

# PSE Playbook 101

*Implementing Policy, Systems, and  
Environmental Change in Communities*

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Senior Policy Analyst

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**CHAMPION  
PROVIDER**  
FELLOWSHIP



**ChangeLab Solutions**



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**Healthy communities  
for all through better  
*laws & policies***



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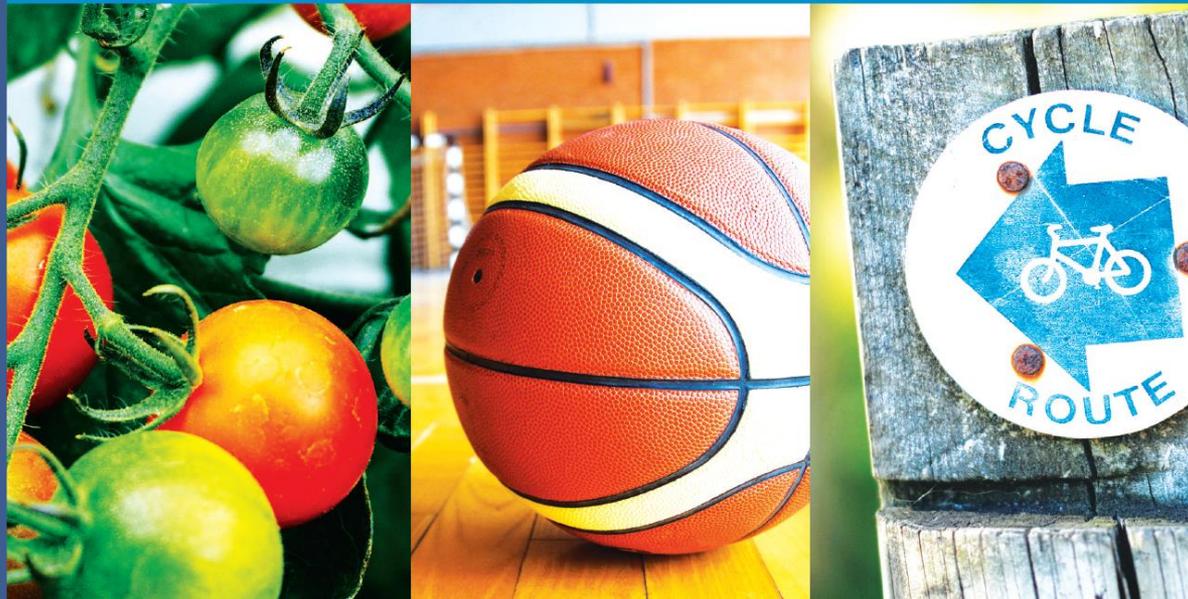
# agenda

- Intro to policy, systems, and environmental change
- Role for providers in PSE efforts
- Playbook spotlight on:
  - School wellness
  - Food insecurity
- Guiding tips
- Q&A



# PSE PLAYBOOK

Implementing Policy, System, and  
Environmental Change in Our Communities



# PSE 101 review



Policy  
Change



System  
Change



Environmental  
Change



Let's say you wanted to remove unhealthy foods and beverages from the office vending machine...





**Environmental change:  
escorting the unhealthy items to  
the recycling bin**



**System change:  
asking the distributor to only stock  
healthy snacks and beverages**



Policy change:  
re-writing your vending machine  
contract to require only healthy  
snacks and beverages



**Creation or alteration of a formal written statement of a government, business, or nonprofit that results in a new organizational position, decision, action, or mandatory rule or regulation.<sup>1</sup>**



**Informal and ongoing change in organizational practices and procedures that results in a new, voluntary way of doing business.<sup>1</sup>**



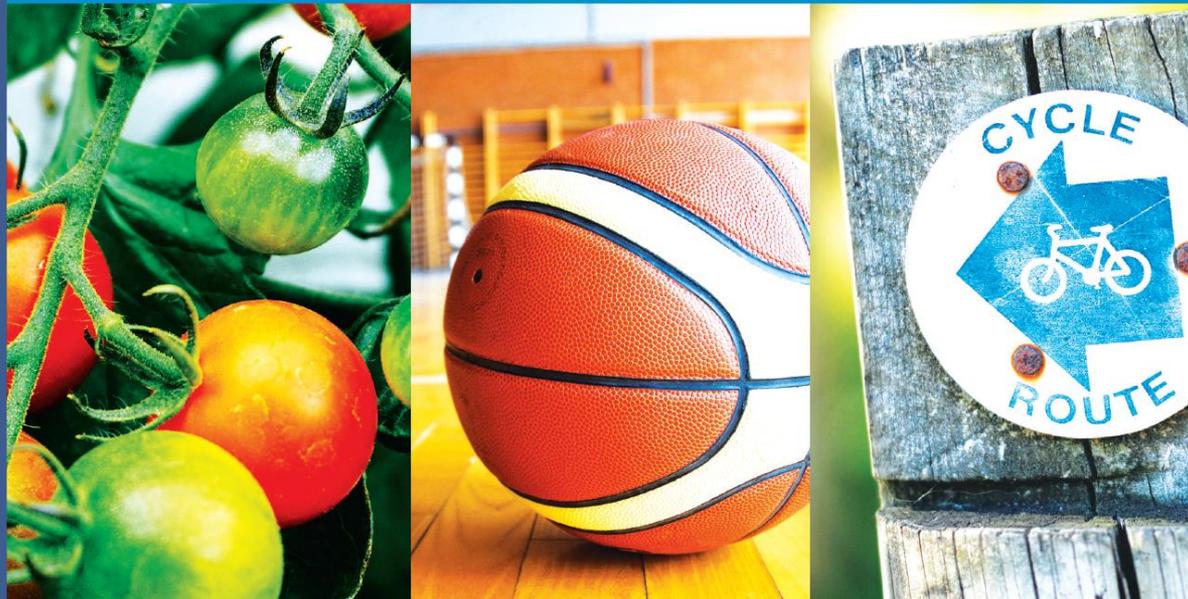
**Directly alters the physical, economic, social, or messaging environment that results in a new level of access or opportunity for the target population.<sup>1</sup>**



| ROLE               |   | LEVEL OF INVOLVEMENT |   |
|--------------------|---|----------------------|---|
| <b>Connector</b>   | Identifies other providers in the community to augment support for an issue                         | Low                  | A one-time role that requires a limited time commitment and is not central to the implementation or sustainability of the intervention (e.g., testifying at a public meeting)   |
| <b>Advocate</b>    | Advocates for a specific policy, decision, or change  | Low                  |   |
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# PSE PLAYBOOK

Implementing Policy, System, and  
Environmental Change in Our Communities





# Healthy Food & Beverage Standards





Health  
& Safety



Food Security





Health  
& Safety



Food



School  
Wellness

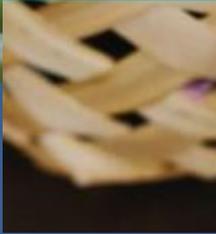




Head  
&  
S



Food



W



Safe Routes  
to School





Head  
& S



Foc



Safe R  
to S



W



Structured  
Physical  
Activity



# School Wellness



## What's The **IMPACT?**

### **The school environment affects student health.**

Research shows that school features — including the types of foods and beverages available, marketing of those foods and beverages, availability of and access to physical education, and design of outdoor activity areas — affect student diet, exercise, academic performance, and behavior.<sup>33</sup>

### **Disproportionate effect.**

Low-income youth, youth of color, and rural youth disproportionately rely on schools as a source of food and physical activity, yet they are more likely to attend schools with limited healthy food and beverage options, limited physical education programs, and outdated recreational equipment.<sup>34</sup> Latino children disproportionately experience food insecurity, make up 32 percent of students receiving free lunch, and are less likely to have healthy snacks available at school compared to white students.<sup>35</sup>

Schools located in low-income neighborhoods are less likely to have physical education classes or incorporate physical activity practices in the school day compared to schools in high-income neighborhoods.<sup>36</sup> Low-income youth of color have the shortest recess periods.<sup>37</sup> Unhealthy foods are more pervasive in rural schools than in urban and suburban schools.<sup>37</sup> Despite a 2010 federal law requiring schools to adopt a local school wellness policy, rural elementary schools' recess periods, physical education, and offerings of health foods did not increase due to lack of funding.<sup>39</sup>

### **Poor health outcomes.**

Low-income students, communities of color, and rural students are disproportionately affected by poor health outcomes associated with diet and physical activity, including obesity, diabetes, heart disease, and dental decay infection.<sup>6,10,11</sup>

## What Is **SCHOOL WELLNESS?**

For the purpose of this Playbook, *school wellness* refers to any effort to improve a school's food or physical activity environment over and above changes required by federal law. Federal law requires schools participating in the National School Lunch Program and other child nutrition programs to adopt a local school wellness policy. These policies include standards requiring healthy foods and beverages in cafeterias, and limiting the sale of unhealthy foods and beverages in vending machines. This law is applicable to most public schools.<sup>40</sup>

Interventions that improve school wellness could:

**Apply healthy food and beverage standards to snacks available at after-school events,** such as club meetings, sports games, or fundraisers.

**Require or encourage improvements to physical education programs and recreational facilities** to make physical activity more culturally appropriate, safe, and widespread among students.

**Establish recess and lunch break policies** maximizing physical activity among students and ensuring recess and lunch breaks are not taken away as a form of discipline.

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## CASE STUDY: Sacramento Local School Wellness Policy<sup>42</sup>



HEALTHCARE PROVIDER ROLE: Team Expert

LEVEL OF INVOLVEMENT: Medium

### INTERVENTION SUMMARY

In 2015, the Sacramento City Unified School District (SCUSD) began updating its school wellness policy to maximize student wellness during the school day and streamline existing district policies.<sup>43</sup> Based on a series of community input sessions, SCUSD drafted a new policy that:

- prohibits offering food as an incentive or reward for behavior and performance,
- requires all food offered during the school day, including for birthdays, meets the Smart Snacks for Schools guidelines,
- encourages staff to choose water and use non-branded containers if they drink sugary beverages at school,
- ensures physical activity and recess are not taken away as a form of punishment, and
- requires schools to meet and exceed physical activity requirements by grade level.<sup>44</sup>

Some of these requirements go above and beyond the federal requirements, such as encouraging staff to model nutritious choices. SCUSD is currently soliciting community input on the draft policy and hopes to finalize and adopt the policy later this year.<sup>45</sup>

### PROVIDER ROLE

Dr. Zoey Goore, a Champion Provider Fellow and pediatrician, has been active in her community for years on issues of food security and obesity prevention.



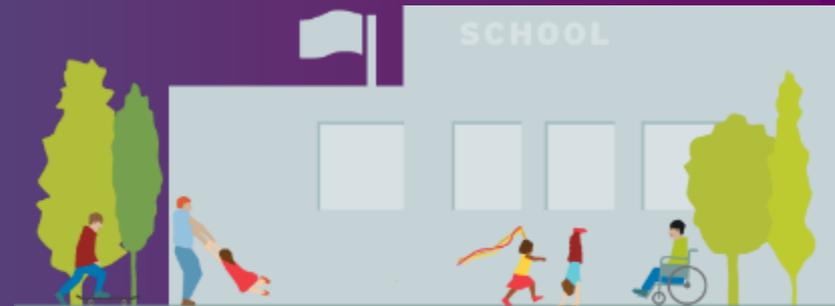
When the new school wellness policy was being drafted, she was asked to join the Coordinated School Health Committee. Dr. Goore provided input on nutrition and physical activity requirements for student wellness as well as up-to-date information on child nutrition standards during a series of meetings with stakeholders, including SCUSD staff, parents, teachers, health and counseling staff, food services staff, and expert community organizations (*team expert*).<sup>42</sup>

### RESULTS

Once adopted, this policy will be unique for encouraging staff to model healthy food and beverage choices for students.<sup>42</sup> Furthermore, SCUSD will join the ranks of school districts maximizing and ensuring equitable access to daily physical activity for all students, including those being disciplined, recognizing it as a critical form of stress release and an important opportunity to promote physical and mental wellness and increased cognitive functioning.<sup>45</sup>

# *School Wellness Policy*

- A written document
- Guides a local educational agency or school district to create supportive school nutrition and physical activity environments



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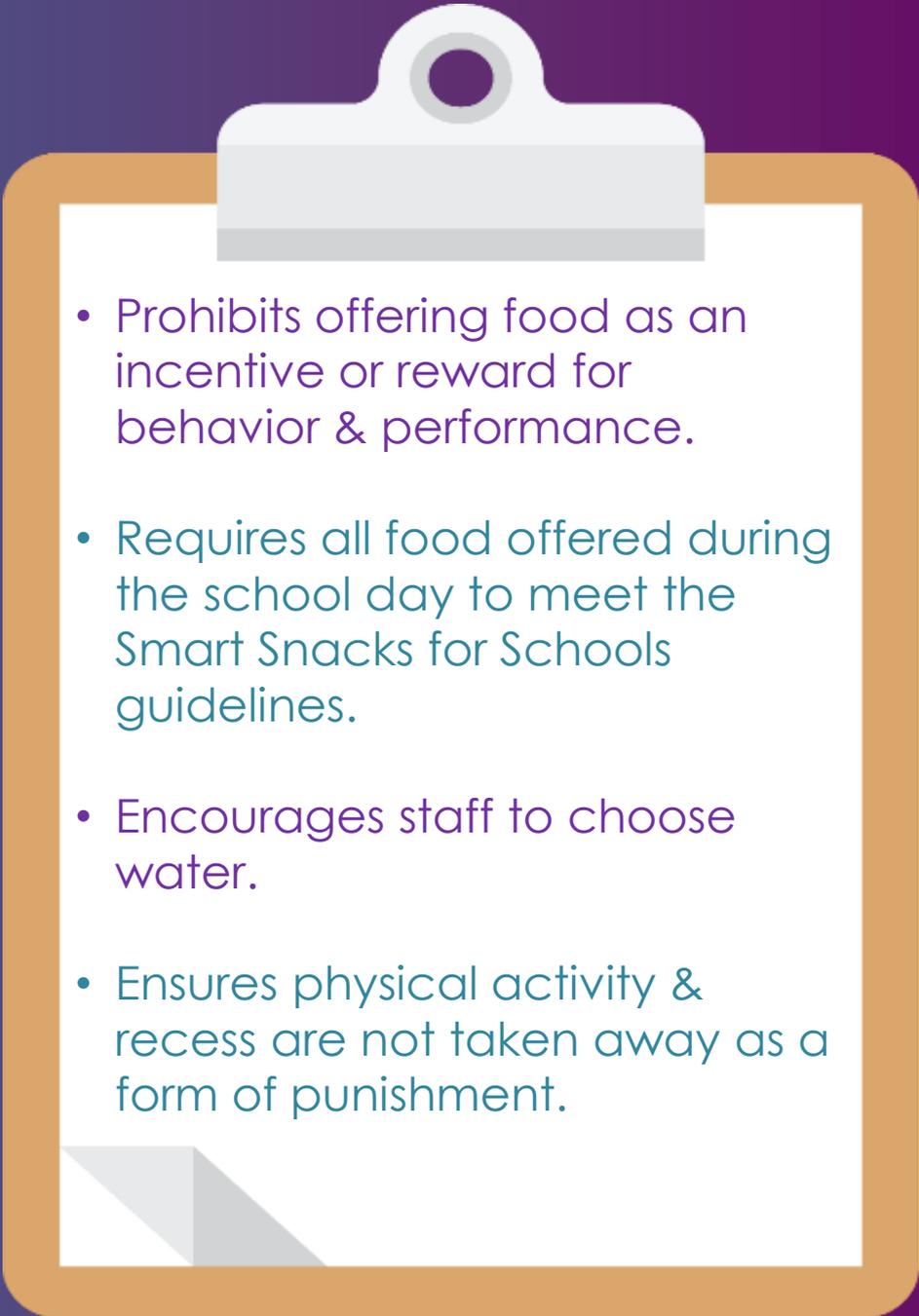


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*What ended up in the Sacramento City Unified School District's draft wellness policy?*

- 
- Prohibits offering food as an incentive or reward for behavior & performance.
  - Requires all food offered during the school day to meet the Smart Snacks for Schools guidelines.
  - Encourages staff to choose water.
  - Ensures physical activity & recess are not taken away as a form of punishment.

# *School Wellness: Where to start?*

## 1. Look it up.



# *School Wellness: Where to start?*

1. Look it up.
2. Get in touch.



# *School Wellness: Where to start?*

1. Look it up.
2. Get in touch.
3. Learn more.





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## Local School Wellness Policy

### CONNECT WITH US

Get the latest news, join discussions on public health issues, show us change in your community, or make a donation.



Since 2006, federal law has required all school districts participating in the National School Lunch Program and/or School Breakfast Program to adopt a local school wellness policy. This requirement reflects the essential role schools play in promoting student health and fostering lifelong healthy habits in children.

Wellness policies are written documents that outline how school districts plan to help kids eat well, be physically active, and lead healthier lives. School wellness policies set nutrition standards for all foods and beverages available on campus and define benchmarks for physical activity and physical education. They also provide guidelines for nutrition promotion, nutrition education, and other school-based activities that promote student wellness. Beyond meeting these legal requirements, school wellness policies provide a platform for developing a comprehensive and coordinated strategy for improving student health.



ChangeLab Solutions has developed specific tools to help school districts strengthen their wellness policies and promote student health. We have also compiled a list of useful resources and publications that address various issues related to local school wellness policies. If you are unable to find what you are looking for, [contact us](#) to learn more.

**ChangeLab Solutions Resources** ([Show](#))

**USDA Resources** ([Show](#))

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# Putting Local School Wellness Policies into Action:

## Stories from School Districts and Schools

National Center for Chronic Disease Prevention and Health Promotion  
Division of Population Health



CS12141

[www.changelabsolutions.org/local-school-wellness-policy](http://www.changelabsolutions.org/local-school-wellness-policy)

## Wellness Policies

When schools have effective policies and practices that support the health of their students and staff, absenteeism decreases, concentration improves, and behavior problems are reduced. - National School Boards Association

School wellness policies are vital to making the healthy choice, the easy choice on school campuses. They provide an opportunity for schools and districts to create and support a healthy school environment and promote student and staff health. Effective wellness policies make physical activity, healthy eating and staff wellness programs, sustainable practices.

MY SCHOOL

[« Back to other topics](#)



### Convene Your Committee

Build support with a wellness committee made up of diverse points of view.

GET STARTED ►



### Refresh Your Policy

Wellness policies establish the foundation for health-promoting practices throughout your school district.

GET STARTED ►

### Quick Links

[Alliance's Model Wellness Policy School Wellness Committee Toolkit](#)  
[USDA's Local School Wellness Policy Process](#)  
[Wellness Policy Webinar – Part 1 of 2](#)

Implement the



# Food Security

## CASE STUDY: San Diego Food Rx<sup>27</sup>



HEALTHCARE PROVIDER ROLES: Leader / Amplifier / Connector

LEVEL OF INVOLVEMENT: High

### INTERVENTION SUMMARY

In 2017, Kaiser Permanente in San Diego County launched a pilot program called Food Rx.<sup>27</sup> The goal of Food Rx is to adopt the American Academy of Pediatricians' (AAP) recommended policy which adds questions to screen for food insecurity in patients' medical records.<sup>27,28</sup>

Program activities include:

- Educating pediatricians and medical staff about the link between food insecurity and obesity
- Raising awareness about how pediatricians and medical staff can become a resource to their patients to address food insecurity
- Identifying an organization to refer patients to who screen positive for food insecurity
- Creating a referral form

### PROVIDER AND INSTITUTION ROLES

Dr. Pat Cantrell is a Champion Provider Fellow and the president of the AAP San Diego and Imperial County chapter. During her tenure as president, AAP issued a policy recommendation to screen for food insecurity. Dr. Cantrell led the charge to have this policy adopted in San Diego and Imperial County.<sup>27</sup> Dr. Cantrell knew she needed to engage partners in order to build momentum for the policy. She initially partnered with the San Diego Food Bank, San Diego Hunger Coalition, and Medical Society (*connector*). Together, they determined that doctors have limited time with their patients and would

need to have a "one-stop-shop" organization to refer patients to. The Medical Society recommended 2-1-1 San Diego, which serves as a nexus to bring community resources together to help people navigate and access services, including food access.<sup>29</sup>

Dr. Cantrell then integrated food insecurity screening into patient medical records, conducted trainings in pilot sites located in medical offices, identified a single organization to direct referrals, and worked with her coalition to create a referral form called Food Rx, which resembled a prescription pad (*leader*).<sup>27</sup>

### RESULTS

San Diego FoodRx was piloted in a Kaiser Permanente medical office and will expand to 11 additional offices, including two rural offices in El Cajon and Escondido. Dr. Cantrell explains that gathering buy-in was an "easy sale." Once physicians and medical staff learned about food insecurity's link to patient health, they were eager to help their patients by incorporating the screening questions.

Through the coalition, Dr. Cantrell was able to partner with 2-1-1 San Diego to provide a free referral service to patients. One of Dr. Cantrell's original goals was to amplify the importance of the policy. Recently, she met with the president of AAP in Texas to explore how they can implement similar efforts (*amplifier*). Dr. Cantrell considers this an indication that the policy can be adopted nationwide through the AAP network.<sup>27</sup>



**Dr. Patricia Cantrell**  
**San Diego, CA**



# Promoting Food Security for All Children

COUNCIL ON COMMUNITY PEDIATRICS, COMMITTEE ON NUTRITION

Sixteen million US children (21%) live in households without consistent access to adequate food. After multiple risk factors are considered, children who live in households that are food insecure, even at the lowest levels, are likely to be sick more often, recover from illness more slowly, and be hospitalized more frequently. Lack of adequate healthy food can impair a child's ability to concentrate and perform well in school and is linked to higher levels of behavioral and emotional problems from preschool through adolescence. Food insecurity can affect children in any community, not only traditionally underserved ones. Pediatricians can play a central role in screening and identifying children at risk for food insecurity and in connecting families with needed community resources. Pediatricians should also advocate for federal and local policies that support access to adequate healthy food for an active and healthy life for all children and their families.

## INTRODUCTION

In 2013, 17.5 million US households, or 14.3% of all households and 21% of all children, met the US Department of Agriculture (USDA) definition of a food-insecure household, one in which "access to adequate food is limited by a lack of money or other resources."<sup>1,2</sup> Households with children are nearly twice as likely to be food insecure as households without children. In 2013, 7.5 million American families with children lacked consistent access to adequate, nutritious food. The crisis becomes even more pressing for families facing severe economic hardships. In 2013, almost 60% of all food-insecure households had incomes below 185% of the federal poverty thresholds, the income eligibility cutoff for many child nutrition programs. The federal poverty threshold for an average family of 4 people in 2013 was \$23 834; 185% of this threshold amount is \$44 093, but the federal poverty level is not a definition of economic hardship, and the amount to provide basic needs for a family of 4 often far exceeds this amount. Because 30% of food-insecure households have incomes above this level, it is clear the problem is not related solely to poverty.

The demographic of food-insecure Americans extends beyond the areas of concentrated urban poverty and into suburbs and rural America, areas

## abstract

FREE

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**POTENTIAL CONFLICT OF INTEREST:** The authors have indicated they have no potential conflicts of interest to disclose.

1. Within the past 12 months, we worried whether our food would run out before we got money to buy more. (Yes or No)

2. Within the past 12 months, the food we bought just didn't last and we didn't have money to get more. (Yes or No)



“This is something that I think I can do...and it’s a change that can potentially affect many lives.”





“I realized we need to build a coalition of people who know how to provide these services.”









“I just put myself on the docket to use the opportunity to teach [doctors] about food insecurity and the rollout of this program.”





“When kids come in for their physical, it’s part of the questionnaire that we ask.”



# FOOD



## NUTRITION RESOURCES AVAILABLE

- ✓ Get free food in your neighborhood.
- ✓ Get extra money to purchase food at grocery stores, farmers markets and convenience stores.

# IT'S EASY!

- STEP ONE** Dial **2-1-1** on your phone or visit: [www.211sandiego.org](http://www.211sandiego.org). Open everyday anytime - 24/7.
- STEP TWO** Select option for **food assistance**.
- STEP THREE** A trained professional will help you find free food in your area.



# FOOD

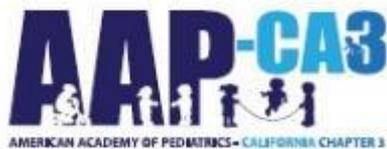


## RECURSOS DE NUTRICIÓN DISPONIBLES

- ✓ Obtenga alimentos gratis en su vecindario.
- ✓ Obtenga dinero extra para comprar alimentos en supermercados, mercados de agricultores (farmers markets) y tiendas de conveniencia.

# ¡ES FÁCIL!

- PASO UNO** Llame **2-1-1** o visite [www.211sandiego.org](http://www.211sandiego.org).  
Servicio 24 horas / 7 días a la semana.
- PASO DOS** Seleccione la opción **food assistance / asistencia de comida**.
- PASO TRES** Un representante capacitado le ayudará a encontrar alimentos gratis en su área.



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|--------------------|---|----------------------|---|
| <b>Connector</b>   | Identifies other providers in the community to augment support for an issue                         | Low                  | A one-time role that requires a limited time commitment and is not central to the implementation or sustainability of the intervention (e.g., testifying at a public meeting)   |
| <b>Advocate</b>    | Advocates for a specific policy, decision, or change  | Low                  |   |
| <b>Amplifier</b>   | Writes, speaks, blogs, or is interviewed about an issue   | Medium               | An ad-hoc role that requires a moderate time commitment and is not central to the implementation or sustainability of the intervention (e.g., attending three task force meetings to help design a policy)                                      |
| <b>Team Expert</b> | Joins an existing collaboration or partnership or provides subject matter expertise                 | Medium               |   |
| <b>Leader</b>      | Identifies or produces resources, convenes stakeholders, or establishes multi-sectoral partnerships | High                 | An ongoing role that requires a significant time commitment and is central to the implementation or sustainability of the intervention (e.g., securing funding for and helping to design and manage a community-wide physical activity program) |



| ROLE               |   | LEVEL OF INVOLVEMENT |   |
|--------------------|---|----------------------|---|
| <b>Connector</b>   | Identifies other providers in the community to augment support for an issue                         | Low                  | A one-time role that requires a limited time commitment and is not central to the implementation or sustainability of the intervention (e.g., testifying at a public meeting)   |
| <b>Advocate</b>    | Advocates for a specific policy, decision, or change  | Low                  |   |
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| <b>Team Expert</b> | Joins an existing collaboration or partnership or provides subject matter expertise                 | Medium               |   |
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“You need to have somebody who...continues to be that strong leader throughout the program.”



# Guiding Tips



# Guiding Tips



- **Get to know community partners—don't start from scratch.**



# Guiding Tips

- Get to know community partners—don't start from scratch.
- Find your niche—you don't have to do it all.



# Guiding Tips



- **Get to know community partners—don't start from scratch.**
- **Find your niche—you don't have to do it all.**
- **Be flexible and willing to adjust as you go.**



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- **Be patient.**



# Guiding Tips



- **Get to know community partners—don't start from scratch.**
- **Find your niche—you don't have to do it all.**
- **Be flexible and willing to adjust as you go.**
- **Be patient.**
- **Just get started.**

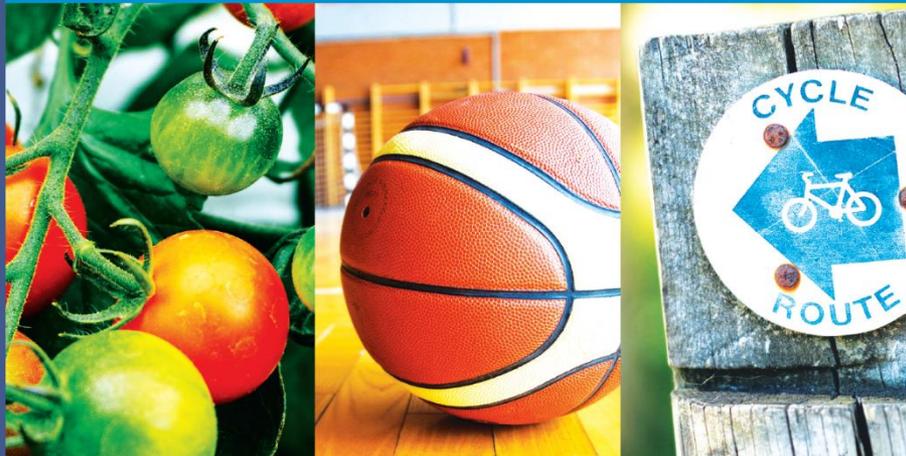


# Resources

CHAMPION  
PROVIDER  
FELLOWSHIP

## PSE PLAYBOOK

Implementing Policy, System, and  
Environmental Change in Our Communities



# Resources

## School Wellness

changelabsolutions.org September 2015

### The Healthy, Hunger-Free Kids Act and School Fundraisers



The Healthy, Hunger-Free Kids Act, which provides strong nutrition standards for school meals and other foods sold to children on school campuses, also sets new rules on school fundraisers that sell food. This brief fact sheet summarizes the laws and associated regulations on fundraisers.

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American Heart Association  
Robert Wood Johnson Foundation  
Voices for Healthy Kids  
TAKING ACTION TO PREVENT OBESITY

changelabsolutions.org May 2017



### Restricting Food and Beverage Marketing in Schools

ChangeLab Solutions developed this fact sheet to provide an overview of food and beverage marketing, to explain what school districts are required to do under federal law, and to outline policy options for school districts that want to go beyond the minimum requirements to address unhealthy marketing in schools.

From sugary drink ads on vending machines to fast food logos on book covers and stadium scoreboards, unhealthy food marketing is a frequent sight in schools. Research shows that, despite common misperceptions, these marketing relationships result in little to no revenue for schools.<sup>1</sup> In addition, they encourage students and staff to make unhealthy food choices and compromise the educational mission of schools.

For the first time, the United States Department of Agriculture (USDA) now limits unhealthy food and beverage marketing in schools. On July 29, 2016, the USDA finalized regulations that strengthen requirements for local school wellness policies.<sup>2</sup> Among other requirements, the final rule allows in-school promotions only for foods and beverages that meet the USDA Smart Snacks in School nutrition standards (Smart Snacks standards).<sup>3</sup>

This fact sheet provides an overview of food and beverage marketing and explains what school districts are required to do under federal law. It discusses policy options for school districts that want to go beyond the minimum requirements to address unhealthy marketing more comprehensively. Finally, it briefly addresses First Amendment considerations.

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<sup>1</sup> The USDA Smart Snacks in School nutrition standards are based on the amount of calories, sodium, sugar, and fat in foods and beverages that are sold on campus during the school day, but are sold outside the school membership school meals program.

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nplan  
NATIONAL POLICY & LEGAL ANALYSIS NETWORK TO PROMOTE CHILDREN'S HEALTHY

### Incorporating Shared Use into Local School Wellness Policies



July 2015

changelabsolutions.org

# Resources

## Food Security

**From the Ground Up**  
*Land Use Policies to Protect and Promote  
Farmers' Markets*



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**Banking on Health**  
Improving Healthy Beverage  
& Nutrition Standards in Food Banks



Increasingly, public health departments and food banks are partnering up to improve the health of food-insecure families and individuals. Together, these agencies can help get good food to those who need it most.

CA4Health  
Healthy places...healthier lives

ChangeLab Solutions  
Look & policy inspiration for the common good

Made possible by CA4Health, a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention

**Dig, Eat, and Be Healthy**  
*A Guide to Growing Food on Public Property*



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# Resources

## Healthy Food and Beverage Standards

# Health on the Shelf

A Guide to Healthy Small Food Retailer Certification Programs

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## HEALTHY RETAIL PLAYBOOK

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Law & public participation for the common good

## Institutions Buying Food for Health & Equity

*A more just food system through the power of procurement*

Large institutions, like government agencies and hospitals, purchase a lot of food and drinks every day. These institutions are an important source of food, since Americans eat more than one-third of their calories outside the home. If the purchasing decisions of large institutions are driven by good food values, it will benefit community wellness, the local economy, and the environment.

### FOOD SYSTEM FACTS

- LOCAL ECONOMIES:** Every dollar spent on local food generates another \$0.40–\$1.60 of economic activity.
- ENVIRONMENTAL SUSTAINABILITY:** If US public schools reduced their meat purchases by 30%, they could reduce their carbon footprints by 700 million tps at no extra cost.
- VALUED WORKFORCE:** One out of every 7 workers in the US works along the food chain, yet many of these jobs come with low pay. Procurement policies can help improve their conditions.
- HEALTH & NUTRITION:** Children are eating more fruits and vegetables at lunch due to the updated nutrition standards in the Healthy, Hunger Free Kids Act.
- ANIMAL WELFARE:** Higher welfare standards for farm animals are also good for public health and the environment.
- DIVERSITY IN BUSINESSES:** Supplier diversity programs help connect businesses in access to opportunity for diverse businesses, including ones that are owned by women, people of color, veterans, and disabled persons.

**LEARN MORE!**

- Food Service Guidelines for Federal Facilities:** [cfc.gov/bush/strategies/food-serv-guidelines](http://cfc.gov/bush/strategies/food-serv-guidelines)
- EXCEED: The Tool for Using Healthy Food Service Guidelines:** [exceedtool.com](http://exceedtool.com)

**CENTER**  
GOOD FOOD PURCHASING

**ChangeLab Solutions**  
Law & public participation for the common good

[changelabsolutions.org](http://changelabsolutions.org)

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# Resources

## Safe Routes to School

**Getting the Wheels Rolling**  
*A Guide to Using Policy to Create Bicycle Friendly Communities*

The cover features a grid of icons: a bicycle, a clock, silhouettes of cyclists, a 'BIKE' sign, a bicycle lane, and a bicycle on a road.

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**Crossing with Confidence**  
Managing Risk When Creating Crossing Guard Programs in California

The cover shows a crossing guard in a yellow vest holding a red stop sign, with children crossing a street. A map of California is in the top right.

With careful planning and implementation, schools, cities, and counties can reduce their risk of liability when creating and operating crossing guard programs.

**CA4Health**  
healthy places...healthier lives

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Made possible by CA4Health, a project of the Public Health Institute, with funding from the Centers for Disease Control and Prevention

**On the Move**  
Safe Routes to School Policies in Rural School Districts

The cover shows a group of people walking on a sidewalk in front of a school building. A map of California is in the top right.

Safe Routes to School policies can be effective in rural areas in supporting healthy, active, and successful students.

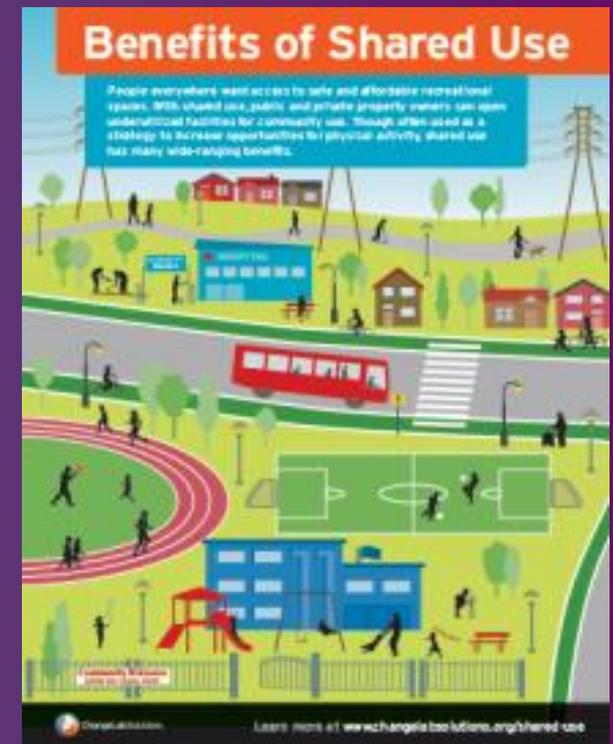
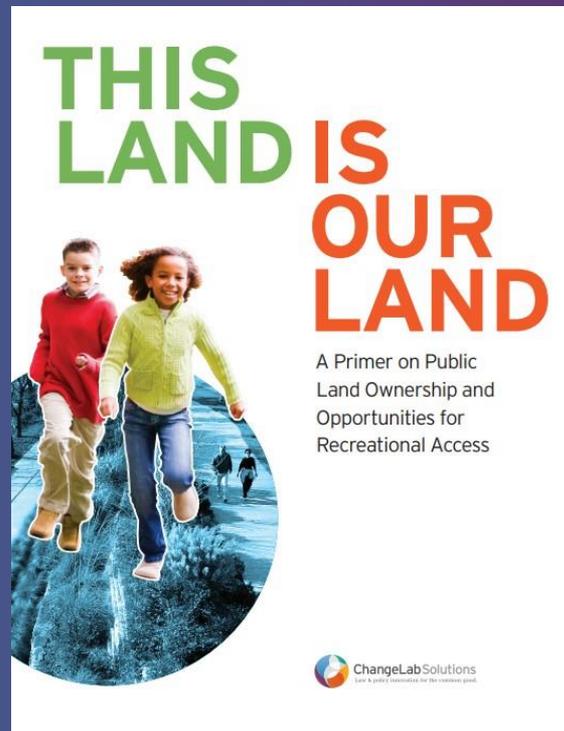
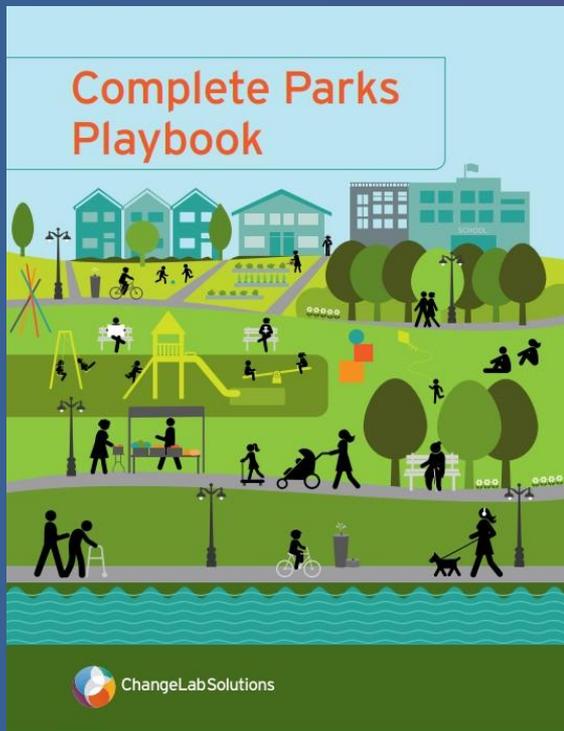
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# Resources

## Structured Physical Activity





# Questions?

*Type them into the chat box.*

ChangeLabSolutions

*Thank You!*

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