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KEY=ENVIRONMENTS - DEMARION TAPIA

Safe and Healthy School Environments Oxford University Press Millions of children and adults across the nation spend their days in school buildings, and they need safe, healthy environments to thrive, learn, and succeed. This book explores the school environment using the methods and perspectives of environmental health science. Though environmental healht has long been understood to be an important factor in workplaces, homes, and communities, this is the first book to address the same basic concerns in schools. The editors are physicians and educators trained in pediatrics, occupational and environmental medicine, and medical toxicology, and the authors are experts in their fields drawn from across the United States and abroad. Each section of the book addresses a different concern facing schools today. In the first six sections, the various aspects of the school environment are examined. Chapters include the physical environment of the school, air quality issues, pest control, cleaning methods, food safety, safe designs of playgrounds and sports fields, crime and violence prevention, and transportation. In the last two sections, recommendations are made for school administrators on how to maximize the health of their schools. Appropriately evaluating the school environment, implementing strategies to address children and adults with disabilities, emphasizing health services, infectious disease prevention and recognition, and occupational health for faculty and staff are all addressed. The entire book is evidence-based, readable, generously illustrated, and practical. An indispensable resource for parents, school staff, administrators, government officials, and health professionals, this book is for anyone who cares about the health of our schools. **Comprehensive Planning for Safe Learning Environments A School Professional's Guide to Integrating Physical and Psychological Safety – Prevention through Recovery Routledge** This book provides school administrators, school-based mental health professionals, and other educational professionals with the framework and tools needed to establish a comprehensive safe learning environment. The authors identify four necessary phases to achieve this (prevention, preparedness, response, and recovery) and provide numerous examples and tools to help readers create safe environments, while also addressing students' academic, emotional, and social needs. An emphasis is placed on the importance of the balance between physical and psychological safety within a multi-tiered framework - it is not enough for students to know their school is secure; they must also feel they are safe and can turn to their teachers and school-based mental health professionals with their concerns. An accompanying CD contains several valuable resources, such as forms, handouts, articles, and monitoring tools. **Safe and Healthy School Environments** This book explores the school environment using the methods and perspectives of environmental health science. The editors are physicians and educators trained in pediatrics, occupational and environmental medicine, and medical toxicology, and authors, drawn from across the U.S. and abroad, are experts in their fields. Each part of the book contains essays which address a different concern facing schools today: The Physical Environment of the School; Air Quality in Schools; Toxic Hazards in Schools; Nutrition and Physical Activity; Violence and Disasters; Transportation to and from School; Managing for Safe and Healthy School Environments; and Health Services in Schools: Environmental Health Aspects. Illustrations. **Health and Safety in the School Environment A Manual of Recommended Practice Teen Health, Safety and a Healthy Environment McGraw-Hill Education** Safety and A Healthy Environment* summarizes ways that students can practice safe habits at home, school, and out of doors. Each lesson focuses on describing risk followed by safe habits. The chapter also includes information on how to respond to simple emergencies, and to understand the Hands-Free CPR process. In Green Schools and Environmental Health, students learn how pollution affects health, as well as what they can do to reduce the impact of pollution in their school and community. *Each module contains the same front matter section, titled Your Health and Wellness. This content is relevant to the entire program. It teaches the 10 Health Skills that are the foundation of the Teen Health program. **Check List for a Healthful and Safe School Environment Sensible Steps to Healthier School Environments Cost-effective, Affordable Measures to Protect the Health of Students and Staff Government Printing Office** This brochure is designed to address some of the most common areas of environmental health concerns found in schools. It also provides one-stop access to learn some facts about these issues and the many existing low cost or no cost, affordable measures, programs and resources available to help prevent, reduce and resolve each of the highlighted environmental hazards, such as Asbestos, Asthma and Asthma Triggers, chemical management, lead, and more. Discover more products: Sensible Guide for Healthier School Renovations: Key Environmental Health Considerations When Renovating Schools Safe, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety School Enrollment in the United States, 2008 Crime, Violence, Discipline and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety, 2007-08: First Look -- Reduced List Price-- No further discount --overstock list price Indicators of School Crime and Safety 2011 --Reduced List Price -- No further discount-- overstock list price **Checklist for a Healthful and Safe School Environment Creating Safe, Equitable, Engaging Schools A Comprehensive, Evidence-Based Approach to Supporting Students** Creating Safe, Equitable, Engaging Schools brings together the collective wisdom of more than thirty experts from a variety of fields to show how school leaders can create communities that support the social, emotional, and academic needs of all students. It offers an essential guide for making sense of the myriad frameworks, resources, and tools available to create a continuous improvement system. Filled with recommendations gleaned from research and ongoing work in every US state and territory, this book is a critical resource for understanding and adopting evidence-based practices and making programmatic decisions to ensure the ideal conditions for learning, growth, and development. "Creating Safe, Equitable, Engaging Schools is an essential read for teachers, principals, district leaders, and organizations that work with schools to create challenging and supportive environments for all students." --Paul Cruz, superintendent, Austin Independent School District "Osher and colleagues not only connect the dots between big ideas--deeper learning, trauma, social and emotional learning, evidence-based programs, comprehensive community planning--but they model the continuous improvement approach in the way ideas are ordered across and within the chapters. This is a masterful volume: comprehensive, accessible, and way overdue." --Karen J. Pittman, cofounder, president and CEO, The Forum for Youth Investment "This book provides a very usable road map for creating safe, healthy, equitable, and caring schools. The editors and contributors successfully integrate research, practice, and policy to help educators develop and implement effective and sustainable models to nurture caring schools that all children and educators deserve." --Mark T. Greenberg, Bennett Chair of Prevention Research, Pennsylvania State University David Osher is vice president and an institute fellow at American Institutes for Research. Deborah Moroney is a managing director at American Institutes for Research and is director of the youth development and supportive learning environments practice area. Sandra Williamson is a vice president for policy, practice, and systems change at American Institutes for Research. **Comprehensive Planning for Safe Learning Environments A School Professional's Guide to Integrating Physical and Psychological Safety, Prevention Through Recovery Taylor & Francis** This book provides school administrators, school-based mental health professionals, and other educational professionals with the framework and tools needed to establish a comprehensive safe learning environment. The authors identify four necessary phases to achieve this (prevention, preparedness, response, and recovery) and provide numerous examples and tools to help readers create safe environments, while also addressing studentsâ(tm) academic, emotional, and social needs. An emphasis is placed on the importance of the balance between physical and psychological safety within a multi-tiered framework - it is not enough for students to know their school is secure; they must also feel they are safe and can turn to their teachers and school-based mental health professionals with their concerns. An accompanying CD contains several valuable resources, such as forms, handouts, articles, and monitoring tools. **Injuries in the School Environment A Resource Guide School Climate Measuring, Improving and Sustaining Healthy Learning Environments Routledge** Like a strong foundation in a house, the climate of a school is the foundation that supports the structures of teaching and learning. This book provides a framework for educators to look at school and classroom climates using both informal and formal measures. Each chapter focuses on a different aspect of climate and details techniques which may be used by heads or classroom teachers to judge the health of their learning environment. The book sets out to enhance understanding of the components of a healthy learning environment and the tools needed to improve that environment. It also looks at ways to assess the impact of change activities in improving and sustaining educational excellence. The international team of contributors bring perspectives from the school systems in America, UK, Australia and Holland. **U.S. Health in International Perspective Shorter Lives, Poorer Health National Academies Press** The United States is among the wealthiest nations in the world, but it is far from the healthiest. Although life expectancy and survival rates in the United States have improved dramatically over the past century, Americans live shorter lives and experience more injuries and illnesses than people in other high-income countries. The U.S. health disadvantage cannot be attributed solely to the adverse health status of racial or ethnic minorities or poor people: even highly advantaged Americans are in worse health than their counterparts in other, "peer" countries. In light of the new and growing evidence about the U.S. health disadvantage, the National Institutes of Health asked the National Research Council (NRC) and the Institute of Medicine (IOM) to convene a panel of experts to study the issue. The Panel on Understanding Cross-National Health Differences Among High-Income Countries examined whether the U.S. health disadvantage exists across the life span, considered potential explanations, and assessed the larger implications of the findings. U.S. Health in International Perspective presents detailed evidence on the issue, explores the possible explanations for the shorter and less healthy lives of Americans than those of people in comparable countries, and recommends actions by both government and nongovernment agencies and organizations to address the U.S. health disadvantage. **Checklist for Healthful and Safe School Environment Preliminary Trial Copy Healthful School Environment Environmental and Workplace Safety A Guide for University, Hospital, and School Managers Van Nostrand Reinhold Company** Managers can avoid costly institutional and personal lawsuits when they use this authoritative resource on how to comply cost-effectively with the complex OSHA, DOT, and EPA regulations affecting schools and hospitals. Lead, asbestos, indoor air pollution, indutrial effluents, biological hazards, and hazardous materials and wastes are among the issues covered. **Benefits of Environmental, Health, and Safety Regulation Educating the Student Body Taking Physical Activity and Physical Education to School National Academies Press** Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for

physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents. **Coalition for Healthier Schools Position Statement and Recommendations** Each school day, 55 million children and 7 million adults--that's 20% of the total U.S. population and 98% of all children--spend their workdays inside school buildings. Unfortunately, too many of the nation's 125,000 public and private K-12 schools are "unhealthy" buildings that can harm their health and hinder learning. Today, clear and convincing research shows that improving specific factors such as school indoor environmental quality improves attendance, academic performance, and productivity. This paper presents a list of recommendations offered by the Coalition for Healthier Schools to promote child and adult health, improve education, and create healthier communities. [For "Coalition for Healthier Schools Position Statement. Improving Education, Child Health, the Environment, and Communities," see ED510050. Additional sponsorship for this message was provided by: American Federation of State, County, and Municipal Employees; Alliance for Healthy Homes; Apollo Alliance; Beyond Pesticides; Children's Environmental Health Network; Healthy Children-Healthy World; Connecticut Foundation for Environmentally Safe Schools; Environmental Defense; Funders Forum on Environment and Education; Healthy Kids: The Key to Basics (MA); Green Schools Initiative/CA; Improving Kids Environment (IN); Initiative for Children's Environmental, Health; Learning Disabilities Association of America; Marin Golden Gate Learning Disabilities Association (CA); Massachusetts Healthy Schools Network; National Center for Environmental Health Strategies; National Education Association Health Information Network; New Jersey Work Environment Council; New Jersey Environmental Federation; Oregon Environmental Council; Physicians for Social Responsibility; Twenty-first Century Schools Fund (DC); West Harlem Environmental Action; League of Conservation Voters, Washington, DC; National Association of Pediatric Nurse Practitioners and over 200 more organizations nationwide.]. **Communities in Action Pathways to Health Equity National Academies Press** In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome. **Coalition for Healthier Schools Position Statement. Improving Education, Child Health, the Environment, and Communities** Each day over 53 million school children and 6 million adults--20 percent of the entire U.S. population--enter the nation's 120,000 school buildings to teach and learn. Unfortunately, in too many cases, they enter "unhealthy" school buildings," that undermine learning and health. In a recent five-state survey, more than 1,100 public schools were built within a half-mile of a toxic waste site. Polluted indoor air, toxic chemical and pesticide use, growing molds, lead in paint and drinking water, and asbestos are also factors that impact the health of the nation's students and school staff. These problems contribute to absenteeism, student medication use, learning difficulties, sick building syndrome, staff turnover, and greater liability for school districts. Clear and convincing research shows that improving school indoor environmental quality, siting, and design, using non-toxic products for cleaning, maintenance and instruction, providing more natural daylight, and creating energy efficient, neighborhood schools with adequate, safe space for outdoor activities, will all contribute to protecting the health of the children, to improving public education, and to creating healthier communities. This paper suggests several actions that elected and appointed officials can take to create healthier schools and communities. [Additional sponsorship for this message was provided by: American Federation of State, County, and Municipal Employees; Alliance for Healthy Homes; Beyond Pesticides; Center for Health Environment and Justice; Children's Environmental Health Network; Children's Health Environmental Coalition; Connecticut Foundation for Environmentally Safe Schools; Illinois Healthy Schools Campaign; Improving Kids Environment; Institute for Children's Environmental Health; Learning Disabilities Association of America; Marin Golden Gate Learning Disabilities Association; Massachusetts Healthy Schools Network; National Center for Environmental Health Strategies; National Education Association/Health Information Network; New Jersey Work Environment Council; New Jersey Environmental Federation; Oregon Environmental Council; Physicians for Social Responsibility; Stuyvesant High School Parent Association, NY, NY; Twenty-first Century Schools Fund; Washington Healthy Schools Roundtable; West Harlem Environmental Action, NY, NY; and more than 380 other supporting organizations and individuals.]. **Identity Safe Classrooms Corwin Press** This practitioner-focused guide to creating identity-safe classrooms presents four categories of core instructional practices: - child-centered teaching - classroom relationships - caring environments - cultivating diversity The book presents a set of strategies that can be implemented immediately by teachers. It includes a wealth of vignettes taken from identity-safe classrooms as well as reflective exercises that can be completed by individual teachers or teacher teams. **Meta-Ethnography Synthesizing Qualitative Studies SAGE** Noblit and Hare propose a method - meta-ethnography - for synthesizing from qualitative, interpretive studies. They show that ethnographies themselves are interpretive acts, and demonstrate that by translating metaphors and key concepts between ethnographic studies, it is possible to develop a broader interpretive synthesis. **Parenting Matters Supporting Parents of Children Ages 0-8 National Academies Press** Decades of research have demonstrated that the parent-child dyad and the environment of the familyâ€"which includes all primary caregiversâ€"are at the foundation of children's well- being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States. **The Knowledge Gap The hidden cause of America's broken education system--and how to fix it Penguin** The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention. **Environmental Engineering for the School A Manual of Recommended Practice School Environment and Sustainable Development Goals Beyond 2030 Fourth Edition AuthorHouse** This book on School Environment and the SDGs Beyond 2030 is a continuation of our maiden, second and third publications on School Environment in Nigeria and the Philippines, published in February, 2015; School Environment in Nigeria, Ghana and the Philippines published in March, 2017; and School Environment in Africa and Asia Pacific published in July, 2018. The philosophy being that since there is a shift from globalization to internationalization and to cross-border education, there is the urgent need to revisit some topical issues in our school environment towards the realization of an internationalized, qualitative and cross-border teaching and learning, using the Sustainable Development Goals as a yardstick. **Studying the School Health Program A Review of the Findings Cost Avoidance Analysis, Safe Schools Environment Program, City of Salinas, California** There are six support programs provided to the Salinas, California K-l2 School System under the Safe Schools/Healthy Students Initiative. The goal of this project is to develop quantitative estimates of the cost and the corresponding cost avoidance associated with element one - Safe Schools Environment. The Safe Schools Environment element consisted of two programs: Probation Officer and School Resource Officer. A cost avoidance analysis was conducted in order to assist the Safe Schools/Healthy Student Director in evaluation of the programs effectiveness and provide a foundation to pursue further federal funding. This project revealed that these two program were cost effective and provided a positive impact to the Salinas community. Moreover, this project provided data that these two programs provided a significant return on investment for the taxpayer and warrant continued federal funding. **Healthy Buildings How Indoor Spaces Drive Performance and Productivity** A healthy building does more than conserve resources: it improves the health and productivity of the people inside. Joseph Allen and John Macomber look at everything from the air we breathe to the water we drink to how light, sound, and materials impact our performance and wellbeing and drive business profit. **The Impact of School Infrastructure on Learning A Synthesis of the Evidence World Bank Publications** 'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders. --Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers, practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland Many planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE) **Occupational Outlook Handbook Nutrition, Health and Safety for Young Children Promoting Wellness, Loose-Leaf Version Pearson College Division** A comprehensive overview of the nutrition, health, and safety needs of young children from birth through school age, Nutrition, Health, and Safety for Young Children: Promoting Wellness, 2/e prepares future educators to implement healthful practices and teach young children ways to contribute to their

own wellness. Through anecdotes, cases, and authentic examples, the authors use a storytelling approach that helps contextualize wellness concepts for readers, promote thinking about professional situations, and offer a glimpse into the everyday classroom environment–diverse populations of young children in family child care, child care centers, preschools, and elementary school settings. In this new edition, the text has been streamlined to 16 chapters and still covers the wide range of challenges that teachers of young children are facing today, such as: an increasingly diverse population of young learners, more identified food allergies, concern about the obesity epidemic, the increase in pertussis (whooping cough) cases, focus on serving children with special health care needs in classrooms, new kinds of threats to children's safety, and increased awareness of the need to develop healthy environments and use sustainable practices in early childhood settings. **National Health Education Standards Achieving Excellence Amer Cancer Society** The latest National Health Education Standards available The revised National Health Education Standards provides guidance to, and is widely used throughout the country by, stakeholders interested in improving school health education programs, including: State and local government agencies Education professionals and administrators at all grade levels Parents and families Community agencies, businesses, organizations, and institutions Colleges and universities Local and national organizations The revised edition preserves the current standards, but features: Refined performance indicators Supplemental resources on teaching, skill development, and assessment An expanded Opportunities to Learn section State-of-the-art information on health education andbehavior change This book is the accepted standard reference on health education, and its standards have been adopted in most states. **The Violence Continuum Creating a Safe School Climate R&L Education** We expect schools to be a safe haven, but after more than a decade of targeted school violence prevention laws and safety plans, students are still marginalized and bullied to the point of despondence, retaliation, and even suicide. This thoughtful exploration of what makes a school a safe place is based on the understanding that violence is a continuum of acts and attitudes–subtle to overt–that have a negative effect on how students feel and learn. A school's climate–how it feels to be a member of the learning community–depends on how each student is treated. We are challenged to recognize the often overlooked, yet pervasive, forms of emotional and physical violence that students face every day. After conducting an honest assessment of our own school's climate, we learn how to nurture supportive relationships between students and adults and embed pro-social skills and respect for diversity in everything we do.When done, we are equipped with the understandings, tools, and commitment necessary to create a safe, positive school climate that is systemic and lasting. **The Science of Adolescent Risk-Taking Workshop Report National Academies Press** Adolescence is a time when youth make decisions, both good and bad, that have consequences for the rest of their lives. Some of these decisions put them at risk of lifelong health problems, injury, or death. The Institute of Medicine held three public workshops between 2008 and 2009 to provide a venue for researchers, health care providers, and community leaders to discuss strategies to improve adolescent health. **Accelerating Progress in Obesity Prevention Solving the Weight of the Nation National Academies Press** One-third of adults are now obese, and children's obesity rates have climbed from 5 to 17 percent in the past 30 years. The causes of the nation's obesity epidemic are multi-factorial, having much more to do with the absence of sidewalks and the limited availability of healthy and affordable foods than a lack of personal responsibility. The broad societal changes that are needed to prevent obesity will inevitably affect activity and eating environments and settings for all ages. Many aspects of the obesity problem have been identified and discussed; however, there has not been complete agreement on what needs to be done to accelerate progress. Accelerating Progress in Obesity Prevention reviews previous studies and their recommendations and presents five key recommendations to accelerate meaningful change on a societal level during the next decade. The report suggests recommendations and strategies that, independently, can accelerate progress, but urges a systems approach of many strategies working in concert to maximize progress in accelerating obesity prevention. The recommendations in Accelerating Progress in Obesity Prevention include major reforms in access to and opportunities for physical activity; widespread reductions in the availability of unhealthy foods and beverages and increases in access to healthier options at affordable, competitive prices; an overhaul of the messages that surround Americans through marketing and education with respect to physical activity and food consumption; expansion of the obesity prevention support structure provided by health care providers, insurers, and employers; and schools as a major national focal point for obesity prevention. The report calls on all individuals, organizations, agencies, and sectors that do or can influence physical activity and nutrition environments to assess and begin to act on their potential roles as leaders in obesity prevention. **A Framework for Developing a Comprehensive Plan for Improving Student Health and School Safety** Though elementary and secondary schools remain among the safest places for children, school safety concerns continue to garner considerable attention from school and community stakeholders, as well as policymakers. As affirmed in the No Child Left Behind Act of 2001 (NCLB), it is clear that all children need a safe environment in which to learn and achieve. However, the process for ensuring such a school environment is not always as clear, especially given the nature (both quantity and quality) of available data to assess needs, range of problems to be addressed--from building security to improving student behavior--and the multitude of available programs, policies, and materials being pitched to school administrators and community partners. Decision makers increasingly need information to help them identify needs, set goals, determine strategies and select programs, build partnerships, implement new activities, and assess progress. Perhaps even more important, school decision makers need a framework for ensuring that all of these efforts are strategically aligned and that limited resources are effectively allocated to best address the needs of their students, schools, and district/community. In response, this brief is designed as a framework for assessing student health and school safety and determining appropriate courses of action. All too often, districts and schools make policy, program, and practice decisions in response to specific crises, complaints, or funding opportunities. These responses also tend to be relatively discrete strategies, often isolated from each other and from a larger understanding of the district or school context and other improvement efforts. The challenge is to think about improving student health and school safety in a comprehensive and coordinated fashion. **SAFE Student Assistance for Everyone: Creating Healthy School Environments to Enhance the Learning of All Students Northeast District, Alberta Alcohol and Drug Abuse Commission Professional Preparation in Safety Education and School Health Education** A little girl describes her activities and her likes and dislikes the day after her fifth birthday.