

Red Clay Consolidated School District Wellness Plan

The purpose of the District Wellness Plan is to provide guidelines for the wellness of students and staff of the Red Clay Consolidated School District in accordance with the Child Nutrition and WIC Reauthorization Act of 2004, and the Healthy Hunger Free Kids Act (HHFKA) of 2010, Section 204. Public Law 108-265, Section 204 and Public Law 111-296, Section 204. Red Clay goes beyond these requirements to include goals aligning with the Whole School, Whole Community, Whole Child model including:

1. Goals for nutrition education, nutrition promotion, physical activity and education, student health, social, emotional and behavioral wellness and other school-based activities to promote student wellness.
2. A comprehensive food service program consistent with federal and state requirements for all reimbursable meals.
3. Nutrition Guidelines for all foods available on school campus during the school day.
4. Involve parents, students, and representatives of the school food authority, the school board, school administrators and the public, in the development, implementation and monitoring of the wellness policy.
5. A plan to measure implementation and ensure compliance of the wellness policy.

The District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Red Clay Consolidated School District Board of Education is committed to providing a school environment that encourages student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.



NUTRITION & HEALTH EDUCATION

The goal of nutrition and health education will be to teach, encourage, and support healthy choices by students for the reason that promoting student health and nutrition will enhance readiness for learning and increase student achievement. Nutrition & health education will provide all students with the knowledge and skills needed to lead healthy lives.

Goal	Action Steps																			
<p>Goal 1: Provide the amount and type of nutrition education required by the State Board of Education curriculum regulations for Health Education</p>	<p>Compliance with the state standards for health education will be overseen at the district level by the administrator of the unified arts</p> <table border="1" data-bbox="445 370 1982 607"> <thead> <tr> <th>Subject/ Grade Level</th> <th>K-4</th> <th>5-6</th> <th>7-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>Total Health Education Hours</td> <td>30 hours/ grade</td> <td>35 hours/ grade</td> <td>60 hours</td> <td>0.5 Credits*</td> </tr> <tr> <td>Nutrition Education</td> <td>4.5 hours/ grade</td> <td>4.5 hours/ grade</td> <td>4.5 hours/ grade</td> <td>4.5 hours/ 0.5 credits</td> </tr> </tbody> </table>					Subject/ Grade Level	K-4	5-6	7-8	9-12	Total Health Education Hours	30 hours/ grade	35 hours/ grade	60 hours	0.5 Credits*	Nutrition Education	4.5 hours/ grade	4.5 hours/ grade	4.5 hours/ grade	4.5 hours/ 0.5 credits
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<p>Goal 2: Provide age-appropriate, evidence-based nutrition education curricula during PE/Health class in all Red Clay schools and assess knowledge gained by way of written testing and/or opportunity to exercise new skills</p>	<ul style="list-style-type: none"> PE and Health educators will utilize the district provided nutrition curriculum and resources for grades K-12 to deliver key health messages to students during required health education hours. The chosen curricula will be evidenced based, and including both functional knowledge of nutrition as well as skills-based lessons on healthy eating. Nutrition and health education will be taught by physical education and health instructors that are licensed, certified, or have a degree in health education or a related health field. All students will be assessed in health and nutrition education and the results will be reported on report cards every term that health education is required or as part of another discipline. 																			
<p>Goal 3: Provide training and professional development for physical and/or health education staff so that they may deliver effective nutrition education to students. Make training and resources available staff</p>	<ul style="list-style-type: none"> All physical and/or health education teachers will be encouraged to enroll in at least one continuing education course prior to the start of each school year in addition to professional development hours. Continuing education units can be found on the National Commission for Health Educators website, the American School Health Association website, or Delaware Association for Health, Physical Education, Recreation and Dance: http://www.nchec.org/ or http://ashaweb.org/. The District Wellness Committee will provide opportunities for health education staff and wellness champions to increase knowledge of nutrition and health by attending in-services, workshops, seminars, and trainings. It is recommended that such staff members attend at least one educational event per year in order to effectively develop curricula and distribute information to students. Such opportunities will be emailed annually. 																			
<p>Goal 4: Incorporate school gardening into science lesson plans to increase "farm to fork" health education and skills at all grade levels through the establishment of a school garden for each district school and use curriculum provided by school garden programs.</p>	<ul style="list-style-type: none"> Principals and/or wellness champions will use the resources provided by the Healthy Foods for Health Kids (HFHK) Vegetable Gardening Program or the Red Clay Nutrition Department School Garden Program available to start a school garden. A Garden Steering Committee (GSC) and Garden Coordinator (GC) will be chosen to plan, implement, and monitor the wellbeing of the garden and its use. Science curriculum related to plants, geology, or biology will be tied into the school garden to provide skills-based learning and incorporate health education (See APPENDIX A for information on how to get started). 																			

NUTRITION PROMOTION

The overall goal of nutrition promotion in schools is to bring basic health knowledge to the attention of staff, parents, and students. By building an environment that is centered on making healthy choices in both nutrition and physical activity students will be empowered to make these choices independently each day.

Goal	Action Steps
<p>Goal 1: Deliver consistent messages and district practices regarding nutrition and healthy living, disseminated throughout the district's schools, classrooms, cafeterias, homes, and community.</p>	<ul style="list-style-type: none"> Wellness Champions will ensure that posters, flyers, and billboards visible to students throughout classrooms, hallways, and cafeterias display nutrition and healthy eating in a positive and attractive manner. Wellness Champions, school principals, school nurses, health and physical activity educators, students, and nutrition service employees will disseminate nutrition messages and student nutrition-related activities as often as possible through school newsletters, school websites, school menus and letters to parents/guardians in order to increase program transparency and incorporate nutrition education in the home. Family Outreach: the wellness champion for each school will provide educational handouts, materials, and/or presentations at least once a year to families that focus on healthy lifestyles and eating patterns. Reinforce the importance of nutrition through the integration of these topics into other school subjects, field trips, after school programming, and assemblies when feasible.
<p>Goal 2: Promote basic nutrition principles through the encouragement of healthy food choices, such as fruits, vegetables, and whole grains.</p>	<ul style="list-style-type: none"> Prohibit school-based marketing of foods that do not meet USDA "Smart Snack" regulations. School cafeteria serving lines will be designed by the nutrition services department and cafeteria staff to promote healthier options. The cafeteria environment will, to the best of our ability, contain minimal distractions, adequate lighting, and comfortable seating arrangements. For Grades K-5 allow a maximum of one a la carte snack, one "mini" dessert-snack, and one a la carte beverage per school meal to promote consumption of meals over snacks. <i>Parental consent can waive this restriction on a la carte purchases and these are the minimum restrictions set for building administration.</i>
<p>Goal 3: Develop a student driven "school health council" that will promote key nutrition messages through planned activities and events.</p>	<ul style="list-style-type: none"> Principals will select an adult supervisor or wellness champion/liaison to oversee the creation of a "student health council" at district schools of all levels and to facilitate student driven activities that will promote nutrition throughout the schools. This council will participate in the promotion of nutrition within schools and will be presented with additional learning opportunities through the school regarding nutrition and health. Principals will be encouraged to make this an EPER pay position
<p>Goal 4: Promote healthy choices during holidays, celebrations, and fundraisers</p>	<ul style="list-style-type: none"> Fundraisers that involve food that occur during the school day, on school campus and whose primary audience is students are subject to the same nutrient standards as above (APPENDIX B). There are no exceptions. This policy does not apply to school-sponsored or school-related bona fide fundraising activities that take place off school grounds and not in transit to and from school. Nor does the policy apply to fundraising and booster sales that occur after the regular school day, off school campus or to non-students. Traditional holiday and celebration-type foods are permitted four times each year as a school-wide event to be served to all students. These must be planned in advance by the either the principal, school wellness committee liaison, or the nutrition services supervisor. These foods do NOT need to meet the guidelines as outlined in Appendix B "Smart Snacks" for competitive foods and beverages. All other celebrations, both big and small, during the year outside of the four planned events will be using "smart snacks" requirements or celebrating without food (See APPENDIX C for healthy alternatives to classroom celebrations). To protect students with allergies, parents may only send in food products that are compliant with the Red Clay School District Food Allergy Administrative Memorandum: http://www.redclay.k12.de.us/news1112/pdf/ManagingStudentswithFoodAllergies.pdf

NUTRITION STANDARDS FOR ALL AVAILABLE FOODS IN SCHOOL

All reimbursable meals offered as part of the National School Breakfast Program (SBP) and the National School Lunch Program (NSLP) must meet the federal nutrient standards as required by the US Department of Agriculture (USDA) Child Nutrition Program regulations. Red Clay School District promotes the sale and distribution of nutritious foods and beverages for all school functions and activities in order to promote a healthy lifestyle and eating habits to students. Establishing healthy eating habits during the school day can help students excel academically and establish lifelong healthy eating habits

Goal	Action Steps
<p>Goal 1: Menus must comply with the current USDA food group and nutrient regulations when averaged over the week and food group portions should be consistent with those established for the three school grade to provide nutritious, well-balanced meals to students.</p>	<ul style="list-style-type: none"> • Provide a variety of nutrient dense foods and beverages. • Provide annual training to food service staff that covers basic nutrition, healthy eating concepts, allergies, and components of a reimbursable meal. • The School Breakfast Program and School Lunch Program will meet the minimum number of servings to be offered both daily and weekly for all food components as outlined by the Final Ruling of Nutrition Standards set forth by the USDA (APPENDIX D, Figure 1). • The School Breakfast Program and School Lunch Program will work towards lowering the sodium content in all foods and recipes offered as a part of the meal program. Specific sodium targets are outlined in the Sodium Reduction Timeline by the USDA (APPENDIX D, Figure 2). • School meal programs will offer only unflavored low-fat milk (1% or lower milk fat) or fat-free flavored or unflavored milk with no more than 150 calories per 8 ounces. • School lunch programs will offer at least five different fruit/vegetable options a week. • At least one fruit other than 100% juice will be offered at breakfast every day. fresh fruit will also be served every day at lunch. • A different vegetable is served every day of the week at lunch. Over the course of the week all five vegetable subgroups will be offered (Dark green, red/orange, beans/peas, starchy, and other). Starchy vegetables will only be served two to three times per week. • All grains served at lunch and breakfast will be whole grain rich. • Only two ounces of grain based desserts will be offered each week during lunch. • The Nutrition Services Department will continue to choose products that limit saturated fat, sodium, and sugar content of the school menus. • Provide staff with the opportunity to obtain ServeSafe certification as needed and perform routine cafeteria audits for compliance with food safety and sanitation practices to prevent foodborne illness set by the Nutrition Department’s Hazard Analysis and Critical Control Points system and Standards of
<p>Goal 2: All Foods sold on school campus (All areas of the property under the jurisdiction of the school that are accessible to students during the school day), during the school day (weekdays that school is in session beginning at 12:00 a.m. until 30 minutes after the scheduled school-end time) that are a competitive food (Foods and beverages are those that are sold or given at school during the school day outside of and in competition with the federally reimbursable meal programs), must meet “Smart Snack Standards. See APPENDIX B for what qualifies as a “smart snack.”</p>	<ul style="list-style-type: none"> • Properly identify all foods and beverages outside of the school meals program that are sold to students on school campus during the school day as competitive foods and make sure these products meet or exceed the most current USDA regulations and selected Alliance for a Healthier Generation Competitive School Food and Beverage Guidelines as outlined in APPENDIX B. This includes a la carte, vending, snacks, school store and fundraising that occur during the school day on school campus defined in Section B.i and B.ii. See APPENDIX B for more details surrounding these guidelines. • All competitive foods and beverages sold a la carte during school lunch and/or sold on school campus during the regular school day such as in vending machines, snack carts, etc. must comply with the competitive nutrient standards detailed in APPENDIX B. Compliance will be monitored and enforced by the school principals, wellness liaisons, and school nutrition department.

PHYSICAL EDUCATION

Physical education is vitally important for the growth and wellbeing of students. The physical education lessons received in school will prepare students for a healthy adult life and promote long-term mental and emotional wellbeing.

Goal	Action Steps								
<p>Goal 1: All Red Clay Schools will provide education to students in every grade in order to meet the content of the National and Delaware Physical Education Standards 1 through 6. These standards can be found outlined here: https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/374/health_requiredhours.pdf</p>	<ul style="list-style-type: none"> • Instruction will be written prior to the start of the school-year using any of the below resources or assistance from the District Physical Education Council and based on sequential curricula that align with national and/or state physical education standards. • All physical education courses at the middle and high school level will be taught by a certified physical education teacher with a degree or certification in a physical education field. Professional development will be provided and planned by the district’s Physical Education Curriculum Council for physical education teachers • Physical education learning objectives will be assessed through the use of any of the following: Fitnessgram, self-created assessment, component V, physical activity journal, or other means approved by the Physical Education Council. • Physical education classes will be appropriately modified or adapted to promote the participation of all students, especially students with chronic health conditions and/or special needs. • Physical education requirements or recess will not be waived for other activities, classes, or taken away as punishments. • RESOURCES FOR PHYSICAL EDUCATION IN APPENDIX E 								
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PHYSICAL ACTIVITY

*All schools will strive to meet the 150 minute **recommended minimum** number of minutes of physical activity as recommended by the Centers for Disease Control and Prevention.*

Goal	Action Steps
<p>Goal 1: All schools will strive to meet the 150 minute recommended minimum number of minutes of physical activity as recommended by the Centers for Disease Control and Prevention.</p>	<ul style="list-style-type: none"> • Daily recess and/or allotted time for physical activity will be encouraged at each grade level. • Areas used for physical activity should be in a safe environment for students with proper supervision. • Schools will work towards bolstering the confidence of students to maintain a physically active lifestyle into adulthood. • The district will provide opportunities outside of the school day for all students to participate in activity programs, clubs, or groups without socio economic barriers when possible (i.e. Girls on the Run, Boys on the Fly, seasonal sports). • Physical activity will be incorporated into other curricula throughout the school day to increase student’s overall movement. Principals and curriculum developers will inform teachers of these expectations and available resources. For resources and opportunities to increase activity in the classroom and at the school level see APPENDIX E.

SOCIAL, EMOTIONAL & BEHAVIORAL (SEB) WELLNESS

The overall goal of supporting social, emotional and behavioral wellness in schools is to increase the resiliency and psychological safety of our students through implementation of a Multi-Tiered System of Support (MTSS). MTSS (formerly known as Response to Intervention RtI) is defined as a whole-school, data driven, and prevention-based framework for improving learning outcomes for each student through a layered continuum of evidence-based practices. Through MTSS, our schools develop positive school climates with tiered interventions to address the growth of the whole child. By focusing energy, training, and resources on student needs and providing differentiated supports, all Red Clay students will achieve at higher levels. Red Clay is committed to providing prevention and intervention support for the social, emotional and behavioral wellness of students across PK-12 educational environments.

Brief Summary of All Tiers

A Multi-Tiered System of Support (MTSS) that addresses social, emotional and behavioral functioning:

Tier 1 - Schoolwide Supports (Universal)

Tier 1 universal programming is designed to support all students. Key components include ongoing data-collection, analysis and action planning, the establishment of school-wide and classroom systems, well-defined positive social and behavioral expectations that are actively taught and recognized, the development of authentic relationships amongst students, staff, families and the community, the view that disciplinary encounters are opportunities to grow, and an emphasis on developing students' self-discipline.

Tier 2 - Small Group Supports (Targeted)

A Tier 2 level of support involves identifying the specific demonstrated needs of a particular sub-group of students, selecting and implementing targeted group-based interventions, and evaluating effectiveness of interventions used. Interventions are research-based and focused on relationship and/or skill-building. The team matches individual students' needs to interventions and progress monitoring (i.e. problem-solving conversations), as well as monitors group intervention data to determine overall intervention effectiveness (i.e. systems conversations). Tier 2 may give students a higher dosage of what is already being provided universally at Tier 1 (e.g. teach skills, prompt use, reinforce the use of skills, monitor effectiveness, communicate).

Tier 3 - Individualized Supports (Tertiary)

A Tier 3 level of support involves a small number of students that need individualized, intensive behavioral strategies in order to sufficiently achieve or maintain desired outcomes and prevent future problems. These supports are not based on categorical service options (e.g. whether a student meets criteria for special education services), but provide access to individualized, intensive supports matched to student needs. At the Tier 3 level, systems discussions/work may include expanding partnerships with community partners (either working within the school or outside the school) and individualized student problem solving will include individualized data collection, assessment and interventions.



SOCIAL, EMOTIONAL & BEHAVIORAL (SEB) WELLNESS

The overall goal of supporting social, emotional and behavioral wellness in schools is to increase the resiliency and psychological safety of our students through implementation of a Multi-Tiered System of Support (MTSS).

Goal	Action Steps
<p>Goal 1: Ensure that all schools are developing and sustaining a Multi-Tiered System of Supports (MTSS) based on the school's social, emotional and behavioral needs in order to promote and sustain an inclusive, safe school culture (Tier 1, 2, 3)</p>	<ul style="list-style-type: none"> • Collaborate across district departments with the District Code of Conduct Committee in efforts to ensure that disciplinary practices support the well-being of students (Tier 1) • Provide social, emotional and behavioral wellness professional development and ensure resources are available to school staff through school and district level meetings and trainings. (Examples: District MTSS leadership meetings, District MTSS leaders meetings, School Psychologist department meetings, building level trainings that relate to social, emotional, behavioral wellness) <ul style="list-style-type: none"> ◆ Provide frequent Professional Development regarding Tier 3 systems and individualized student supports, including, but not limited to, individualized data collection and assessment, implementation of individualized supports, and best practices in behavior consultation. ◆ Sustain annual training for certification and recertification of district trainers and building-based Student Crisis Readiness teams members in order to keep students physically safe in individual crisis situations. • Continue data analysis protocol training in efforts to increase teams' capacity to use data to drive action planning for student specific needs as and identify intervention needs; support schools with monitoring fidelity of implementation • Implementation of a universal screener for schools to identify social, emotional and behavioral support needs at all tiers in efforts to help teams be more proactive and data driven in regards to addressing school-wide concerns as well as targeted and individualized concerns. • Establishment of school-based Tier 1 teams, which focus on developing universal programming that supports the social, emotional and behavioral well-being of students and staff • Establishment of well-defined positive behavioral expectations matrices
<p>Goal 2: Provide and sustain universal Mental Health Promotion and Education in order to increase mental health literacy and reduce stigma (Tier 1)</p>	<ul style="list-style-type: none"> • Implement and sustain school-wide suicide prevention programming • Include student social and emotional wellness on the school-wide positive behavioral expectation matrices
<p>Goal 3: Initiate, expand, and sustain developmentally appropriate comprehensive evidence-based social emotional learning (SEL) curricula</p>	<ul style="list-style-type: none"> • Identify and initiate implementation of SEL curriculums, particularly at the high school level • Evaluate the use and effectiveness of current SEL curriculums using fidelity measures

SOCIAL, EMOTIONAL & BEHAVIORAL (SEB) WELLNESS CONT.

The overall goal of supporting social, emotional and behavioral wellness in schools is to increase the resiliency and psychological safety of our students through implementation of a Multi-Tiered System of Support (MTSS).

Goal	Action Steps
<p><i>Goal 4: Develop and sustain targeted and individualized mental and behavioral health support for students in each school using evidence based interventions (Tier 2 and 3)</i></p>	<ul style="list-style-type: none"> • Implement and evaluate the District Outside Agency procedures (Procedural consistency between district and outside agencies, sharing resources available, points of contact) • Implementation of evidence based intervention materials based on school and student identified needs. Continued implementation and use of research-based mental health interventions; Identifying and maintaining an inventory of Tier 2 intervention providers and resources • Collaboration with School Psychologist counseling workgroup to improve counseling practices and procedures district-wide (general education procedures, entry/exit, data collection) • Increased use of Tier 2 group-based interventions and data collection/tracking • Increased consistency of systemic implementation and fidelity of use by intervention provider
<p><i>Goal 5: Expand and sustain wraparound support for individual students in order to serve as many students within the district as possible (Tier 3)</i></p>	<ul style="list-style-type: none"> • Increase the relationships of support staff (e.g. counselors, psychologists, PST leaders) with outside providers (with groups, data collection) • Identify and expand community partnerships • Teach and promote meaningful and culturally responsive family engagement

STUDENT HEALTH

It is unequivocally noted that healthy students are able to learn better, increasing academic achievement that creates a lifetime of benefits for health. Chronic health conditions are defined as acquired, incurable diseases and other illnesses that last more than 12 months. Children with chronic conditions are at increased risk for high absenteeism, decreased student engagement, truancy, bullying, uncontrollable behaviors, poor grades, and below-average performance on standardized achievement tests. The school nurse utilizes the nursing process to manage chronic health conditions in the school setting by providing direct care, case management, and is a proponent for students and families to access the necessary resources and achieve academic success (CDC, 2017b) APPENDIX F.

Goal	Action Steps
<p>Goal 1: Ensure that all schools are establishing a community of wellness, disease prevention, and symptom recognition regarding chronic health conditions.</p>	<ul style="list-style-type: none"> • Collaboration across district departments to include general education regarding prevention strategies, symptom recognition and the management of chronic health conditions within the school building. • School nurses will provide professional development, educational information, and current easily accessible resources to school staff and school community members through school and district level meetings, training, and school websites and/or newsletters. • District will provide school nurses with professional development opportunities that are targeted towards current chronic health trends and disease management that include tools and resources. • School nurses will provide education to Individualized Education Program (IEP) teams about student specific chronic health conditions and the students ability to engage in their education.
<p>Goal 2: Establish and maintain community partner relationships that will encompass targeted training for nursing staff and the school community about specific chronic health conditions.</p>	<ul style="list-style-type: none"> • District will provide educational opportunities through collaboration with community partners and key stakeholders such as the American Lung Association, The Epilepsy Foundation of America, American Diabetes Association, Food Allergy Research & Education, Vision to Learn, Division of Public Health Initiatives and Heart in the Game. • School nurses will maintain a rapport and ongoing collaboration as well as seek opportunities to create new partnerships with community partners and key stakeholders. • Through community collaboration, agencies will provide targeted education about chronic health conditions to school community members.
<p>Goal 3: Identify chronic health conditions and trends in attendance within the school building and across the district.</p>	<ul style="list-style-type: none"> • District will monitor student attendance data monthly. <ul style="list-style-type: none"> • Each school building will monitor daily attendance data monthly. • School nurses will utilize the electronic health record (EHR) to obtain current and historical student health data to identify health trends that will guide case management. • School nurses will develop and utilize school-wide health programs targeting students at risk for absenteeism secondary to chronic health, social-emotional concerns, or students with disabilities through the collection and interpretation of data and trends (e.g., attendance, nursing office visits) utilizing the electronic health record. • School nurses will provide a comprehensive list of healthcare providers, services and resources to students and families at risk for developing chronic health conditions. • School nurses will provide assessment, direct care, coordination and evaluation of care to students with identified chronic health condition(s) and remove barriers affecting attendance.

STUDENT HEALTH CONTINUED

Goal	Action Steps
<p><i>Goal 4: Utilize the Individualized Healthcare Plan (IHP) written and developed by the school nurse as the guiding document for delivery of student specific nursing care to foster communication among nursing and school staff to promote continuity of care.</i></p>	<ul style="list-style-type: none"> • Ensure annual review and/or updates of the IHP to reflect changes in the students health status. • District will provide education to school nurses specific to the development and implementation of the IHP. • School nurses will identify student needs using nursing assessment with student centered goals.
<p><i>Goal 5: Advocate the necessary accommodations for both acute and chronic health conditions in the educational setting.</i></p>	<ul style="list-style-type: none"> • District will ensure that school buildings are equipped with proper ventilation, safe playground equipment, handicap accessible entrances, restrooms, elevators and classrooms with assistive technology to accommodate all students. • School nurses will work with the school and district facilities to evaluate indoor and outdoor air quality to ensure safe conditions for students with chronic health needs. • School nurses will communicate concerns regarding air quality to appropriate school/district personnel. • School nurses will educate the school community regarding health and wellness to address knowledge gaps and the need for transition planning to provide accommodations and services required for students to adjust to the school environment. • School nurses will evaluate and advocate for the changes necessary to achieve optimal student health and academic outcomes.

EMPLOYEE WELLNESS

Goal	Action Steps
<p><i>Goal 1: Provide the professional, emotional and physical health supports to Red Clay employees to foster healthy individuals as role models for our students and an environment of wellness in Red Clay Schools</i></p>	<ul style="list-style-type: none"> • The district will provide a comprehensive list of services available for emotional and mental wellness available for employees. • The wellness committee will organize an annual wellness challenge for all Red Clay employees based on current employee interests and needs. • The district will encourage recreational meet-up groups and events outside of the work day to promote health and wellness.
<p><i>Goal 2: Minimize absenteeism, burnout and substandard performance amongst Red Clay employees</i></p>	<ul style="list-style-type: none"> • Human Resources will develop metrics, such as school climate and teacher satisfaction surveys, to better assess the work environment • Incorporate a wellness check-in question (s) on employee’s evaluation with their supervisor. • The district will encourage an emotional/mental health exercise during Professional Development training days.
<p><i>Goal 3: Increase the department’s focus on personal and professional growth for all employee groups</i></p>	<ul style="list-style-type: none"> • Offer courses aligned with needed areas of learning that allow employees to become credentialed in these focus area. • Provide a district map outlining steps to achieve certain professional opportunities and position. • Offer growth opportunities for non-work related interests

MONITORING, EVALUATION & ACCOUNTABILITY TO THE PUBLIC

Goal	Action Steps
<p><i>Goal 1: Monitor the district's and each individual school's progress towards achieving the goals set forth in the wellness plan and inform the public of this progress.</i></p>	<ul style="list-style-type: none">• The superintendent of the school district will be responsible for the implementation of the wellness policy and plan throughout the school district.• The School Wellness Champions will report committee updates to the principal of their respective school. School wellness champions will attend and share updates about the district wellness plan with other champions at annual district wellness meetings.• Department representatives for Physical Education & Activity, Social, Emotional & Behavioral Health, Student Health, Nutrition Promotion & School Meals, and Staff Wellness will conduct internal metrics in each focus area of the wellness plan and report a standardized score for each school for that area to the committee. These focused scores will then be used to provide the public an average wellness rating for each school.• All wellness meeting minutes and agendas are posted to the Red Clay District site for public access. A website on the district site is maintained with up-to-date wellness policy and plan information as well as ways for the public or district staff to get involved in wellness at Red Clay.
<p><i>Goal 2: Monitor and evaluate the applicability of the wellness plan to the current school environment through feedback and data and adapt the plan as</i></p>	<ul style="list-style-type: none">• The Wellness Plan will be reviewed every 3 years at a district level meeting with administrators as well as at committee meetings with the District Wellness Committee (parents and community members welcome). This Wellness Plan will be available online to the general public and open for comments.

APPENDIX A

Healthy Food for Healthy Kids Program

Description: **Education Cultivation** is our K-5 program, which allows every student in a school to engage in hands-on gardening activities through lessons that support the science curriculum. To accomplish this in a small, manageably-sized garden, each grade has a special job to do in the garden, for example: 2nd grade prepares the soil for planting, because soils are a part of their classroom studies. In the Education Cultivation program, students experience “seed to table” growing each and every semester, spring AND fall. HFHK spends up to a year implementing the program, then the school becomes primarily responsible for running the program. During the implementation period, HFHK provides:

- Advice on where to build the garden, and supervision during garden planning and installation of a raised bed garden
- Advice on supplies/equipment needed
- introductory presentation to school faculty and staff describing vision, goals, and implementation of the garden program;
- recommendations for creating a Garden Steering Committee (GSC) and choosing a Garden Coordinator (GC);

School responsibilities:

- Scheduling: School staff/volunteers will be responsible for creating class schedules which meet HFHK recommendations and deadlines.
- Forming a GSC: The GSC oversees the garden program, and should meet at least twice each semester. HFHK recommends that the GSC include a Wellness Committee representative, a lead teacher for each grade level, and PTA president or representative.
- Appointing a Garden Coordinator who will lead the GSC. The GC also will be responsible for overseeing garden maintenance, scheduling garden use, and scheduling volunteer helpers. GC duties will require an average of 0.5-2 hr/week during the growing season (usually March-May, Sept-Nov), depending upon number of students/classes involved.
- Maintenance of grounds around the garden beds: accommodate garden, hoses/irrigation, and fence into regular grounds maintenance; and coordinate grounds-keeping with planting and harvesting schedules as necessary.

Costs: HFHK can assist schools in applying for grants to cover the costs of building the garden and implementing the program. Cost is approximately \$5,500, but can vary widely depending upon several factors (e.g. number of students, whether a chain link fence is needed, etc.). Of this, approximately \$3,500 is to build the garden and purchase supplies, and approximately \$2,000 is for HFHK to implement the program.

How to get started:

Go to HFHK’s website to learn more about how the program works: <http://www.healthyfoodsforhealthykids.org/programs/> Then contact Lydia Sarson for an initial meeting (free) to discuss whether the program is appropriate for your school, and to evaluate your site. Expect to spend about a year getting funding and planning for the garden before starting the program.

Red Clay School Garden Program

Sponsored by Red Clay Café and Red Clay Wellness

Program Overview: The purpose of the Red Clay School Gardens program, is to provide learning opportunities for students focusing on nutrition and health education and to supply the school cafeterias with fresh, locally grown harvest.

When: Typically a spring and fall planting season with preparation in the summer and winter.

Who: The program will be run by a volunteer school-based garden coordinator in cooperation with the University of Delaware's Cooperative Extension's Master Gardeners who will provide guidance and support. Students should participate in all stages of the garden in a systematic manner that can be determined by the school administration and school coordinator. Classroom teachers should be included to expand lessons from the garden into the classroom. The school cafeteria will work with the program coordinator to serve the harvest each season on the school menu. The University of Delaware's Cooperative Extension will incorporate nutrition education into the school via the school garden participation.

What: The Master Gardener will conduct an in-depth assessment of the proposed garden location and describe in detail in a follow-up meeting with the school coordinator the garden schedule/plan and coordinate all seeds, tools, and educational materials for the garden in conjunction with the nutrition department.

Budget: The maximum a school will have the opportunity to spend is \$3,000 the first year. The Master Gardener and School Coordinator will have a separate meeting at a later time to create a list of needed expenses for start-up. Each school coordinator will receive a stipend of \$500 to run the Red Clay School Gardens Program. The budget for subsequent years will be coordinated with the nutrition department.

What Next?

To apply, fill out an application and have the school principal sign off. Email your application to Jessica.Farrand@redclay.k12.de.us or mail it to the nutrition department Attn: Jessica Farrand.

Once each application is approved, the school coordinator and school principal will be notified. The school garden coordinator will be sent a time/date/location for an initial Q&A session with other applicants to learn more about the program. The initial garden assessment with the Master Gardener and school admin. pre-meeting will be scheduled with a Q&A session.

Red Clay School Garden Program Application:

All schools not already participating in HFHK are eligible to apply to the Red Clay School Gardens program. The application below should be filled out in its entirety including all signatures. The program requires a coordinator to be in charge at the school level. The principal is also responsible for ensuring that the program guidelines are being met.

School _____ Coordinator _____

Do you have an existing school garden? Yes No

List Possible Locations for the School Garden and Approximate Square Footage:

- 1. _____ sqft
- 2. _____ sqft
- 3. _____ sqft

Acknowledgments

- 1. The nutrition funds provided for the school garden may only go towards stipends for the coordinators, tools, seeds, garden materials, and educational materials related to the school garden. All other expenses must be approved by the nutrition department.
- 2. The coordinator is responsible for distributing educational materials and the garden schedule to the appropriate grades teachers and ensuring the program content is delivered.
- 3. The coordinator is responsible for contacting the nutrition department to arrange for produce to be harvested and delivered to the café for meal service.
- 4. The coordinator's stipend will be paid in two installments. One in the Fall and one in the Spring.

I acknowledge that as the administrator of the building I am responsible for ensuring that the school garden coordinator maintains the school garden and meets all of the minimum requirements for the Red Clay School Garden Program.

Principal Signature

Date

APPENDIX B

Smart Snacks In School USDA's "All Foods Sold In Schools" Standards

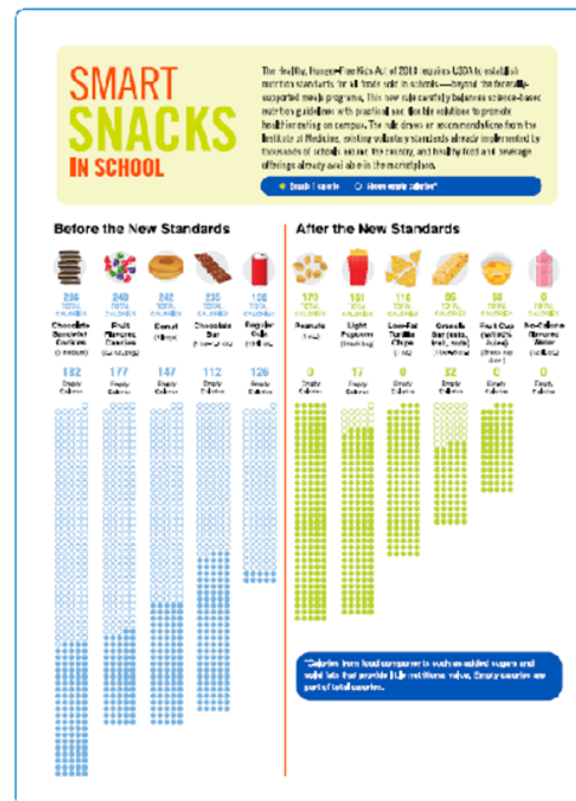
USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

Smart Snacks in School also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

- **Any food sold in schools must:**
 - Be a "whole grain-rich" grain product; or
 - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
 - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
 - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*
- **Foods must also meet several nutrient requirements:**
 - **Calorie limits:**
 - Snack items: ≤ 200 calories
 - Entrée items: ≤ 350 calories
 - **Sodium limits:**
 - Snack items: ≤ 230 mg**
 - Entrée items: ≤ 480 mg
 - **Fat limits:**
 - Total fat: ≤35% of calories
 - Saturated fat: < 10% of calories
 - Trans fat: zero grams
 - **Sugar limit:**
 - ≤ 35% of weight from total sugars in foods



Smart Snacks in School Beverage Options

The Healthy Hunger-Free Kids Act of 2010 directed the USDA to establish science-based nutrition standards for all foods and beverages sold to students in school during the school day. The new Smart Snacks in School nutrition standards will help schools to make the healthy choice the easy choice by offering students more of the foods and beverages we should be encouraging—whole grains, fruits and vegetables, leaner protein, low-fat dairy, while limiting foods with too much sugar, fat and salt.

Smart Snacks in School lays out targeted, science-based nutrition standards for beverages that reflect current nutrition science and progress being made in States and local communities across the country, as well as through existing voluntary efforts. The new standards allow variation by age group for factors such as portion size and caffeine content. While water is available on an unlimited basis, USDA has established reasonable, age-appropriate portion size standards for all other beverages in order to reinforce the important concepts of moderation and balance in student diets.

Highlights of the *Smart Snacks in School* nutrition standards include:

- **Healthier beverage options during the school day. All schools are allowed to sell:**
 - Plain water (carbonated or uncarbonated);
 - Unflavored low-fat milk;
 - Flavored or unflavored non-fat milk (and milk alternatives); and
 - 100 percent fruit and vegetable juices, and full-strength juice diluted with water, carbonated or non-carbonated, with no added sweeteners.
- **Portion sizes based on age.**

Elementary schools may sell up to 8-ounce portions of allowable milk and juice beverages, while middle and high schools may sell up to 12-ounce portions. In high schools, the standards limit the maximum container size to 12-ounces for lower-calorie beverages and 20 ounces for calorie-free beverages.
- **Additional options for older students.**
 - The new standards provide additional beverage options to high school students, recognizing their increased independence, relative to younger students, and the wide range of beverages available to high school students in the broader marketplace. Beyond water, milk and juice, Smart Snacks in School provides additional calorie-free and lower-calorie beverage options for high school students:
 - Calorie-free beverages, in up to 20-ounce portions; and
 - Lower-calorie beverages with up to 40 calories per 8 ounces or 60 calories per 12 ounces. These may be sold in up to 12 ounce portions.
- **Caffeinated beverages remain an option for high school students.**

The new nutrition standards do not restrict the sale of caffeinated beverages to high school students. USDA encourages school districts to exercise caution when selecting items for sale to their students. USDA will continue to monitor the Food and Drug Administration's (FDA) work on caffeine and will consider revising the nutrition standards in the future as appropriate.

APPENDIX C

Healthy Birthdays, Celebrations & Family Events

Birthdays, celebrations, and family events are great opportunities to promote a healthy lifestyle, provide consistent messages and create excitement around nutritious choices at school. Plan events that emphasize healthy foods and align with classroom lessons or shift the focus and plan non-food events centered on physical activity, music, art and games. Host events that make it easy for children to practice making healthy choices.

Children like adventure – don't be afraid to try something new!

Birthdays – the birthday child can:

- Be the teacher's helper.
- Wear a special crown, sash, button or badge all day.
- Donate and/or read a favorite book to the class.
- Choose the class music for writing or independent study time.
- Receive a personalized birthday card from the teacher via email or snail mail.
- Choose a game or activity the class does for the last few minutes of the school day.
- Have special time (for a walk, game or other activity) with the teacher, principal or another adult.
- Receive a "Celebrate Me" book from classmates with written stories, poems or drawings about the birthday child.

Family Events

- Health fairs
- School garden work days
- Cooking lessons or "Iron Chef" competitions
- Physical activity events with healthy snacks or prizes (dance contests, fun runs, obstacle courses, bike-a-thons, sock hops)
- Screenings of movies that promote healthy living
- Nutrition classes for the family from community partners like your cooperative university extension service
- Fall festival with active fall-themed games and a farmers' market
- Walk-to-school month with parent participation
- Creation of school teams for local runs or walks
- Parents and teachers vs. kids sports competition
- 30-day challenges – pick a healthy habit and organize a competition around it, starting with a kick-off event and ending with a celebration

Celebrations

- Give children extra recess time instead of a party.
- Have a dance party. Let students select the music. Invite the principal and other school staff!
- Get students involved in planning and preparing for celebrations – let them make decorations and favors and let them choose the games.
- Create a book honoring what is being celebrated that day. Have students draw pictures showing what the day means to them.
- Organize a special community service project instead of a party. Invite senior citizens in for lunch, collect goods and make cards for sheltered families, organize a project outside for Earth Day.
- Have students vote on a special class art project or craft. Invite a local artist to come in and do a demonstration.
- Arrange a treasure hunt around the classroom. Provide a special non-food treat at the end. Use a theme that ties into what the kids are learning in class.
- Ask students to come up with healthy party ideas, and ask parents to send in healthy recipes and ideas for activities, games and crafts. Create a "healthy classroom party guide" to distribute to parents.
- Plan around holiday themes. Students can make cards for winter holidays, decorate the classroom with hearts for Valentine's Day, and learn an Irish step-dance for St. Patrick's Day. Search education websites for ideas.

APPENDIX D

Figure 1: USDA Meal Patterns and Dietary Specifications

Meal pattern	Breakfast meal pattern			Lunch meal pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
	Amount of food ^b per week (minimum per day)					
Fruits (cups) ^{c,d}	5 (1) ^e	5 (1) ^e	5 (1) ^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{c,d}	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green ^f	0	0	0	½	½	½
Red/Orange ^f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) ^f	0	0	0	½	½	½
Starchy ^f	0	0	0	½	½	½
Other ^{f,g}	0	0	0	½	½	¾
Additional Veg to Reach Total ^h	0	0	0	1	1	1½
Grains (oz eq) ⁱ	7-10 (1) ^j	8-10 (1) ^j	9-10 (1) ^j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 ^k	0 ^k	0 ^k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) ^l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) ^{m,n,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat % of total calories ^{n,o}	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) ^{n,p}	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat ^{n,o}	Nutrition label or manufacturer specifications must indicate zero grams of <i>trans</i> fat per serving.					

^a In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

^b Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.

^c One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

^d For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in § 210.10(c)(2)(iii).

^e The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).

^f Larger amounts of these vegetables may be served.

^g This category consists of "Other vegetables" as defined in § 210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in § 210.10(c)(2)(iii).

^h Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

ⁱ At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

^j In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

^k There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

^l Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

^m The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

ⁿ Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, *trans* fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

^o In the SBP, calories and *trans* fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

^p Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfasts.

Figure 2: Sodium Reduction Timeline and Amount

Age/grade group	Baseline: Current average sodium levels as offered ¹ (mg)	Sodium reduction: Timeline and amount			
		Target 1: meet by July 1, 2014 (SY 2014–2015) (mg)	Target 2: meet by July 1, 2017 (SY 2017–2018) (mg)	Final target: ² Meet by July 1, 2022 (SY 2022–2023) (mg)	Percent change (current levels vs. final targets)
School Breakfast Program					
K–5	573 (elementary)	≤ 540 (28.4% of UL)	≤ 485 (25.5% of UL)	≤ 430 (22.6% of UL)	– 25
6–8	629 (middle)	≤ 600 (27.3% of UL)	≤ 535 (24.3% of UL)	≤ 470 (21.4% of UL)	– 25
9–12	686 (high)	≤ 640 (27.8% of UL)	≤ 570 (24.8% of UL)	≤ 500 (21.7% of UL)	– 27
National School Lunch Program					
K–5	1,377 (elementary)	≤ 1,230 (64.8% of UL) ..	≤ 935 (49.2% of UL)	≤ 640 (33.7% of UL)	– 54
6–8	1,520 (middle)	≤ 1,360 (61.8% of UL) ..	≤ 1,035 (47.0% of UL) ..	≤ 710 (32.3% of UL)	– 53
9–12	1,588 (high)	≤ 1,420 (61.7% of UL) ..	≤ 1,080 (47.0% of UL) ..	≤ 740 (32.2% of UL)	– 53

¹ Current Average Sodium Levels as Offered are from the School Nutrition and Dietary Assessment Study-III. Data were collected in the 2004–05 school year.

² The IOM final targets are based on the Tolerable Upper Intake Limits (ULs) for sodium, established in the Dietary Reference Intakes (DRI) (IOM, 2004). The sodium ULs for school-aged children are 2,300 mg (ages 14–18), 2,200 mg (ages 9–13), and 1,900 mg (ages 4–8). The final sodium targets represent the UL for each age/grade group multiplied by the percentage of nutrients supplied by each meal (approximately 21.5% for breakfast, 32% for lunch), as recommended by IOM. IOM’s recommended final sodium targets for the K–5 age/grade group breakfasts and lunches are slightly higher than 21.5% and 32% 32%, respectively, of the UL because this proposed elementary school group spans part of two DRI age groups (ages 4–8 and 9–13 years).

APPENDIX E

Resources for Physical Education/Student Wellness and Physical Activity

Free/Discounted Programs

In Classroom activity video with Lessons that match curriculum <http://www.adventuretofitness.com/teachers>

Recess Games: <http://www.playworks.org/games>

Physical Activity Before School Program: <http://www.bokskids.org/>

Activity Bursts in Classroom: <http://www.davidkatzmd.com/docs/ABCManual.pdf>

Indoor Fitness Trail: https://schools.healthiergeneration.org/_asset/jt1ppk/09-877_FitnessTrailStations.pdf

Let's Move! Campaign <http://www.letsmove.gov/learn-facts/epidemic-childhood-obesity>

Other Physical Education Resources

SPARK PE and Afterschool Recreation : <http://www.sparkpe.org/physical-education-resources/standards-alignment/?st=Delaware>

CATCH PE :<http://www.catchinfo.org/whatsnewphysicaleducation.html>

<http://catchinfo.org/catch-pe-resources-for-the-physical-educator/>

Exemplary Physical Education Curriculum : <http://www.michiganfitness.org/EPEC/>

PE Central: www.pecentral.org

Game Day PE: <http://gamedaype.org/physical-education.html>

FitnessGrams: <http://www.fitnessgram.net/overview/>

CDC <http://www.cdc.gov/healthyyouth/sher/standards/>

Student Wellness/Physical Activity Resources

Just A Minute (JAM): <http://www.healthtips.com/jam-program.php>

North Carolina Energizers: <http://www.nchealthyschools.org/msenergizers>

Michigan Brain Breaks: <http://www.emc.cmich.edu/brainbreaks/>

Take 10!: <http://www.take10.net/whatistake10.asp?page=new>

Teacher Toolbox: http://www.aahperd.org/naspe/template.cfm?template=teachers_toolbox.html

Sports4Kids Playbook: http://www.sports4kids.org/index.php?option=com_content&task=view&id=83&Itemid=67

Action- Packed Classrooms: [Action-Pack Classrooms Vol. 2](#) by Cathie Summerford (you can find it cheaper on Amazon.com)

No Gym, No Problem: No Gym, No Problem! <http://www.humankinetics.com/products/all-products/no-gym-no-problem>

FitDeck Cards: Using FitDeck cards works well also <http://www.fitdeck.com/>

Fitness Breaks <http://www.healthiergeneration.org/about.aspx?id=6253>

Active School Parties <http://www.healthiergeneration.org/schools.aspx?id=6307>

GoNoodle – Brain Breaks for the Classroom <https://www.gonoodle.com/how-it-works>

APPENDIX F

PREVENTION & MANAGEMENT OF CHRONIC HEALTH CONDITIONS IN THE SCHOOL SETTING

It is unequivocally noted that healthy students are able to learn better, increasing academic achievement that creates a lifetime of benefits for health. It is estimated that one in four students in the United States have a chronic health condition. . Chronic health conditions are defined as acquired, incurable diseases and other illnesses that last more than 12 months (U.S. Department of Health and Human Services, 2011). These conditions can include long-term physical, emotional, behavioral, functional and developmental disorders that occur along a continuum from mild to severely disabling (McClanahan & Weismuller, 2015). Children with chronic conditions are at increased risk for high absenteeism, decreased student engagement, truancy, bullying, uncontrollable behaviors, poor grades, and below-average performance on standardized achievement tests (Forrest, Bevans, Riley, Crespo, & Louis, 2011; Bethell et al., 2012). According to the Centers for Disease Control (CDC), schools provide an ideal setting to teach and provide students with the tools necessary to improve their dietary and physical activity behaviors and manage their chronic health conditions (e.g. asthma, diabetes, epilepsy, food allergies, and poor oral health).

The school nurse utilizes the nursing process to manage chronic health conditions in the school setting by providing direct care, case management, and is a proponent for students and families to access the necessary resources and achieve academic success (CDC, 2017b). According to the National Association of School Nurses (NASN), it is necessary for student health, learning and safety that a professional registered school nurse be present all day, everyday in every school building (2017). The Every Student Succeeds Act (ESSA) (2015) identifies the school nurse as a leader within the school community who is responsible for the management of chronic disease. School nurses are responsible for informing educational communities about the impact that chronic health condition(s) have on both staff and students. In particular the students' ability to engage in their education. These students' rights of participation and access to school healthcare services are protected by the Rehabilitation Act, Section 504 (1973) and the Individuals with Disabilities Education Improvement Act [IDEIA](2004). It is the responsibility of local school districts to educate students with chronic conditions in the least restrictive environment. Using a **Multi-Tiered System of Support (MTSS)**, the school nurse collaborates with school staff to promote a safe and supportive accommodating school environment for children with chronic health conditions (American Nurses Association & National Association of School Nurses [NASN], 2017; Brook, Hiltz, Kopplin, & Lindeke, 2015).