

CHILDREN'S HEALTHY LIVING POLICY RESOURCE GUIDE



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Children's Healthy Living Program
for Remote Underserved Minority Populations
in the Pacific Region

Enhancing child wellness!

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OVERVIEW

The goal of the Children's Healthy Living Program (CHL) is to achieve healthy weight in young children (ages 2 to 8 years) through promoting six behaviors:

1. Increase consumption of fruits and vegetables (preferably locally grown fruits and vegetables)
2. Increase physical activity
3. Increase water consumption
4. Increase hours of sleep
5. Decrease consumption of sugar sweetened beverages
6. Decrease screen time

Background

To promote these behaviors in young children, the CHL team conducted community meetings, searched the literature, and worked together to identify strategies and activities that would be appropriate for young children and their caregivers. Based on these data, CHL jurisdictions agreed to engage in six strategies to promote the target behaviors.

1. Introduce, enhance, and support policy for healthy eating and physical activity of 2-8-year-old children
2. Engage 2-8-year-old children in growing and eating local healthy foods
3. Train and support role models to promote our 6 desired behaviors
4. Increase accessibility of environments for safe play and physical activity for young children
5. Increase accessibility of good water for young children
6. Provide other education and training related to our 6 desired behaviors

CHL policy work focused on assessing preschool policies and policies affecting the physical environment. Preschool policy efforts centered on nutrition and increasing physical activity, which were addressed by reviewing data on existing policies, assessing and identifying policy gaps, and then collaborating with the selected schools on implementing new policies. CHL approached policy that influenced the physical environment by directing efforts toward advocacy and building partnerships. Attention to the physical environment in conjunction with the identified CHL target behaviors informed which partners to engage with and which advocacy efforts should be made. One way CHL Hawai'i supported efforts to decrease sugar-sweetened beverage consumption, for example, was by collaborating with the Hawai'i Obesity Prevention Task Force (HOPTF). Collaboration with HOPTF included activities such as attending meetings, tracking relevant policies during the current legislative period, and writing policy briefs. In addition to this example, there are a variety of CHL-related policy areas addressed in this resources guide that include better access to parks, access to clean water, food placement in stores, decreasing screen time, and more.

Strategies and activities were tailored for each of the CHL jurisdictions: Alaska, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Federated States of Micronesia, Hawai'i, the Republic of Palau, and the Republic of the Marshall Islands. Additionally, the culture and environment of children and families were taken into account. Upon



testing the tailored strategies in these nine communities, an “optimized” version of the CHL intervention was then offered to other communities across the jurisdictions.

This resource guide is meant to provide information and resources to help in changing policies. Changing policies is an important part of the CHL intervention strategy. Making changes to policies can be daunting and at times confusing but can have a lasting impact on the health of children, the community, the jurisdiction and the region.

This resource guide is meant to provide a way to present information to different groups about issues. It can help educate legislators and policy makers, local officials, corporations, or agencies about issues they don't know about or entirely understand. It can also be used to create awareness and community action for issues.

Purpose

One element of the CHL intervention was to advocate for policies that improve the health of young children and prevent childhood obesity. To address policy, CHL has focused on strengthening preschool wellness policies, promoting health policies in other organizations, and supporting legislative policies related to CHL target behaviors. The purpose of this resource guide is to provide a resource for communities to locate online policy advocacy resources, related CHL data, and ideas for advocating for child health policy.

This guide works toward this purpose by informing interested parties about policy change and outlining political structures within CHL's jurisdictions. Awareness of political structure is necessary in policy work as it is important to know who supports the desired policy change and who to contact in order to bring attention to lesser known policy efforts. Gaining support or encouraging continued efforts of policymakers extends the reach of influence made on such policy changes. In addition to knowing political structures, there are a variety of resources that can be used to inform or advocate. For example, data about child weight and health-promoting behaviors were collected by CHL in 2013-2015. These CHL data can be used to support policy initiatives.

Objectives of resource guide

1. To describe ways to use the resource guide
2. To outline the political structure of the jurisdictions
3. To provide online and CHL data resources

1. WAYS TO USE THE RESOURCE GUIDE

This resource guide can be part of strategy or an overall plan for achieving objectives that place the health and wellbeing at the forefront of the community. As a starting point, the political structure across CHL jurisdictions is provided to explain who has political influence, thereby giving direction on looking up current elected policymakers. It is important to know current policymakers as they may already be supporting the desired policy change or may need a consensus of what people in their community value. The resources provided can be used to

inform and advocate policymakers and other important stakeholders about CHL related health topics. It may also be used to gain an understanding of current ongoing issues or enacted policies or recommendations.

This resource guide contains:

- The CHL data provides numbers and information at the local level to help decision makers understand that the issue affects their community and jurisdiction.
- Resources that highlight and support issues related to CHL and childhood obesity prevention. CHL related policy areas included are:
 - Wellness policy (preschool, childcare, and school)
 - Better access to parks that are safe and inviting
 - Better access to clean water
 - Safer environments for walking, biking, etc...
 - Better food placement in stores
 - Gardens and hydroponics
 - Water in preschools and childcare
 - Sugar-sweetened Beverages (SSB)
 - Screen time
 - Sleep
 - Fruit and vegetable consumption
 - Physical activity
 - Messaging
 - Train the trainers
 - BMI monitoring

2. POLITICAL STRUCTURES

Knowing the political structure is important when working in health policy. Obtaining support of leaders and legislators is key to successful policies. Approaching the right leaders and legislators for the issue or proposed policy saves time and resources. Knowing who to approach can be confusing and knowing the organizational structure of the government is beneficial.

As CHL spans seven time zones and over 5,000 miles, there are differences in political structures that are influenced by a variety of cultures.



Affiliation with the United States

Although all jurisdictions are affiliated with the United States, the relationships and political structure varies. CHL contains states, territories and freely-associated states. Each has their own governmental structure. The jurisdiction's affiliation with the United States affects voting status of US representatives, federal programs, and funding sources. Alaska and Hawaii are the only jurisdictions whose representatives are voting members of the US Congress. The table below shows the affiliation of each CHL jurisdiction with the United States.

Jurisdiction Governmental Structure

Each jurisdiction has its own governmental structure. The table below shows the country, territorial, and/or state level of government. A further division of government structure is not shown in the table but in addition to elected officials some jurisdictions may include traditional chiefs in their governance. At the local community level traditional leadership may be in effect.

Jurisdiction	Head of Government	Legislature
Alaska*	Federal – President State - Governor	2 – US Senators 3 – US Representatives
		20 – State Senators 40 – State Representatives
American Samoa	Governor	1 – US Representative
		18 – State Senators 18 – State Representative
Chuuk**	FSM - Governor State - Governor	6 – FSM Senators
		10 – State Senators 28 – State Representatives
Commonwealth of the Northern Mariana Islands	Governor	1 – US Representative
		9 – State Senators 20 – State Representatives
Guam	Governor	1 – US Representative
		15 – State Senators
Hawaii*	Federal – President State - Governor	2 – US Senators 2 – US Representatives
		25 – State Senators 51 – State Representatives
Kosrae**	FSM - Governor State - Governor	2 – FSM Senators
		14 – State Senators
Marshall Islands	President	33 – Senators
Palau	President	9 – Senators 16 – Delegates
Pohnpei**	FSM - Governor State - Governor	4 – FSM Senators
		27 – State Senators
Yap**	FSM - Governor State - Governor State	2 – FSM Senators
		5 – State Senators

* US State

** Federated States of Micronesia (FSM)

3. RESOURCES

In addition to being aware of political structures that influence policy change, it is useful to utilize existing tools and resources that are widely used and culturally appropriate (e.g. locally, nationally, and internationally). Below are charts that provide a variety of resources that can be used to support policy change. Among the regional resources are tools, data, and policies that influence policy at a regional level. Following the regional resources, are various resources that support CHL target behaviors. These resources include informational websites, programs, and current laws or policy efforts.

Regional Resources

Organization	Type of resource	Website
World Health Organization (WHO)	Advocacy materials for noncommunicable diseases (NCD)	http://www.wpro.who.int/noncommunicable_diseases/advocacy/en/
	Data on NCD	http://www.wpro.who.int/noncommunicable_diseases/data/en/
	Dashboard on NCDs	http://hiip.wpro.who.int/portal/Dashboards/Noncommunicablediseases.aspx
	NCD country capacity survey, 2013	http://hiip.wpro.who.int/portal/Dashboards/Noncommunicablediseases/NCDdashboards/TabId/210/ArtMID/1088/ArticleID/202/Default
Office of Insular Affairs (OIA), US Department of the Interior	Responsibilities and authorities executed by the OIA	https://www.doi.gov/oia/about/responsibilities
	U.S. code Title 48, public laws and compacts	http://www.doi.gov/oia/about/laws.cfm
Pacific Island Health Officers' Association (PIHOA)	Resources and tools to assist with the development, maintenance and improvement of health information management systems	http://www.pihoa.org/initiatives/resource_guide/policy.php
University of Kansas	Community Tool Box	http://ctb.ku.edu/en
	Community Tool Box: Changing Policies	http://ctb.ku.edu/en/table-of-contents/implement/changing-policies
CHL	CHL Resource materials for community supporters	http://www.chl-pacific.org/community-connections/resource-materials
	Community research reports 2013-2014	http://www.chl-pacific.org/community-connections/community-reports

CHL Related Policy Areas

Policy area as relates to CHL activity	Resources	Applicable CHL data report
<p>Wellness policy (preschool, childcare and school)</p>	<p>Let's move childcare: https://healthykidshealthyfuture.org/family-child-care-resources/ Rudd Center: http://www.uconnruddcenter.org/policy-briefs-and-reports KU Community Toolbox: http://ctb.dept.ku.edu/en/table-of-contents/implement/changing-policies/school-policies/main http://www.cdc.gov/healthyyouth/npao/wellness.htm http://www.fns.usda.gov/tn/local-school-wellness-policy Proposed rules (USDA) : http://www.gpo.gov/fdsys/pkg/FR-2014-02-26/pdf/2014-04100.pdf Wellness In The School : http://www.wellnessintheschools.org/index.php/home/impact Healthy Schools Campaign policy : http://www.healthyschoolscampaign.org/policy/ Adolescent and School Health - Publications, Tools, & Resources (CDC) : http://www.cdc.gov/healthyyouth/npao/publications.htm#6 Bridging the gap – Research Informing Policies and Practices for Healthy Youth: http://www.bridgingthegapresearch.org/research/district_wellness_policies/#CDCbriefs Products, Tools, and Research Briefs Linked to Local Strategies to Address Childhood Obesity (Robert Wood Johnson Foundation): http://www.nccor.org/downloads/RWJF%20Center%20Resource%20Table.pdf Healthy Chicago: Transforming the Health of our City Policy Brief (Chicago Department of Public Health): http://www.cityofchicago.org/content/dam/city/depts/cdph/policy_planning/Board_of_Health/PolicyBriefApril2013.pdf</p>	<p>Community research reports</p> <ul style="list-style-type: none"> ○ Child behavior & health reports ○ Child Diet reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Better access to parks that are safe and inviting:</p> <ul style="list-style-type: none"> • School playground accessibility after school and weekends • Development and maintenance • Beach access 	<p>Environment (p39-40-43): https://healthykidshealthyfuture.org/wp-content/uploads/2015/04/Active_Early.pdf Addressing Childhood Obesity Through Shared School Facilities: http://saferoutespartnership.org/state/bestpractices/shareduse <i>Increase PA by opening up school grounds: http://changelabsolutions.org/publications/model-JUAs-national</i> http://www.nyc.gov/portal/site/nycgov/menuitem.c0935b9a57bb4ef3daf2f1c701c789a0/index.jsp?pagelD=mayor_press_release&catID=1194&doc_name=http://www.nyc.gov/html/om/html/2011b/pr426-11.html&cc=unused1978&rc=1194&ndi=1 Promoting Physical Activity through the Shared Use of School and Community Recreational</p>	<p>CAT reports (in development)</p>

	<p>Resources: http://activelivingresearch.org/promoting-physical-activity-through-shared-use-school-and-community-recreational-resources What influences park use and physical activity?: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4041932/ Policy on Beach Access (by the Surfrider Foundation): http://www.surfrider.org/pages/policy-on-beach-access</p>	
<p>Better access to clean water</p> <ul style="list-style-type: none"> • Water availability at public spaces • Free water availability at food establishments • Watershed protection 	<p>Health through safe drinking water and basic sanitation (WHO): http://www.who.int/water_sanitation_health/mdg1/en/ Center of Watershed Protection : http://www.cwp.org/2014-10-24-16-55-16/2014-10-24-17-31-23/overview Laws, Regulations, Treaties (Watersheds): http://water.epa.gov/type/watersheds/laws.cfm Policy Brief: Fulfilling the Promise of Free Water in K – 12 Schools: http://waterinschools.org/pdfs/FulfillingThePromiseOfFreeWater2012.pdf</p>	<p>CAT reports (in development) Community research reports <ul style="list-style-type: none"> ○ Child diet reports http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Safer environments for walking, biking...:</p> <ul style="list-style-type: none"> • Bike lanes • Sidewalks/walking paths • Greenways 	<p>21 Good Reasons to Mark Bike Lanes (City of Redmond, Washington): https://www.redmond.gov/Transportation/GettingAroundRedmond/Bicycling/21GoodReasonsToMarkBikeLanes/ Honolulu bicycle laws: http://www.hbl.org/bikelaws Safety Benefits of Walkways, Sidewalks, and Paved Shoulders: http://safety.fhwa.dot.gov/ped_bike/tools_solve/walkways_trifold/ DLNR and HDOT supporting greenways and trails development (p5): http://files.hawaii.gov/dbedt/annuals/2011/2011-greenways.pdf</p>	<p>CAT reports (in development)</p>
<p>Better food placement in stores:</p> <ul style="list-style-type: none"> • Food importation • Advertising 	<p>Grocery store product placement and obesity (Washington Post): http://www.washingtonpost.com/blogs/the-checkup/post/grocery-store-product-placement-and-obesity/2012/10/10/e6bb3370-1331-11e2-9a39-1f5a7f6fe945_blog.html http://www.sciencedirect.com/science/article/pii/S1319157812000353 <i>Importing Food Products into the United States:</i> http://www.fda.gov/Food/GuidanceRegulation/ImportsExports/Importing/ Economic Impacts of Increasing Hawaii's Food Self-Sufficiency: http://www.ctahr.hawaii.edu/oc/freepubs/pdf/EI-16.pdf Increased food security and food self-sufficiency strategy:</p>	<p>CAT reports (in development) Community research reports <ul style="list-style-type: none"> ○ Child diet reports http://www.chl-pacific.org/community-connections/community-reports</p>

	<p>http://files.hawaii.gov/dbedt/op/spb/INCREASED_FOOD_SECURITY_AND_FOOD_SELF_SUFFICIENCY_STRATEGY.pdf District Policy Restricting Food and Beverage Advertising on School Grounds: http://changelabsolutions.org/publications/district-policy-school-food-ads http://cip.cornell.edu/DpubS?service=UI&version=1.0&verb=Display&handle=dns.gfs/1200428167 Convenience Stores Surrounding Urban Schools: An Assessment of Healthy Food Availability, Advertising, and Product Placement (Article): http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3157510/</p>	connections/commu- nity-reports
<p>Gardens and hydroponics</p> <ul style="list-style-type: none"> • Public accessibility • Tax incentives • Economic development • Soil and land protection • School gardens 	<p>People's Garden Grant Program (USDA): http://www.usda.gov/wps/portal/usda/usdahome?contentidonly=true&contentid=grant_program_recipients.html American Community Gardening Association – Advocacy : https://communitygarden.org/programs/advocacy/ Assembly Bill 551 (developing urban farms): http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB551 Soil policies (Europe): http://ec.europa.eu/environment/soil/index_en.htm Farmland Protection Policy Act (USDA): http://www.nrcs.usda.gov/wps/portal/nrcs/main/national/landuse/fppa/ Policy and Protocols for School Gardens and Garden to Cafeteria : http://www.lifelab.org/for-educators/schoolgardens/garden-to-cafeteria/ Farm to School Grant Program: http://www.fns.usda.gov/farmentoschool/farm-school-grant-program</p>	<p>CAT reports (in development) Community research reports</p> <ul style="list-style-type: none"> ○ Child diet reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Water in preschools and childcare centers:</p> <ul style="list-style-type: none"> • Accessibility 	<p>Encouraging Consumption of Water in School and Child Care Settings: Access, Challenges, and Strategies for Improvement (article): http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3134515/ Water Access in Schools: http://www.cdc.gov/healthyyouth/npao/wateraccess.htm Water Access and Consumption (school): http://www.hsph.harvard.edu/prc/priority-issues/water-access-and-consumption/ Water Access in Schools – Model wellness policy language: http://changelabsolutions.org/publications/wellness-policy-water</p>	<p>CAT reports (in development) Community research reports</p> <ul style="list-style-type: none"> ○ Child diet reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>
SSB	Sugar-sweetened beverage taxes :	CAT reports (in

<ul style="list-style-type: none"> • Banning (schools, events, etc.) • Fees/Taxes 	<p>http://www.uconnruddcenter.org/files/Pdfs/Rudd_Policy_Brief_Sugar_Sweetened_Beverage_Taxes.pdf Limiting Access to Sugar-Sweetened Beverages (CDC): http://www.cdc.gov/obesity/downloads/limitingaccessstossbs.pdf Healthy Beverage Toolkit (Childhood Obesity Prevention Coalition): http://www.healthykingcounty.org/healthy-eating/ Sugar-Sweetened Beverages, Obesity, and Cancer: What is the problem and what can we do? Policy Brief: http://mncanceralliance.org/wp-content/uploads/2013/09/Final-Policy-Brief-9-2013.pdf Taxing Sugar Drinks: A Tool for Obesity Prevention, Cost Savings and Health Improvement – A Policy Options Brief (Public Health Law Center): http://publichealthlawcenter.org/sites/default/files/resources/Taxing%20Sugar_Drinks_Public%20Health%20Law%20Center%20%20May%202011.pdf</p>	<p>development) Community research reports <ul style="list-style-type: none"> ○ Child diet reports http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Screen time</p> <ul style="list-style-type: none"> • Limits (schools, programs, events, etc.) • Mobile device bans 	<p>Why is Limiting Screen Time Important in My Child Care Facility? (p3) / Facts about Kids and Screens (p5) / Screen-Time Reduction Policy Examples (p8): https://healthykidshealthyfuture.org/wp-content/uploads/2015/04/Screen-TimeReductionToolkit.pdf Limit use of TV, Computers and Mobile Devices : https://healthykidshealthyfuture.org/5-healthy-goals/reduce-screen-time/ Screen-Time Reduction Toolkit for Child Care Providers: https://healthykidshealthyfuture.org/wp-content/uploads/2015/04/Screen-TimeReductionToolkit.pdf</p>	<p>Community research reports <ul style="list-style-type: none"> ○ Child behavior & health reports http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Sleep:</p> <ul style="list-style-type: none"> • Rest requirements (preschools, childcare centers, young child programs...) • Curfews • Meeting ending time 	<p>How Much Sleep Do I Need? (CDC): http://www.cdc.gov/sleep/about_sleep/how_much_sleep.htm How Much Sleep Is Enough? (NHLBI): http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/howmuch <i>Sleep Program (Hospital of Pittsburg): http://www.chp.edu/CHP/sleep</i> Obesity Prevention Source – Sleep: http://www.hsph.harvard.edu/obesity-prevention-source/obesity-causes/sleep-and-obesity/ Sleep Health (Healthy People): http://www.healthypeople.gov/2020/topics-objectives/topic/sleep-health</p>	<p>Community research reports <ul style="list-style-type: none"> ○ Child behavior & health reports http://www.chl-pacific.org/community-connections/community-reports</p>

<p>Fruit and Vegetable Consumption</p> <ul style="list-style-type: none"> • Meal requirements • Tax incentives • Availability at food establishments • Food vendor requirements 	<p>FV on a budget : http://www.fruitsandveggiesmorematters.org/fruits-and-vegetables-on-a-budget National School Lunch Program (USDA): http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp Nutrition Standards for School Meal (USDA policy): http://www.fns.usda.gov/school-meals/nutrition-standards-school-meals Local School Wellness Policy (Child Nutrition - USDA): http://www.fns.usda.gov/tn/local-school-wellness-policy Improving school food standards (Rudd center): http://www.uconnruddcenter.org/files/Pdfs/RuddSchoolRevenueFactSheet09.pdf Fruits & Vegetables Galore: Helping Kids Eat More(USDA): http://www.fns.usda.gov/tn/fruits-vegetables-galore-helping-kids-eat-more</p>	<p>CAT reports (in development) Community research reports</p> <ul style="list-style-type: none"> ○ Child diet reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Physical Activity :</p> <ul style="list-style-type: none"> • Preschool/Childcare/School requirement • After school program requirement • Curriculum/training requirements 	<p>Full day sample schedule (childcare): https://healthykidshealthyfuture.org/wp-content/uploads/2015/04/Sample_FCC_PA_Daily_Schedule.pdf PA in limited places: https://healthykidshealthyfuture.org/wp-content/uploads/2015/04/Small_Spaces_Great_Ideas.pdf Get moving today (calendar): https://healthykidshealthyfuture.org/wp-content/uploads/media-resources/ECELC/C2P2/LS3/ECE_Program_Participants/Handouts/HeadStartBodyStart_CalendarE_NGLCalendarFULL.pdf Physical Activity Before, During and After School: http://stateofobesity.org/physical-activity-in-school/ How much physical activity do children need?: http://www.cdc.gov/physicalactivity/basics/children/index.htm Healthy places (p6): http://publichealth.lacounty.gov/epi/docs/chr2-childhood_obesity.pdf Comprehensive School Physical Activity Program (CSPAP; CDC): http://www.cdc.gov/healthyyouth/physicalactivity/cspap.htm National PA plan: http://www.physicalactivityplan.org/theplan.php</p>	<p>CAT reports (in development) Community research reports</p> <ul style="list-style-type: none"> ○ Child behavior & health reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>
<p>Messaging:</p> <ul style="list-style-type: none"> • Advertisements • Health messaging 	<p><i>Policy and partnership for health promotion action (WHO bulletin):</i> http://www.who.int/bulletin/volumes/83/12/editorial31205html/en/ Health communication Tools and Templates (CDC): http://www.cdc.gov/healthcommunication/toolstemplates/ Choose my Plate – USDA : http://www.choosemyplate.gov/about.html</p>	<p>CAT reports (in development)</p>
<p>Train the trainers:</p> <ul style="list-style-type: none"> • Requirements for training 	<p><i>Fitness partner (PA program; Wellness in the school):</i> http://www.wellnessintheschools.org/index.php/community/our-fitness-partners</p>	<p>Community research reports</p>

<p>programs</p> <ul style="list-style-type: none"> • Workshop priorities • Community based locations for trainings/workshops 	<p><i>Chefs partner (nutrition program; Wellness in the school):</i> http://www.wellnessintheschools.org/index.php/community/our-chef-partners WITS Coaches for kids: http://www.wellnessintheschools.org/index.php/coach-for-kids/about Wellness Policy Tool (Action for Healthy Kids): http://www.actionforhealthykids.org/tools-for-schools/revise-district-policy/wellness-policy-tool Local School Wellness Policy Requirements (USDA): http://www.fns.usda.gov/tn/local-school-wellness-policy-requirements School Nurse Leadership : http://www.healthyschoolscampaign.org/programs/school-nurse-leadership</p>	<ul style="list-style-type: none"> ○ Child behavior & health reports ○ Child Diet reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>
<p>BMI monitoring:</p> <ul style="list-style-type: none"> • Frequency requirements • Training requirements 	<p>BMI Measurement in Schools (CDC): http://www.cdc.gov/healthyyouth/obesity/BMI/BMI_measurement_schools.htm <i>example:</i> BMI Screening Guidelines for Schools (Massachusetts Department of Public Health): http://www.mass.gov/eohhs/docs/dph/com-health/school/bmi-screening-guidelines-for-schools.pdf Policy Position Statement on Body Mass Index (BMI) Surveillance and Assessment in Schools (American Heart Association): http://www.heart.org/idc/groups/heart-public/@wcm/@adv/documents/downloadable/ucm_301789.pdf</p>	<p>CAT reports (in development) Community research reports</p> <ul style="list-style-type: none"> ○ Child behavior & health reports <p>http://www.chl-pacific.org/community-connections/community-reports</p>

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