



School Health Advisory Board

ANNUAL REPORT

2018-19



PROGRAM PROFILE

The School Health Advisory Board (SHAB) assists the School Board and Arlington Public Schools (APS) staff with the development of health policies in APS and the evaluation of the status of school health, to include health education, the school environment, and health services as described in Virginia [law](#).

SHAB GOALS

- Improve students' health and ability to learn in all Arlington schools and programs
- Monitor and help mitigate high rates of chronic disease among APS students (in particular asthma, severe allergies, and obesity)
- Reduce absenteeism and lost instructional time due to illness
- Ensure sufficient physical activity, outdoor play, and nature connection for student wellness
- Demonstrate the importance of healthy eating as a foundation for good health
- Emphasize the need for adequate sleep for school success
- Recognize and address factors that affect socio-emotional well-being
- Ensure safe physical and emotional environments to learn and grow
- Ensure safe use of screens and personal electronic devices in school
- Promote the importance of staff wellness

SHAB leadership team members consist of:

- Chair - parent volunteer
- Assistant Superintendent for Teaching and Learning – APS
- Director of Student Services – APS
- Supervisor of Health, Physical and Driver Education and Athletics – APS
- Director of Food Services – APS
- DHS School Health Bureau Chief - Arlington County Public Health Division (ACPHD)
- School Health Public Health Nurse Supervisor – ACPHD
- 2 Workgroup Leaders (Environmental Health and Asthma, and Screen Use in Schools) - parent volunteers

The leadership team meets bi-monthly, in the months between SHAB general meetings.

General Members:

Interested parents and community members can attend the open bi-monthly meetings. SHAB currently has 65 general members and stakeholders that receive direct communications. For the upcoming year, the School Board will appoint 20 official members (see Appendix A).

The work of SHAB is typically conducted in between meetings through six workgroups:

1. Allergy and Anaphylaxis
2. Assessment and Best Practices
3. Environmental Health and Asthma
4. Nutrition and Physical Activity
5. Socio-Emotional Health
6. Screen Use in School

Health in the Schools

Currently more than 1 in 4 APS students have a chronic health condition, with asthma being the most common (2,500+) followed by food allergies (1,800+). Many of these students require lifesaving medications at school. Rates of both conditions have increased faster than the increase in student population in recent years. This current school year, APS students have visited the 34 clinics more than 125,000 times; 25,886 of this total (21%) was to receive daily or emergency medications.

Prevention and a safe food environment are the most effective ways to prevent serious illness. Infectious diseases occur throughout the year, but outbreaks are more common in the late fall and winter months. More than 15 outbreaks occurred last year in programs and in elementary, middle and high schools, most commonly caused by gastrointestinal pathogens such as norovirus or respiratory pathogens such as influenza. There have been no known cases of measles, pertussis, or other vaccine-preventable diseases in APS in the last year. Because there is no vaccine for norovirus, and the vaccine for influenza provides only moderate protection, the importance of basic actions such as hand-washing, covering one's cough, not sharing food and liquids, and staying home when sick, remain critically important to slow down and control outbreaks.

Data: submitted by the School Health Bureau of ACPHD and APS

2018-19 SHAB PROGRESS

APS and School Health Activities

- APS and School Health Bureau of ACPHD are gearing up for the possibility of a measles outbreak in the region. Exposure to measles can result in a 21-day exclusion from school. Unvaccinated students would be required to stay home in the event of an outbreak. APS students are currently over 99% vaccinated against measles.
- The County Board approved budgeting for 3 new additional positions (2 School Health Aides and 1 Public Health Nurse) for the School Health Bureau of ACPHD to staff the new APS schools starting in September.
- The PE teachers successfully delivered alcohol, tobacco and other drug education to include safe use of prescription medicines to grades K-5.
- SHAB members reviewed and provided feedback on the Transgender and Gender Non-conforming Youth Policy Implementation Procedures (PIP) to support the J-2 Student Non-Discrimination policy.

Socio-Emotional Health

The Office of Student Services has taken a multi-faceted approach to meeting the mental health needs of APS students. Strategies are implemented at the student, staff and community levels to provide prevention and intervention in the area of mental health. With the understanding that strengthening of mental health practices effects prevention of many secondary needs such as substance abuse or depression, a comprehensive approach has been deemed the most effective strategy. Thus, this year, the Office of Student Services provided the following services:

Suicide Prevention

- Delivered Signs of Suicide Program to 8th and 10th graders

- 8th graders received additional screening
- Suicide Risk Assessment Protocol was updated
- High Schools have implemented reducing stress strategies such as Stress Less, Laugh More as well mindfulness spaces in school

Bullying Prevention

- Student Lessons on recognizing, refusing, and reporting bullying behaviors in K-8
- Partnering with Administrative Services on updates to procedures

Substance Abuse Prevention

- Delivered evidence-based lessons to Grades 6-10
- Partnered with Arlington County in efforts to educate community on substance abuse and addiction

Trauma-Informed Practices and Crisis Response

- Student Services Staff (school counselors, school psychologists, school social workers and substance abuse counselors) participated in Trauma-Informed Practices Training
- Crisis procedures were updated in 2018-19
- In collaboration with the Office of Administrative Services, Threat Management Procedures were updated

Social-Emotional Learning Services and Supports

- Published Social-Emotional Learning Services and Supports Reference Guide for schools and the community
- Continue to offer Kognito and Mental Health First Aid (MHFA) Training to teachers and administrative staff to focus on student success and well-being

Updates to Wellness Policy and Policy Implementation Procedures

In June 2017, SHAB developed a new Wellness Policy and Wellness Policy Implementation Procedures (PIP) in response to VDOE requirements for school districts that participate in the U.S. Department of Agriculture (USDA) National School Lunch Program and School Breakfast Program. The Local Wellness Policy (LWP) is needed to meet the newly expanded requirements outlined in the final rule of the *Healthy, Hunger-Free Kids Act of 2010*. New provisions related to implementation, evaluation, and publicly reporting progress are intended to strengthen LWPs so they become useful tools in evaluating, establishing, and maintaining healthy school environments, and to provide transparency to the public on key areas that affect the nutrition environment in each school. The School Board adopted the new Wellness Policy on June 29, 2017, and the Policy Implementation Procedures (PIP) was finalized on July 27, 2017.

New activities this year in compliance with the Wellness Policy and PIP include:

1. Each school is required to form a Wellness Council, usually led by the school principal or assistant principal, who will have the authority and responsibility to report on the school's compliance and inform the school community about wellness activities. Wellness Councils should be broadly inclusive and include teachers of health and physical education, school nurses, counselors, food service staff, parents, students, and others. To date, APS has not

required all schools to develop wellness councils. Citing an overload on administrators and a priority on suicide prevention and substance abuse prevention, staff report that wellness councils are not being pursued at this time. Nevertheless, principals and their admin teams worked together to complete their first required wellness assessment.

2. Schools completed a standardized assessment instrument and are required to complete it every three years. With SHAB input, APS selected the Alliance for a Healthier Generation Healthy Schools Program assessment instrument, which is based on the CDC's School Health Index. A Wellness Policy assessment team will review the individual school and aggregate results to assess compliance with the wellness policy and progress toward improved wellness and will report results to the School Board.
3. Annual reports will be provided to the public and will include a description of each school's progress in meeting Wellness Policy goals, a summary of each school's local wellness events or activities, contact information for the leader(s) of the Wellness Policy assessment team, and information about how individuals and the public can get involved.

Wellness Policy: [https://apsshab.weebly.com/uploads/3/1/1/8/31180127/i-10.30 support for students - wellness.pdf](https://apsshab.weebly.com/uploads/3/1/1/8/31180127/i-10.30%20support%20for%20students%20-%20wellness.pdf)

Policy Implementation Procedures: [https://apsshab.weebly.com/uploads/3/1/1/8/31180127/i-10.30 support for students - wellness pip.pdf](https://apsshab.weebly.com/uploads/3/1/1/8/31180127/i-10.30%20support%20for%20students%20-%20wellness%20pip.pdf)

Food and Nutrition Services

On October 18, 2018 USDA Secretary Sonny Perdue and Acting Deputy Under Secretary for Food, Nutrition and Consumer Services Brandon Lipps joined students in New Jersey, Virginia, and the District of Columbia for wholesome school lunches in celebration of National School Lunch Week. Nearly 100,000 schools and institutions serve almost 30 million children through the National School Lunch Program. Secretary Perdue visited Discovery Elementary School in Arlington, where he met with the school's nutrition professionals and served the children meals before joining them for lunch.



In March, Reid Goldstein and Matt De Ferranti celebrated National School Breakfast Week at Carlin Springs Elementary School. APS served free breakfasts to all students that week as well as during SOL testing. Eating a balanced breakfast every day is imperative for student success!



APS Food Services, the Healthy Communities Action Team (HCAT) and Real Food for Kids has partnered on offering a new program at Carlin Springs Elementary School. Fresh Food Explorers is a fun education program for Pre-K students and their families. Over eight weeks, students hold, smell, and taste a variety of vegetables and vegetable dishes offered in the cafeteria. Then staff meet with their families to share what students are learning and offer easy ways for caregivers to reinforce these lessons at home.

The Food Service department has partnered with Greg Rusk and the hydro garden project at Discovery Elementary School this year. Together they were able to provide really local pak choi, spinach and lettuce wraps and salads to students weekly.



Allergy/Anaphylaxis Guidelines Dissemination

From September 2018 through May 2019, 11 students/staff have required epinephrine for anaphylaxis. In order to support schools and families and meet national guidelines, a workgroup of SHAB drafted food allergy guidelines incorporating best practices from the CDC and other local school districts. “Management and Support of Students with Severe Allergies in Arlington Public Schools” was released in September 2016 on the SHAB website. This year, APS worked with internal staff teams and legal counsel to refine the document and update it as the “Food Allergy Guidelines” to provide guidelines to all schools (<https://apsshab.weebly.com/food-allergy-guidelines.html>).

The guidelines are helping APS staff and parents negotiate adequate protections for students at risk of anaphylaxis. For example, Jamestown Elementary, where 13% of the school population is affected by food allergies, progressed from having several “nut-free classrooms” to having a no peanuts or tree nuts policy in all classrooms.

The guidelines require continued support and commitment from the School Board and staff for successful implementation. While many schools already follow some of the best practices for managing severe allergies, there is not a consistent, centralized approach to allergy management. Implementing the Food Allergy Guidelines provides a framework for all schools to follow best practices regarding allergy management. Especially important are:

- An increased emphasis on staff training. All staff should be trained in prevention, signs and symptoms of anaphylaxis, and emergency management, including the administration of epinephrine. It is important that school administrators take a lead role with this and partner with the Public Health Nurse to schedule adequate time at the beginning of the school year for this training.
- An emphasis on non-food treats for celebrations is a key allergy prevention measure as well as good health and wellness practice, now strongly encouraged by the Wellness Policy.
- Classroom teachers who have students with food allergies in their class should send a letter home to all parents requesting they not send in foods containing identified allergens for snacks or lunches.
- Encourage hand washing as the most effective way to eliminate allergens; hand sanitizers do not

eliminate allergens.

- Ensure proper cleaning of lunchroom tables according to established cleaning procedures.

ACTION REQUESTED

With resources or support from APS staff, SHAB would like to:

1. Translate the Food Allergy Guidelines into Spanish.
2. Print copies and distribute (at least one per school, one copy for each Extended Day office and one copy for each nurses' office).
3. Create a dedicated page on the APS website for the Food Allergy Guidelines.

Hand Washing Guidelines Implementation

The SHAB Environmental Health and Asthma Subcommittee (EHAS) developed hand washing guidelines in 2016 with diverse stakeholder input and national best practice recommendations. These guidelines are included in the Wellness Policy and PIP and were promoted in 2017 through School Talk. Implementation challenges include: lack of awareness about the policy, inadequate number of sinks and time before and after lunch and recess to wash hands, and lack of buy-in among staff. A hand washing reminder in the school handbook did not mention when hand washing should happen. EHAS notes that for the policy to be followed, hand washing must be integrated intentionally into the school day. Principals need to include time for hand washing after recess, before meals and after meals into their master schedules.

ACTION REQUESTED

1. Revise the APS handbook to include when hand washing should happen, and send messages to teachers, staff and parents with these guidelines 3 times per year, or at least during the winter illness months.
2. Provide multiple examples for staff on how to teach about hand washing, and how to integrate hand washing throughout the busy school day.
3. All students should receive instruction on proper hand washing technique at least once each year from their school nurse or another qualified staff member.
4. School construction and remodeling efforts should include installation of trough sinks, particularly in or near cafeterias.

The SHAB website includes a page about the hand washing guidelines and evidence for hand washing to prevent disease and absenteeism in schools: <http://apsshab.weebly.com/hand-washing-policy.html>

Promoting Healthy Eating and Exercise

School Health created a handbook of healthy eating and physical activity best practices within APS in 2017, titled "A Practice-Based Health and Fitness Toolkit for Improving Educational Outcomes." Some of the activities advocated for and promoted by SHAB in the last year include:

- School gardens and garden-to-table lessons
- Food in classroom and non-food treats for celebrations policies
- Growing the participation rates for school breakfast
- Expanded recess and/or movement breaks throughout the day and outdoor play
- Outdoor learning experiences

- Walk and Bike to School Days
- Elementary bike program (successfully completed its third year)
- Kinesthetic classrooms: Wobble/fidgeting chairs, pedal desks or standup desks
- Mindfulness meditation and yoga
- School employee physical activity and farm to school participation to improve wellness and model healthy behaviors

The Toolkit can be accessed at:

apsshah.weebly.com/uploads/3/1/1/8/31180127/health_and_fitness_toolkit_july2017.pdf

Asthma and Vehicle Idling

Arlington air quality has gotten an “F” from the American Lung Association in recent years. Children are affected by air pollution more dramatically than adults. Breathing in ozone irritates and inflames the lungs. For the health of all children, and especially considering the rise in asthma rates noted above, the Environmental Health and Asthma Subcommittee (EHAS) is working to raise awareness about the impact of vehicle idling on the environment and children’s health and to create a reduction in vehicle idling, especially around schools. May was Clean Air Awareness Month and Asthma & Allergy Awareness Month.

The EHAS workgroup completed an idling survey in spring 2016 that reflected a significant concern about vehicle idling with over 50 percent of respondents observing cars idling at schools for at least three minutes frequently or daily. Also identified as problems were cars idling more than 20 minutes at a time around school start and dismissal times, and school buses idling both on and off of school property. Additionally, participants raised concerns about idling around youth activities at community centers and evening events at schools. Participants largely supported anti-idling signage and education campaigns. EHAS supports funding toward replacement of old buses and retrofitting of buses older than 2007 to reduce their particulate matter emissions.

EcoAction Arlington received a grant from the Virginia Chesapeake Bay Restoration Fund that allowed the non-profit organization to offer [mini-grants](#) to Arlington schools undertaking clean air projects. Schools were able to apply for up to \$750. Awardees were Claremont Elementary School, Jamestown Elementary School, Gunston Middle School, Arlington Career Center, and Wakefield High School.

CLAREMONT ELEMENTARY

Claremont Elementary used its mini-grant funds to purchase permanent bilingual No Idling signs and an additional sandwich board sign. The permanent signs were installed in early May.

On May 17, patrols handed out information along with No Idling window clings to vehicles while encouraging drivers to turn off their engines.





JAMESTOWN ELEMENTARY

At Jamestown Elementary, the 5th grade GREEN Team promoted an anti-idling program during [Air Quality Awareness Week](#), April 29-May 3, 2019. This team of students made posters and displayed purchased signs at drop off/pick up areas around the school all week long. The team worked closely with the 5th grade Walking Patrols (who help students get in/out of cars) and Bus Patrols to thank drivers for not idling. They made color copies of the Idle Free Schools flyer created by the Environmental Health and Asthma Subcommittee to hang



throughout the school, in addition to sending it electronically to families on Peachjar. Additionally, they put signs and posters in the display



case of the school's front entrance for all students to see.

ARLINGTON CAREER CENTER

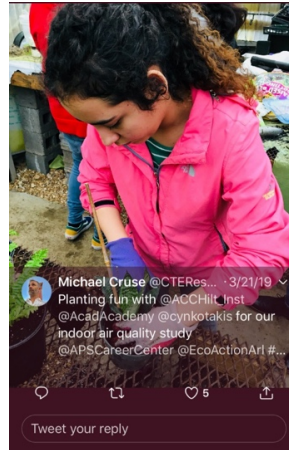
The mini-grant-funded programs at the secondary level took a different approach to clean air. Students at the Arlington Career Center are in a unique position to help advocate for the health of their new campus over the next few years. Science teacher Cynthia Kotakis and HILT Resource Teacher Michael Cruse worked with HILT B students enrolled in Environmental Studies to perform indoor and outdoor air quality assessments in strategic locations. This included researching about native trees and plants that improve air quality.



Once air quality measures were collected, the teachers began working with students to interpret this data and use maps to create a visual display of the air quality conditions. The teachers documented the project on Twitter.



Students will soon present their findings to the building architects who are working with APS to plan for the campus re-development. Students will also make recommendations to the Career Center administration for ways to improve both indoor and outdoor air quality using native trees and plants. Teachers will be invited to take the plants home at the end of the year.



WAKEFIELD HIGH SCHOOL

At Wakefield High School, the mini-grant allowed for the creation of a portable solar recharging station in the library. The library secretary who applied for the grant, Dan Redmond, has led photovoltaic (PV) demonstrations for APS students for over a decade, using his personal PV panels and accessories. With the mini-grant funds for Wakefield, he purchased a Renogy Rugged 400W Solar Generator, which he connected to



his personal 100 W Renogy PV panel. The solar generator transfers DC power from the panels into consistent pure AC electricity, which is required to charge electronic devices. The generator was installed in the Wakefield High School library and adjacent courtyard, where students come to study during lunch and after school. Students use the solar battery charging station to recharge their school-issued laptops at this recharging station.

Gunston Middle School’s project is not yet complete.

ACTION REQUESTED

Given the poor air quality in Arlington and the tremendous cost to APS of bus idling and to all personal vehicle of idling, EHAS encourages the School Board to:

1. Declare APS a No-Idle District and work with SHAB and local agencies to educate parents about the negative impact of idling on children’s health and the environment.
2. Promote zero tolerance for APS bus drivers violating the 5-minute idling limit.
3. Approve funding for replacement of old school buses or retrofitting of buses older than 2007 to

reduce their particulate matter emissions.

To learn more about EHAS's anti-idling and clean air work, visit <https://apsshab.weebly.com/clean-air-resources.html>

Indoor Air Quality

Although only APS-provided cleaning materials are approved for use in APS schools and the new Wellness Policy and PIP stipulates scented products and air fresheners are not to be used in school, parents note that many teachers do use these scented products, which can trigger asthma and respiratory distress or cause other ill health symptoms, including headache, fatigue, skin irritation and nausea. The many negative health repercussions of scented products and other VOC-containing products are addressed in the articles compiled on the EHAS Indoor Air Quality Resources page: apsshab.weebly.com/ehas---indoor-air-quality-resources.html. This year, APS Facilities changed all products on buses to odor-free. Custodial items are also ordered as low-odor as possible.

ACTION REQUESTED

1. Add clarifying language to the Wellness PIP to prohibit the use of scented products whenever possible. Update should take effect July 1, 2019.
2. Distribute via School Talk language drafted by EHAS to educate parents and staff about the hazards of scented products and the fact that they should not be used in schools.
3. Ask Principals to remind teachers and custodial staff that plug-ins, candles, sprays and other air fresheners are not permitted in classrooms.

Screen Use in Schools

Members of SHAB voted to approve the development of a new SHAB workgroup this year. The "Screen Use in Schools Subcommittee" was formed and has met several times to develop recommendations for safe screen and personal device use in schools. The intent is to add a new set of recommendations to the Wellness PIP, either in full, or in part with a reference to a more comprehensive set of guidelines published as a companion to the PIP.

The draft recommendations are divided into the following areas:

1. Health and well-being of students
2. Teacher training
3. Collaboration with APS technology committee, teachers and stakeholders
4. Supporting documentation

1. Health and well-being of students

Low/No-screen Option

All parents are entitled to request a low/no-screen option for their child. This option will be presented in the first day packet. APS will develop guidelines to accommodate. No child should be withheld a device that helps them access their learning, nor forced to use a device that may exacerbate a diagnosed condition, as agreed upon through 504, IEP, health plan, or parental request. Proper computer configurations need to be offered in classrooms for children.

General use of screens in APS

Because real-life and multi-sensory experiences have been proven to be more meaningful than learning experiences on electronic devices, screens should be used for specific purposes rather than as a replacement for hands-on, project-based learning. Authentic books (paper) have been proven to be more effective technology in reading processes and acquisition. Near screens and educational apps lack multi-sensory input and pose health risks, so screens should be implemented only when other methods of meeting curricular objectives have been exhausted. Diverse modalities for learning will be offered, with screens not being a choice at times. Personal devices brought from home will not be allowed in class.

Time on devices: Per session & Per day

Classrooms must implement scheduled and staggered screen use. In this way, breaks will be embedded throughout the day. Schedule device use within grade levels to [ensure routine breaks](#) from screens on a daily basis. For example, when device use is required in the first period, it must take place in the first 20 minutes of class. Then in 2nd period, device use would also take place during the first 20 minutes, followed by a break. Each grade level team can determine what part of the class they prefer, as long as the use and breaks are consistent throughout the school day. The American Academy of Pediatrics (AAP) suggests a daily digital plan, where homes and schools collaborate on the quantity received per day and maintain a healthy average.

Safe configurations for every classroom

The State of VA requires of a ratio of 1 computer to every 5 students. Each classroom needs to have these computers in the proper configurations. Classrooms should have a cluster of safely configured computers with time limits and intentional use:

1. Place a blue light filter on the screens.
2. Make sure the monitor is at eye level when seated in front of the screen.
3. Keep monitor at least 20 inches from eyes (adult's arm length).
4. Use a chair that can adjust in height to the child's sight.
5. Minimize reflections and screen glare by adjusting contrast and brightness settings and the light in the room (lamps, overhead, sunshine, etc.) to match the lighting on the screen. The screen and room lighting should be the similar.
6. Ensure the feet are resting flat on the floor.
7. Keep track of time with a timer
8. Consider volume and the surrounding sounds so as to not block them out. Consider setting a volume limit.

School issued devices should stay at school

Safe computer configuration cannot be assured at home, nor can the schools control the time the school device is used by a student. School device use could be contributing to the interruption of critically important healthy sleep patterns, since many students are doing homework late in the evening.

Consistency across schools

All APS Schools and Programs at Elementary, Middle and High School levels need to follow the Policy Implementation Procedures for best outcomes in student well-being and academic performance.

2. Teacher training

As technology is constantly changing and new research shifts our understanding of best practices, teachers and staff shall participate in ongoing training regarding health and safety issues associated with

children's use of digital devices. When devices are used in schools, teachers shall ensure that students heed manufacturers' guidelines when using school-issued devices and adhere to best practices as put forward by pediatricians, ophthalmologist and other medical professionals. Teachers will take into account the published ergonomic considerations from the manufacturer. Teachers will model screen hygiene at school when using their own devices. Classroom posters showing proper computer configuration should be in sight for easy reference. Teacher training will also include best practices for identifying and reducing improper/excess screen use among students that contributes to distraction and limited attention span in class.

3. Collaboration with stakeholders

SUS aims to work in tandem with APS tech personnel, teachers, parents, and health care professionals to create a committee of experts to continue to monitor how technology is being implemented in the schools - its positive and negative impacts to the growth and development of the whole child and the community at large. SUS also believes an educational technologist would be helpful on staff.

4. Supporting Documentation (links):

[Ergonomics](#)

[Personalized Learning and the Digital Privatization of Curriculum and Teaching](#)

[Groundbreaking study examines effects of screen time on kids](#)

[Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study](#)

[Seeing the Light – Myopia Is on the Rise, and Screens May Be to Blame](#)

ACTION REQUESTED

1. Review Screen Use in School Subcommittee recommendations and update the Wellness PIP with associated content.
2. Monitor the latest data and research on personal electronic devices and their effect on growth and development.
3. Support teacher training and materials for authentic learning experiences.
4. Promote best practices in screen hygiene through modeling, training, and advocacy (i.e., "devices down and heads up," active listening, face-to-face social interactions - generally being fully present in the company of others).
5. Inform parents about software platforms and learning apps that students are exposed to and seek parental approval as indicated by the software terms and conditions.

Other Ongoing SHAB Priorities

- Staff schools with one full-time school nurse per school, to meet national guidelines.
- Educate others about the importance of our students getting adequate sleep and advocating for school start times that mirror changing national standards.

- Maximize unstructured recess time and maximize movement during indoor recess.
- Educate others about the importance of movement throughout the day, including active hands-on lessons in the classroom, movement breaks between classroom activities, and outdoor learning opportunities.
- Ensure that APS is promoting healthy eating choices and not using unhealthy food - candy, soft drinks, etc. - as a reward.
- Support and monitor middle and high school efforts to curb vaping and substance abuse.
- Support Student Services efforts to address suicide, anxiety, stress and depression among students.
- Advise on the Health Education and Family Life Education curricula.
- Support the Transgender and Gender Non-conforming Youth PIP to protect the unique needs of these vulnerable students.
- Monitor the installation and materials used in artificial turf fields to reduce student exposure to environmental contaminants.

SUMMARY OF SCHOOL BOARD/APS ACTION ITEMS

Wellness Councils

1. To conform to state and federal guidelines, APS must ensure that all schools form Wellness Councils and report out to their school communities on wellness activities.
2. APS should publicly share the results of the county-wide wellness assessments and develop and maintain an inventory of wellness activities in schools and points of contact.

Food Allergy Guidelines

1. Translate the updated guidelines into Spanish.
2. Print copies and distribute (at least one per school, one copy for each Extended Day office and one copy for each nurses' office).
3. Provide links to the guidelines on the APS website from Student Services and Food Services.

Hand Washing Guidelines

1. Revise the APS handbook to include when hand washing should happen, and send messages to teachers, staff and parents with these guidelines at least during the winter illness months.
2. Provide examples for staff on how to teach about hand washing, and how to integrate hand washing throughout the busy school day.
3. School construction and remodeling efforts should include installation of trough sinks, particularly in or near cafeterias.

Air Quality - Bus and Automobile Idling

1. Declare APS a No-Idle District and work with SHAB and other local agencies to educate parents about the negative impact of idling on children's health and the environment.
2. Promote zero tolerance for APS bus drivers violating the 5-minute idling limit.
3. Approve funding for replacement of old school buses or retrofitting of buses older than 2007 to reduce their particulate matter emissions.

Indoor Air Quality

1. Add language to the Wellness PIP and Facilities PIPs to prohibit the use of scented products whenever possible.
2. Distribute via School Talk language drafted by EHAS to educate parents and staff about the hazards of scented products and the fact that they should not be used in schools.
3. Ask Principals to remind teachers and custodial staff that plug-ins, candles, sprays and other air fresheners are not permitted in classrooms.

Screen Use in Schools

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5. Inform parents about software platforms and learning apps that students are exposed to and seek parental approval as indicated by the software terms and conditions.

APPENDIX A: SHAB MEMBERS

SHAB LEADERSHIP TEAM (8)

Vera Cardinale, MPH	Chair, APS Parent
Laura Newton, PhD	Staff liaison, APS Employee
Sarah Bell, RN, BSN, MPH	Arlington County Employee
Karin Beecroft, RN, MSN	Arlington County Employee
Debbie DeFranco, MEd, ATC, CSCS	APS Employee
Amy Maclosky	APS Employee
Jessica Haney	APS Parent
Ann Marie Douglass	APS Parent

MEMBERS FOR 2019-20 (12)

Michael Angeloni	Community Member
Katherine Arnold, JD	APS Parent or Legal Guardian
Mila Cohrssen	APS Parent or Legal Guardian
Susanna Crowder	APS Parent or Legal Guardian
Jessica Donze Black, RD, MPH	APS Parent or Legal Guardian
Nelly Evans, MPP	Community Member
Shannon Higgins, MPH	APS Parent or Legal Guardian
Maria Jacoby	APS Parent or Legal Guardian
Desiree Jaworski	APS Parent or Legal Guardian
Keirsten Kelly, RN, BSN	APS Parent or Legal Guardian
Melody Kisor, MS	APS Parent or Legal Guardian
James Rives, MD	APS Parent or Legal Guardian