**Fiscal Year 2022 (FY2022) Grant Assurances**

***District Assurances are found on pages 2-3 below.***

The **Massachusetts Department of Elementary and Secondary Education (DESE), in partnership with the Massachusetts Department of Public Health (DPH)** will fund **priority districts (Districts)** to implement the **Healthy Schools for Student Success (the Healthy Schools Program, or HSP)** via a collaborative agreement with the **Centers for Disease Control and Prevention (CDC).**

The purpose of the CDC funding opportunity: “*Improving Student Health and Academic Achievement through Nutrition, Physical Activity and the Management of Chronic Conditions in Schools” is to utilize the* [Whole School, Whole Community, Whole Child Framework (WSCC)](http://www.ascd.org/programs/learning-and-health/wscc-model.aspx#:~:text=The%20WSCC%20Model%20is%20ASCD's,their%20students%2C%20staff%20and%20environment.) to assess and improve district implementation of evidence-based wellness policies and programs — throughout the school day — because “***Healthy Kids Learn Better!”***

In years 4-5 of the initiative, HSP will champion ASCD’s coordinated approach to school health and academic achievement that posits that *“just as the healthier child learns better, the educated child leads a healthier life.”* Professional Development and Technical Assistance plans will be derived from needs reported the School Health Index, School Health Profiles, Youth Risk Behavior Survey, and other publicly available data sources that HSP grantees will increasingly develop the capacity to utilize internally for ongoing needs assessment and planning. In addition, HSP districts [Making the Case for Educating the Whole Child](http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf) will be supported to invite colleagues collaborating to develop improved school health infrastructure to Professional Development Institutes entitled: “*Educating the Whole Child: Systems Change for Sustainable, Equitable, Holistic Health Programs.”*

Throughout the COVID-19 pandemic, district wellness teams nourished and sustained partnerships with school employees, students, families, and community members through a variety of new platforms, from learning management systems to family communication apps to telehealth. As schools transitioned to and from remote learning models, more *holistic* supports, designed to promote mental health and social and emotional learning for example, were acknowledged as necessary to keep young people healthy, safe, engaged, challenged, and ready to learn. Employee wellness, long an unfunded tenet of WSCC, became a top funding request for many districts seeking to support the staff they relied on to not only maintain but model wellness for students and families.

Districts were quickly and repeatedly tasked with decisions about where to build, how to examine, and when to reinvent, rather than recreate, *sustainable systems*: for family engagement, community partnership, mental health referrals, holistic wellness that included new elements from financial to mindfulness aspects, physical plant/operations (and many other WSCC components). Fortunately, these conversations often increasingly happened with new and diverse stakeholders across the school health community.

Amidst the challenge of responding to the global pandemic, many health and educational systems began engaging in courageous conversations about how to simultaneously address the pandemic of racism that it unmasked; recognizing the need to create more *equitable,* diverse, and inclusive systems involving those who will be most impacted by them, as a necessary condition of health and healing, learning and enrichment for all school community members. We look forward to continuing these conversations in community, providing opportunities to access related professional development, technical assistance, toolkits, coaching, Community of Practice, and other follow-up supports, most importantly peer-to-peer learning regarding one another’s lived experiences, ideas, challenges, opportunities, and successes.

As vaccines roll out and young people return to school, DESE is grateful for the continued leadership, perseverance and resilience of the HSP District team leads and district/school level teams who have worked tirelessly this year to champion coordinated school health. Your creativity, flexibility, endurance, passion and commitment has safely bridged students and families, including your own, to health, safety, and wellness, during a truly historic year of unprecedented transitions, and at times unrelenting challenges, that you navigated with great success. We are grateful and proud to continue to fund HSPs to advance the conversation about how local wellness policies and programs informed by diverse comprehensive stakeholders can create the conditions where all who are served by them can continue to thrive.

**This document outlines the roles and responsibilities of the grantees, as well as the support that DESE, DPH, CDC and other partners will provide.** By initialing each item and signing below, the district acknowledges awareness of and the full scope of this grant requirements.

**During Fiscal Year 2022 (FY2022), the district agrees to:**

 \_\_\_\_\_\_ Designate a **district team lead** to coordinate WSCC-based initiatives with DESE, DPH and participating schools; to maintain communication with DESE/DPH staff to oversee the following grant objectives, (including during monthly grantee check-in calls/videoconferences, and participation in 1-2 district site visit or needs assessments), to inform and improve program planning, and contribute to peer-to-peer learning opportunities.

 \_\_\_\_\_\_ Designate a **business/grant office lead** (with access to EdGrants) to support District Team Lead in managing administrative and fiscal functions; grant expenditures and funds requests to program activities; and report any anticipated difficulties spending the grant award in full to the DESE program specialist as soon as known.

 \_\_\_\_\_\_ Maintain a **district wellness committee**, to coordinate district-/school-level infrastructure across programs funded to [support social-emotional learning, health, and safety](https://www.doe.mass.edu/sfs/sel/heartstrategy.docx) as well as accelerate health and racial equity utilizing strategies contained in the Commissioner's [Our Way Forward](https://www.doe.mass.edu/bese/docs/fy2019/2019-06/item2.docx) 2019 report to the Board: *Deeper Learning for All.*

\_\_\_\_\_\_ Support staff to attend a **2-3 day Professional Development Institute** on Educating the Whole Child: *Systems Change for Sustainable, Equitable, Holistic Health Programs Institutes (virtual, live or hybrid: TBD)* to develop infrastructure to coordinate school health programs and policies.

 \_\_\_\_\_\_Develop and maintain a **district-level action plan** with SMART goals that include priorities for sustainability, district wellness policy, and local wellness policies and programs, including but not limited to nutrition, physical activity, and chronic disease management.

 \_\_\_\_\_\_ Support staff to attend wellness offerings, including recommended live, hybrid or online training opportunities; site visits/planning meetings; and to access continuing education units or [Healthy Schools Professional Development Points](https://drive.google.com/open?id=1TsK86VQ7MGqYp7XxpT8CINHKfaRptUYU), and technical assistance (TA) upon request.

\_\_\_\_\_\_ Provide support to school level leads to:

* maintain and sustain **school-level wellness teams** that meet at least 4 times in FY2022.
* utilize the online [School Health Index (SHI)](http://www.cdc.gov/healthyschools/shi/index.htm) for assessment and action planning, **adding district systems coach**, Jess Lawrence, (jess@cairnguidance.com), as an online school team member to access personalized follow-up support for the 11-module tool/action plan.
* complete other **action and assessment planning tools** (listed on the [Healthy Schools Program website](https://www.doe.mass.edu/sfs/wscc/)) to generate priorities for school level action plans.

 \_\_\_\_\_\_\_Participate in all required data collection, program evaluation and policy assessment activities including but not limited to:

* maintain current data in Healthy Schools Program district- & school- wellness team tracker, including: Annual District Calendar/Professional Development Schedule.
* biennial completion of the School Health Profiles Survey
* biennial participation in the **Youth Risk Behavior Survey (YRBS) to be completed in the fall of 2021 in all high schools**. DESE will work with districts to support YRBS implementation in compliance with local district policy on survey administration in schools, and
* ongoing self-assessment using DESE and CDC-recommended tools, and utilization of [WellSAT3.0](http://www.wellsat.org/) to assess and improve school wellness policies.

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| **District Team Lead – Name** | **District Team Lead –****Signature** | **Contact Information** | **Date** |
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| **Business/Grant Office Lead – Name** | **Business/Grant Office Lead –** **Signature** | **Contact Information** | **Date** |
|  |  |  |  |
| **Superintendent –** **Name** | **Superintendent –** **Signature** | **Contact Information** | **Date** |

**During the FY2022 project period, DESE, DPH and its partners will:**

* Dedicate staff responsible to provide technical assistance to districts during the project period.
* Facilitate monthly working meetings, providing access to state and national experts, with expertise in evidence-based policy and program planning, monitoring, evaluation and assessment tools.
* Develop Professional Development Plans derived from state and target district needs assessment data designed to promote systems change across the school health environment.
* Provide and/or facilitate access to high quality PD, coaching and training/TA in year-long Institutes that incorporate content on:
	+ [Making the Case for Educating the Whole Child](http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf) to educational leadership, family and community members.
	+ Establishing District/School Wellness Advisory Committees in compliance with Section 223 of Chapter 111 of the Massachusetts Generals Laws, and provide support for populating them with diverse, comprehensive members of the school health community collaborating to implement equitable, sustainable, holistic local wellness policies and programs aligned to the WSCC model.
	+ Providing support for needs assessment and action planning Utilizing the School Health Index Action and Assessment Planning Tool and [ASCD Whole Child School Improvement Tool™](http://sitool.ascd.org/Default.aspx).
* Facilitate an ongoing learning collaborative among district teams to share successful strategies.
* Provide access to online resources, classroom and newsletters to advertise professional development offerings, toolkits and related funding opportunities to advance coordinated school health.
* Convene at least quarterly meetings of the School Wellness Initiative for Thriving Community Health (SWITCH) coalition. The SWITCH Coalition is a group of school health and wellness stakeholders from across the state working toward coordinating resources and opportunities that districts can take advantage of to improve student wellness and academic achievement.
* Support implementation of required program evaluation activities including YRBS, SHP, and updates to wellness policies for participating districts using the [WellSAT3.0](http://www.wellsat.org/) wellness policy assessment tool. Feedback will be given to districts on possible improvements to strengthen wellness policy language and improve comprehensiveness of the policies.