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MCH Innovations Database Practice Summary & Implementation Guidance

B’N Fit VIP

Expand youth access to culturally responsive after-school wellness programming by translating evidence-based in-person afterschool wellness programming to virtual and hybrid environments.

Cutting-Edge

Emerging

Promising

Best



Location

Bronx, NY



Topic Area

Family/Youth Engagement,
Nutrition/Physical Activity



Setting

School-based/Virtual



Population Focus

Child Health, Adolescent
Health, Families/Consumers,
Health Care Providers



NPM

Physical Activity – Ages 12-17



Date Added

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Contact Information

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Section 1: Practice Summary

PRACTICE DESCRIPTION

The prevalence of obesity in the United States is about 1 in 5 in 2–19-year-old children and adolescents, and the most severe forms of obesity are increasing. The Bronx, which is the nation’s poorest urban county, has the highest proportion of children living below poverty in the United States. Bronx residents have low health care access and more health issues, including high rates of obesity among school-age children. Effective preventive and treatment interventions are lacking, especially for youth at risk for health disparities and the most severe forms of obesity.

B’N Fit was created to provide a safe environment for community teens in the Bronx, New York in need of comprehensive weight loss services. The program offers adolescents an evidenced-based medical evaluation and management as well as a place to go after school where they can learn how to adopt lifelong healthful nutrition and physical activity habits. In 2010, we improved low attrition and modest weight loss results since the successful implementation of the pilot B’N Fit Family Retention Initiative.

In 2016, we then successfully engaged with a school and its onsite stakeholders and completed the launch and evaluation of the first four years of *B’N Fit POWER*, a middle school-based comprehensive wellness program that integrates weight management programming into existing onsite preventive and clinical services. *B’N Fit POWER* integrates school-based obesity prevention and treatment services offered by an onsite School based Health Center (SBHC) operated by the Montefiore School Health Program (MSHP) and an afterschool program run by the Mosholu Montefiore Community Center (MMCC), along with opportunities to engage stakeholders via the Public School/Middle School–95 (PS/MS-95) Wellness Council.

In 2020, we began integration into School Wellness Council priorities and activities by using a manualized program training approach using Program Activities Implementation List (PAIL) toolkits and an integrated data management system to expand wellness services to optimize youth screening, support the linkage of students to care, and streamline the integration of program clinical and afterschool components into routine services already offered at the school.

In 2021, we received federal funding to expand youth access to culturally responsive virtual (and hybrid) after-school wellness programming by translating evidence-based in-person afterschool wellness programming to a virtual environment, developing a network approach for sharing virtual afterschool wellness program activities with a pilot scaling of the activities in three afterschool sites; and adapt existing evaluation strategies to assess the impact of virtual (and hybrid) after-school wellness programming on equitable access healthy lifestyle activities.

CORE COMPONENTS & PRACTICE ACTIVITIES

To increase access of inner-city adolescents with overweight and obesity to weight management services and in keeping with the NYS Prevention Agenda, CSPAP, Healthy People 2030 Objectives, AAP and USPTF guidelines, we are developing the *B’N Fit Virtual Interactive Program (VIP)* as a multifaceted virtual program tailored to the developmental level of 6th-8th grade students. The project focuses on translating the in-person wellness-based *B’N Fit POWER* afterschool Program Activities Implementation List (PAIL) toolkits to a virtual social-emotional and wellness support network. The initiative will enhance existing in-person programming by integrating



remote opportunities for engagement, socialization, healthy lifestyle education, and physical activity programming.

Core Components & Practice Activities		
Core Component	Activities	Operational Details
Translate	Translating Evidence-Based in-Person Afterschool Wellness Programing to a Virtual Environment	Creating a live, interactive virtual program during afterschool hours using a platform that offers youth, who may have less parental support at home for healthy cooking and physical activity than their peers as caregivers may be more likely to be essential workers, the opportunity to socially connect to peers and supportive adults daily with development of skills to foster healthy lifestyles.
Develop	Developing a Network of Shared Virtual Afterschool and family-based Wellness Program Activities	Expand access to afterschool programming to all students in the school regardless of their participation in in-person programming as well as students participating in other afterschool program sites.
Adapt	Adapt existing evaluation strategy to determine B’N FIT VIP impact on equitable opportunities to access healthy lifestyle activities	Use readily accessible virtual program registration and tracking software to add data collection for the virtual activities and developing methods for assessing the additive impact of virtual program participation and assess whether the virtual program facilitates equitable outcomes for students, related to program attendance, session participation, and target behaviors.

HEALTH EQUITY

To address the health disparities related to low access to proper nutrition and fitness activities, this initiative ultimately intends to increase the proportion of youth in middle schools that are: 1) Assessed for 7 *Target behaviors*, namely eating breakfast, lunch, and dinner daily, eating 2-3 servings of fruit daily, eating 3-6 servings of vegetables daily, drinking 8 cups of water daily, limiting sugary drinks to less than one cup a day, exercising at least 1 hour daily, sleeping at least 8 hours a night, and limiting fast food or unhealthy snack food to less than once per week; 2) Enrolled in onsite health promoting nutrition and physical activity afterschool programming; 3) Engaged in and attending onsite health promoting nutrition and physical activity afterschool programming; 4)



Completing at least 75% of recommended hours of onsite health promoting nutrition and physical activity afterschool programming; and 5) Attain health outcomes related to improving each of the *7 Target Behaviors*.

EVIDENCE OF EFFECTIVENESS

Virtual-Parent cooking workshop curriculum - We successfully implemented two 4-week virtual parent cooking workshop sessions in the 2020/2021 school year and three workshops in the 2021/2022 school year with the final session consisting of a hybrid session hosted at the main MMCC site as an in-person session with livestream recording doubling participation. We are planning the 2022/2023 virtual Parent Cooking workshop sessions now.

Training - MMCC, in partnership with WITS, developed the WITs Cookcamp Training. It was initially planned as a virtual training but ended up being conducted in person.

Communication and Marketing - MMCC promoted all wellness activities virtually through their agency website, social media accounts, twitter, Facebook and Instagram and Youtube. The virtual parent cooking workshops are widely advertised.

Addition of a Wellness Coordinator - MMCC hired a Wellness Coordinator to coordinate all virtual and in-person wellness activities agency-wide, including virtual Wellness Wednesdays (Yoga and Zumba) and the virtual parent cooking workshop.

Develop a Network Approach for Sharing Virtual Afterschool Wellness Program Activities - the process implementation for B’N Fit VIP at PS/MS-95 is now being piloted at 2 additional middle school sites. PS-19 and PS-20. The sites will receive access to hybrid in-person virtual programming activities offered as part of family wellness Wednesdays, and some virtual afterschool activities.

Development of Automated workflow - We have begun to adapt, test and revise the existing MMCC databases, to develop automated workflow processes for integrating baseline data into program registration.



Section 2: Implementation Guidance

COLLABORATORS AND PARTNERS

Practice Collaborators and Partners		
Partner/Collaborator	How are they involved in decision-making throughout practice processes?	Does this stakeholder have lived experience/come from a community impacted by the practice?
Teachers, staff, parents, and students at 3 middle schools in the Bronx	To gain valuable input into types of programming and meaningful program services that best suit the needs and preferences of the program recipients	Yes, the staff, parents, and students participating in the School Wellness Council provide ideas and solutions to support integration of program activities into existing school and afterschool infrastructures
Wellness in the schools (WITS) chefs	WITS Chefs have developed the Manual of Procedures related to healthy cooking for Virtual Adaptation of In-Person Programming, materials, trainings and communication and marketing materials to support the program structure	Yes, WITS works in 13 school sites in the Bronx and works regularly with students from the Bronx
Mosholu Montefiore Community Center (MMCC)	MMCC offers afterschool programs and clubs that promote physical activity, socialization, clubs, and homework help and they have expressed an interest in developing wellness program for their afterschool and family programs	Yes, MMCC has more than 15 afterschool programs

REPLICATION

We are currently conducting virtual and in-person hybrid programming at one site with a plan to expand access to two additional sites by simultaneously livestreaming in-person and hybrid activities across the three pilot



sites. We will take into consideration the site-specific barriers and facilitators that impact implementation. Once the pilot Network of Shared Virtual Afterschool and family-based Wellness Program Activities has been developed and tested at the three pilot afterschool sites, it will be shared with other MMCC afterschool program sites.

INTERNAL CAPACITY

Project Director (15% FTE): The Project Director (MD, MS) is responsible for the project oversight. The Project Director oversees development of partner Virtual PAIL Toolkits, as well as overseeing the development of a network approach for sharing virtual afterschool wellness program activities that will increase access to wellness services for the students and their families, and the entire MMCC Afterschool program network through virtual afterschool programming. The Project Director develops site-specific protocols for expanding virtual elements and expansion plans that will be co-developed with key stakeholder leadership. In conjunction with the afterschool program administration, the Project Director will adapt the existing afterschool program data management systems to evaluate the project's impact on equitable opportunities to access afterschool programming. The Project Director works with the Program Evaluator, to conduct the project evaluation and is responsible for reporting of project outcomes and for all applications for state, federal, and foundation funding and fund-raising events.

Wellness Coordinator (100 FTE %): The Wellness Coordinator works directly with the Program Directory and afterschool program administration as well as other stakeholders to support the development and implementation of all virtual wellness interventions. This entails developing the Virtual PAIL Toolkits and coordinating access to the virtual platform in a user-friendly seamless network approach for sharing virtual afterschool wellness program activities. The Wellness Coordinator assists in developing protocols that support MMCC staff across the agency to build an integrated calendar of events for various activities, coordinate timing for virtual program registration, select activities that are aligned with *7 Target Behaviors*, send invitations for participation in virtual events in a user-friendly format, and support youth and parents with difficulties using the virtual platform. In addition, the program assistant will adapt the existing data management systems by adding in target behavior assessments and activity attendance as part of program registration and ongoing surveillance as part of the project evaluation. Education requirements include (Bachelor's or Master's Degree in a health and/or wellness related field such as (but not limited to) nutrition, health and wellness coaching, health education, physical education, exercise science, nursing, social work, creative arts therapy, mental health counseling, rehabilitation, health care administration, public health, community health, or related field

Program Evaluator (5% FTE): A biostatistician with an expertise in multivariate survival analysis, missing data analysis and a clinical/applied area of interest in nutritional epidemiology works closely with the Project Director to design the program evaluation. Using existing database infrastructures, the Program Evaluator designs the Dashboard reports and queries that enable the ongoing real-time surveillance of program participation and monitoring of the data entry requirements to achieve desired measurable outcomes. The Program Evaluator also participates in report writing and summarizing project outcomes.

Contractual: Mosholu Montefiore Community Center

Director of Youth Services (5%, In Kind): The MMCC Director of Youth Services partners with the Project to ensure that the content of the virtual afterschool program aligns with the *7 Target Behaviors* and will oversee the seamless integration of virtual afterschool programming with in-person programming agency-wide. In addition, the Director of Youth Services oversees the adaptation of the existing MMCC data management systems to ensure that project's evaluation is built into the virtual program registration and ongoing use.



Program Director, Youth Services (5%, In Kind): The MMCC Afterschool Program Directors at each site oversee the implementation of the MMCC Virtual PAIL Toolkit ensuring adequate activities, staffing, and structure in place and will participate in multi-stakeholder meetings.

Physical Activity Instructors (one per site, per diem, 15 hours/week): The physical activity instructors, provide physical activity physical activity curriculum development expertise. Their time is supported by MMCC resources and provided in-kind.

Youth Leaders (two per site, per diem, 15 hours/week, In-Kind): The youth leaders, are present during all virtual activities to support and facilitate the implementation of all scheduled activities. Their time is supported by MMCC resources and provided in-kind.

WITS (\$5000 contracted fee): The WITS chefs will support healthy food demonstrations during virtual afterschool cooking sessions and virtual parent cookshop sessions.

PRACTICE TIMELINE

For more information on this practice's timeline and specific practice activities, please contact Jessica Rieder directly at jrieder@montefiore.org.

PRACTICE COST

For more information on this practice's startup costs and budgets, please contact Jessica Rieder directly at jrieder@montefiore.org.

LESSONS LEARNED

Finding common ground among all stakeholders to ensure buy-in and benefit to all involved is a critical element to translating evidenced based programming to virtual programming and building a network of shared resources. Piloting and refining workflow at one site supports efforts to scale up interventions to include additional sites. Creating realistic and attainable goals for stakeholders and staff alike builds credibility and incentives to promote project development. The move to virtual "Zoom" meetings with various stakeholders has really fostered improved communication with stakeholders from different institutions with fewer barriers now preventing the ability to meet and discuss the project and plans. This has also really opened the door to new opportunities to meet with new stakeholders.

With the ongoing closures of all NYC schools in March of 2020, we faced many challenges, such as:

All School Wellness Council meetings stopped with closure of in-person school and did not resume until November 3, 2021 once schools re-opened in September of 2021. We struggled to provide virtual healthy cooking and physical activity programming during afterschool hours due to limited staffing and student zoom fatigue. MMCC staffing was significantly affected by the pandemic and staff struggled to develop virtual and in-person curricula concurrently. Staff were also required by the NYC DYCD to plan for the implementation of in-



person only afterschool programming starting in the fall of 2021 which impacted the development of the Virtual Pail Toolkits. Given the MMCC and School staffing challenges, with ongoing staff shortages in the NYC school system, we have not yet been able to develop the Virtual Physical activity and afterschool cooking curriculum guides.

While our partnerships with some stakeholders flourished and strengthened during the pandemic as we pivoted to alternative approaches to continue with the project goals through regularly scheduled meetings, some of the stakeholders were less engaged. In retrospect, additional efforts to reach out and regularly check in with stakeholders that might have been struggling more with the impacts of the pandemic, to figure out ways to support them, might have strengthened these stakeholder relationships.

NEXT STEPS

We will continue to complement evidence-based in-person afterschool wellness programming with virtual wellness programming by seamlessly integrating the *B’N Fit VIP PAILS* with *B’N Fit POWER* programming to reinforce healthy lifestyles as follows.

Mosholu Montefiore Community Center (MMCC) PAIL Toolkit

- Bi-weekly virtual workgroup meetings with MMCC and WITS staff
- Continue *Wellness Wednesdays* (which now includes the *Virtual Parent Cooking Workshops and Virtual physical activity opportunities*).
- Disseminate online resources related to physical activity links and cooking and healthy food apps to supplement in-person programming
- Refine hybrid programming consisting of in-person Wellness Wednesdays and
- Add livestreaming to existing in-person afterschool programming to provide access to those participants not able to attend in person.

The School PAIL Toolkit

- Monthly virtual School Wellness Council Meetings
- Develop a Wellness Council Link on School Websites

WITS PAIL Toolkit

- Refine the WITS BITS Virtual Afterschool Cooking Curriculum and guide afterschool cooking program implementation.
- Continue WITS Cookcamp training on an annual basis
- Continue to implement the hybrid virtual/in-person parent cooking workshop sessions at least 4 times a year annually.

Additional Activities:

- Continue to develop a network approach for sharing virtual afterschool wellness program activities at three primary sites as well as additional new MMCC sites.
- Integrate data acquired from Daxko[®], the DYCD afterschool program database and video-conferencing platform frameworks into our central web-based REDCap database to create a dashboard to support program evaluation. Dashboard reports on rates of registration, enrollment, engagement, and completion of program will be developed.



We are actively building student education opportunities related to building healthy lifestyle infrastructure in both our institution as well as our partner institutions as various healthy lifestyle volunteer activities that build healthy lifestyle training into pre-clinical and medical school pathway programs while supporting program activities.

As part of a larger Department of Pediatrics initiative aimed at increasing pre-health scholars' exposure to general and subspecialty Pediatrics and improve their understanding of how a patient's social circumstance can impact health outcomes, the Children's Hospital at Montefiore – Community Health Leaders (CHAM-CHL) will engage in community and volunteer service activities that advocate for children and families to address health disparities. Members are provided mentorship and guidance to become leaders in medicine. As one of four program champions, Dr. Rieder is connecting the CHAM-CHL leaders to various community service opportunities at MMCC. As part of the volunteer opportunities, students will be engaged in opportunities to participate with B'N Fit POWER and B'N Fit VIP by creating a calendar of wellness events, designing and disseminating a resource page for students and families, participating as co-leaders in virtual and in-person wellness programming, supporting the development of youth champions who can serve as peer leaders who share wellness information and post activities for the program on their Twitter, Facebook, Instagram, and Snapchat accounts.

In addition, aligned with Dr. Rieder's role at the Albert Einstein School of Medicine as the Course Director of the new Impact Course, which guides students through the development of a scholarly capstone project over 4 years, the infrastructure for building student education opportunities related to building healthy lifestyle infrastructure in both our institution as well as our partner institutions will increase.

RESOURCES PROVIDED

- <https://www.mmcc.org/wellness-wednesdays/>



The 7 B'N Fit Target Behaviors

Changes for a healthier YOU!



Eat breakfast and lunch daily

Eat 2-3 servings of fruits per day



Eat 3-6 servings of vegetables per day

Drink at least 8 cups of water per day, & less than 1 cup of a sugary drink per day



Sleep at least 8 hours per night

Limit fast food & unhealthy snacks to no more than once a week



Get at least an hour of physical activity on a daily basis

Conduct the 7 Target Behavior Survey Screening

1. CONFIRM THAT THE SURVEY LOCATION IS OPEN AND WELCOMING

Key to successful survey administration is ensuring that the place where youth complete the surveys is conducive to honest, thoughtful responses to the survey questions. In addition to scheduling the survey administration when youth are more likely to be able to focus, set up the room (or rooms) where they will take the survey so that young people feel welcomed, relaxed, not rushed, and safe to be honest in their responses. Some ways to do this include:



- The Program director will determine the location and confirm which leadership groups will do the survey and will print out all DYCD roster numbers. She will direct students to the classrooms.
- Classroom doors can be closed to ensure the class is quiet while youth complete the survey.
- The Program monitor will ensure that all Chrome books are charged and in good working order and ready for use and she will make sure that computers and chairs are not too close together so that students know their responses will be private. Computers are carried in a crate – there are 20 computers available and this limits group size and sets the pace for administration of the survey,
- The Program Monitor will prepare a post-it label with: 1) survey link; 2) ID number; and 3) students name and distribute to students as they come into class or post it on the computer

2. KEEP A FOCUS ON CONSISTENCY, EVEN WHEN MAKING ACCOMMODATIONS

It is important to follow the same procedures for all students, wherever possible.

That said, some changes may be appropriate to accommodate some young people, such as those with disabilities or low literacy levels. Appropriate accommodations may include changes in format, setting, timing, or scheduling that does not alter the content of the questions in the survey. This may include, for example, oral administration of the survey when young people are not able to read the survey.

Even in these cases, however, the *content* of the survey questions cannot be changed.

3. WELCOME AND REGISTER PARTICIPANTS

Greet participants as they arrive, thanking them for agreeing to be part of the study. Sign them in for the session so that you can keep track of who has completed the survey.

If you are doing a group administration, wait until all participants are present before starting the survey. Assign one of the youth leaders to manage non-participating youth and/or latecomers so that they do not distract survey takers. Make-up sessions will be conducted for youth who arrive late or do not show up.

4. HAVE YOUTH COMPLETE THE SURVEY

- Both leaders instruct students how to login to Chrome book with their school ID, then enter google and access survey using provided link and entered DYCD ID as their login
- Leaders field questions related to login process and questions related to the survey.
- Leaders explain to students that the survey is to be given to all afterschool students, regardless of enrollment in B’N Fit and will provide information about their age groups response to health and wellness.



- Youth leaders will ensure that all students are participating in the survey and completing all questions. Youth leaders also re-direct students who are distracting other students or those who needed help to keep a ratio of 5:1

5. GUIDE YOUTH THROUGH THE SURVEY: SELF-ADMINISTRATION

Even though it may feel stifling and inflexible, the following guidelines should be consistently followed:

- The Program Director and Program Manager provide **overall supervision** of the group, making sure that young people are not distracted by (or distracting) others and that they focus on completing their survey.
- The Program Director and Program Manager and youth leaders are available to **answer questions** and may need to clarify and explain the instructions, or show a participant how to use the computer interface. If a young person does not understand the question, spend time with them to explain the question. **Examples of questions that may come up for the specific target questions 11-21 include:**

1. Thinking back over the last week, on average how many vegetable servings did you eat per day? 1 serving= 1 baseball-sized or fist-sized portion of cooked vegetables OR 2 fist-sized portions of raw vegetables/salad.

0	1	2	3	4	5. or more
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If a student does not understand this question and consumes fewer than one vegetable survey a day (showing them a fist gives them an idea of what one serving is) average it out. So if they consume 0-3 servings a week that is closer to "0 servings" per day than one per day.

2. Thinking back over the last week, on average how many fruit servings did you eat per day? 1 serving= 1 baseball-sized or fist-sized portion of fresh, frozen, or canned fruit.

0	1	2	3	4	5. or more
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If a student does not understand this question and consumes fewer than one fruit survey a day average it out. Showing them a fist gives them an idea of what one serving is or give an example that a banana, an orange, or an apple are all one serving of fruit So if they consume 0-3 servings a week that is closer to "0 servings" per day than one per day.

3. Thinking back over the last week, on average how many hours per day did you sit and watch a screen? Include time spent TV or movies, play video games, play games on your smart phone or other similar devices, use a computer or play computer games outside of school and homework.

0	1	2	3	4	5. or more
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This is hard to quantify and most students are on the phone usually more than 5 hours.



4. How many days in the last week were you physically active for a total of 60 minutes or more? Include the total time you spent each day in any physical activity that increased your heart rate and made you breathe hard.

0	1	2	3	4	5	6	7
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If a student does not understand this question, tell them to include the amount of time that they spend in afterschool and gym as well as sports, dance, and playing outside. For example, if they have gym for 45 minutes three days a week that is about two hours a week. If they walk home from school for 30 minutes 5 days a week, that is around 3 hours a week.

5. Thinking back over the last week, on average how many small (8 oz). cups of water or other sugar free beverages did you drink PER DAY? Examples include seltzer or sparkling water, unsweetened tea or coffee, and any “diet”, “zero”, or “light” drinks.

0	1	2	3	4	5	6	7	8. or more
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Students will often say they drink bottled water. A 20 oz small bottle of Poland spring or other similar bottle is about 2 cups (1 cup is 8 ounces) .

6. During the past week, how many times PER DAY did you drink sugar-sweetened drinks such as soda (including ginger-ale,) sports drinks (such as Gatorade or powerade), 100% fruit juices (such as orange, apple, or grape juice) energy drinks, fruit punch, fruit-flavored drinks, or sugar-sweetened teas such as Arizona Ice Tea or non-diet Snapple,? (Do not count diet or sugar free drinks.)

0	1	2	3	4	5	6	7	8. or more
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7. During the past week, how many times did you eat food from a fast food restaurant or food cart/truck (ex. McDonalds, Wendy's, KFC, a pizzeria, hot dog stand)?

I did not eat food from a fast food restaurant, during the past week	1 time during the past week	2 to 3 times during the past week	4 to 6 times during the past week	1 time a day	2 times a day	3 times a day	4 or more times a day
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8. During the past week, how many times did you eat unhealthy snacks foods, including potato chips, cookies, doughnuts, cakes or candy?

I did not eat unhealthy snack foods during the past week	1 time during the past week	2 to 3 times during the past week	4 to 6 times during the past week	1 time a day	2 times a day	3 times a day	4 or more times a day
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9. On an average school night, how many hours of sleep do you get?

4 or less hours	5 hours	6 hours	7 hours	8 hours	9 hours	10 hours or more
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- Encourage youth to respond to all the questions, since the results of the survey will be stronger if all youth complete the whole survey.
- Let **nonparticipants or late participants** who try to join the group know that a survey administrator will talk to them later (or have someone ready to talk to them as they arrive). Ask them to wait outside of the survey administration room to give the others a chance to complete the survey.
- **Stay with all participants** until they have finished, excusing early finishers to leave quietly and go participate in other activities that are planned.

6. KEEP SURVEY AND PARTICIPANT LISTS CONFIDENTIAL AND SECURE

It is important to remain vigilant about confidentiality. Here are things to keep in mind:

- Keep any electronic files on password-protected computers.

APPENDIX

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