Healthy Out-of-School Time (HOST) Model Wellness Policy

POLICY GUIDANCE

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OVERVIEW OF THIS DOCUMENT

Out-of-school time (OST) settings* such as academic enrichment programs (e.g., reading or math-focused programs), summer and day camps, specialty programs (e.g., sports teams, science, technology, engineering and math (STEM) programs and arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers*, Boys & Girls Clubs* and recreation agencies*), provide critical opportunities to support students’ academic and emotional development. They are also ideal places to teach and reinforce healthy habits.

A wellness policy is a written document outlining a children and youth-serving organization’s policies and practices related to the health and wellness environment. Each local education agency* (LEA) participating in the National School Lunch Program* and/or School Breakfast Program* is required to develop a Local School Wellness Policy* (LWP). Many LWPs include school-based OST in their policy language and invite OST administrators and staff to serve on their District Wellness Committees*. OST administrators should seek out and welcome these opportunities to contribute to the overall health and wellness vision for the district. Schools are not required by federal law to have school-level wellness policies or committees, although some states require schools to do so. In such states, OST administrators and staff should also seek out opportunities to participate on School Wellness Committees*.

Although federal regulations only require the inclusion of nutrition and physical activity in LWPs, many districts and schools include other areas of physical and mental health in order to support the whole child. The Centers for Disease Control and Prevention’s (CDC) Whole School, Whole Community, Whole Child (WSCC) Model* is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-informed* school health policies and practices. OST organizations are a critical part of this model, supporting the academic and health needs of children and youth, especially those facing inequities, before and after school as well as during school vacations and summer.

Whether school-based or not, OST organizations should consider the health and wellness of children and youth participants an essential part of their role. OST organizations should develop organization-wide health and wellness
policies and priorities that also address implementation at the site-level. This document provides model policy language that is aligned with the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards and will assist OST sites in developing strong wellness policies. OST organizations can also act as hubs for community health and wellness and may want to integrate such language into their wellness policies.

In order to ensure that wellness policies are responsive to the needs of their communities, OST organizations should engage a variety of stakeholders in the process of creating and/or updating their wellness policies. This can be done formally through a wellness committee or in a more informal manner. Important stakeholders to engage include:

• caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, relationship to student, etc.)
• students
• OST organization administrators and staff
• school personnel (e.g., principal, school nurse, school counselor or physical education teacher)
• representatives of the school nutrition program (e.g., school nutrition director)
• school board members
• community health professionals (e.g., dietitians, doctors, nurses or dentists)
• general public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, relationship to student, etc.)
• community stakeholders (e.g., Supplemental Nutrition Assistance Program Education (SNAP Ed) coordinators, parks and recreation professionals, youth-serving organization staff, representatives from community-based organizations or local business representatives)

Leveraging available tools and resources from Healthier Generation, OST sites should annually assess the implementation of their wellness policies and provide resources and support to ensure progress towards best practices across all sites. Healthier Generation's Healthy-Out-of-School Time Initiative supports program leaders in creating stimulating, healthy environments that help kids eat better and move more in ways that support their social, emotional and academic development. Guided by the latest research and lessons learned from local implementation, Healthier Generation helps staff, children, youth and caregivers work together to create lasting change.

In addition to opportunities for healthy eating and physical activity, OST organizations provide protective factors for students such as safe and supportive environments and positive relationships with staff and peers. Additionally, they help build up kids’ individual-level protective factors including confidence, agency, responsible decision making and interpersonal skills.

Therefore, when creating an OST Wellness Policy, organizations should consider the important role that they play in supporting the whole child and consider including language in their policies that address other areas of child and youth development such as mental and social-emotional health (SEH).

Within this Model OST Wellness Policy, language is provided to support OST providers in promoting
SEH while implementing nutrition and physical activity opportunities. Healthier Generation also suggests that OST programs incorporate specific language within wellness policies that address the social-emotional climate* of their OST sites, to ensure that all children and youth in their care feel safe and supported. Examples of such language include:

- the OST program will establish anti-bullying policies and identify and implement site-level approaches to prevent and address harassment, bullying and cyberbullying
- the OST program will ensure that all staff are promoting positive relationships between students and employees
- the OST program will ensure that all staff are promoting the engagement of all students in school activities through diversity and inclusion practices*
- the OST program will ensure that all OST staff explicitly teach, model and reinforce social-emotional learning* (SEL) competencies
- all OST staff will be trained on these practices, including incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices

Healthier Generation and our partners have created a variety of resources to help OST providers support children and youth’s SEH and integrate social-emotional learning into OST environments and activities. The Healthy Out-of-School Time Roadmaps are aligned with the recently-refreshed HEPA standards and include tips to take action, training for staff and resources to explore. In collaboration with the Collaborative for Academic, Social, and Emotional Learning (CASEL), each roadmap also includes guidance on integrating SEH into a healthier OST environment for kids. Integrating STEM and SEL with wellness connects OST providers with a variety of valuable resources to use with their students.

Engaging with the community about the content and implementation of wellness policies is critical to community buy-in and the ultimate success of achieving healthier OST environments. Communications should include information about the process of creating and updating the policy, progress towards meeting the goals of the policy and ways for the community to get involved or provide feedback. It is critical that that communications are culturally and linguistically applicable to the community and that communication methods are appropriate to ensure that all caregivers have access to the information. Multiple methods should be used to distribute this information to the community, including but not limited to:

- electronic mechanisms such as email
- displaying notices on the organization website
- non-electronic mechanisms such as newsletters or bulletin boards
- presentations to caregivers
- sending information home to caregivers

Each OST organization will need to tailor its policies to the needs of its community while understanding that implementation methods will vary across organizations and sites. If you have questions about revising or implementing your OST Wellness Policy, please review our Healthy Out-of-School Time Implementation Guide or contact Healthier Generation’s National Advisors for technical assistance and support.
MODEL HOST WELLNESS POLICY

I. PREAMBLE

[Name of out-of-school time organization] (“our organization”) is committed to the optimal academic and social development of every student. Our organization believes that for children and youth to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting out-of-school time (OST) environments in all locations and at all times during which children and youth are participating in our programs. In addition, we will strive towards a focus on health equity* and ensuring that health and wellness efforts are equally accessible to all children, youth and staff across our programming, particularly those who are experiencing societal inequities affecting health.

This policy outlines our approach to ensuring there are environments and opportunities for all participants to practice healthy eating and physical activity behaviors that promote social-emotional development in OST settings. This policy establishes goals and procedures to ensure that:

• children and youth participating in our OST programs have access to healthy foods throughout their time with us—both through the United States Department of Agriculture (USDA) child nutrition programs* and through other foods served, sold or made available throughout our organization’s campus—following federal and state nutrition standards
• children and youth participating in our OST programs receive quality nutrition education* that helps them develop lifelong healthy eating behaviors
• children and youth participating in our OST programs have opportunities to be physically active while engaged in our programming
• site staff, community partners and stakeholders engage in healthy eating, physical activity promotion and other activities that promote wellness among program participants
• OST staff are encouraged to and supported in practicing healthy eating and physical activity behaviors
• the community is engaged in supporting the work of our organization to create continuity between schools and OST settings, allowing program staff and participants to practice lifelong healthy habits
• our organization establishes and maintains an infrastructure for management, oversight, implementation, communication and monitoring of this policy including its established goals and objectives

This policy applies to all children, youth, staff and volunteers that work or participate in our organization’s programs, in all locations in which our programs operate.
II. HEALTHY EATING CONTENT AND QUALITY

Meals and Snacks
In alignment with the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards, our organization serves foods and beverages in amounts and types that promote lifelong health and reduce the risk of chronic disease. To support this, our organization ensures all foods and beverages served, offered and sold follow the Dietary Guidelines for Americans* (DGA) and the federal child nutrition programs and standards the DGAs inform including the National School Lunch Program, Child and Adult Care Food Program*, Summer Food Service Program* and the Smart Snacks in School* nutrition standards. Our programs comply with all state and local food safety regulations.

Additionally, our organization will:
• serve a fruit or vegetable at every snack or meal (fruits and vegetables may be fresh, frozen or dried with no added sweeteners, or canned in 100% juice or water)
• not serve pre-fried foods or foods with artificial trans fats
• serve dairy or dairy-alternative products that are plain, 1% low-fat or fat-free and do not have added flavors, sugars or artificial ingredients
• allow easy access to plain or naturally flavored non-carbonated drinking water
• serve only foods that do not list added sugars* among the first three ingredients in the ingredient list
• provide dietary accommodations for food allergies or intolerances and religious or cultural preferences
• incorporate seasonal and locally produced foods

Nutrition Education
Our organization offers developmentally-appropriate, culturally relevant and evidence-informed nutrition education that provides children and youth with the knowledge and skills necessary to promote and protect their health.

Education or enrichment activities:
• will be developed and/or delivered by qualified personnel (e.g., program staff trained in the curricula or activities delivered, registered dietitians, Cooperative Extension* staff or staff of an evidence-informed public health organization with children and youth development education or experience)
• connect to or integrate into existing programming such as tutoring, homework, science, technology, engineering and math (STEM), creative arts and other enrichment activities
• will not support a specific industry or agenda (i.e., utilize activities or materials that are the product of a food, beverage or dietary supplement company)

Celebrations, Rewards and Fundraising
Our organization ensures that messages related to food and nutrition are consistent across all activities and in all environments in which children and youth are engaged in our programming. To support this approach:
• fundraisers will be limited to foods and beverages that align with Smart Snacks in School nutrition standards or non-food items
• all events and celebrations that serve or sell foods and beverages will only sell foods or beverages that meet Smart Snacks in School standards. Staff, volunteers and caregivers will be provided with a list of healthy and non-food party ideas
III. PHYSICAL ACTIVITY CONTENT AND QUALITY

In alignment with the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards, our organization provides physical activity (PA) that promotes lifelong health and reduces the risk of chronic disease. Our organization's PA offerings align with 2018 United States Department of Health and Human Services Physical Activity Guidelines and contribute to children and youth obtaining at least 60 minutes of PA per day. Our organization encourages children and youth to be physically active by offering developmentally-appropriate and inclusive physical activities, games and sports that provide children and youth with the knowledge and skills necessary to enjoy being physically active throughout their lives. This includes ensuring physical activities are developed and/or delivered by qualified personnel and are connected to or integrated into existing programming such as tutoring, homework, STEM, creative arts and other enrichment activities.

To accomplish this, our organization requires that all program sites:

- plan and provide time for PA by dedicating at least 20% of before- or after-school program time to PA with at least 50% of this time dedicated to moderate to vigorous physical activity* (MVPA) (see below for additional guidance)
  - 1-hour program – at least 10 minutes PA (5 of 10 minutes MVPA)
  - 2-hour program – at least 20 minutes PA (10 of 20 minutes MVPA)
  - 3-hour program – at least 30 minutes PA (15 of 30 minutes MVPA)
  - 4-hour program – at least 40 minutes PA (20 of 40 minutes MVPA)
  - 5-hour (or more) program – at least 60 minutes PA (30 of 60 minutes MVPA)
- offer daily PA including a variety of options aimed at engaging children and youth in fun aerobic (e.g., swimming, jogging, dancing and bicycling) and age-appropriate bone- and muscle-strengthening (e.g., jump rope, push-ups and sit-ups) activities
- offer daily outdoor physical activity (students will be allowed outside except when outdoor temperature is below 30 degrees Fahrenheit, inclusive of wind chill factors; during “code orange” or “code red” days; during storms with lightning or thunder; or at the discretion of the building administrator based on his/her/their best judgment of safety conditions)
- offer free play with space available for unstructured or organized activities that involve all children and youth
- offer non-competitive activities (e.g., walking, yoga, swimming and dancing)
- offer activities that are adaptable, accessible and inclusive of children and youth of all abilities, including those with physical, sensory and intellectual disabilities
- integrate PA with enrichment, academic or recreation content
- ensure that PA is goal-driven, planned, sequentially designed and delivered, and available to all children and youth
- ensure that PA is directed by trained staff and grouped by age and skill level
- ensure that digital devices are only used for homework, research or digital learning that is active rather than passive (i.e., no television or movies allowed) and limit daily total screen time to:
  - 1-2-hour program – no more than 40 minutes
  - 3-hour (or more) program – no more than 60 minutes
IV. SOCIAL SUPPORTS

All staff and volunteers within our organization will create a culture that supports and promotes healthy eating and physical activity, as well as positive relationships among staff, children and youth, caregivers and the community. This includes:

- having children and youth participate in food and beverage selection, distribution, preparation and/or clean-up
- refraining from using food as a reward or withholding food or physical activity as a punishment (see non-food rewards)
- ensuring that staff members promote the importance of healthy eating and PA by sitting and interacting with children and youth during snacks and meals as well as participating in PA with them
- ensuring that staff members discuss the benefits of the healthy eating and PA expectations within program policies with children, youth and their caregivers
- ensuring that all food and beverages served, offered or sold during program-sponsored family or community celebrations or in staff-only spaces (including staff lounges) reflect and reinforce the requirements of this policy
- providing caregivers with information about and examples of approved foods and beverages served and PA opportunities offered through appropriate communication channels (e.g., email, website, newsletters, presentations to caregivers, sending information home to caregivers and announcements at caregiver/community events)
- including caregiver engagement components as part of nutrition education and PA activities and ensuring that all caregivers are actively notified of opportunities to participate in these activities through the communications channels listed above
- developing opportunities for caregivers and community members to support healthy eating and PA in our programs, the community and at home
- developing or enhancing relationships with community partners (e.g., hospitals, universities/colleges and local businesses) in support of this policy’s implementation and regularly evaluating these relationships to ensure that they are consistent with this wellness policy
V. PROGRAM SUPPORTS

Our organization ensures infrastructure including leadership, management and budgeting practices support and promote healthy eating and PA. This includes:

- ensuring budgets are adequate to provide healthy foods and beverages and PA experiences consistent with best practices as outlined in this policy
- regularly assessing implementation of the policy and engaging in action planning and program improvement strategies that support healthy eating and PA
- ensuring leadership supports continuous food, beverage and PA quality improvement through observations, staff coaching and progress monitoring
- promoting and encouraging healthy eating and PA among staff
- ensuring access to adequate food preparation and storage space though formal or informal shared use agreements*
- pursuing procurement strategies that support healthy eating such as bulk purchasing and partnerships with food banks, farms and gardens
- accessing Child Nutrition Programs such as the National School Lunch Program, Child and Adult Care Food Program, and Summer Food Service Program to maximize the number of nutritious meals and snacks provided
- having liability and risk management policies that enable staff members to participate in PA with children and youth

VI. ENVIRONMENTAL SUPPORTS

Our organization ensures that the physical spaces of our OST programs support and promote healthy eating and PA. This includes:

- giving children and youth access to foods and beverages, including through vending machines, stores, food carts, and concession stands, that are consistent with this policy
- ensuring that children and youth are exposed to posters, pictures and books that promote positive messages about healthy eating and safe and developmentally-appropriate PA
- ensuring that there is adequate food preparation and storage space to support healthy eating
- not allowing food and beverage marketing* from companies that produce foods and beverages that are not consistent with this policy
- ensuring adequate types and amounts of equipment for games, activities and sports that support this policy
- ensuring there is adequate indoor and outdoor space for PA consistent with this policy
VII. STAFF TRAINING AND ROLE MODELING

Our organization will ensure that staff participate in evidence-informed training and professional development on healthy eating and PA at least twice per year (once each year per topic). Training and professional development will be comprehensive to support staff knowledge of and competency in practices in alignment with the National AfterSchool Association Healthy Eating and Physical Activity (HEPA) Standards and this policy. Our organization ensures that:

- new staff members will be quickly oriented to and regularly coached on the role that healthy eating, PA and social supports play in supporting healthy behaviors among program participants
- training and professional development will be developed and/or delivered by qualified personnel (e.g., program staff trained in the curricula or activities delivered, registered dietitians, Cooperative Extension staff or staff of an evidence-informed public health organization with children and youth development education or experience, certified physical education teachers, or SHAPE America trainers)
- staff members will be trained on positive guidance techniques that include approaches that teach positive behaviors and apply logical consequences
- staff members will be provided with training on non-food and healthy rewards and alternate strategies as consequences for negative or undesirable behaviors
- there will be no use of training materials that are produced by a food, beverage or dietary supplement company

Staff Role Modeling

Staff model healthy eating and PA behaviors for participants. To support this, our program ensures that:

- when available and appropriate, staff sit and eat daily program snacks or meals with children and youth
- staff discuss the health benefits of snack or meal components and have a process in place for discussing inappropriate food choices
- staff do not bring in/consume personal food or beverages in front of children and youth that do not comply with this wellness policy
- staff promote the importance of PA by participating in PA with children and youth
- staff model PA and positive self-talk during the program
GLOSSARY

21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC) – The 21st Century Community Learning Center initiative is the only federal funding source dedicated exclusively to supporting local afterschool, before-school and summer learning programs. Each state receives funds based on its share of Title I funding to support academic enrichment, drug and violence prevention programs, career and technical programs, counseling programs, art, music, STEM programs as well as physical activity and nutrition education programs for low-income students. Services are also provided to the caregivers of children and youth who are served by the program.

ADDED SUGARS – Added sugars are sugars that are not naturally present in food and thus have been added to food during processing, the cooking process or at the table. The major sources of added sugars are regular soft drinks, candy, cakes, cookies, pies, fruit drinks (fruitades and fruit punch), dairy desserts, milk products (ice cream, sweetened yogurt and sweetened milk) and other grains (cinnamon toast and honey-nut waffles). By contrast, naturally occurring sugars are found naturally in foods such as fruit (fructose) and milk (lactose).

BOYS AND GIRLS CLUBS OF AMERICA (BGA) – Boys and Girls Clubs of America is a national, nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by installing a sense of competence, usefulness, belonging and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

CHILD AND ADULT CARE FOOD PROGRAM (CACFP) – The Child and Adult Care Food Program is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults who are enrolled for care at participating child care centers, daycare homes and adult daycare centers. CACFP also provides reimbursements for meals served to children and youth participating in afterschool care programs.

CHILD NUTRITION PROGRAMS – The Child Nutrition Programs are federally funded programs aimed at providing low-income children and youth with healthy meals and snacks in schools, childcare centers and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program and the Summer Foodservice Program.

COOPERATIVE EXTENSION SYSTEM (CES) – The Cooperative Extension Service, administered by over 130 land grant universities and anchored in all 3,150 counties across the country, is a network of academically trained university faculty and staff who provide a broad array of staff training, curriculum, community collaboration building, evaluation, resource development and other expertise and resources to out-of-school time programs.

DIETARY GUIDELINES FOR AMERICANS (DGA) – The Dietary Guidelines for Americans provides food-based recommendations for people age 2 and older, including those at risk for chronic disease. Its primary focus is promoting overall health and preventing, rather than treating, chronic disease.

DISTRICT WELLNESS COUNCIL (DWC) – A District Wellness Council is sometimes referred to as the School Health Advisory Council (SHAC). It is comprised of district, school and community members who meet at least four times per year to establish district goals and to oversee school health and safety policies and programs, including the development, implementation, evaluation and updates of the district’s Local School Wellness Policy.

DIVERSITY AND INCLUSION PRACTICES – Diversity and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how
programming is presented but also reaching out to people, engaging them in ways that address their needs and perspectives, and encouraging all to become actively involved.

EVIDENCE-INFORMED – Evidence-informed practices use the best available research and practice knowledge to guide program design and implementation. This informed practice allows for innovation while incorporating the lessons learned from the existing research literature. Ideally, evidence-based and evidence-informed programs and practices should be responsive to families’ cultural backgrounds, community values and individual preferences.

FOOD AND BEVERAGE MARKETING – Food and beverage marketing is defined as advertising and other promotion in schools. Food and beverage marketing often includes oral, written or graphic statements made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

HEALTH EQUITY – Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination and their consequences including powerlessness, lack of access to good jobs with fair pay, quality education and housing, safe environments and health care.

LOCAL EDUCATION AGENCY (LEA) – A Local Education Agency is the local/district agency that is responsible for education within a jurisdiction and/or school district.

LOCAL SCHOOL WELLNESS POLICY (LWP) – A local school wellness policy is a written document of official policies that guide a local educational agency (LEA) or school district’s efforts to establish a school environment that promotes students’ health, well-being and ability to learn by supporting healthy eating and physical activity.

MODERATE TO VIGOROUS PHYSICAL ACTIVITY (MVPA) – Moderate to vigorous physical activities cause an increase in heart rate, breathing and body temperature. Breathing hard and sweating lightly should occur when engaged in MVPA.

NATIONAL SCHOOL LUNCH PROGRAM (NSLP) – The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children and youth each school day.

NUTRITION EDUCATION – Nutrition education involves using a curriculum-based model to teach essential knowledge and skills to improve healthy eating habits. Nutrition education can be provided in schools as a separate subject or it can be integrated into other subjects. For example, teaching a science lesson about how food is grown can address science standards while addressing the need to consume fresh fruits and vegetables.

OUT-OF-SCHOOL TIME (OST) SETTINGS – Out-of-school time settings are supervised programs that young people regularly attend when school is not in session. This can include before- and after- school programs on (or offsite from) a school campus or facilities such as academic programs (e.g., reading or math-focused programs), specialty programs (e.g., sports teams, STEM programs or arts enrichment programs) and multipurpose programs that provide an array of activities (e.g., 21st Century Community Learning Centers, Boys & Girls Clubs or YMCAs).

RECREATION AGENCIES – Park and recreation agencies oversee parks and recreation facilities that are for the purposes of leisure, entertainment and recreational pursuits. These may include public spaces and facilities like parks, nature preserves, open space areas, greenways, trails as well as built structures for sport, recreation or arts programs. Examples of services include recreation activity programs, athletic leagues, special events, arts programs and environmental education programs. Many recreation agencies provide OST programming for children and youth.

SCHOOL BREAKFAST PROGRAM (SBP) – The School Breakfast Program is a federally funded meal program that provides free- and reduced-price breakfast meals to low-income students across the country. School breakfast can
be offered in the cafeteria, though many schools offer breakfast in the classroom or through grab-and-go carts to increase participation in the meal programs, and to reduce the stigma of receiving school breakfast.

**SCHOOL WELLNESS COMMITTEE (SWC) –** A School Wellness Committee is a school-level committee that focuses on the health and wellness needs of the student, staff and community partners at a specific school. The SWC is comprised of school staff, students, caregivers and community stakeholders, and supports school-level implementation of the Local School Wellness Policy.

**SHARED USE AGREEMENT (SUA) –** A shared-use agreement is a formal agreement between two separate government entities, often a school district and a city or county, setting forth the terms and conditions for the shared use of public property. Through SUAs, schools can continue to provide their students and the local community with the facilities needed to maintain active and healthy lifestyles after school hours while incurring little to no additional costs.

**SMART SNACKS IN SCHOOL NUTRITION STANDARDS (SSIS OR SMART SNACKS) –** The Smart Snacks in School Nutrition Standards are a set of science-based nutrition standards for all foods and beverages sold to students on the school campus during the school day. These standards, published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010, went into effect July 1, 2014 and are required for all foods and beverages sold outside the school meals programs, including through vending machines, à la carte, school stores, snack or food carts and in-school fundraising.

**SOCIAL-EMOTIONAL CLIMATE –** The social-emotional climate refers to the physical, social, academic and disciplinary environment in a school building, school campus, or out-of-school time site. This includes norms, values, culture, policies, practices, characteristics of relationships and organizational structure. A positive school climate supports the overall mental and physical health of children and youth while meeting their academic needs and ensuring positive interactions between students and staff.

**SOCIAL-EMOTIONAL LEARNING (SEL) –** Social-emotional learning is the process through which children, youth and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**SUMMER FOODSERVICE PROGRAM –** The Summer Food Service Program (SFSP) is a federally funded, state-administered program. SFSP reimburses program operators who serve free, healthy meals and snacks to children and teens in low-income areas during the summer.

**TRAUMA-INFORMED APPROACHES –** Trauma-informed refers to the delivery of services in a way that includes an understanding of trauma and an awareness of the impact it can have across settings, services and populations.

**TRAUMA-SENSITIVE APPROACHES –** Trauma-sensitive approaches ensure that all children and youth feel safe, welcomed and supported. Youth-serving organizations that utilize trauma-sensitive approaches acknowledge the impact of trauma on learning on an organization-wide basis and assist children and youth in managing this trauma as a central part of their educational mission.

**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL –** The Whole School, Whole Community, Whole Child, or WSCC model, is the Centers for Disease Control and Prevention’s framework for addressing health in schools. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices.
APPENDIX: RESOURCES

COUNSELING, PSYCHOLOGICAL AND SOCIAL SERVICES

Helping Traumatized Children: Creating and Advocating for Trauma-Sensitive Schools. Trauma and Learning Policy Initiative. Available at: https://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/

DIVERSITY AND INCLUSION
Diversity and Inclusion Toolkit. National PTA. Available at: https://www.pta.org/home/run-your-pta/Diversity-Inclusion-Toolkit?gclid=Cj0KCQjw-Mr0BRDyARlsAKEfbecAYnR5LJsRTMpD2YD1TzoGQuNeXXcCmTSNuw3LkOFpSFYohcCeUoaAkcqEALw_wcB

HEALTHY CELEBRATIONS, REWARDS AND FUNDRAISING
Celebrations that Support Child Health. Alliance for a Healthier Generation. Available at: https://www.healthiergeneration.org/app/resources/155

Healthy Fundraising Solutions. Alliance for a Healthier Generation. Available at: https://www.healthiergeneration.org/app/resources/128

Healthy Ways to Reward Kids. Alliance for a Healthier Generation. Available at: https://www.healthiergeneration.org/sites/default/files/documents/20180918/caa4189f/Non%20Food%20Rewards.pdf

HEALTHY EATING

HEALTHY OUT-OF-SCHOOL TIME RESOURCES
Healthy Eating and Physical Activity (HEPA) Standards. National AfterSchool Association. Available at: https://indd.adobe.com/view/681ce31e-c7b2-4ab2-983d-d644ff6b71d


NUTRITION EDUCATION
Nutrition Education Resources. Alliance for a Healthier Generation. Available at: https://www.healthiergeneration.org/sites/default/files/documents/20191030/d2d21a4d/Nutrition%20Education%20Resources.pdf

PHYSICAL ACTIVITY

SMART SNACKS IN SCHOOLS

Smart Snacks Product Calculator. Alliance for a Healthier Generation. Available at: https://foodplanner.healthiergeneration.org/calculator/
SOCIAL AND EMOTIONAL LEARNING
Integrating STEM and SEL with Wellness. Alliance for a Healthier Generation. Available at: https://www.healthiergeneration.org/app/resources/236


Sanford Harmony Social Emotional Learning Program. Sanford Harmony. Available at: https://www.sanfordharmony.org/

WELLNESS COMMITTEES

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL
Whole School, Whole Community, Whole Child Model. Centers for Disease Control and Prevention. Available at: https://www.cdc.gov/healthyschools/wscc/index.htm


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ALLISON COLMAN, Director of Health, National Recreation and Park Association

GEORGIA HALL, PHD, Director and Senior Research Scientist, National Institute on Out-of-School Time

HEIDI HAM, Vice President of Programs and Strategy, National AfterSchool Association

MAUREEN NEUMANN, Program Manager, National Recreation and Park Association

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