes physical issues such as safety hazards, air quality, water quality, sanitation, heating, ventilation, and lighting. It also includes the social and psychological climate of the school. Schools need to be places where all students, faculty, and staff feel safe, secure, cared for, and valued. Schools are paying particular attention to the harmful effects of bullying and harassment on students' health and well-being.

### 2. *Health Education*

Health education addresses the physical, mental, emotional, and social aspects of health. Schools should deliver a curriculum that allows students to develop and demonstrate health-related knowledge, attitudes, skills, and practices. A comprehensive curriculum would include a wide variety of topics, such as: personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. The curriculum should be sequential in grades K-12.

### 3. *Physical Education*

Quality physical education develops each student's optimal physical, mental, emotional, and social development through a vast array of planned physical activities. Important aspects of physical education include cognitive content and learning experiences in a variety of activity areas, such as basic movement skills; physical fitness; rhythms and dance; games; team, dual and individual sports; tumbling and gymnastics; and aquatics. Schools should offer extracurricular physical activity programs. The school's physical education curriculum should be sequential in grades K-12.

### 4. *Nutrition Services*

Nutrition services provides access to a variety of meals that are both nutritious and appealing to the consumer. Programs should have the capability to accommodate special dietary needs and model the Dietary Guidelines for Americans. The school nutrition services program can provide opportunities to connect with classroom nutrition and health education classes. Parents and students should be given an opportunity to provide suggestions for school meals and feedback on the meal program.

### 5. *School Health Services*

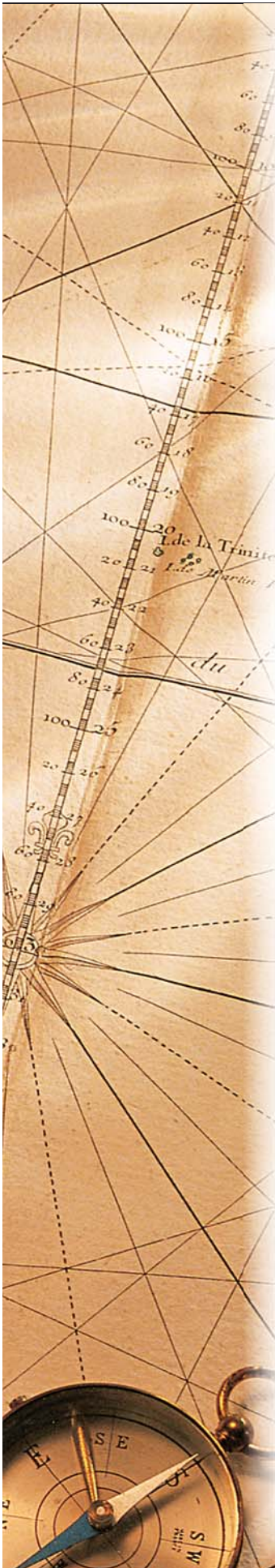
A system to identify and treat acute and chronic student health problems, provide mandated screening and immunization monitoring, deal with medical crises, and make certain students have access to primary health care is vital. School health services also includes preventive services, education, and referrals.

### 6. *Counseling, Psychological, and Social Services*

School Counseling, Psychological, and Social Services consists of activities that focus on cognitive, emotional, behavioral and social needs of individuals, groups, and families. School based counseling, psychological and social services are designed to prevent and address problems, facilitate positive learning and healthy behavior, and enhance healthy development.

### 7. *Health Promotion for Staff*

School-site health promotion activities for staff are intended to promote the physical, emotional, and mental health of school employees as well as to prevent



disease and disability. Programs can serve as a method to reduce health care costs for districts. School faculty and staff who practice healthy lifestyles are good role models for students. Staff wellness programs may include topics such as physical activity, nutrition, smoking cessation, and stress management.

#### 8. *Family and Community Involvement*

Optimally, schools are structured to assist and support families to successfully teach healthy habits and behaviors. In addition, partnerships with community groups and individuals interested in supporting the school can help to maximize school resources and expertise in addressing the healthy development of children, youth, and their families. A number of studies indicate that involving parents enhances the effects of school health promotion efforts<sup>3</sup>.





## BENEFITS OF A COORDINATED SCHOOL HEALTH APPROACH

A coordinated school health approach supports better use of the resources available in the school or community and reduces duplication of efforts. Many schools are already implementing some form of the eight components of a coordinated approach to school health. Students and employees stand to benefit from a systematic approach to the eight component areas of school health. This approach can be taken both at the district and school level.

A coordinated school health approach can be the missing link to tying the health efforts of the school and district together. Everyone wants to see successful staff enjoying their jobs and students working to their fullest potential. Coordinating school health efforts can assist in meeting these goals.

### Benefits to Students<sup>4</sup>:

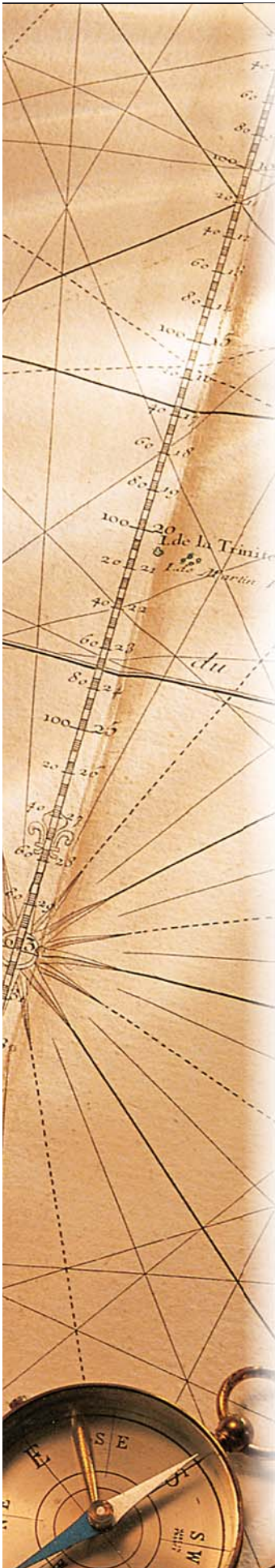
- improved student performance and test scores
- more alertness
- less absenteeism
- fewer behavior problems in the classroom
- inclusion of health awareness into their daily lives
- preparation to become productive members of society
- improved knowledge and attitude about health.

### Benefits to Schools<sup>4</sup>:

- improved staff morale
- reduced staff absenteeism
- reduced duplication of programs
- reduced costs
- new levels of cooperation and collaboration among parents, teachers, and organizations within the community.

### Research shows that<sup>5</sup>:

- youth who feel connected to their families and schools are healthier and less likely to get in trouble;
- when parents are involved in schools, learning, behavior, and attitudes of students improve;
- when expertise and resources of a community are combined, the challenge of reducing student risk behavior and improving health can be achieved;
- prevention programs work; and
- most effective approaches are coordinated and comprehensive.







## Starting a Healthy School Team: Raising your Sail

In an ideal school setting, experts in the eight components meet regularly and bring their unique skills, knowledge and resources to the table to address any health related issues within the school environment. Examples to address might include bullying, safety, health issues such as poor nutrition or asthma, health education, staff's physical and emotional health, or other challenges identified by the team. When the right members are included in the team, high-impact policy and environmental change in all aspects of student and staff health are possible.

Before you cast off from land to initiate your own team that addresses school health issues, there are some important next steps necessary for successful implementation.

Here are the basic steps to team success:

1. **Gather team members**
2. Identify school needs
3. Identify local school resources
4. Write a School Health Action Plan
5. Manage and monitor implementation
6. Market successes



### GATHERING SAILORS FOR YOUR TEAM

It is difficult for teams to be successful when one person does it alone. It is important to gather as many crew members as possible. School sites can acquire more participation by making the team part of a committee that is required by schools, such as a safety committee or School Advisory Council (SAC). Consider an open invitation to all faculty and staff at your school. One of the most important participants will be an administrator, a valuable resource and asset to your team. An administrator is also vital to team success because he or she provides permission to follow through on team initiatives and may provide your team with time to meet during regularly scheduled meetings, shortened days, etc. If at all possible, have your team made up of volunteers who have a commitment to the cause rather than those who are appointed.

Additional suggestions for team members include:

- Nurse
- Health educator
- Physical educator
- Other educators
- School social worker
- School psychologist
- Food service staff
- School counselor
- Support staff
- PTA representative
- Other parents
- Students
- School Advisory Council (SAC) member
- District Health or Wellness Coordinator
- School Wellness Coordinator
- Health department personnel
- Other community members

Educate members to be clear about what the CSH approach is and how it will benefit their school. Develop mechanisms to create a school-wide understanding of CSH. A PowerPoint presentation regarding the benefits of a CSH approach is posted in the "Healthy Schools" section of the Florida Coordinated School Health Program's website: [www.fldoe.org/bii/cshp](http://www.fldoe.org/bii/cshp). It may be used to present to staff and faculty at your school.





## IDENTIFYING SCHOOL NEEDS

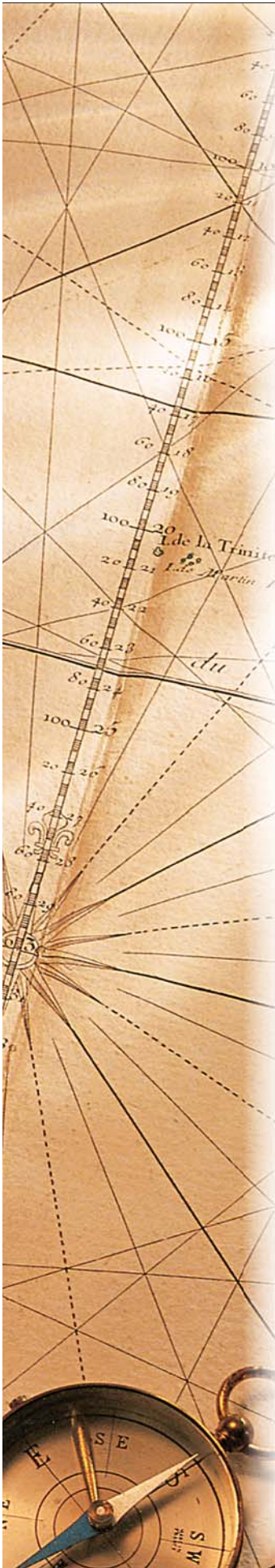
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It's very important that your team check a barometer to look at the status of its current school health programs and policies. How can you know the route your ship should sail if you don't know the weather and conditions? There are state and local surveys that can assist in identifying health trends. Your school should also conduct its own assessment to identify not only the status of health policies and programs but to also identify issues and concerns from students, their families, and school staff.

Here are some helpful surveys:

1. *Florida Youth Risk Behavior Survey (YRBS)* is a school-based confidential random survey among high school students administered every odd numbered year. Results can currently be found at the Florida Department of Health website: [http://www.doh.state.fl.us/Disease\\_ctrl/epi/Chronic\\_Disease/YRBS/Intro.htm](http://www.doh.state.fl.us/Disease_ctrl/epi/Chronic_Disease/YRBS/Intro.htm). For a full report, click on the "Report" link.
2. Five Florida counties receive funds from the Centers for Disease Control and Prevention to administer the YRBS locally. Those five counties are Broward, Hillsborough, Miami-Dade, Orange, and Palm Beach. To obtain results from these counties, contact your district's Health Education Coordinator for the report.
3. The *Florida Youth Tobacco Survey* is administered to middle and high school students annually. State-wide and district level data can be found at: [http://www.doh.state.fl.us/Disease\\_ctrl/epi/Chronic\\_Disease/FYTS/Reports.htm](http://www.doh.state.fl.us/Disease_ctrl/epi/Chronic_Disease/FYTS/Reports.htm).
4. The *Florida Youth Physical Activity and Nutrition Survey (YPAN)* is a survey conducted annually that collects data regarding youths' knowledge about physical activity and nutrition and explores student physical activity and nutrition practices. Further information can be found at: [http://www.doh.state.fl.us/Disease\\_ctrl/epi/Chronic\\_Disease/FYTS/Links.htm](http://www.doh.state.fl.us/Disease_ctrl/epi/Chronic_Disease/FYTS/Links.htm).
5. The *Florida Youth Substance Abuse Survey (FYSAS)* is an annual middle and high school survey given to a representative sample of Florida students that assesses risk and protective factors for substance abuse in addition to tracking substance abuse prevalence. Additional information can be found at: <http://www.dcf.state.fl.us/mentalhealth/publications/fysas/>.



## Conducting your School's own Needs Assessment

### Option 1:

Every school has different needs and provides different services to its students, faculty, staff, and community. The *School Health Index (SHI): A Self Assessment and Planning Guide*, developed by the Centers for Disease Control and Prevention (CDC), enables schools to identify strengths and weaknesses of their health and safety policies and programs. There is growing recognition of the relationship between health and academic performance, and your school's results from using the SHI can help your school include health promotion activities in your overall School Improvement Plan.

The SHI has two activities that are to be completed by a team from a school: the eight self-assessment modules and the planning for improvement process. The self-assessment process involves members of your school community coming together to discuss what your school is already doing to promote good health and to identify your strengths and weaknesses. The SHI allows you to assess the extent to which your school implements the types of policies and practices recommended by CDC in its research-based guidelines for school health and safety policies and programs. The planning for improvement section assists teams in developing a manageable action plan based on the self-assessment results.

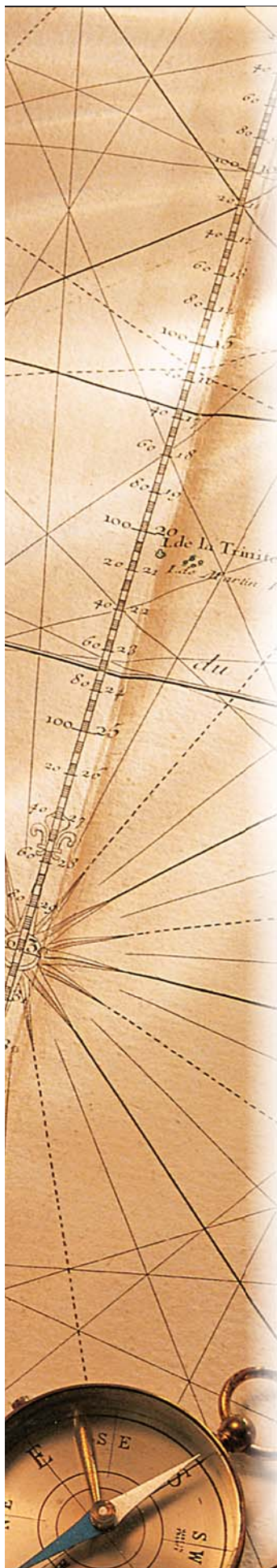
It is recommended that your school complete this tool. It is available in hard copy at no cost and can also be completed online. Information on ordering and completing the tool is available on this website: <http://apps.nccd.cdc.gov/shi/default.aspx>.

### Option 2:

A second needs assessment option is available by purchasing the book entitled, "Step by Step to Coordinated School Health Program Planning Guide." This book is published by ETR Associates. The link to purchasing the book is: <http://pub.etr.org/ProductDetails.aspx?id=410000&prodid=562>. Pages 113-132 of the guide ask for items related to the eight coordinated school health component areas to be ranked from not established to well established. This tool also identifies areas in most need of improvement.

### Option 3:

"Creating a Healthy School Using the Healthy School Report Card: An ASCD Action Tool" helps you assess your school's current health programming to create an evidence-based environment that supports learning and teaching. Information on ordering and completing the tool is available on this website: [www.healthyschoolcommunities.org](http://www.healthyschoolcommunities.org).





## IDENTIFYING LOCAL SCHOOL RESOURCES

Here are the basic steps to team success:

1. Gather team members
2. Identify school needs
3. **Identify local school resources**
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6. Market successes

Chances are your school has launched initiatives and policies around health and wellness in the past. Identifying these initiatives can avoid duplication of programs or services and help prepare for smooth sailing. Many of these items will be discovered as you meet with the right people on your school team.

There are some state and federal policies that may serve as helpful resources:

1. The Child Nutrition & Women, Infants and Children (WIC) Reauthorization Act of 2004 – Section 204 of Public Law 108-205 requires that all local education agencies participating in the National School Lunch Program create wellness policies. The law mandates that policies include goals for nutrition education and physical activity; nutrition guidelines; a plan for measuring implementation; and inclusion of parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy. Your district wellness policy is located on your district's website (Food and Nutrition section). The policy may include some guidelines that your team may assist in meeting, or that may provide some focus.
2. By state law, your district should have a functioning School Health Advisory Committee (SHAC) patterned after the eight component areas of the Coordinated School Health model as defined by the Centers for Disease Control and Prevention. School Health Advisory Committees are encouraged to address the eight components. They are responsible for the task of reviewing the district's school health services plan. The SHAC is made up of a broad cross-section of parents, school, health, business and community leaders who serve as problem-solvers and advisors to school districts on health related issues.
3. State Statutes require each school to have a School Advisory Council (SAC), made up of volunteers that assist in the preparation and evaluation of the School Improvement Plan and to assist in the preparation of the school's allotted budget. The goal of the SAC is to enhance school performance. Some schools use the SAC as a method to obtain funding for wellness initiatives by writing a wellness goal in the School Improvement Plan.

Lastly, consider contacting your district office to let the Wellness Coordinator, Physical Education Coordinator, Health Education Coordinator, and the School Health Services Coordinator know of your healthy school launch. One or more may be interested in becoming a member of your team. The local health department may also be interested in your plans and may send a representative to your meetings.





# Sustaining a Healthy School Team

Now that you've gathered your navigational resources, it's time to chart your course. The hard work is over and the fun part begins!



## WRITING A SCHOOL HEALTH ACTION PLAN

Here are the basic steps to team success:

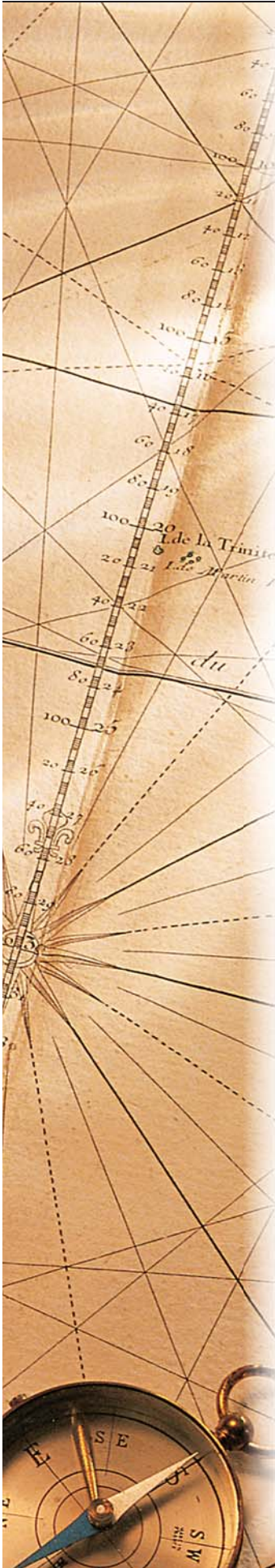
1. Gather team members
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A School Health Action Plan is simply an action plan for your team, or a nautical chart if you will, where actions and timelines are specified for the school year. If you utilized the School Health Index, the second section of the manual contained an action plan template with steps on how to develop it. Use the results from your needs assessment to sponsor and promote different projects for students, parents, school, and the community. It is helpful to identify both short and long-term goals for your team. A school may typically record three to five actions, depending on the complexity of each action. Document actions, steps to complete the actions, and the person and date responsible for each step in your action plan. In addition to the sample action below, a blank template for an entire action plan follows.

### School Health Action Plan

Action	Steps	By Whom & When
1. Start a health program for staff.	A. Survey staff to determine fitness needs and preferences for physical activity.	Mr. Jones, 9/10/08
	B. Hire a stress management consultant to provide an in-service for teachers, arrange date & time, and send invitation to staff.	Mrs. Amar 9/17/08
	C. Secure room in school to be the fitness room.	Mr. Smith 9/17/08
	D. Purchase needed equipment (using results from staff survey). Purchase prizes for staff participation.	Mrs. Norton 9/17/08
	E. Advertise fitness options for staff and the staff wellness challenge.	Mrs. Norton 9/25/08
	F. Develop & begin 6 week wellness challenge for staff.	Mr. Smith Mrs. Norton 10/1/08
	G. Awards presentation for participating staff in the wellness challenge.	Whole team 12/14/08





### School Health Action Plan

Action	Steps	By Whom & When
1.	A.	
	B.	
	C.	
	D.	
	E.	
	F.	
Action	Steps	By Whom & When
2.	A.	
	B.	
	C.	
	D.	
	E.	
	F.	





## MANAGING & MONITORING IMPLEMENTATION

Here are the basic steps to team success:

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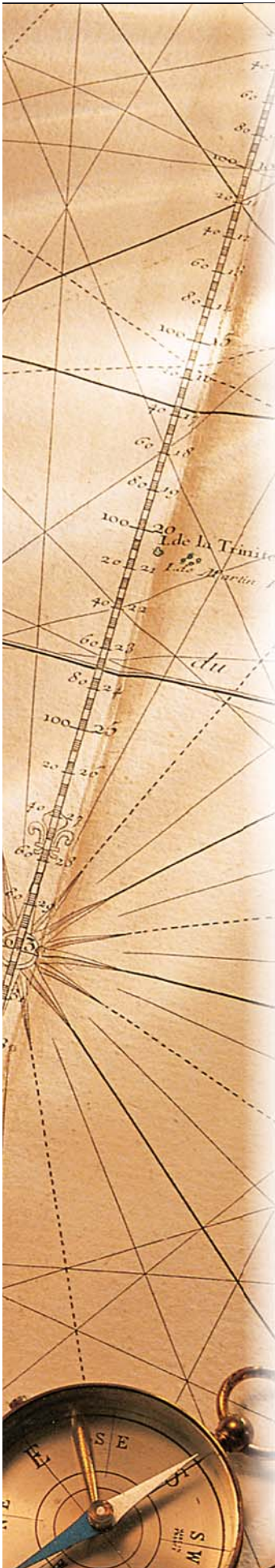
The time has come to work on the actions in your action plan. It will be important to assess progress as your team moves forward to keep your team cohesive and on course. Remember to refer back to your nautical chart frequently.

Here are some tips for team management:

- Meet with your team every 4-6 weeks.
- Consider a brief standing meeting at the same time and place.
- Keep meeting minutes to distribute to team.
- Make sure members feel a part of decision-making and action plan implementation.
- Recognize members for their accomplishments.
- Consider dividing team up to work on actions from action plan that interest them.

Here are some tips for monitoring progress:

- Refer frequently to your action plan for updates and revisions.
- Consider annual renewal of your action plan.
- Ask team members for feedback for overall improvement to team efforts.





## MARKETING SUCCESS

Here are the basic steps to team success:

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6. **Market successes**

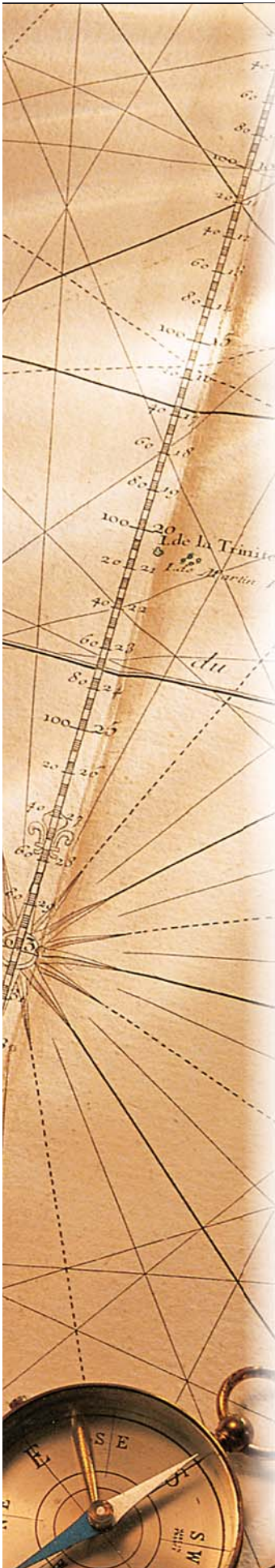
The last and final step to team success is marketing your achievements to your school and community to build awareness and support. Tell everyone you can about your voyage!

Schools that implement CSH see benefits such as: moving healthier options to the front of the lunch line, increased time for physical education, initiation of student and staff walking clubs, added healthy choices to vending machines, access to the gym outside of school hours, fried foods being replaced with baked items, and health screenings offered for staff.

Spread the good word through some of these simple ways:

- Develop a presentation and provide for your School Advisory Council (SAC), PTA or PTO, or other pertinent community groups.
- Remind key stakeholders about the benefits of healthy students and staff, which in turn affect educational success.
- Celebrate successes and accomplishments!
- Write articles for school and/or district newsletters.
- Post a message on your school marquee or build a health promoting school sign.
- Contact district personnel. Your district should have its own Wellness Coordinator, Health Education Coordinator, and School Health Services Coordinator. Make contact with as many as possible.

Continue to get the word out about your programs. In addition to providing an avenue for enlisting members, you may find better support and participation as more people learn about your program and its successes.







## Closing Comments

### Before Casting Off

Our school systems seek to prepare individuals to become productive members of society. The six preventable health risk factors that typically develop during youth contribute to most of the serious illnesses and premature deaths. Not only can the risk factors hinder lifelong success, but they can also limit effective learning in the classroom. If students are sick, distracted, or unable to attend class, schools become inefficient. Good health is necessary for effective learning. Schools provide the common ground for effective health education, as they can<sup>6</sup>

- focus on key risks to health and learning
- receive support from students, family, and adults within the community
- draw on thoughts and efforts of many disciplines and agencies
- provide staff development programs
- use inclusive and broadly based program planning.

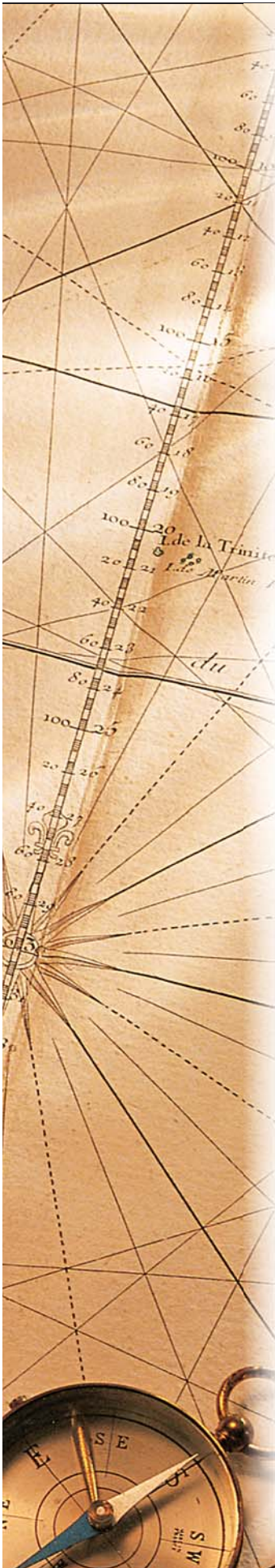
The intention of this manual is to provide general guidelines that can be adapted for your school. A coordinated school health approach will look different in each school, but the desired outcome is the same. In an effort to limit the length of this publication, extra resources were placed on Florida Coordinated School Health Program's website: [www.fldoe.org/bii/cshp](http://www.fldoe.org/bii/cshp). Resources specifically related to Healthy School Teams are located in the "Healthy Schools" section. Check out the Florida Healthy Schools Activities database to see what other fleets have set sail across the state. The database showcases best practices and success stories. For instance, you can read about how Dommerich Elementary School in Orange County promotes fruit consumption by holding a Fresh Fruit Friday event once a month. Students learn about the history of the fruit on the morning announcements, a newsletter is sent home to parents, and finally students are offered a piece of fruit from a silver platter during lunch period! Send us your success stories so we can add your school to the database. The Florida Department of Health's website also provides valuable information at your fingertips. The link follows: <http://www.doh.state.fl.us/Family/chronicdisease/>.

Some schools find monetary assistance useful for implementation of certain actions. The CDC's *School Health Index* tool is designed to uncover low or no cost actions for your school that assist in improving school health policies and programs. Should you find some financial assistance would be beneficial in advancing your team goals, one method to receive money and provide stability to your team is to become involved in your school's School Advisory Council. School improvement funds can be utilized to assist in meeting health-related activities. Florida's CSHP also provides monthly grant alerts. Become a recipient of this monthly email by sending a request to [cshp@fldoe.org](mailto:cshp@fldoe.org) or checking our website monthly in the grants and funding section.

A coordinated approach to school health can ensure students are healthy, fit, and ready to learn. We at Florida's CSHP hope you succeed in meeting your team goals.

For additional information, contact Kari King, Healthy School Coordinator, at [kari.king@fldoe.org](mailto:kari.king@fldoe.org) or 1-866-312-6497.

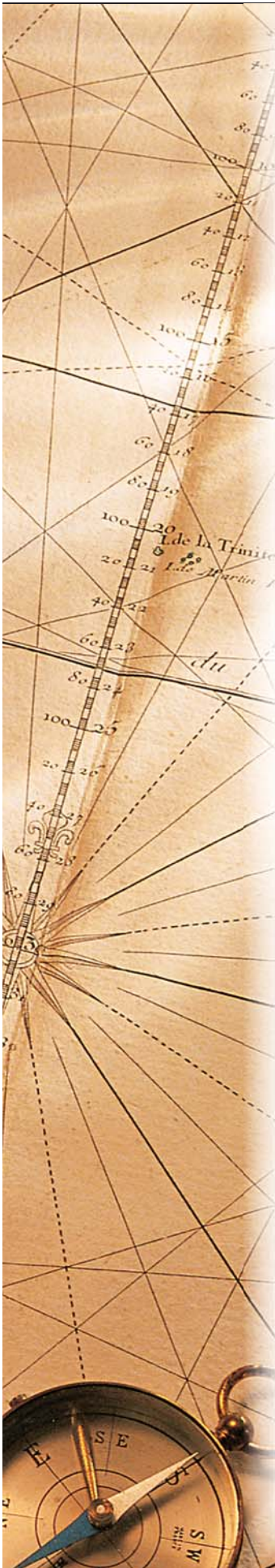
*Bon Voyage!*





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*Healthy, Fit & Ready to Learn*

**COORDINATED  
SCHOOL HEALTH PROGRAM**

<http://www.fldoe.org/BII/CSHP/>



FLORIDA DEPARTMENT OF EDUCATION  
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