



THE RAPIDES FOUNDATION

Healthy Behaviors Initiative

School District Partnership Grants

PROJECT WORK PLAN: 2023-24

| District-level Activities | FALL 2023 | | | | | SPRING 2024 | | | | |
|---|-----------|-----|-----|-----|-----|-------------|-----|-----------|-----------|-----------|
| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| All activities are done in coordination with Grant Monitors and the Foundation's Healthy Behaviors Program Staff | | | | | | | | | | |
| <u>Activity 1:</u> Promote the grant to all schools throughout the District, compile information, and submit to the Foundation online on or before deadline. | | | | | | | | X 2023 | X 2023 | |
| <u>Activity 2:</u> Collect/compile registration information for Youth Summit on Healthy Behaviors. | | X | X | | | | | | | |
| <u>Activity 3:</u> Collect/compile orders for curriculum and student handbooks for Youth Health Advocates club and schools opting to do the LifeSkills Training. | | X | | | | | | | | |
| <u>Activity 4:</u> Collect/compile orders for Take Down Tobacco giveaways. | | | | | | X | X | | | |
| <u>Activity 5:</u> Ensure School Coordinators are: <ul style="list-style-type: none"> o complying with grant activity requirements o submitting activity approval forms o scheduling and completing site visits with Grant Monitors | X | X | X | X | X | X | X | X | X | X |
| <u>Activity 6:</u> Submit interim and final reports as required. | | | | | | X | | | | X July |
| <u>Activity 7:</u> Work with Grant Monitors to schedule district-wide grant orientation and professional development such as, but not limited to, Smarter Lunchroom, SHI, SHAC, and LifeSkills Training curriculum. | X | X | | | | X | X | | | |
| <u>Activity 8:</u> Monitor and provide updates on the District-level School Health Advisory Council/SHAC and Wellness Policy (federally mandated). Meet as required by Federal law. A minimum of two students from the District participate on the District-level SHAC. | X | X | | | | | | | | |
| <u>Activity 9:</u> Complete a District-level School Health Index (optional). | | X | | | | | | | | |
| <u>Activity 10:</u> WellSpot Designation from LA Department of Health (optional). | X | | | | | | | | | |
| District-Level Activities Continue on Next Page | | | | | | | | | | |

| School Nutrition Certification | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Provides training and ongoing professional development for teachers and staff to ensure quality implementation and compliance with state guidelines. | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Assess the professional development needs for food services staff in the district, including current membership in the School Nutrition Association. | X | X | | | | | | | | |
| <u>Activity 2:</u> Identify eligible food service staff to participate and obtain School District Membership for participants. | X | X | | | | | | | | |
| <u>Activity 3:</u> Food services staff sign up for free nutrition promotional items, resources and toolkits on the SNA website, such as the Fuel Up to Play 60 toolkit. | X | X | X | X | X | X | X | X | X | X |
| <u>Activity 4:</u> District Coordinator (with assistance from Grant Monitor) arranges for lunchroom trainings via the State’s Healthy Schools Training Krewe. | X | | | | | X | | | | |
| <u>Activity 5:</u> Eligible food services staff completes online training and the certification process. | | | X | X | X | X | X | X | X | X |

School-level Activities

***All activities require attending a grant orientation**

(Components 1-3, 8-10 of WSCC model)

HEAL– all activities are required

| School Health Assessments | FALL | | | | | SPRING | | | | |
|--|-------------|-----|-----|-----|-----|---------------|-----|-----|-----|-----|
| Online self-assessment and planning tool (available in a downloadable, printable version) to improve health and safety policies and programs. | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Complete or review and update all modules of the CDC School Health Index. <i>*School wellness policies must comply with the district policy.</i> | X | X | X | | | | | | | |
| <u>Activity 2:</u> Using the SHI results, work with the SHAC to create an action plan to enhance compliance with the wellness policy and improve school health. | | | X | | | | | | X | |
| School Health Advisory Council (SHAC) <i>(grant funding available for supplies and school improvement activities based on completion of all activities listed below)</i> | | | | | | | | | | |
| Complies with the District Wellness Policy and includes a plan for monitoring compliance at both the district and school level. | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Establish a SHAC. | X | X | | | | | | | | |
| <u>Activity 2:</u> Meet four times/school year. Arrange observation of two of four meetings per school year by grant monitor. | | X | | | X | | | X | | X |
| <u>Activity 3:</u> Utilize results of the SHI action plan to identify school needs around the | X | X | X | | | | | | | |

| | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| four health behaviors: healthy eating, active living, substance and alcohol abuse prevention, and tobacco prevention and control. | | | | | | | | | | |
| <u>Activity 4:</u> Create an action plan and timeline of improvements and complete funding request packet to submit for approval by the Foundation. | | | X | X | X | X | X | X | X | |
| <u>Activity 5:</u> Implement changes and promote use of it by students and staff. | | | | X | X | X | X | X | X | X |
| <u>Activity 6:</u> Submit reporting form in fall and spring semesters | | | | | x | | | | | x |
| Staff Wellness | | | | | | | | | | |
| Increase the accessibility of healthy eating and physical activity opportunities for educators, and school staff in the school environment. | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Assess program, establish a work plan, and obtain updates and programming ideas through staff, SHAC meetings, and Grant Monitors. | X | X | | | | | | | | |
| <u>Activity 2:</u> Implement the program in school settings. | | X | X | X | X | X | X | X | X | X |
| <u>Activity 3:</u> Submit reporting form in fall and spring semesters | | | | | X | | | | | X |

| | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Youth Summit on Healthy Behaviors (grades 7 through 12 only) Required attendance for a max of 10 students | | | | | | | | | | |
| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Attend the one-day event to learn about the dangers of tobacco use, alcohol and substance abuse, the benefits of healthy eating and active living with max number of students – ten (10). | | | X | | | | | | | |
| Family and Community Engagement | | | | | | | | | | |
| Involvement of families and community members in school-based grant programming through student-led activities. Staff wellness efforts, SHAC participation, and school and community events | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Send activity information home with students and partner with parent/teacher groups. | | X | X | X | X | X | X | X | X | X |
| <u>Activity 2:</u> Identify community partners, including walking/running clubs, gyms/fitness clubs, support groups, religious and faith-based groups, etc. to participate in events. | X | X | | | | X | | | | |
| <u>Activity 3:</u> Promote events with your local media outlets (where available) by conducting student-provided radio and newspaper interviews. Incorporate family notices and/or community invitations. *This activity will be coordinated through The Rapides Foundation. | | X | X | X | X | X | X | X | X | X |

Youth Health Advocates (grades 7-12) – all activities are required (Formerly LHC)

| Youth Health Advocates (formerly LHC) Required, Grades 7-12 | FALL | | | | | SPRING | | | | |
|---|------|-----|-----|-----|-----|--------|-----|-----|-----|-----|
| <i>HEAL, tobacco prevention and control, alcohol and substance abuse prevention – funding available</i> | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Establish a youth health advocates club focusing on healthy eating, active living, tobacco prevention and control, and substance and alcohol abuse prevention. | X | | | | | | | | | |
| <u>Activity 2:</u> Implement student-led discussions based on lessons from an evidence-based curriculum provided by the Foundation. | X | X | X | X | X | X | X | X | X | X |
| <u>Activity 3:</u> Attend the Youth Summit on Healthy Behaviors. (10 students) | | | X | | | | | | | |
| <u>Activity 4:</u> Implement one HEAL school-wide activity/campaign in the fall semester. | X | X | X | | | | | | | |
| <u>Activity 5:</u> Register for and implement National Drug and Alcohol Facts Week. | | | | | | | | X | | |
| <u>Activity 6:</u> Register for and implement Take Down Tobacco activities. | | | | | | | X | X | | |
| <u>Activity 7:</u> A minimum of one student participates on the SHAC. | | X | | | | | | | | |
| <u>Activity 8:</u> Family engagement. | X | X | X | X | X | X | X | X | X | X |

| Family and Community Engagement | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Involvement of families and community members in school-based grant programming through student-led activities. <i>Great American Smokeout; National Drug and Alcohol Facts Week; Take Down Tobacco day; Youth Health Advocates activities and campaigns</i> | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Send activity information home with students and partner with parent/teacher groups. | | X | X | | | X | | X | | |
| <u>Activity 2:</u> Identify community partners, including walking/running clubs, gyms/fitness clubs, support groups, religious and faith-based groups, etc. to participate in events. | X | X | | | | X | | | | |
| <u>Activity 3:</u> Promote events with your local media outlets (where available) by conducting student-provided radio and newspaper interviews. Incorporate family notices and/or community invitations. *This activity will be coordinated through The Rapides Foundation. | X | X | | | | X | | X | | |

LifeSkills Training (grades 3-12) – all activities are required except NDAFW

| LifeSkills Training For schools not receiving training via 3 rd party vendor | FALL | | | | | SPRING | | | | |
|---|------|-----|-----|-----|-----|--------|-----|-----|-----|-----|
| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Assess curriculum and supply needs, obtain order information through Grant Monitor | X | X | | | | | | | | |
| <u>Activity 2:</u> Implement curriculum. Arrange observation of one lesson per semester by grant monitor. | X | X | X | X | X | X | X | X | X | X |
| <u>Activity 3:</u> Register for and implement National Drug and Alcohol Facts Week. (optional) | | | | | | | | X | | |

Vaping Prevention (grades 5-12) – all activities are required

| Vaping Prevention | FALL | | | | | SPRING | | | | |
|--|------|-----|-----|-----|-----|--------|-----|-----|-----|-----|
| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| <u>Activity 1:</u> Complete the virtual CATCH My Breath Facilitator training | X | X | | | | | | | | |
| <u>Activity 2:</u> Implement curriculum teaching to the majority of the chosen grade level(s). Arrange observation of one lesson by grant monitor. | X | X | X | X | X | X | X | X | X | X |
| <u>Activity 3:</u> Promote a tobacco-free environment with family and community engagement by choosing and implementing a minimum of two options listed on the VP reporting form. Example activities include: intercom announcements and/or hanging prevention and/or cessation posters. | | X | X | X | X | X | X | X | X | X |
| <u>Activity 4:</u> Implement the student pre and post surveys and/or quizzes. (optional) | | X | X | X | X | X | X | X | X | X |

* All media-based activities (press releases, interviews and letters-to-the editors for activities associated with the Healthy Behaviors School District Partnership Grant) **must** be coordinated with your District Coordinator and The Rapides Foundation Communications Department prior to release.