

# CREATING A *Healthy* SCHOOL ENVIRONMENT

## Grant and Awards Program



Building Sustainable and Lasting Changes in Schools



Advancing Excellence in School Nursing



Meeting Health Needs Through Supportive Services

## Mission and Focus:

The Highmark Foundation is a private, charitable organization dedicated to improving the health, well-being and quality of life for individuals and communities throughout the areas served by Highmark Inc. and its subsidiaries and affiliates. We fulfill our mission by awarding high-impact grants to charitable organizations that implement evidence-based programs aimed at improving community health. Central to the Foundation's mission is identifying and continuously re-evaluating our region's prevailing health care needs. By doing so, the Foundation remains at the forefront of those needs, well equipped to pinpoint issues that most urgently need support.

For more information, visit [www.highmarkfoundation.org](http://www.highmarkfoundation.org).

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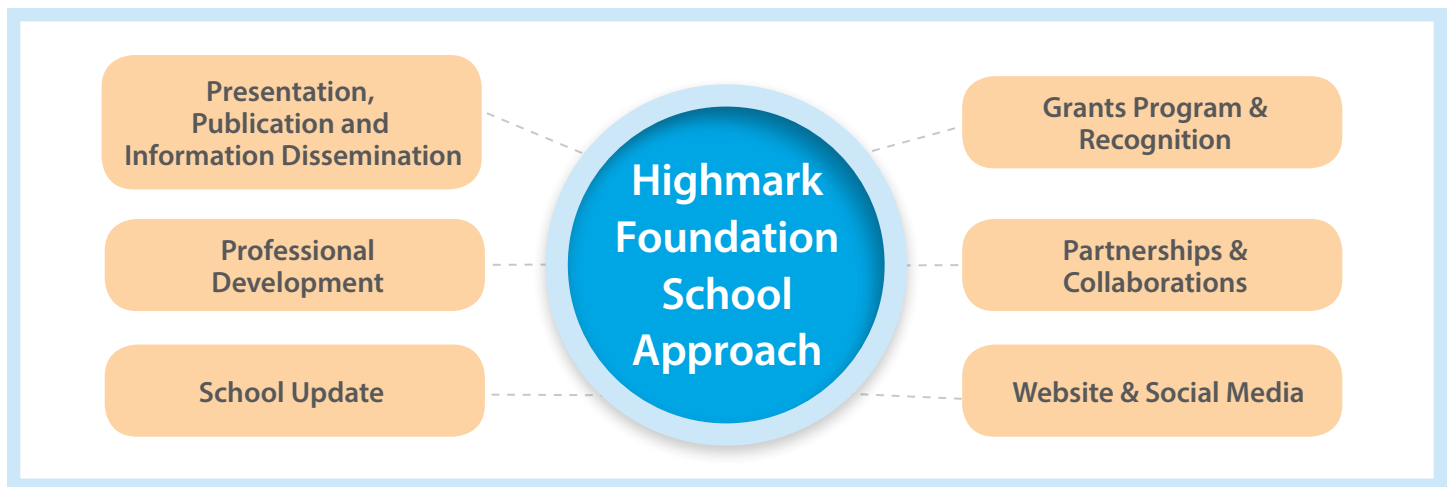
# INTRODUCTION

Highmark Foundation recognizes that schools are powerful places to shape the health, safety, education and well-being of our children. Our goal is to create healthier school environments that have sustainable and lasting change through a comprehensive school strategy.

Creating a Healthy School Environment Grant and Awards Program addresses six areas that shape the health, education and well-being of our children through grants, partnerships, social media, school updates, professional development for teachers, administrators and school nurses and publishing or presenting findings from evidence-based interventions. Promoting child health and wellness is consistent with Highmark Foundation’s goals, strategies and focus to

illustrate the effectiveness of early intervention and preventive health programs that address childhood injury prevention, healthy eating and physical activity, environmental health and bullying prevention.

Healthy students are better learners. Good health habits promote overall health and well-being and improve academic achievement. School grants are essential because schools are more challenged than ever to meet objectives concerning student health with decreasing education budgets and increasing pressures to improve student academic performance. Creating a Healthy School Environment Grant and Awards program provides schools with opportunities to implement best practices and to demonstrate the effectiveness of promoting a culture of school health and wellness.



Highmark Foundation is pleased to present the Creating a Healthy School Environment Grant and Awards program available to schools in central and western Pennsylvania and West Virginia. This coordinated approach provides schools with three distinct opportunities for improving health and wellness in their schools:

- **Building Sustainable and Lasting Changes in Schools:** Schools in Pennsylvania and West Virginia can apply for grants in the following categories: bullying prevention, child injury prevention, environmental health and healthy eating and physical activity (see page 2).

- **Advancing Excellence in School Nursing Awards** will be given to up to six school nurses in central and western Pennsylvania and West Virginia who demonstrate excellence in care, compassion, knowledge and implementation of best practices. Award recipients will receive \$1,500 to support professional development or health related supplies or equipment for their school (see page 17).
- **Meeting Health Needs Through Supportive Services:** The Foundation will make available \$75,000 to high needs schools to meet basic health needs through supportive services. Eligible schools may apply for up to \$1,000 (see page 20).



# Building Sustainable and Lasting Changes in Schools

**Application Deadline: Friday, March 18, 2016**



# ELIGIBILITY CRITERIA

## Pennsylvania Schools

### 1. Public School Districts

(individual school buildings are not eligible to apply.)

- A. School District grants up to \$10,000 will be awarded to 20 districts implementing programs that improve access to quality school-based health and wellness programs. We are interested in public schools applying as districts for implementing programs.
- B. If awarded, school districts should identify and select schools within their district to receive funding.

### 2. Private, Charter, Vocational and Parochial Schools (Grades K-12)

- C. Mini-grants up to \$5,000 will be awarded to 20 non-public school buildings
- D. Private, parochial and charter schools may only apply for the \$5,000 mini-grants

## West Virginia Schools

### 1. Public, Private, Charter Vocational and Parochial Schools (Grades K-12)

- A. \$5,000 mini-grants will be awarded to 15 schools
- B. West Virginia schools may only apply for the \$5,000 mini-grants

### Notes Regarding Eligibility:

- Grants will not be awarded exclusively for equipment such as treadmills, bikes, etc.
- Equipment will only be considered if necessary for the implementation of an evidence-based physical activity program such as SPARK.
- Applications for bullying prevention will only be awarded to support those programs listed on Page 5.
- Interventions should be developed using baseline or existing data that illustrates the problem. Using data allows the school to design a program to meet the students' needs.

- Grants will not be awarded to support the purchase of iPads, Fitbits, or televisions.
- All schools are **REQUIRED** to submit a **baseline report due on October 31, 2016 and a final report due on May 31, 2017**. Reports include **quantitative/measurable** pre- and post-program knowledge and changes in health status indicators depending on your program.
- Applications will be evaluated on the strength of the proposal, data, metrics and evaluation plan.
- Applications that do not meet the eligibility criteria will not be reviewed.
- Applications must be completed online at <https://highmarkfoundationrfp.versaic.com>.

## PRIORITY AREAS

*The Highmark Foundation will award grants for evidence-based programs that address one of the following topics. Applicants may apply for funding in only one of the four areas described:*

1. **Bullying Prevention:** Bullying threatens young people's well-being. Bullying can result in physical injuries, social and emotional difficulties, and academic problems. The harmful effects of bullying are frequently felt by others, including friends and families, and can hurt the overall health and safety of schools, neighborhoods, and society. Research is still developing that helps us to better understand and prevent bullying before it starts.
2. **Child Injury Prevention:** The public health approach for reducing childhood injuries includes identifying the magnitude of the problem through data collection, analysis, identifying risk and protective factors. In addition, on the basis of this information, schools can collect their own data, develop, implement and evaluate evidence-based interventions and promote widespread adoption of these practices and policies.

**3. Healthy Eating and Physical Activity:** Engaging children and adolescents in healthy eating and regular physical activity can lower their risk for obesity and related chronic diseases. The dietary and physical activity behaviors of children and adolescents are influenced by many sectors of society, including families, communities, schools and health-care providers. Proposals that aim to influence the role of one or more of these sectors are encouraged.

**4. Environmental Health:** Factors that influence the physical environment include the school building and surrounding areas, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, air quality, safe routes to schools, noise and lighting and fresh drinking water. A healthy environment includes the physical, emotional, and social conditions that affect the well-being of students.



### Helpful Hints:

- Highmark Foundation expects schools to produce data driven informational reports. **A Baseline Report is due on October 31, 2016 and a Final Report is due on May 31, 2017.** Interventions should be developed using baseline or existing data from their school that illustrates the problem. Using data collected by the school allows the school to design a program to meet the student's needs. Applications will also be evaluated on the strength of the data, metrics and evaluation plan. It is important to collect data that provides information which is purposeful and easy to understand.
- Descriptions of the priority areas, data collection and evaluation and evidence-based interventions are provided to guide you as you apply for the appropriate grant funding. Please note that all schools are expected to collect quantitative (numerical) and qualitative (descriptive) data.
- **Penn State Hershey PRO Wellness Center** 717-531-1440 extension 1 or email at [PROwellness@hmc.psu.edu](mailto:PROwellness@hmc.psu.edu) will be available to provide technical assistance especially with measurement and evaluation involving data collection and measurement tools **for healthy eating and physical activity and child injury prevention programs.**
- Inside you will find examples of evidence-based programs that are available by download or to order at no cost to your school or district. These programs are only examples to show you what can be used at your school or district. It is not mandatory that you select one of these programs, **with the exception of Bullying Prevention.** If you do not select one of the featured programs, your school/district can still apply for funding to support another program (**except Bullying Prevention programs**). If you are using another program or a program that has been developed by your school or school district; you must be sure to collect meaningful pre-(baseline) and post-data at the end of program. Many of the featured programs have built in evaluation components.
- **Center for Safe Schools** 717-763-1661, extension 164 will be available to provide technical assistance with measurement and evaluation tools for bullying prevention programs.
- **Women for a Healthy Environment** 412-404-2872 or e-mail at [info@healthyschoolspa.org](mailto:info@healthyschoolspa.org) will be available to provide technical assistance with measurement, data collection and evaluation for physical and environmental health programs.
- If selected to receive a grant, a publicity toolkit will be available for schools to promote the grant to parents, the media, students and their communities.



# BULLYING PREVENTION



Research is still being developed that helps us to better understand and prevent bullying. School-based bullying prevention programs are widely implemented but not always evaluated. However, research suggests promising program elements include:

- Improving supervision of students
- Using school rules and behavior management techniques in the classroom and throughout the school to detect and address bullying by providing consequences for bullying
- Having a whole school anti-bullying policy, and enforcing that policy consistently
- Promoting cooperation among different professionals and between school staff and parents

The following programs and/or resources provide additional information on bullying, electronic aggression, youth violence prevention, and safe schools. **Funding will not be provided for school assemblies, one-day programs or speakers. Schools/districts must select an evidence-based bullying prevention program.** Also, any school that may want to implement the Olweus Bullying Prevention Program needs to first conduct the Olweus Bullying Questionnaire (OBQ) to assess the levels of bullying in schools, readiness and sustainability. Schools may use grant funds to purchase the survey tool. Grant funds will NOT be used for full implementation of the OBPP. **If your school/district is interested in applying for funding for the survey tool, please contact the Center for Safe Schools (CSS) at 717-763-1661, extension 164.**

## PROGRAMS:

### 1. I Can Problem Solve (ICPS),

[www.icanproblemsolve.info](http://www.icanproblemsolve.info). ICPS was originally designed for use in preschool and kindergarten, and has now been successfully implemented with children up to and including grade six. The curriculum includes pre-problem and problem solving skills with easy to use teacher lessons. The cost is \$50 per class for curriculum, plus 2-day training; (approximately \$2,500 for a year of training and consultation).

### 2. Steps to Respect Bullying Prevention Program,

[www.cfchildren.org/Advocacy/AboutUs/tabid/265/Default.aspx](http://www.cfchildren.org/Advocacy/AboutUs/tabid/265/Default.aspx). A social-emotional learning K-5 program that works on a school wide level. It starts with administrators taking stock of their bullying policies and procedures and creating a baseline using surveys and existing data to track progress. The cost is \$1,000 for curriculum, no training required.

### 3. Responsive Classroom,

[www.responsiveclassroom.org](http://www.responsiveclassroom.org). A research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Requires one week of initial training. Check website for pricing.

### 4. Roots of Empathy, [www.rootsofempathy.org](http://www.rootsofempathy.org).

An evidence-based classroom program that has shown significant effect in reducing levels of aggression among school children while raising social/emotional competence and increasing empathy. The program is delivered in school classrooms during regular school hours. The program is offered to elementary school children from Kindergarten to Grade 8, using a specialized curriculum that is developmentally appropriate. The cost is \$10 per class, plus training. Cost for training to be determined.

## RESOURCES:

- 1. Pennsylvania Bullying Prevention Network** Trainers can be located at: [www.safeschools.info/bullying-prevention/locate-a-trainer](http://www.safeschools.info/bullying-prevention/locate-a-trainer). Members of the PA Bullying Prevention Network have received certification in the Olweus Bullying Prevention Program.
- 2. Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools** to identify metrics can be accessed from the CDC (Centers for Disease Control and Prevention) National Center for Injury and Prevention Control. This compendium provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. Download the compendium at no cost. [http://www.cdc.gov/violenceprevention/pdf/yv\\_compendium.pdf](http://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf).
- 3. Please mark your calendar.** You have an opportunity to participate in monthly **Center for Safe Schools “Third Thursday” webinars** held from 3:00 – 4:15 p.m. on the third Thursday of each month during the school year. In addition to live, monthly webinars, approximately 30 pre-recorded webinars on various topics relevant to bullying prevention are also available. One pre-recorded session that may be particularly helpful to prospective applicants is the session titled, **“Best Practices in Bullying Prevention: Components of Effective Practice at the School Level,”** which highlights the Bullying Prevention trainer network’s 7 basic elements of best practices in bullying prevention. Schools that participate in the webinar can learn about alternative programs that can be implemented in their schools based on what they currently have (or don’t have) now, and how they can access a member of the trainer network to provide customized training to schools. To access this recorded webinar, please visit: [www.safeschools.info/bullying-prevention/professional-development/390](http://www.safeschools.info/bullying-prevention/professional-development/390). For more information about registering for live and other pre-recorded events, please visit [www.safeschools.info/bullying-prevention/professional-development](http://www.safeschools.info/bullying-prevention/professional-development).
- 4. The federal government** created a website specifically dedicated to providing parents, educators, teens and community members with free resources to prevent bullying. The website is designed to build bullying prevention material into the curriculum and school activities; and train teachers and staff on the school’s rules and policies. Access the website at [www.stopbullying.gov](http://www.stopbullying.gov) for downloadable resources, video clips, links to state laws and more. Materials are also available in Spanish.
- 5. Free, downloadable bullying prevention and intervention resources** are available from the Center for Safe Schools, including the Bullying Prevention Toolkit and related guides. These resources are designed for parents, educators and professionals serving youth in school and out-of-school time settings. They include specific information about how to differentiate between bullying and conflict, how to respond to cyberbullying, and potential and legal implications of bullying-type behaviors. Access these resources at [www.safeschools.info/bp-toolkit-guides](http://www.safeschools.info/bp-toolkit-guides).
- 6. The NEA is focusing on three areas of bullying prevention and school climate** – Positive Behavioral Interventions and Supports (PBIS), OBPP, and social-emotional learning models as supported by CASEL (Collaborative for Academic, Social and Emotional Learning). Visit [www.nea.org/bullyfree](http://www.nea.org/bullyfree) to download bullying prevention resources including The NEA Bullying Prevention Kit designed by educators for educators. The kit reflects the best available research on bullying prevention. [Click here to view or download the Importance of School Climate Research Brief.](#)
- 7. Bullying Prevention: 2015 Resource Guide** provides links to organizations, programs, publications, and resources focused on bullying prevention. It is divided into seven sections: (1) Organizations and Websites; (2) Data, Definitions, and Research; (3) Programs, Campaigns, and Toolkits; (4) Policies, Laws, and Legislation; (5) Publications and Resources; (6) At-Risk Populations; and (7) Bullying and Co-Occurring Issues. Each item in this resource guide includes a short description and a link to the resource itself. Descriptions of reports, guides, toolkits, campaigns, websites, and initiatives are, in most cases, excerpted from the resources themselves while descriptions of research studies are excerpted from the study abstracts. Access the guide here: [Bullying Prevention: 2015 Resource Guide \[PDF\]](#).



## METRICS:

The table below provides metrics for Bullying Prevention that can be used to evaluate your program at the school or district level. These can be used in addition to the evaluation component of any evidence-based program you may use. You will need to collect baseline data to demonstrate how your program changed behavior, health status, or knowledge. *Select all that apply.*

Policy Change? Y or N	Describe	# of students impacted? # of staff impacted? Change in behaviors? Change in data collection process?
Professional Development? Y or N	Describe	# of staff trained?
Changes to School Environment? Y or N	Describe	# of students impacted?
Staff trained? Y or N	Describe	# of students impacted? # of staff trained
Number of students engaged in BP efforts? Y or N	Describe	# of students engaged?
Access to discipline data regarding bullying? Y or N	Describe	# of records reviewed
Student surveys related to awareness of bullying and prevalence of bullying? Y or N	Describe	# of students surveyed including basic demographics. <i>(Surveys results analyzed pre-and post-program)</i>
Reduction in reported incidents of bullying? Y or N	Describe	# of reported incidents <i>(pre-and post-program)</i>

## CHECKLIST:

Does your program (check all that apply):

- ☐ Implement evidence-based bullying prevention strategies?
- ☐ Strengthen school/district bullying prevention policies?
- ☐ Provide bullying prevention techniques and education for students?
- ☐ Provide bullying prevention training for teachers and school personnel (nurses, janitors, bus drivers, etc.)?
- ☐ Offer bullying prevention materials for families and/or school staff?
- ☐ Promote a bullying free and safe school environment for all students and staff?
- ☐ Provide professional development for teachers and school personnel?
- ☐ Engage parents/families in bullying prevention?
- ☐ Engage the community in bullying prevention efforts?

# CHILD INJURY PREVENTION



**Building Sustainable and Lasting Changes in Schools recommends that schools implement evidence-based programs to impact and decrease childhood injuries and the severity of those injuries. When schools and families use injury prevention strategies to promote child safety and prevent child injuries, children are more likely to be safe and engage more fully in learning. These programs use evidence- and research-based strategies to prevent injury.**

**Funding possibilities:** The following evidence-based programs are **examples** of what could be funded for implementation in your school or school district. These programs are available for download and/or order at no cost to schools. You may also implement another evidence-based child injury prevention program.

- 1. CDC's Injury Center Heads up Partners Concussion,** Consists of extensive resources for parents, teachers and coaches (youth and high school) can be downloaded and/or ordered at no cost from [www.cdc.gov/headsup/resources/index.html](http://www.cdc.gov/headsup/resources/index.html).
- 2. Safe Kids Worldwide,** A global organization dedicated to preventing injuries in children. Injury treatment is the leading cause of medical spending for children. The estimated annual cost of unintentional child injuries in the United States is nearly \$11.5 billion, and millions of children are injured in ways that can affect them for a lifetime. Safe Kids is dedicated to reducing childhood injuries wherever they may occur. Safe Kids has coalitions across the country. To locate a coalition near you and to access the educator portal, visit [www.safekids.org](http://www.safekids.org).
- 3. The Children's Safety Network (CSN) National Injury and Violence Prevention Resource Center,** Works with states to utilize a science-based, public health approach for injury and violence prevention (IVP). CSN is available

to provide information and technical assistance on injury surveillance and data, needs assessments, best practices, and the design, implementation, and evaluation of programs to prevent child and adolescent injuries. Access [www.childrenssafetynetwork.org](http://www.childrenssafetynetwork.org) to locate data for Pennsylvania and West Virginia.



## METRICS:

The table below provides metrics for Child Injury Prevention that can be used to evaluate your program at the **school or district level**. These can be used in addition to the evaluation component of any evidence-based program you may use. You will need to collect baseline data to demonstrate how your program changed behavior, health status, or knowledge. *Select all that apply.*

Improve school policy regarding childhood injury prevention.	Agree or Disagree
Provide education or training on childhood injury prevention to staff.	Agree or Disagree
Provide education or training on childhood injury prevention to students.	Agree or Disagree
Provide education or training on childhood injury prevention to families.	Agree or Disagree
Reduce head injuries among students.	Agree or Disagree
Reduce injuries due to climbing, falling, and grabbing on the playground among students.	Agree or Disagree
Describe any changes to the physical environment your awarded program intends to make.	
Describe the school policy changes made as a result of your awarded program.	

## CHECKLIST:

**Does your program (check all that apply):**

- ☐ Include evidence-based components?
- ☐ Collect baseline data?
- ☐ Use tools such as sports injury surveillance software for concussion screening?
- ☐ Help youth develop sound decision making skills to reduce injury?
- ☐ Promote an environment of safety and/or injury reduction?
- ☐ Offer professional education for school personnel?

### Please answer the following question:

Will this grant result in an improvement in your annual SHARS (School Health and Related Services) report, "Serious School Injuries?" If so, note in your application the number and manner of students impacted.





# HEALTHY EATING AND PHYSICAL ACTIVITY



**Schools can be helpful in addressing barriers and identifying effective solutions to work towards improving the health status of children. Recognizing that there is more than one solution to childhood obesity, strategies involving the children, schools, families and communities are more effective in improving health behaviors.**

Programs should have a focus on sustainability beyond one year of funding. This could include the adoption of a new, evidence-based curriculum, an assessment of Healthy Eating and Physical Activity levels for students, professional development opportunities for staff, and increasing the use of facilities to promote lifelong, healthy behaviors. To reverse the obesity epidemic, places and practices need to support healthy eating and active living in many settings. Below are examples of recommended programs to prevent obesity.

Remember, grants for equipment will only be awarded if used along with an evidence-based physical activity program such as those described below. These programs may be purchased by schools and/or school districts. Please submit a copy of your completed order form with your application.

1. **Fitnessgram software assessment and reporting tools** ([www.fitnessgram.net](http://www.fitnessgram.net)). Fitnessgram is a comprehensive educational, reporting and promotional tool used to assess physical fitness and physical activity levels for children. It is the most widely used children's health-related physical fitness assessment in the world.
2. **SPARK** available from [www.sparkpe.org](http://www.sparkpe.org). SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK strives to improve the health of children, adolescents, and

adults by disseminating evidence-based *Physical Education, After School, Early Childhood, and Coordinated School Health* programs to teachers and recreation leaders serving Pre-K through 12th grade students.

3. **Take 10!** [www.take10.net](http://www.take10.net). TAKE 10! integrates grade-specific academic learning objectives with short periods of structured physical activity in the K-5 classroom.
4. **CATCH** [www.catchusa.org](http://www.catchusa.org). The CATCH Program for schools is based on the CDC coordinated school health model (as it relates to physical activity and diet) in which eight components work interactively to educate young people about and provide support for a healthful lifestyle. CATCH employs a holistic approach to child health promotion by targeting multiple aspects of the school environment.
5. **We Can! (Ways to Enhance Children's Activity & Nutrition)** is a national movement designed to give parents, caregivers, and entire communities a way to help children 8 to 13 years old stay at a healthy weight. Science-based educational programs, support materials, training opportunities, and other resources to support programming for youth, parents, and families in the community are available at [www.nhlbi.nih.gov/health/public/heart/obesity/wecan/](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/).
6. **The Alliance for a Healthier Generation** is an excellent resource that includes videos, printable resources, websites, and curricula to help you make healthy changes at your school and out-of-school time setting. Their Healthy Schools Program Framework of Best Practices is a collaboration with the CDC designed to assess health and wellness at your school at the building and district level. More information is available at [www.healthiergeneration.org](http://www.healthiergeneration.org).

**7. Healthy Champions Program** is available free to you. Through outreach events, this program provides tools and resources for making behavior changes to support increasing consumption of fruits and vegetables, making better beverage choices, understanding proper portion size, increasing minutes of daily physical activity, and recognizing the need to balance calories consumed through food/drink versus calories burned through physical activity and growth. Check out [www.pennstatehershey.org/PROwellness/champs](http://www.pennstatehershey.org/PROwellness/champs) for more information.

**8. Robert Wood Johnson Foundation Roadmaps to Health: What works for Health** is an excellent resource that provides information on programs that are proven to work at improving health outcomes. It includes a list of various interventions with their expected beneficial outcomes and the evidence for effectiveness. Look to this resource for information on school breakfast programs, active recess interventions, enhancing quality physical education and more. [www.countyhealthrankings.org/policies](http://www.countyhealthrankings.org/policies)

**9. 5-2-1-0 Let's Go!** helps kids and families eat healthy and be active. They partner with teachers, doctors, child care providers, and community organizations to help share the same four healthy habits of "5 2 1 0" every day. [www.letsgo.org](http://www.letsgo.org)

**10. Playworks Pro** helps schools and youth organizations around the country create theirs through hands-on professional development workshops and collaborative consultation. Built on best practices in youth development, we teach essential skills that transform playgrounds, and change lives. All of our programs are taught by professional trainers and have been carefully designed to impart tangible tools. Our objective is for your staff to become more successful in helping youth play well together, share, resolve conflicts, and develop leadership. [www.playworks.org/communities/pennsylvania/about/training](http://www.playworks.org/communities/pennsylvania/about/training)

## INDIVIDUAL LEVEL

For one or two classes impacted by grant funding, provide aggregate student level data that demonstrates a change as a result of your project. **Examples** include: Fitnessgram data before and after grant funding in one of three areas (aerobic capacity; muscle strength, endurance, and flexibility; and body composition).

### A report may look something like this:

*3rd grade class of 27 students, 16/27 showed improvement in aerobic capacity and 14/27 showed improvement in number of push-ups. A 5th grade class of 32 students, 20/32 showed improved in PACER score, 12/32 showed improvement in trunk lift.*

## CHECKLIST:

Does your program (*check all that apply*):

- ☐ Improve children's nutrition and physical activity in schools through healthier school foods and physical education classes that accommodate the health and nutrition needs of all students?
- ☐ Provide spaces and facilities for physical activity (including playgrounds and sports fields) that meet or exceed recommended safety standards?
- ☐ Support quality daily physical education in schools?
- ☐ Make school's physical activity spaces available before and after school hours?
- ☐ Use existing data to create school-based prevention, physical activity and nutrition programs?
- ☐ Engage students in at least 60 minutes or more of physical activity every day?
- ☐ Offer professional education for school personnel?
- ☐ Incorporate health, safety and wellness into student curriculum?
- ☐ Collect baseline and post program data?

## METRICS:

The table below provides metrics for Healthy Eating and Physical Activity that can be used to evaluate your program at the **school or district level**. These can be used in addition to the evaluation component of any evidence-based program you may use. **Select all that apply.**

Baseline and post-program data should be reported in aggregate. This means that if your program targets 300 K-5th grade students, your reported data could look similar to the following examples:

- 0/50 (baseline) Kindergartners participated in SPARK PE curriculum; 50/50 (post) Kindergartners participated in the SPARK PE curriculum.
- 40/50 1st grade students had increases in the number of push-ups completed from pre- to post. 10/50 (baseline) 4th grade students reported eating 5 servings of vegetables per day. 38/50 (post) 4th grade students reported eating 5 servings of vegetables per day following the program.

Increase student use of fitness assessments	Agree or Disagree
Increase or enhance physical education and activity during school	Agree or Disagree
Provide education on nutrition or physical activity to staff.	Agree or Disagree
Increase staff and/or student access to fruits or vegetables.	Agree or Disagree
Limit unhealthy foods sold at school	Agree or Disagree
Implement or enhance nutrition education for students	Agree or Disagree
Select all the grades that this program intends to reach.	K-12
Describe the school policy changes made as a result of your awarded program	





## ENVIRONMENTAL HEALTH



**A continued investment in Building Sustainable and Lasting Changes in Schools will provide an atmosphere in which students can learn and thrive in a building that contains no environmental contaminants or hazards.**

**In this environment, students can practice what they learn about making healthy decisions and staff can practice and model healthy behavior.**

A safe space is also created where students, faculty and staff can network with parents and the community to share best practices. Building Sustainable and Lasting Changes in Schools decreases absenteeism, improves student achievement and productivity of faculty and staff. We know that many schools have made great progress in increasing healthier and safer environments for students. Below are resources available to schools at no cost.

1. Controlling asthma in schools using the **CDC's National Asthma Control Program**, [www.cdc.gov/asthma/](http://www.cdc.gov/asthma/). CDC's National Asthma Control Program (NACP) plays a pivotal role in promoting asthma-friendly schools. Asthma-friendly schools are those that make the effort to create safe and supportive learning environments for students with asthma. They have policies and procedures that allow students to manage their asthma. CDC developed several tools to help schools and districts become more asthma-friendly accessible at no cost to schools from [www.cdc.gov/asthma/pdfs/schools\\_fact\\_sheet.pdf](http://www.cdc.gov/asthma/pdfs/schools_fact_sheet.pdf)
2. **Environmental Protection Agency's Tools for Schools Program**, [www.epa.gov/schools](http://www.epa.gov/schools). Use the IAQ Tools for Schools Framework and search the website to download, at no cost, valuable resources

for managing indoor air quality, school chemicals, and clean school buses. The Healthy School Environments Assessment Tool (HealthySEATv2) is an easy to use software program. HealthySEAT is a free download that is fully customizable and designed to help school districts evaluate and manage ALL of their environmental, safety and health issues.

3. **Collaborative for High Performance Schools (CHPS)**, [www.chps.net/dev/Drupal/node](http://www.chps.net/dev/Drupal/node). CHPS provides many free resources to schools, school districts and professionals about all aspects of high performance school design, construction and operation. CHPS offers a six-volume best practices manual, training and conferences, a high performance building rating, and other tools for creating healthy, green schools.
4. **The USGS Water Science School**, U.S. Geological Survey's (USGS) Water Science School. USGS Education contains lesson plans and knowledge assessments for Grades K-12 and is accessible at no cost to schools at <http://education.usgs.gov/>.
5. **Healthy Schools PA**, a program of Women for a Healthy Environment (WHE), launched a Fragrance-Free Schools Initiative to educate school personnel, parents, and students about the harmful health effects of fragranced products in schools and actions they can take to improve indoor air quality and the health of all those who visit school buildings. Visit [www.HealthySchoolsPA.org](http://www.HealthySchoolsPA.org) to download the toolkit and learn tips for creating fragrance-free schools. Contact WHE staff at (412) 404-2872 to schedule a presentation for faculty, parents and/or students.

## METRICS:

The table below provides metrics for Environmental Health that can be used to evaluate your program at the **school or district level**. These can be used in addition to the evaluation component of any evidence-based program you may use. **Select all that apply.**

School policy changes? Y or N	Describe	# of students impacted and how were they impacted?
Reduce exposure to environmental toxins by purchasing recycled, biodegradable or third-party certified building products or school supplies? Y or N	Describe	Air quality data (baseline and change)
Funded technical assistance to assist with making changes? Y or N	Describe	What was the result of the technical assistance?
Implement a program to recycle or reduce waste (such as composting)? Y or N	Describe	# of students impacted and how were they impacted?
Improve student transportation, such as creating safe routes to school or posting no idling signs? Y or N	Describe	# of students impacted and how were they impacted?
Create safe schools grounds by inspecting playground equipment for toxins/hazards or prohibiting pesticides on school grounds? Y or N	Describe	# of students impacted?
Implemented school-based asthma program? Y or N	Describe	# of students impacted?
Make safe, unflavored drinking water available to students throughout the day? Y or N	Describe	Water quality data
Implement an indoor air quality management plan? Y or N	Describe	Percentage of particulate matter
Create Green Spaces for Learning (such as a school garden) and Green Spaces for Physical Activity? Y or N	Describe	# spaces available

## CHECKLIST:

Does your program (*check all that apply*):

- |  |  |
|--|--|
| <input type="checkbox"/> Implement school-based asthma policies and asthma management?           | <input type="checkbox"/> Monitor air quality in schools?   |
| <input type="checkbox"/> Promote self-management and education for students?                     | <input type="checkbox"/> Promote water consumption in schools as an alternative to sodas and sugar sweetened drinks? |
| <input type="checkbox"/> Offer school nurse education?   | <input type="checkbox"/> Make bottled water available during school meals?   |
| <input type="checkbox"/> Provide standardized asthma action plans for school nurses and faculty? | <input type="checkbox"/> Increase access to clean drinking water and clean water fountains?                          |
| <input type="checkbox"/> Use evidence-based asthma prevention interventions?                     | <input type="checkbox"/> Improve school filtration system?   |
| <input type="checkbox"/> Offer asthma training for families and/or school staff?                 | <input type="checkbox"/> Provide professional development for school personnel?                                      |

## BUILDING SUSTAINABLE AND LASTING CHANGES IN SCHOOLS APPLICATION GUIDELINES:

The Application is available online only at <https://highmarkfoundationrfp.versaic.com>.

**FOLLOW THE INSTRUCTIONS TO FIRST CREATE AN ACCOUNT. Incomplete applications will not be considered. If you have questions, please contact the Highmark Foundation at 1-866-594-1730 or [info@highmarkfoundation.org](mailto:info@highmarkfoundation.org).**

Highmark Foundation Building Sustainable and Lasting Changes in Schools grants will be awarded to schools or school districts based on the merits of the proposal as defined in the following Application Guidelines.

1. Highmark Foundation review committee will be looking for the following elements in your application:
  - A. Is the program well-conceived, well-planned and does it show an understanding of the children's health issues addressed in the proposal?
  - B. Does the school or school district have the capacity to carry out the program?
  - C. Does the program have a solid evaluation plan?
  - D. Is the budget submitted appropriate for the overall program?
  - E. Is the timeline realistic for the activities proposed?
2. Public school districts and private, parochial and charter schools grades K-12 within the 62 counties in Pennsylvania served by Highmark Inc. and all counties (55) in West Virginia are eligible to apply.
3. Applications are currently being accepted for the 2016-2017 school year until **Friday, March 18, 2016**. Awards will be announced on or about June 30, 2016.
4. The grant review process varies depending on the completeness of your application. If your school or district is awarded a grant, the grant check will be included in your award letter. Please be sure to complete and attach the signed Terms and Conditions document which is found online with the application.
5. Funded programs must begin within two (2) months of receiving the award. Funding is provided for a maximum of 12 months. Funds may not be carried over into the next school year. For questions or additional information about the Highmark Foundation's Building Sustainable and Lasting Changes in Schools grant program, call the toll-free telephone number: 1-866-594-1730 or E-mail: [info@highmarkfoundation.org](mailto:info@highmarkfoundation.org).



Please complete the **Building Sustainable and Lasting Changes in Schools** application online. Application is available at <https://highmarkfoundationrfp.versaic.com>.

## Western Pennsylvania

Counties served: Allegheny, Armstrong, Beaver, Bedford, Blair, Butler, Cambria, Cameron, Clarion, Clearfield, Crawford, Erie, Elk, Fayette, Forest, Greene, Huntingdon, Indiana, Jefferson, Lawrence, McKean, Mercer, Potter, Somerset, Venango, Warren, Westmoreland and Washington

## Central Pennsylvania

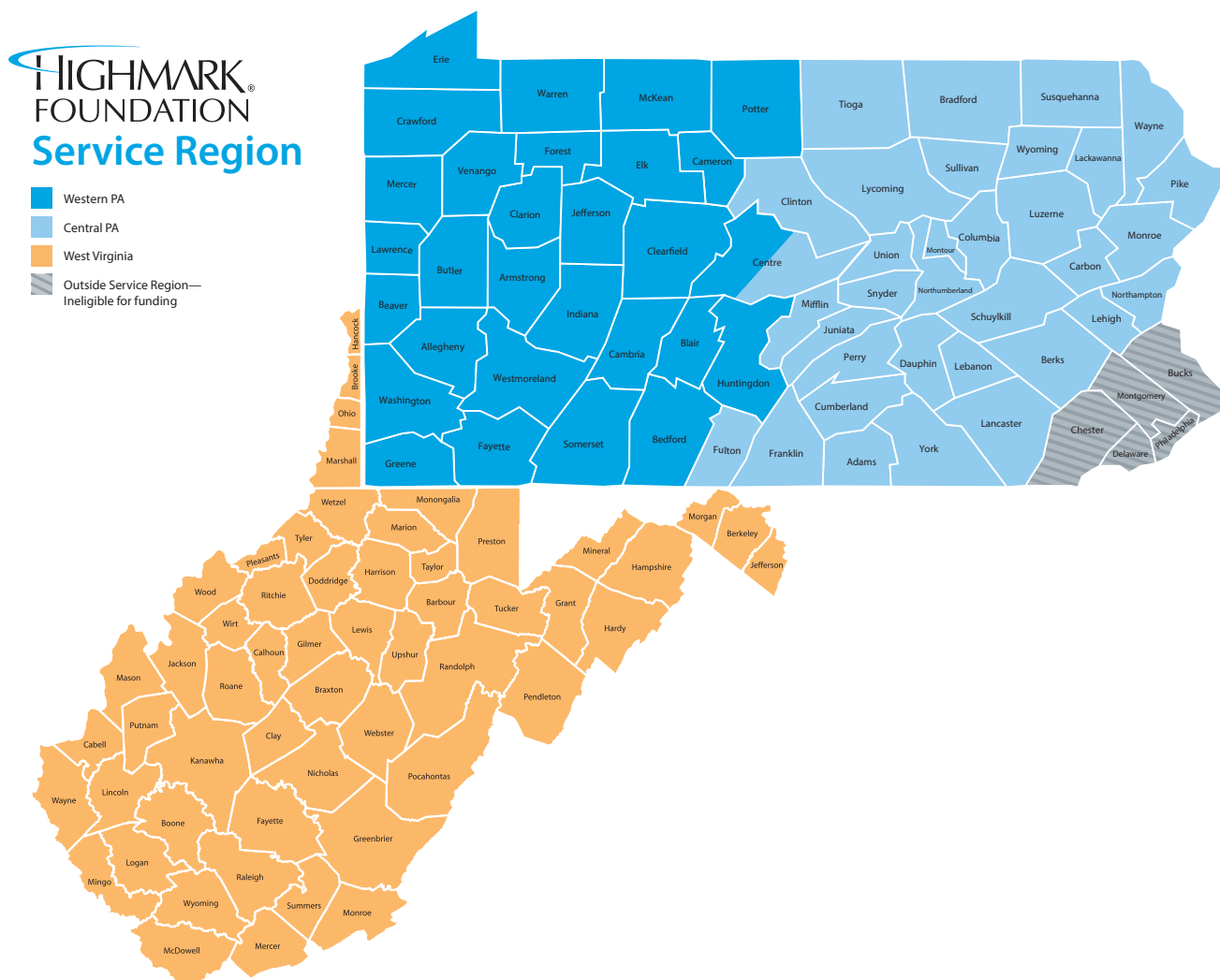
Counties served: Adams, Berks, Centre, Columbia, Cumberland, Dauphin, Franklin, Fulton, Juniata, Lancaster, Lebanon, Lehigh, Mifflin, Montour, Northampton, Northumberland, Perry, Schuylkill, Snyder, Union and York

## Northeast Pennsylvania

Counties served: Bradford, Carbon, Clinton, Lackawanna, Luzerne, Lycoming, Monroe, Pike, Sullivan, Susquehanna, Tioga, Wayne, Wyoming

## West Virginia

All counties in West Virginia are eligible to apply



# Advancing Excellence in School Nursing

**Application Deadline: Thursday, March 31, 2016**



## 2016 AWARDS NOMINATIONS



**For many children, school nurses play a vital role in keeping kids healthy while maintaining a strong well-being for academic success. Increased attention has focused on the schools as a site where prevention, early intervention, and primary care can occur.**

School nurses are important leaders regarding adolescent health and wellness. They often have a huge impact on wellness priorities and policies and exhibit leadership by creating a culture of health and wellness. This is accomplished by implementing strategies that promote student and staff health and safety. The school nurse as a leader coordinates all school health programs including, but not limited to:

- Health Services—Manages health services program and provides nursing care
- Health Education—Provides health education to students, staff and parents
- Healthy Environment—Identifies school health and safety concerns and promotes a nurturing social environment
- Nutritional Services—Supports healthy food services
- Physical Education/Activity—Promotes healthy physical education, sports policies and practices
- Counseling—Provides health counseling, assesses mental health needs, provides interventions and refers students to appropriate school staff or community agencies
- Parent/Community Involvement—Promotes community involvement in assuring a healthy school, serves as school liaison to a health advisory committee.
- Wellness—Provides health education and counseling, promotes healthy activities and environment to develop staff wellness programs

The Highmark Foundation Advancing Excellence in School Nursing Awards applauds those devoted school nurses who exhibit leadership and passion and work tirelessly to keep our children healthy.

We are honored to recognize those who are working every day to advance good health within our schools and **WE NEED YOUR SUPPORT!**

The Highmark Foundation is seeking nominations for the Advancing Excellence in School Nursing Awards. The Highmark Foundation will choose up to six (6) winners from the nominees representing school districts in Highmark Foundation's service regions — western Pennsylvania, central Pennsylvania and West Virginia.

Use the online application to nominate a school nurse and tell us why your school nurse deserves the 2016 Advancing Excellence in School Nursing Award.

Application is available at

**<https://highmarkfoundationrfp.versaic.com>.**

Nominations accepted for one of the following categories:

- School Nursing Practice & Leadership Award
- Transformation Award
- Spirit of the Year Award
- Collaboration Award
- School Nursing Advocacy Award





# ADVANCING EXCELLENCE IN SCHOOL NURSING AWARD

## Criteria and Guidelines

You may nominate a school nurse for ONE of the following categories. In addition to demonstrating a proven track record in the chosen category, the nominee must also:

- Have at least five years' experience as a school nurse;
- Is currently practicing as a school nurse within Highmark Foundation's service region (western Pennsylvania, central Pennsylvania and West Virginia);  
\*\*More than 50% of nominee's time should be spent in direct care.
- Have recommendations letter(s) demonstrating support written by a principal or school administrator.

### 1. School Nursing Practice & Leadership Award:

- Practice and leadership in school health;
- Evidence of special qualities of care and compassion;
- Published research

### 2. Transformation Award:

- Rethinking the delivery of school health services;
- Reimagining how health care services can provide prevention services to students;
- Advancing school nursing profession by sharing best practices and new innovations

### 3. Spirit of the Year Award:

- Love for school nursing profession;
- Caring and compassion for student, staff and families;
- Willing to learn;
- True team player;
- Serves as role model;

### 4. Collaboration Award:

- Partnerships with other school districts, health providers, school based health systems, external resources;
- Goes above and beyond norm to find resources and assistance for students, staff, and families

### 5. School Nursing Advocacy Award:

- Proven advocacy efforts on the national, state or local level
- Legislative issues that impact school nursing services/ student health, etc.

### Procedure for Submitting an Application:

Nominations can be made by school nurse colleagues, school staff, administrators, supervisors, teachers, parents, students, community members, or others.

- Describe a specific activity in which the nominee has actively and substantially impacted the health of children he/she serves (300 words or less).
- Provide an example of how the nominee's behavior has influenced school nursing.
  - Demonstrates best practices in school nursing
  - Uses creative resources, both human and material, to improve the school health program
  - Promotes excellence in student health and wellness

Attachments for the application (required):

- Current resume including education, awards, committees, membership in professional organizations, certifications, etc.
- No more than three (3) letters of recommendation.
- Current high-resolution digital photo of nominee (camera-ready headshot).

**Information MUST BE SUBMITTED VIA THE ONLINE APPLICATION which is found at <https://highmarkfoundationrfp.versaic.com>.**

**Deadline for submission: Thursday, March 31, 2016**

*Winners will be announced on Wednesday, May 11, 2016 to celebrate National School Nurse Day through coordinated communications including press releases, social media, and website.*

*Award presentations will take place at the awardees' school on a date mutually agreed to by Highmark Foundation and School Administration.*

# Meeting Health Needs Through Supportive Services

**Applications are approved on a rolling basis and  
are accepted until December 31, 2016**



# MEETING HEALTH NEEDS THROUGH SUPPORTIVE SERVICES



Children spend seven to eight hours a day five days a week in school under the care and supervision of teachers, administrators and school nurses. Schools also play a critical role in promoting health and safety of young people and helping them establish lifelong healthy behaviors. Schools today are responsible for more than providing a place for students to learn. Most are also resources for improving or changing life outcomes and more often are charged with meeting the social and supportive health needs of vulnerable students and communities.

The Highmark Foundation has an extensive history of supporting schools with a strong focus on encouraging adoption of best practices that address critical health issues affecting children. Through the Creating a Healthy School Environment grant program, Highmark Foundation's goal is to provide schools with the necessary resources needed to best meet students' needs.

Meeting Health Needs through Supportive Services is a strategy to support economically disadvantaged school districts and high needs schools with supplementary assistance through grants to meet basic student health needs. The Highmark Foundation has made available \$75,000 to schools in central and western Pennsylvania and West Virginia. Schools are invited to apply for up to \$1,000 to assist with purchasing items that impact the health of students. Applications will be considered based on demonstrated need and established guidelines.

**Definition of a High Needs School:** A high needs school is defined as:

- Being within the top quartile of elementary and secondary schools statewide, as ranked by the number of unfilled, available teacher positions.
- Located in an area where at least 30 percent of students come from families with incomes below the poverty line.
- Low academic performance.
- Located in an area with a high percentage of out-of-field-teachers, high teacher turnover rate, or a high percentage of teachers who are not certified or licensed.
- Unable to fill job vacancies or retain teachers, have teachers who are not qualified or teachers who teach in subjects outside their field.
- High needs schools are defined as public schools where more than 75 percent of the students are eligible for free or reduced lunch.

#### Sources:

1. High Needs Schools. Teach.com website. <http://teach.com/why-teach-high-needs-schools>.
2. Concentration of Public School Students Eligible for Free or Reduced Price Lunch. National Center for Education Statistics website, Updated May 2015. [https://nces.ed.gov/programs/coe/pdf/coe\\_clb.pdf](https://nces.ed.gov/programs/coe/pdf/coe_clb.pdf)

## GRANT CRITERIA:

School is categorized as a *High Needs* school.

School is located in the Highmark Foundation service region on page 16.

**The application is available online only at <https://highmarkfoundationrfp.versaic.com>.**

Meeting Needs through Supportive Services grants will be awarded to schools based on the merits of the proposal and demonstrated need. Grants are awarded on a rolling basis throughout the year and generally take 2-4 weeks for review and processing.

**FOLLOW THESE INSTRUCTIONS TO FIRST CREATE AN ACCOUNT.** Incomplete applications will not be considered. If you have questions, please contact the Highmark Foundation at 1-866-594-1730 or via email at [info@highmarkfoundation.org](mailto:info@highmarkfoundation.org).



[www.highmarkfoundation.org](http://www.highmarkfoundation.org)

1-866-594-1730