

Prescott *School District* Local Wellness Policy Addendum to 6700

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Prescott *School District* Local Wellness Policy

Preamble

Prescott School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The district wellness committee membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and

caregivers; students; representatives of the school nutrition program (ex., school nutrition director); physical education/health teachers; school health professionals (ex. nurses, or others who provide school health services], and mental health and social services staff(ex. school counselors, or psychologists); school administrators (ex., superintendent, principal), school board members; and the general public. To the extent possible, the district wellness committee will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the district wellness committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The name(s), title(s), and contact information (email address is sufficient) of this/these individual(s) is:

Name	Title	Email address	Role
Jodi Thew	Principal	jthew@prescott.k12.wa.us	Administrator
Josh Gonzalez	Parent	jgonzalez@prescott.k12.wa.us	Parent/Community Member
Jesse Kelly	Teacher	jkelly@prescott.k12.wa.us	Teacher
Julie Cox	Parent	jcox@wwps.org	Parent/Community Member

The superintendent will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools found at <https://schools.healthiergeneration.org/> to complete a school level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.prescott.k12.wa.us

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Prescott School District Business Managers Office or on the Prescott Computer Network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit District Wellness Committee membership from the required stakeholder groups; and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness policy;
- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year (July), and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- The name, position title, and contact information of the superintendent overseeing the district policy; and
- Information on how individuals and the public can get involved with the district wellness committee or school wellness committee.

The annual report will be available in English and Spanish upon request.

The district wellness committee will establish and monitor goals and objectives for the District's schools, specific and appropriate for each school, and for each of the content-specific components listed in Sections III-V below.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the superintendent which can be reached at (509) 849-2217.

The district wellness committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will notify households/families of the availability of the progress report updated every three years.

Revisions and Updating the Policy

The district wellness committee will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will communicate ways in which representatives of district wellness committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the school meals and compliance with school meal standards, availability of child nutrition programs, and a description of and compliance with Smart Snacks in School nutrition standards. The District will post the wellness policy on its website and send it out in newsletters or make presentations to parents including how to get involved in the support of the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer’s specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program, the School Breakfast Program, and the After School Snack Program. Schools may participate in the Summer Food Service Program. All schools within the District are committed to offering school meals through the National School Lunch Program and School Breakfast Program, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices such as:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages sold to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

The goal is all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including:

1. Celebrations and parties.
2. Classroom snacks brought by parents.
3. Rewards and incentives (unless part of an Individualized Education Plan)

Ideas for parents and teachers include:

Non-Food Celebrations

- Games or crafts – ask parents to bring supplies for a game or craft project
- Let's trade! Ask parents to bring small items to trade, such as pencils, stickers or erasers
- Dance party
- Extra recess or play time
- Special book
- Guest readers
- Activity time
- Overnight stuffed animal or item from class or program
- Special show and tell
- Have a themed scavenger hunt around the school or site
- Stock a treasure chest – ask parents to bring items such as pencils, stickers and erasers or other small trinkets to fill the chest
- Themed parade around your school- try a vocabulary or food group theme!
- Allow the birthday child to be the class assistant for the day to help with special tasks, such as making deliveries around the school or site or lead the line
- Make it an event! Allow the birthday child to wear a special sash and crown or carry a special item.

Healthy Snack and Beverages Ideas

- Water
- 100% fruit juice with no added sugar
- Fat-free or low fat milk
- Fruit smoothies (made with frozen fruit with no added sugar and fat-free or low fat yogurt)
- 100% fruit juice slushes with no added sugar
- Fresh fruit – trays, salads or kabobs
- Fresh vegetables – trays, salads or kabobs
- Fat-free or low fat yogurt (alone or as dip for fruits or vegetables)
- Yogurt parfaits (fat-free or low fat yogurt, fruit and whole grain cereal or granola as topping)
- Canned fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frozen fruit or fruit cups (in water, 100% fruit juice or light syrup)
- Frosty fruits – freeze your own fruit (frozen grapes make a great summer treat!)
- Dried fruit with no added sugar
- Nut or seed butter (serve with fruit or whole grain crackers)
- Nuts or seeds
- Trail mix made of nuts or seeds and dried fruit with no added sugar
- Whole grain crackers
- Low-fat cheese (serve with fruit or whole grain crackers)
- Hummus (serve with vegetables or whole grain crackers)
- Small whole grain waffles or pancakes topped with fruit or nut or seed butter
- Whole grain pretzels (soft or crunchy)
- Low-fat or air-popped popcorn (no added butter or salt)
- Graham crackers
- Nut or seed butter and jelly sandwiches on whole grain bread
- Small whole grain bagels or English muffins with nut or seed butter or jelly

- Roll-ups on whole grain tortillas (fill with a lean protein such as ham or turkey, low fat cheese, hummus, nut or seed butter and jelly or vegetables)
- Fat-free or low fat pudding
- Whole grain cereal bars
- Baked whole grain tortilla chips with salsa or bean dip
- Baked chips (small portions)

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Examples of healthy fundraising ideas include:

Activity-Based Fundraisers

- A dance
- Jump rope or hula hoop competition
- Team sport tournament such as softball, kickball or volleyball
- Field day

Non-Food Fundraisers

- Charge admission for a talent show
- Sell school or site promotional items at the event
- Hold a yard sale or auction where youth, staff and parents donate items
- Donate items or services for live or silent auctions (such as lawn care, baby-sitting or lunch with a local celebrity)
- Donate products, services or tickets for events as prizes. This might include items such as tickets to movies, sporting events, concerts or amusement parks and gift certificates or vouchers for everyday services like a car wash, dry-cleaning, lawn mowing or even snow shoveling!
- Sell school or site promotional items
- Start a recycling program
- Organize a festival, craft fair or art sale and charge admission. Sell locally created arts and crafts or sell students' art, such as drawings, paintings, pottery, cards or jewelry.
- Singing/Musical telegrams – have the music, chorus or band deliver the telegram for a special occasion
- Sell ad space in the school newspaper or newsletter to local businesses
- Hold a coin drive. Make it a competition between classrooms or sites and allow students or classes to decorate jars for collecting the coins.
- Sell theme baskets full of non-food items for holidays or special events. Encourage youth to come up with the contents of the baskets, take orders ahead of time and let youth put the baskets together.

Food-Related Fundraisers

- Are their local groups who like to cook, such as ladies groups, dads groups or youth groups? Let these local chefs prepare a healthy community meal and charge by the plate.
- Sell cookbooks full of healthy recipes
- Ask a local chef, cooking instructor or registered dietitian to donate their time to do a healthy cooking demonstration or teach a healthy cooking class. Charge for admission.
- Sell healthy snacks made by youth in their class
- Hold a community wide youth cooking show or competition and charge for admission.
- Hold a family or celebration night focused on healthy eating and physical activity and charge for admission. Think about healthy options that could be served. Having a cookout? Consider turkey burgers, whole grain buns and sides full of fruits and vegetables. Having a pizza party?

Consider giving everyone a personal cheese pizza and having available a vegetable bar where they can pile on their favorite vegetable toppings. Try fruit pizza for dessert! Serve water or 100% fruit juice. Market the night as a family fit night!

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

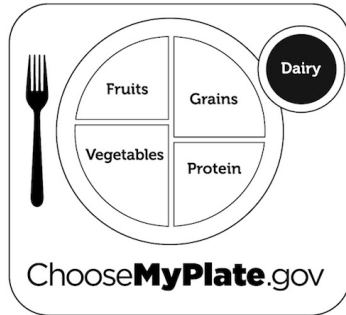
The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects.
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities.
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities;
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from choose my plate.gov



- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined¹⁵ as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

III. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program that may include these components: physical education, recess, classroom-based physical activity, walking or bicycling to school, and before/after school activities.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts found below under "*Essential Physical Activity Topics in Health Education*" subsection.

Students will be provided an opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education/health for at least 60 minutes per week throughout the school year.

All junior high students are required to take the equivalent of one academic year of physical education. High school students are required to earn 1.5 credits of physical education and 0.5 credits of health to graduate unless waived in accordance with RCW 28A.230.050.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an active lifestyle reduces the risk of chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is, warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Preventing injury during physical activity
- How much physical activity is enough, that is, determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess (before school, morning, and lunch)** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms available.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement physical education class. Recess monitors or teachers will encourage students to be active.

Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, physical education class, recess, and class transition periods.

Below are ideas to incorporate movement in the classroom:

Stand Up, Hand Up, Pair Up

Strategy Description:

Use to organize students into groups, giving them an opportunity to stretch and move. Also use to review lesson content or to prompt collaboration.

1. Walk 10-15 steps (to get blood out of feet and seat-- this is the number of steps needed to get blood and oxygen to the brain).
2. Head up with a smile (the brain does not know a real smile/laugh from a fake one, this boosts serotonin and mood).
3. Partner shoulder to shoulder (this is less threatening than face-to-face).
4. Pick a characteristic to determine who goes first. Some examples: which person lives closer to ____, which person ate Mexican food most recently, etc.
5. Have them introduce themselves, share lesson content and reflect on what they learned. It is helpful to have a timer. Have each person share for a limited time and then switch to ensure no one is able to dominate the conversation and that all are learning.

NOTE: When you need groups of four have partners pair up. Partners put hands up and find another group of two.

ALTERNATIVE: Have students raise their hand up with a number of fingers and then they have to find a partner who has the same number of fingers up.

Deal or No Deal

Strategy Description:

1. **Equipment:** A minimum of five envelopes with one exercise listed on the outside of each envelope
2. *Suggested exercises for the outside of each envelope:* Seat crunches, pushups, elbow to opposite knee touches, jumping jacks, arm circles, jog in place, forearm jabs, heel raises, toe raises, weight training with textbooks: arm curls, overhead press.
3. Inside each envelope, place repetition variations on separate pieces of paper or cardstock (e.g. One More, 5 more, 10 more, none, times 2, one less, -5, divided by, square root of 36).
4. Teacher chooses an envelope and states a feasible number of repetitions.
5. Teacher makes a deal with one student at a time. All students participate in each deal.

Secondary Classroom Physical Activities

6. Teacher: "My deal is 20 crunches. Deal or No Deal?" Student: "Deal – the entire class perform the physical activity or exercise." OR "No Deal - the student chooses a card from that exercise envelope and the students perform the new number."
7. Students are challenged to design a movement activity to integrate the concepts or vocabulary of the subject area.

Find Your Partner

Strategy Description:

1. Use to review for a test
2. Come up with 3-5 review questions and answers.
3. On an index card, write the questions.
4. Students are scattered throughout the classroom. The teacher will say start with question number 1 and walk to a partner across the room.
5. Each student will walk briskly to find a partner and identify the answer to that question.
6. The teacher will then say start question number 2 tippy toe to a different partner.
7. This continues for three to five minutes.
8. As a review, the teacher can say find your question number 1 partner and students will find their original partner relative to that question.

Variations: Use different movements to find a partner. Have students create the questions. Use music as students are finding a partner. Time students (e.g., give students ten seconds to find a partner)

Gallery Walk

On the walls around the room, post chart paper. Have students use Post-it notes to answer critical thinking questions about the lesson. Allow students to use some time during the lesson to take a gallery walk. Music can be used to begin and end the activity. Students can also use markers to write directly on the chart paper.

Poker Reflection Activity

Strategy Description:

A closure activity used to identify concrete learning concepts. Also use to reflect on feelings.

1. Different colored cards are put on tables for students.
2. Students write down one thing they learned during the lesson on one side of index card.
3. Students draw a face showing how they feel about the class, the concepts introduced or their learning.
4. Students place card, with face showing, on forehead and glance around the room at others. Think humor!
5. Leader initiates movement with music (ex. "I Feel Good") after giving directions to find a partner, and share what is on your card.
6. Students are asked to move around room for duration of song, sharing their key learning with several different partners.

Reflection Walk

Use with students to incorporate movement, socialization and reflection during instruction.

1. Have students form small groups.
2. Explain that groups will be taking a walk together. On their walk, they should share something with the group about the current class content or review yesterday's content. You may determine the topic depending on the type of session you are leading. Some examples might be:
 - a. Share at least one thing you remember from class.
 - b. Share something new or interesting you learned this morning/afternoon.
 - c. You can also create a specific list of questions you want students to discuss.
3. Send them on a walking course outside (weather permitting) or throughout the building. Be specific about the return time and possibly have a song or signal to guide students back to their seats.
4. Upon returning to the session, allow 2-3 minutes for students to write down items they want to remember from their walk. Depending on your schedule, or the desired outcome, you can extend this by having students share with their table group's items they discussed outside of the group during the walk.

Different Colored Cards

Strategy Description:

Use to encourage movement and allow students to discuss or talk with others outside of their table group.

1. Prior to class, place a stack of index cards in the center of each table. Each table group is given a different color of cards.
2. At the point in the class when you want movement and discussion, pose a question or issue to the group. Ask students to write their thoughts on the index card. Allow 1-2 minutes for writing.
3. When given a signal, students are to stand, pair off with a person with a different colored card and share what they wrote.

Lazy Eights

Strategy Description:

Use these strategies to get students up and out of their seats. Ideal for breaks after intense or mentally challenging activities.

1. Extend one arm in front of you with your thumb pointing upwards.
2. Trace the shape of a figure eight in the air. The eight should be on its side and as you trace it out in large, slow movements focus your eyes on your thumb. Without moving your head trace three eights in successively larger movements.
3. Now do it with your other hand and then clasp them together and do it with both hands

Card Organizing

Strategy Description:

Use to mix students into groups, help stretch and move or prepare for a collaborative effort. Distribute playing cards 2-9 (by suit if possible) to each table. Place them face down.

1. Students each take a card and (without looking at the card) place it on their foreheads.
2. Now students are instructed to organize themselves without talking by number. This is easily accomplished, and the group is ready to hear the next instruction.

Variation: Once the group has become a line, it is easy to subdivide the group by number or assign individual numbers with a role: “recorder,” “timekeeper,” etc.

Continuum

Strategy Description:

Use to integrate activity while having students process thoughts and level of agreement with various statements.

1. Place a graphic representation of a continuum along the wall of the classroom. Example:
 - a. Place pictorial or graphical representations such as a penguin, emu or roadrunner along the wall such that they correspond to participants’ comfort levels with the statements.
 - b. You may also use signs that say, “strongly agree” and “strongly disagree.”
2. Explain what the continuum represents.
3. Ask participants to move to the spot on the continuum that best matches their level of agreement.
 - a. Example of lesson content:
 - i. Local waterways need to be protected.
 - ii. A variety of wildlife should be encouraged.
 - iii. People should be involved in local environment care.
 - iv. Only ratepayers should contribute to the cost of caring for the waterways.
 - v. United States citizens care for the environment.
 - vi. It is better to use an unspoiled river for recreation, rather than keep it as a natural habitat.
 - vii. People should be made to spend some of their free time working towards helping the environment
4. Have students discuss why they selected their spots along the continuum.
5. Use this to differentiate a group for pacing on a topic.

Crazy Question

Strategy Description:

1. Students group together into 4 teams (easiest way may be to have them group together by rows).
2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
3. The students must complete a series of movements to receive each question.
4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
5. The teacher will then approach the group to give them the next question.
 - a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
 - b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
 - c. To receive the third question, students must run in place for 30 seconds.
 - d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
 - e. To receive the fifth question, students must complete all previous movements.

Variation: This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into instruction when possible and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day. The District will encourage students to be physically active by providing an athletic program for middle school and high school students.

Active Transport

The District will support active transport to and from school, such as walking or biking as long as students do not travel down the highway or railroad track or, cross the highway or railroad tracks.

IV. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the school setting, that work towards promoting healthy living.

Community Partnerships

The District will coordinate with community partners such as guest speakers to promote this wellness plan and its goals.

Community Health Promotion and Engagement

The District may promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and being physical activity throughout the year. Families will be informed and invited to participate in school-sponsored activities that promote health and fitness.

As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms (such as email or displaying notices on the district’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The district wellness committee will also focus on staff wellness. The district wellness committee may identify and disseminates wellness resources and/or perform other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors including

- making low-cost breakfast and lunches available to staff aligned with the USDA nutrition standards.
- posting coaching position in building first where staff can model an active lifestyle with students
- holding staff versus student games/contests which model an active lifestyle
- allowing nonsupervisory staff to engage in recess activities with students at all grade levels

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school. Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – 30 minutes prior to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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