

WSSC TEAM

BUILDING SUPPORT

> Training Script



Making the Case: Building and Sustaining Administrative Support

Purpose:

Strengthen the resolve of participants to build a buy-in for implementing the WSSC model to improve health and learning in schools.

Objectives:

1. Identify what a healthy school is or looks like
2. Share data regarding why school health is important
3. Develop a pitch for school health
4. Identify strategies for garnering administrative buy-in

Training Materials:

Handout Packet

Handout #1: Key Points and Notes

Handout#2: Why School Health Is Important

Handout#3: Ideas for Building Administrative Buy-In

Handout#4: Additional Resources

NOTE: This module is 75 minutes. You can reduce time by asking participants to take notes as you speak rather than taking time to reflect on the various sections. You can also have participants create and share their “pitch” (Slide 38) at another time/meeting.

| Slide # | Time | Trainer Script and Directions | Resources Needed |
|----------|----------|--|---|
| 1 | 1 minute | <p>WELCOME</p> <p>STATE: Good morning. My name is _____ and welcome to Making the Case: Building and Sustaining Administrative Support. We know that the principals are the CEOs of their school and are responsible for everything from curriculum and instruction to school culture to extracurricular activities to community engagement.</p> <p>They have a lot of responsibility and authority, so it is important to secure their buy-in as you build or sustain your WSCC team. Today we are going to talk about gaining buy-in and maintaining it. While our focus will be on administrative support, much of what we talk about can be applied to the garnering of support from others.</p> <p><i>NOTE: Participants may introduce themselves during this time if they don't know each other and if time allows. Their introduction may include their name, position, and school/district/organization.</i></p> | |
| 2 | 1 minute | <p>AGENDA</p> <p>STATE: Today we are going to explore research and evidence you can use in making the case for implementing the WSCC framework in your school. We will practice making a pitch to key stakeholders and explore strategies for engaging administrators and others in this work.</p> | |
| 3 | 1 minute | <p>OBJECTIVES</p> <p>STATE: As a result of attending this session, participants will be able to:</p> <ul style="list-style-type: none"> • identify what a healthy school is or looks like • share data regarding why school health is important • develop a pitch for school health • identify strategies for garnering administrative buy-in | |
| 4 | 1 minute | <p>MATERIALS</p> <p>STATE: There are a number of handouts. Some will be used in this session. Others are provided as excellent resources to assist you in garnering the support of both administration and staff to implement the WSCC.</p> <p>Handout #1: Key Points and Notes Handout #2: Why School Health Is Important Handout #3: Ideas for Building Administrative Buy-In Handout #4: Additional Resources</p> | <p>Handout Packet: #1: Key Points and Notes #2: Why School Health is Important #3: Ideas for Building Administrative Buy-In #4: Engaging Youth — Next Steps #5: Additional Resources</p> |

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| 5 | 4 minutes | <p>WARM-UP ACTIVITY:</p> <p>STATE: For implementation of the Whole School, Whole Community, Whole Child (WSCC) model to be successful, buy-in from key stakeholders is critical. Of course, principal or administrative buy-in is important, but in looking at the WSCC model, can you think of any other groups of people for whom buy-in would be necessary? Turn to Handout #1: Key Points and Notes and list groups of people for whom buy-in would be needed for the implementation of the WSCC model.</p> <p><i>DO: Give participants a couple minutes to list their ideas. Then have a few volunteers share their ideas.</i></p> | Handout #1: Key Points and Notes |
| 6 | 3 minutes | <p>WHO?</p> <p>STATE: For implementation of the Whole School, Whole Community, Whole Child (WSCC) model, the whole school community—inside and out—needs to be engaged. This will definitely take time to build, so you will need to prioritize whom you need to engage first.</p> <p>ASK: Looking at the list on this slide, are there groups we did not name?</p> <p>STATE: Youth are often left off of this list, but they are key, considering they are the focus of the WSCC model.</p> <p>To be able to make the case for the WSCC model, we have to start with the tenets of “healthy” and “safe,” depicted in the center of the model in green. These two tenets provide the foundation of the model and must be addressed to allow students to achieve the other tenets of being engaged, supported, and challenged. We know that healthy students are better learners. It does not matter how well teachers are prepared to teach, what accountability measures are used, or what policies or governing structures are in place; children must be healthy and safe in order to be motivated and able to learn. Today we are going to focus on the healthy tenet — creating a healthy school.</p> | |
| 7 | 1 minute | <p>WHAT IS A HEALTHY SCHOOL?</p> <p>STATE: So, what is a healthy school? It is a place that . . .</p> <ul style="list-style-type: none"> • teaches, supports, and models healthy behaviors throughout the school. • creates an environment throughout the school (classrooms, gym, cafeteria, clinic, counseling office, etc.) that fosters physical, mental, social, emotional, and intellectual health development. • connects students to health services, positive activities, families, and community programs. • uses the Whole School Whole Community Whole Child (WSCC) model to ensure a comprehensive approach. | |

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| 8 | 1 minute | <p>HOW IS A HEALTHY SCHOOL CREATED?</p> <p>STATE: A healthy school is created using the WSCC model focusing on the content areas, services, environments, and partners. These are referred to as the 10 Components of the model. Each component is essential to creating a healthy school.</p> <p>On Handout #1: Key Points and Notes, write out how you would describe to your administrator or other key stakeholder what a healthy school is.</p> | Handout #1: Key Points and Notes |
| 9 | 1 minute | <p>WHY: GOOD HEALTH</p> <p>STATE: Now that we know what a healthy school is, let's talk about why it is important . . . why administrators should support the WSCC model in creating a healthy school culture.</p> <p>We are going to explore five areas starting with Good Health:</p> <ul style="list-style-type: none"> • Good Health • Academic Success • Economic Security • National Security • Social Progress <p>As we talk about each area, consider what key pieces of information you feel would be most important to share with your administrator or key stakeholder, and write down your thoughts and ideas on Handout #2: Why School Health Is Important.</p> | Handout #2: Why School Health Is Important |
| 10 | 1 minute | <p>LEADING CAUSES</p> <p>STATE: The list here outlines the six categories of health-related behaviors that contribute to the leading causes of premature death and disability in the United States for youth and adults. The first three on the list — tobacco use, poor dietary habits, and physical inactivity — are responsible for almost half of all premature deaths.</p> <p>What is most important to note is that these health risk behaviors can develop in childhood through adolescence and can contribute to chronic diseases in adulthood.</p> | |

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| 11 | 2 minutes | <p>GOOD HEALTH</p> <p>STATE: School health is important for good health. In childhood and adolescence, health behaviors — both good and bad — are established. It is critically important that health education and supportive school environments be put in place to ensure children and adolescents develop healthy behaviors and strategies for resisting high-risk health behaviors.</p> <p>This is also important because the physiological processes leading to chronic disease begin in childhood. Metabolic syndrome describes a cluster of risk factors that put kids on the road to heart disease and type 2 diabetes. Children with metabolic syndrome have at least three of the following risk factors:</p> <ul style="list-style-type: none"> • excessive fat around the waist • high blood pressure • high cholesterol or triglyceride levels • high blood sugar <p>Unfortunately, because of the rise of obesity in children and teens, we are seeing children with these conditions at an earlier age than ever before.</p> <p>The good news though is that with changes to diet and exercise, metabolic syndrome can be prevented, controlled, or even reversed, which is why health education, a supportive school environment, and family/community engagement are critical. So, while heart disease, diabetes, and stroke typically do not manifest themselves until adulthood, the precursors are developing in our children. We need to remember that it's easier to prevent the adoption of health risk behaviors in childhood than it is to change established behaviors in adulthood.</p> | |
| 12 | 2 minutes | <p>ABSENTEEISM</p> <p>STATE: In addition, health issues are a leading cause of chronic absenteeism among students. Health-related conditions resulting in missed school include:</p> <ul style="list-style-type: none"> • asthma • diabetes • influenza • obesity issues • parental health issues • seizure disorders • oral health • vision problems • mental health • anxiety <p>STATE: On Handout #2: Why School Health Is Important, jot down a point or two as to why school health is important to the health and well-being of children and the adults they will become.</p> | Handout #2: Why School Health Is Important |

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| 13 | | <p>WHY: ACADEMIC SUCCESS</p> <p>STATE: Now principals definitely care about the next area we are going to discuss — academic success.</p> | |
| 14 | 1 minute | <p>DEFINING ACADEMIC SUCCESS</p> <p>STATE: Before diving into the research around health and academic success or achievement, let's first define the term. There are three aspects of academic success or achievement. They include academic performance, education behavior, and students' cognitive skills and attitudes.</p> <p>As you can see here:</p> <ul style="list-style-type: none"> • academic performance includes class grades, standardized tests, and graduation rates; • education behavior refers to attendance, dropout rates, and behavioral problems at schools; and, finally, • students' cognitive skills and attitudes denote concentration, memory, and mood. | |
| 15 | 4 minutes | <p>ACADEMIC SUCCESS: PHYSICAL ACTIVITY</p> <p>STATE: What does the evidence say about physical activity and academic success? This information comes from the Centers for Disease Control and Prevention.</p> <p>Here we can see that specific physical activity practices are linked to different aspects of academic achievement. Please read through these practices and the related outcomes, and write down one or two that you feel are important for administrative or key stakeholder buy-in.</p> <ul style="list-style-type: none"> • students who are physically active tend to have better grades, school attendance, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior) ²⁸⁻³⁴ • higher physical activity and physical fitness levels are associated with improved cognitive performance (e.g., concentration and memory) among students ³⁴⁻³⁹ • more participation in physical education class has been associated with better grades, standardized test scores, and classroom behavior (e.g., on-task behavior) among students ⁴⁰⁻⁴³ • time spent in recess has been shown to positively affect students' cognitive performance (e.g., attention, concentration) and classroom behaviors (e.g., not misbehaving) ⁴⁴⁻⁴⁸ | Handout #2: Why School Health Is Important |

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| | | <ul style="list-style-type: none"> • brief classroom physical activity breaks (i.e., 5–10 minutes) are associated with improved cognitive performance (e.g., attention and concentration), classroom behavior (e.g., on-task behavior), and educational outcomes (e.g., standardized test scores, reading literacy scores, math fluency scores) among students ^{32,49–54} • participation in extracurricular physical activities such as interscholastic sports has been associated with higher GPAs, lower dropout rates, and fewer disciplinary problems among students ^{55–67} <p>Source: https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf</p> <p>NOTE: The term “physical activity” includes physical education.</p> | |
| 16 | 4 minutes | <p>ACADEMIC SUCCESS: HEALTHY EATING</p> <p>STATE: Now let’s look at the evidence around specific dietary practices and the issues that are related to academic success or achievement.</p> <p>Please read through these practices and the related outcomes, and again write one or two that you feel are important for administrative buy-in. Write out how you would share the information with your administrator.</p> <p><i>DO: If time allows, ask participants to share what practices and outcomes they selected for PA and healthy eating and why they chose those specific ones.</i></p> | Handout #2: Why School Health Is Important |
| 17 | 3 minutes | <p>HEALTHY BEHAVIORS AND GRADES</p> <p>STATE: At the high school level, we have actual data regarding students’ health behaviors and their grades. This data comes from the Youth Risk Behaviors Surveillance System. It is a national school-based survey conducted by the CDC.</p> <p>This chart depicts four healthy behaviors along the horizontal axis:</p> <ul style="list-style-type: none"> • eating breakfast every day • not drinking soda • playing at least one sport • being active 60 minutes on five or more days <p>The colored columns depict the grades that the students surveyed mostly get. So in looking at the key at the top of the chart, you can see the colors that depict mostly A’s, B’s, C’s, and D/F’s.</p> | Handout #2: Why School Health Is Important |

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| | | <p>ASK: In looking at this chart, what do you see?</p> <p><i>DO: Allow for a few responses, looking for students who are most engaged in the healthy behaviors are doing better academically or students doing better academically are engaging in more healthy behaviors. Explain that both may be correct and that at this point, these are just associations. They do not prove causation. More research is needed for that.</i></p> | |
| 18 | 3 minutes | <p>HEALTH RISK BEHAVIORS AND GRADES</p> <p>STATE: Now let's look at health risk behaviors:</p> <ul style="list-style-type: none"> • using electronic vapor products • drinking alcohol • being in a physical fight <p>ASK: What do you see here?</p> <p><i>DO: Allow for a few responses, looking for responses that state the opposite of what was shared with regard to healthy behaviors. Here, students most engaged in the health risk behaviors are doing worse academically or, looking at it another way, the students not engaged in the health risk behaviors are doing better academically. Again, these are associations and do not prove causation, but isn't it interesting how these same trends cut across different health and health risk behaviors similarly?</i></p> <p>STATE: Please feel free to make any additional notes on your handout. More information on academics and other health and health risk behaviors can be found on the CDC's website for healthy youth under health and academics. The website is listed on Handout #4: Additional Resources https://www.cdc.gov/healthyyouth/health_and_academics/index.htm. What we have seen so far is that the academic success of our youth is strongly linked with their health, and a child's health is one way to predict adult health outcomes.</p> | Handout #2: Why School Health Is Important |
| 19 | | <p>WHY: ECONOMIC SECURITY</p> <p>STATE: Now let's look at school health from an economic security position.</p> | |

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| 20–27 | 2 minutes | <p>OBESITY ANIMATED MAPS</p> <p>STATE: To do that, let’s take a quick look at what is going on across the country with regard to obesity in adults.</p> <p>Obesity rates in this country have continued to rise. The data shown in these maps were collected through CDC’s Behavioral Risk Factor Surveillance System (BRFSS). The maps show self-reported adult obesity prevalence by state. Using the key in the bottom right-hand corner, you can see the states where prevalence is less than 20% of the population; those reporting between 20% and <25%; those reporting 25% – <30%; 30% – <35%; and the dark burnt orange represents ≥35% prevalence of obesity.</p> <p>Obesity is defined as a very high amount of body fat in relation to lean body mass. For this survey, body fat was estimated using height and weight to determine Body Mass Index. A high BMI can be an indicator of high body fatness.</p> <p>Let’s look at how changes in the prevalence of obesity have occurred in this country over the last eight years.</p> <p><i>DO: Click through these slides quickly so participants can see the colors change. Stop on slide 27, the 2018 map.</i></p> | |
| 27 | 2 minutes | <p>ASK: What did you notice as I clicked through the slides?</p> <p>Look for responses like:</p> <ol style="list-style-type: none"> 1. There were fewer states in yellow. 2. The darker orange color was introduced and there were no states with that color in 2011 or 2012; the most recent data show nine states with over 35% of their adult population facing obesity. 3. Only one green state (20–25% prevalence) remains in 2018; there were 11 green states in 2011. | |
| 28 | 1 minute | <p>ECONOMIC SECURITY: COSTS OF OBESITY</p> <p>STATE: So now let’s look at the economic security. The National Institute of Medicine estimates that obesity costs the United States \$190.2 billion every year in health care costs. That does not take into consideration productivity measures like absenteeism or decreased productivity due to obesity-related health issues.</p> <p>So health problems in adulthood come with a significant price tag for our country. Investing in developing healthy behaviors in our young people may help.</p> | |

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| 29 | 1 minute | <p>DIABETES</p> <p>STATE: Let’s leave obesity and take a look at another chronic disease — diabetes.</p> <p>Of children born in the United States in 2000, one in three, or 33%, will develop diabetes in their lifetime.</p> | |
| 30 | 1 minute | <p>ECONOMIC SECURITY: COST OF DIABETES</p> <p>STATE: The American Diabetes Association reports that over 30 million Americans have diabetes and another 84 million have pre-diabetes.</p> <p>From an economic standpoint, health care costs for people with diabetes are 2.3 times greater than those who do not have the disease. Diabetes alone costs the United States \$327 billion per year.</p> <p>School health can help drive down these costs by helping children develop healthy habits that are supported and promoted throughout their years in the education system. This requires more than just teaching about the behaviors. It entails creating the school environments that promote and constantly reinforce those healthy behaviors. But the payoff in the future can be dramatic. Feel free to add any notes you wish to your handout regarding school health and economic security.</p> | Handout #2: Why School Health Is Important |
| 31 | 1 minute | <p>WHY: NATIONAL SECURITY</p> <p>STATE: Now let’s talk about the importance of a comprehensive school health approach — the WSCC framework — for national security.</p> | |
| 32 | 1 minute | <p>NATIONAL SECURITY</p> <p>STATE: In the United States, 71% of young people between the ages of 17 and 24 do not qualify for military service, and obesity disqualifies 31% of youth from serving if they so choose.</p> <p>Did you realize that as many as one-third of military age youth are ineligible for service because of their weight?</p> <p>In 2018, 17% of U.S. military servicemen and women had obesity, and that rate has more than doubled since 2011.</p> <p>Take a minute to read the quote from U.S. Army Generals John M. Shalikhshvili and Hugh Shelton.</p> | |

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| 33 | 1 minute | <p>NATIONAL SECURITY</p> <p>STATE: Retired General Richard Myers talks about the need for encouraging healthy lifestyles early in life to help prepare our nation for the future. School health is important for the safety and security of our nation.</p> <p>Please add any thoughts about the link between school health and national security to your handout now.</p> | Handout #2: Why School Health Is Important |
| 34 | | <p>WHY: SOCIAL PROGRESS</p> <p>STATE: Finally, let's talk about social progress.</p> | |
| 35 | 3 minutes | <p>SOCIAL PROGRESS</p> <p>STATE: Social progress is defined as society's capacity to meet the basic needs of its citizens, equip them with the tools to improve the quality of their lives and to create the conditions for all individuals to reach their full potential.</p> <p>Unfortunately, Adverse Childhood Experiences (ACEs) threaten our social progress. ACEs are potentially traumatic events that occur in childhood (0–17 years) and include issues for children like experiencing violence, abuse, or neglect; witnessing violence in the home; or having a family member attempt or commit suicide. Children's environments can also negatively impact their sense of safety, stability, and connectedness if they are growing up in a household where there is substance misuse, mental health problems, or parent separation. Adverse Childhood Experiences have been linked to:</p> <ul style="list-style-type: none"> • risky health behaviors; • chronic health conditions; • low life potential; and • early death <p>And as the number of ACEs increases, so does the risk for these outcomes. Schools need to employ strategies to ensure safe, stable, nurturing relationships and environments for all children.</p> <p>SOURCE: Centers for Disease Control and Prevention, Division of Violence Prevention. (2019). <i>Preventing adverse childhood experiences: Leveraging the best available evidence</i> [PDF]. https://www.cdc.gov/violenceprevention/pdf/preventingACES-508.pdf</p> | |

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| 36 | 6 minutes | <p>VIDEO</p> <p>STATE: How can this be done? Let’s look at a quick video from the CDC.</p> <p><i>DO: Play video https://www.youtube.com/watch?v=8gm-lNpzU4g</i></p> <p>ASK: Based on what you saw in the video, what are some strategies you heard or that you know schools can employ to assist with social progress?</p> | |
| 37 | 1 minute | <p>SCHOOLS ARE AN IDEAL PLACE</p> <p>Schools are an ideal place for school health. Considering that 95% of all children attend schools, we have an opportunity to affect their health and academics now and at the same time affect our economic, military, and social future.</p> | |
| 38 | 10 minutes | <p>YOUR TURN TO MAKE THE CASE</p> <p>STATE: So now you are armed with information you can share. How do you consolidate the information to share with an administrator?</p> <p>Take five minutes to review your notes that you took throughout this training and create an elevator pitch regarding the importance of school health. Think about making this pitch to an administrator or other key stakeholder. You can choose whom you are pitching to.</p> <p>Be prepared to share the pitch.</p> <p><i>DO: After participants have written their elevator pitch, have them mingle around the room until you clap your hands. At that time, have them get in pairs, and each participant shares their pitch with one another. Once complete, and if time allows, repeat the activity.</i></p> | |
| 39 | 1 minute | <p>PROCESSING:</p> <p>STATE: What did you hear or say that you felt was convincing? What do you feel is the most important point to make when trying to garner support from a principal?</p> | |

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| 40 | 5 minutes | <p>OTHER STRATEGIES</p> <p>STATE: What are some ways you can gain the attention of an administrator to share this information? Often times, these people are very busy. So let's think about some strategies we can use to help administrators see the importance of school health.</p> <p><i>DO: Have the group get with a partner and brainstorm some ideas. After one minute, have participants share some of their ideas without repeating any suggestions.</i></p> <p>STATE: Turn to Handout #3: Ideas for Building Administrative Buy-In. Look over the various strategies and check off any that you feel would work for building buy-in with your administrator. Add any other ideas you would like to try.</p> | Handout #3: Ideas for Building Administrative Buy-In |
| 41 | 2 minutes | <p>ADMINISTRATIONS ROLE</p> <p>STATE: Here on the slide is a list of ways administrators can support implementation of the WSCC model in your school. These ideas are meant to help you generate other ideas.</p> <p><i>DO: With a partner, try to come up with two additional ways you feel administrators could support the implementation of school health through the WSCC model. Write down any new ideas on Handout #3: Ideas for Building Administrative Buy-In.</i></p> | Handout #3: Ideas for Building Administrative Buy-In |
| 42 | 1 minute | <p>REVIEW</p> <p>STATE: In this training, we talked about what a healthy school is and its importance. We looked at data that supports school health and developed some sample pitches we could make to administrators or key stakeholders. We also looked at some additional strategies or ideas we could use to help build buy-in.</p> | |
| 43 | 2 minutes | <p>CONCLUSION AND CLOSING ACTIVITY</p> <p>In closing, consider why YOU feel school health is an important topic to address in all schools. Write down your response on Handout #1: Key Points and Notes under "Why is school health important to you?"</p> <p>ASK: Would anyone like to share?</p> | Handout #1: Key Points and Notes |

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| 44 | | <p>THANK YOU</p> <p>STATE: Thank you for your participation in the training, and good luck in implementing the WSCC model.</p> <p>My contact information is listed on this last slide should you have any questions.</p> <p>Please complete the training evaluation.</p> | |

Time Recommendation: It is not recommended that this module be shortened.

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