
PHYSICAL ACTIVITY TOOLKIT



Physical Activity Toolkit

Resource List:



- ❖ Discover Inclusive School Wellness
- ❖ Active Living Research
 - ◆ Brief
 - ◆ Spanish and English Infographic
- ❖ Action for Healthy Kids
 - ◆ Recess in English and Spanish
 - ◆ Rewards in English and Spanish
- ❖ Physical Activity at School
- ❖ Recess Ideas for Parents and Families
- ❖ Rochester City School District Wellness Policy

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DISCOVER INCLUSIVE SCHOOL WELLNESS



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PART I.

A Guide to Inclusive School Physical Activity Programs

An Addendum to the *Comprehensive School Physical Activity Programs: A Guide for Schools*

About this Guide

National efforts have been implemented to reverse the trends of youth physical inactivity and childhood obesity by focusing on increasing physical activity during the school day. Children and youth with disabilities are often not fully included in these efforts, yet often experience even greater rates of physical inactivity and obesity.

The [Comprehensive School Activity Program \(CSPAP\)](#) provides the national framework for increasing physical activity in schools. To insure youth with disabilities are included in these efforts, this Guide provides additional information on the implementation of the CSPAP in each program area.



The goal of the *Guide to Inclusive School Physical Activity Programs* is to promote inclusion of children and youth with disabilities in school physical activity programs. Inclusion assumes that all children, regardless of ability or disability, have the right to:

- Be respected and appreciated as valuable members of the school community
- Fully participate in all school activities
- Interact with peers of all ability levels with opportunities to develop friendships and learn and respect differences

Guidelines for Disability Inclusion

The *Guidelines for Disability Inclusion in Physical Activity, Nutrition, and Obesity Program Initiatives* were developed to assist in the updating of community health programs and policies to be inclusive of the needs of people with disabilities. Schools, as part of the community, can use these same guidelines to promote inclusion within the school setting for children and youth with disabilities. The guidelines are as follows:

1. Objectives Include People with Disabilities:

Program objectives should explicitly and unambiguously state that the target population includes people with a range of different disabilities (cognitive, intellectual and other developmental disabilities, mobility, visual, hearing, and mental health disabilities).

2. Involvement of People with Disabilities in Development, Implementation and Evaluation:

Program development, implementation, and evaluation should include input from people with a range of different disabilities and their representatives (e.g., community members or other experts with disabilities, potential participants with disabilities and their family members, personal assistants, and caregivers).

3. Program Accessibility:

Programs should be accessible to people with disabilities and other users socially, behaviorally, programmatically, in communication, and in the physical environment.

4. Accommodations for Participants with Disabilities:

Programs should address individual needs of participants with disabilities through accommodations that are specifically tailored to those needs.

5. Outreach and Communication to People with Disabilities:

Programs should use a variety of accessible methods to outreach and promote the program(s) to people with disabilities.

6. Cost Considerations and Feasibility:

Programs should address potential resource implications of inclusion (including staffing, training, equipment, and other resources needed to promote inclusion).

7. Affordability:

Programs should be affordable to people with disabilities and their families, personal assistants, and caregivers.

8. Process Evaluation:

Programs should implement process evaluation (with transparent monitoring, accountability and quality assurance) that includes feedback from people with disabilities and family members, personal assistants, caregivers or other representatives, and a process for making changes based on feedback.

9. Outcomes Evaluation:

Programs should collect outcomes data, using multiple disability appropriate measures.

Inclusion Resources

Guidelines for Disability Inclusion in Physical Activity, Nutrition, and Obesity Program Initiatives

<http://committoinclusion.org/9-guidelines-for-disability-inclusion/>

Commit to Inclusion

www.committoinclusion.org

How to Use the Guide to Inclusive School Physical Activity Programs

This Guide should be used in conjunction with the [Comprehensive School Physical Activity Program: A Guide for Schools](#). The Guide includes section headings followed by a page number, which refers to a corresponding page in the CSPAP. Original material from the CSPAP are in the **highlighted green areas**. You will want to read this section in its entirety and then return to the Guide to consider the additional concepts specific to inclusion. Some sections do not require further information on inclusion.

Introduction

*The purpose of this guide is to provide step-by-step guidance to schools and school districts to develop, implement, and evaluate comprehensive school physical activity programs. The guide can be read and utilized by a group that either already exists (e.g., school health council or wellness committee) or a new group or committee that is made up of physical education coordinators and teachers, classroom teachers, school administrators, recess supervisors, before- and afterschool program supervisors, parents, and community members. It can be used to develop a new comprehensive school physical activity program or assess and improve an existing one. This document was developed to provide guidance and evidence to support voluntary school efforts that are focused on youth physical activity programs. **CSPAP Page 5***

Full inclusion begins with the recognition that children and youth with disabilities are integral members of the school community and must be more than just acknowledged as an afterthought. Physical activity programs within a school should address the needs of all students in the school community including those with a disability. In doing so, it is important to bring together those that represent needs of children and youth with disabilities. An existing group or new committee must actively recruit people with disabilities, family members and others that represent and understand the needs of people with disabilities. Committee members with disabilities and/or family members should participate in all aspects of the CSPAP alongside other school and community members.



Section One: Overview of Youth Physical Activity

Benefits of Physical Activity for Youth

Participation in regular physical activity produces multiple physical and mental health benefits. For youth, regular physical activity participation:

- *Builds healthy bones and muscles.*
- *Decreases the likelihood of obesity and disease risk factors such as high blood pressure.*
- *Reduces anxiety and depression and promotes positive mental health. **CSPAP Page 8***

In addition to the above mentioned benefits, children and youth with disabilities experience additional physical, social and emotional benefits from increased physical activity. Improved strength and fitness can enable a greater independence and ability to perform activities of daily living. Physical activity is an important factor in the prevention of secondary conditions. Secondary conditions occur as a result of a primary disability and can include pressure sores, pain, diabetes, hypertension, osteoporosis, and obesity. Obesity can be especially problematic for youth with disabilities because it can exacerbate secondary conditions, decrease independence and limit mobility.

National Guidelines for Youth Physical Activity

In 2008, the U.S. Department of Health and Human Services issued physical activity guidelines for Americans, ages 6 and older. These guidelines include the following recommendations for youth:²

- *Children and adolescents should do **60 minutes (1 hour) or more** of physical activity daily.*
- **Aerobic Activities:** *Most of the 60 or more minutes per day should be either moderate- or vigorous-intensity aerobic physical activity. Vigorous-intensity physical activity should be included at least 3 days per week.*
- **Muscle-strengthening Activities:** *Include muscle-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.*
- **Bone-strengthening Activities:** *Include bone-strengthening physical activity on at least 3 days of the week as part of the 60 or more minutes.*
- *Activities should be age-appropriate, enjoyable, and offer variety. **CSPAP Page 9***

It is important to understand that children and adolescents with disabilities are included in these guidelines. These guidelines can be met with increased accessibility, accommodations and support and should not be dismissed as unattainable or unnecessary. The specific activity recommendations in these guidelines also apply to children and youth with disabilities. Aerobic activities, muscle-strengthening activities and bone strengthening activities are vital to the health and well-being of children and youth with disabilities.

Youth Participation in Physical Activity

*Despite national guidelines for physical activity, many children and adolescents are not physically active on a regular basis. **CSPAP Page 9***

Adults with disabilities are more likely to live a sedentary lifestyle and 3 times more likely to have heart disease, stroke, diabetes, or cancer than adults without a disability. The obesity rate for children with a disability is 38 percent higher than children without a disability. Focusing on health promotion and increasing physical activity during childhood can encourage lifelong habits that can decrease the risk of chronic disease in adulthood.

In many cases, increasing physical activity for children and youth with disabilities is easier said than done. It is important to acknowledge the barriers to physical activity for children and youth with disabilities.

- Lack of community accessibility and accessibility of existing facilities and programs
- Lack of knowledge of existing programs
- Transportation

- Lack of knowledge of importance of physical activity and health benefits
- Inadequate family support

Current Status of Physical Activity in Schools

*Available evidence suggests that an overwhelming majority of schools do not provide opportunities to support youth in achieving the physical activity guidelines. **CSPAP Page 10***

Children and youth with disabilities are even more at risk of not receiving the services and support needed to achieve physical activity guidelines. According to the Government Accountability Office (GAO), children and youth with disabilities were found to have much lower rates of participation in physical education and sports compared to their peers. Moreover, according to the Health and Lifestyle of Youth with Disability Survey, only 40% of youth with a physical disability and 77% of youth with a cognitive disability felt they had the same level of participation as other students in physical education class.

Physical Activity Resources

National Center on Health, Physical Activity and Disability

www.nchpad.org

A Report of the Surgeon General Summary: Physical Activity and Health, Persons with Disabilities

<http://www.cdc.gov/nccdphp/sgr/pdf/disab.pdf>

CDC- Disability and Physical Activity

<http://www.cdc.gov/ncbddd/disabilityandhealth/pa.html>

2010 GAO Study on Students with Disabilities

<http://www.gao.gov/new.items/d10519.pdf>

Physical Activity Guidelines for Americans

<http://health.gov/paguidelines/guidelines/>

PAG Midcourse Report: Strategies to Increase Physical Activity Among Youth

<http://health.gov/paguidelines/midcourse/>

National Physical Activity Plan

<http://www.physicalactivityplan.org/index.html>

The Aspen Institute's Project Play

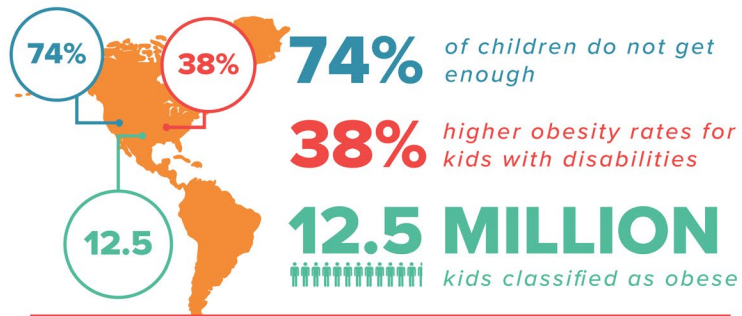
<http://www.aspenprojectplay.org/>

Let's Move!

<http://www.letsmove.gov/get-active>

DO YOUR KIDS GET ENOUGH?

PHYSICAL ACTIVITY IN THE U.S.



ALL Kids Need 60 Minutes of Activity a Day

but reality is.....



Overweight adolescents have a 70% chance of becoming overweight or obese adults.
1 in 3 children born in 2000 or later will develop diabetes at some point.
Since 1980, the number of overweight adolescents has tripled.

PHYSICAL ACTIVITY CAN HELP



Physical Activity is for
EVERYbody



Source: <http://www.care2.com/causes/kids-with-disabilities-need-p-e-too.html>

Section Two:

Overview of a Comprehensive School Physical Activity Program

The goals of a CSPAP are:

- *To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.*
- *To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity.*

Students can accumulate the recommended amount of physical activity through the provision of the multicomponent CSPAP. The following sections describe each component of a CSPAP in greater detail.

CSPAP Page 12

The goals of the CSPAP acknowledges “all” students meet the recommended 60 minutes of physical activity. It is important to recognize that additional support, accommodations, training and coordination may be needed to achieve this goal for children and youth with disabilities.

Quality Physical Education

Physical education is an academic subject and serves as the foundation of the CSPAP, by providing the opportunity for students to learn knowledge and skills needed to establish and maintain physically active lifestyles throughout childhood and adolescence and into adulthood.

Quality physical education:

- *Meets the needs of all students.*
- *Is an enjoyable experience for all students.*
- *Keeps students active for most of physical education class time.*
- *Teaches self-management.*
- *Teaches skills to maximize movement proficiency.*
- *Emphasizes knowledge and skills for a lifetime of physical activity.*

- *Can increase student participation in physical activity, increase physical fitness, and enhance student knowledge and skills about why and how they should be physically active. **CSPAP Page 12***

Physical education is not optional for children and youth with disabilities. Physical education must be available in all schools in order to increase the amount of physical activity among students with disabilities. Current laws ensure the appropriate provision of physical education for students with disabilities and should be understood by administrators, teachers, staff and families.

- The Americans with Disabilities Act (ADA) bans discrimination on the basis of disability in the areas of employment, public accommodation, public services, transportation and telecommunications. In order to be able to provide appropriate physical education services for students with disabilities, schools should comply with the accessibility requirements of the ADA
- [Section 504 of the Rehabilitation Act of 1973](#) states that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that receives Federal financial assistance.
- The [Individuals with Disabilities Education Act \(IDEA\)](#) requires public schools to make available to all eligible children with disability a free, appropriate public education in the “least restrictive environment” alongside their peers without disability as is appropriate to their individual needs. In addition, the law forbids substituting physical or occupational therapy for PE in order to increase physical activity and requires that students with disabilities are only removed from PE to increase participation when there is written justification by an expert.
- An [Individualized Education Plan \(IEP\)](#) is a legally binding document that has been tailored specifically to a child’s educational needs, including his or her physical education needs. An IEP should state specific goals and objectives for physical education. Additional training and support may be needed for teachers and families to fully utilize IEPs to increase physical activity

*As defined by SHAPE America, a quality physical education program includes the opportunity to learn, meaningful content, appropriate instruction, and student and program assessment. **CSPAP Page 12***

CSPAP lists the components of quality physical education. For each component, there are ways to ensure the inclusion of students with disabilities. The following table outlines these specific components discussed and the pathway for inclusion.

Physical Education Component	Inclusion Pathway
<i>All students are required to take physical education.</i>	Utilize physical education goals in an Individualized Education Plan (IEP) for students with disabilities.

<i>Qualified physical education teacher provides developmentally appropriate program.</i>	Provide additional training for physical education teachers to include provision of services to students with disabilities, including assessment, instructional principals and adaption techniques
<i>Adequate equipment and facilities.</i>	Ensure outdoor spaces, gyms and playgrounds are accessible to students with disabilities. Provide adapted equipment.
<i>Instruction in a variety of motor skills designed to enhance the physical, mental and social/emotional development of every child.</i>	Provide training, resources, or equipment necessary to adapt motor skill activities for students with disabilities.
<i>Fitness education and assessment to help children understand; improve and/or maintain physical well-being.</i>	Adapt instructional techniques for students with learning or other mental disabilities to ensure they understand and are participants in maintaining their physical well-being.
<i>Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective. Utilize buddy system and peer mentoring.</i>	Ensure students with disabilities are participating in same classes with peers without disabilities.
<i>Promotion of regular amounts of appropriate physical activity now and throughout life.</i>	Ensure that teachers and other staff understand the benefits of lifelong physical activity for children and youth with disabilities and have an expectation that they will continue to be physically active.
<i>Students are physically active for at least 50% of instructional time.</i>	Adapt activities and class design to ensure students with disabilities participate and do not sit on sidelines.
<i>Out of school assignments that support learning and practice.</i>	Research community-based sports or adapted sports programs and encourage participation.
<i>Formative and summative assessments of student progress.</i>	Assessments should include physical testing of motor performance, as well as understanding of the disability, strengths and weaknesses, and personal goals. Physical fitness testing can be adapted.

Many recommendations are mentioned briefly in the above table, but it is important to highlight some of the areas that are vital for an inclusive physical education program.

- Schools should provide accessible physical education facilities that comply with the ADA and allow students with physical disabilities to fully participate by ensuring access to all indoor spaces and outdoor play environments. The school environment should be carefully assessed for accessibility and changes made if needed.
- Schools should be committed to providing inclusive physical education by providing the necessary supports, utilizing IEP's, and adapting activities.
- Schools should provide ALL staff with training on importance of physical activity for students with disabilities and policy requirements of ADA, IDEA and Section 504.

- Training and education of staff in order to reduce barriers and increase participation for students with disabilities should be a policy and priority for the school.
- Schools should provide adapted equipment that increases participation for students with disabilities. Adapted equipment should not be viewed as a “bonus” or “extra” but a necessity to provide appropriate physical education. A lack of equipment or the resources to acquire equipment is not a reason to fail to provide inclusive physical education.

Physical Education Resources

Discover Inclusive Physical Education Guidebook

www.nchpad.org/fppics/Discover%20Inclusive%20Physical%20Education-Final.pdf

SHAPE America- Adapted Physical Education Resource Manual

<http://www.shapeamerica.org/publications/resources/pa/upload/Adapted-Physical-Education-Resource-Manual.pdf>

Pocket Tool for Adapted Physical Education Teachers

<http://www.nchpad.org/1475/6407/Pocket~Tool~for~Adapted~Physical~Education~Teachers>

GRAIDS- Guidelines Recommendations and Adaptations Including Disability

<http://new.reduceobesity.org/strategy-04/>

Physical Activity Before and After School

*Physical activity before and after school provides opportunities for all students, including those with special needs, to: 1) practice what they have learned in physical education, 2) work toward the nationally recommended 60 minutes of daily physical activity, 3) become more adequately prepared for learning, 4) engage in safe, social, and supervised activities, and 4) identify activities they enjoy and might engage in long term. **CSPAP Page 14***

Before and after school programs create a unique opportunity for inclusion in the school community. There can be an increased interaction between students with and without disabilities of varying ages and ability levels along with opportunities for friendships and benefits to students with and without disabilities. This environment allows for use of peer to peer programs or buddy systems to increase physical activity. This might include a program such as I Can Do It, You Can Do It! (ICDI). ICDI is an innovative mentoring initiative that has been adopted and sustained by the President’s Council on Fitness, Sports & Nutrition (PCFSN).

*Before- and after-school physical activity programs offer students an opportunity to be physically active instead of waiting in a sedentary setting for the school day to begin or end. **CSPAP Page 14***

The CSPAP guide provides a good list of ideas for including physical activity into the before and after school time periods. Below are some ideas and resources that create a more inclusive environment for students with disabilities.

Walking and biking to school

- Assess community accessibility, such as curb cuts or safety crossing streets.
- Communities should support walking/wheeling and biking to school by enhancing accessibility of infrastructure including paths and public rights-of-way.
- Utilize Safe Routes to Schools (SRTS) program materials.

Physical activity clubs or intramural programs or other extracurricular activities

- Offer club opportunities that allow for students with and without disabilities to play together and promote inclusion.
- Ensure that extracurricular activities use accessible facilities and provide accessible equipment to promote participation.
- Increase awareness that students with disabilities have a right to participate in extracurricular activities under Section 504 of the Rehabilitation Act.

Informal recreation or play on school grounds

- Assess the accessibility of playgrounds and outdoor play areas and make changes to improve access.
- Provide equipment that allows for inclusion of students with disabilities into activities.

Coordinated with community-based programs and delivered in school settings

- Seek out extracurricular, community-based programs that are accessible and inclusive of people with disabilities.
- Access the NCHPAD website to link to community resources.

National AfterSchool Association HEPA Standards

- Adopt the healthy eating and physical activity standards in out-of-school time which include students with disabilities.

Before and After School Resources

I Can Do It, You Can Do It!

<http://www.fitness.gov/participate-in-programs/i-can-do-it-you-can-do-it/>

Involving Students with Disabilities in SRTS

www.saferoutesinfo.org/sites/default/files/.../Involving_students_with_disabilities.pdf

<http://www.nchpad.org/1230/5883/Safe~Routes~to~School>

Including All Students: Frequently Asked Questions about Including Students with Disabilities in After School and Summer Programs

www.nysan.org/wp-content/uploads/2014/08/Inclusion-FAQ.pdf

Promoting Inclusion of Children and Youth with Disabilities: Tips and Tools for After School Professionals

www.bostnet.org/wp-content/uploads/2014/05/Inclusion-Guide.pdf

Special Olympics Unified Sports®

http://resources.specialolympics.org/Taxonomy/Community_Building/Youth_and_School_Activation/Unified_Schools_Resources_All.aspx

HEPA Standards

http://www.niost.org/images/host/Healthy_Eating_and_Physical_Activity_Standards.pdf

Disabled Sports USA

<http://www.disabledsportsusa.org/chapters/>

Physical Activity During School

Schools can facilitate increased physical activity during the school day by encouraging students to be active; providing students with space, facilities, equipment and supplies that make participating in activity appealing; and providing organized times and structured physical activities for interested students.

Recess

*Recess or physical activity breaks offer an excellent opportunity for youth at all grade levels to engage in free play or semi-structured physical activity during the school day, and allows youth the opportunity to apply skills learned in physical education. Recess should not, however, replace physical education or be used to meet time requirements set forth in physical education policies. Participation in recess is associated with academic benefits, such as improving attentiveness, concentration, behavior, and time on-task in the classroom.¹⁶ **CSPAP Pg. 14***

Recess, in the elementary school setting, often centers around a playground or outdoor play structures. For a child with a disability the lack of accessibility of a playground can present a barrier to participation and limit opportunities for physical activity. It can also further segregate the child with a disability from classmates during the recess period which may have social consequences. Accessible playgrounds can promote inclusion and increase opportunities for physical activity.



Playground Resources

Accessible Play Areas: A Summary of Accessibility Guidelines for Play Areas

<https://www.access-board.gov/attachments/article/1369/play-guide.pdf>

Applying Principles of Universal Design to Playgrounds

www.ncaonline.org/.../playground-universaldesign.sh...

Playgrounds for Everyone

www.playgroundsforeveryone.com

Physical Activity Breaks in the Classroom

Studies have found that offering physical activity breaks during standard classroom instruction may have favorable associations with some indicators of cognitive functioning (e.g., test scores). Examples of physical activity breaks in the classroom include:

- *Taking a 5-minute stretch break*
- *Marching in place*
- *Jumping with an invisible jump rope*
- *Doing semi-squats followed by knee lifts.*
- *Taking 2-3 laps around or throughout the classroom. **CSPAP Page 15***

It is important to consider activity breaks in the classroom that do not just involve walking, marching or jumping. Stretching can be an important form of physical activity that can be performed on some level by most every student. An activity involving moving arms, hands and heads in addition to legs also includes children and youth with disabilities. These classroom breaks are often called “brain boosters” or “brain breaks” and involve physical activity as well as learning and social interaction activities. Like physical education teachers, classroom teachers may benefit from instruction on adaptive techniques for students with disabilities.

Activity Break Resources

Go Noodle

www.gonoodle.com

Playworks

www.playworks.com

Active Play-Active Learning Brain Breaks Guide

https://sph.uth.edu/research/centers/dell/.../Active-Play-Active-Learning_web.pdf

Staff Involvement

School employees play an integral role in a school's CSPAP. School employee wellness programs improve staff health, increase physical activity levels, and are cost effective. When school staff commit to good health practices, they are positive role models for students, and may show increased support for student participation in physical activity. Support for school employee wellness and leadership training contribute to the overall culture of physical activity at a school. Teachers and other school staff members can integrate physical activity into classroom academic instruction and breaks, and support recess, intramurals, and other physical activity offerings. Additionally, school employees can be positive role models for students by demonstrating active lifestyle choices in and out of school.

CSPAP Page 15

Being a positive role model involves participation in employee wellness programs. It is important to consider the disabilities, hidden or visible, of staff as it pertains to their own health and physical activity. Employee wellness programs should be inclusive. Programs such as a walking lunch or counting steps may not be appropriate for all staff, so offer alternate activities to increase physical activity.

In addition to being a positive role model, various staff will likely be involved in incorporating elements of physical activity in the school setting and interacting with students with disabilities. In order for students with disabilities to be fully included in this process, it is important to make sure that all staff has a basic understanding of disabilities. Staff training on disability awareness including person first language and communication tips is essential to making children and youth with disabilities feel included.

Words to Say	Words to Avoid
Person who has...	Suffers from...
Person with a disability	Disabled, handicapped, physically challenged
Person with an intellectual disability	Mentally retarded
Person with a brain injury	Brain damaged
Person who has diabetes	Suffers from diabetes or diabetic
Person who uses a wheelchair	Crippled, wheelchair-bound, confined to a wheelchair
Person with epilepsy	Epileptic
Person who has had a stroke	Stroke victim

Employee Wellness Resources

NCHPAD: A Culture of Inclusion in Worksite Wellness

<http://www.nchpad.org/1223/5876/A~Culture~of~Inclusion~in~Worksite~Wellness>

<http://www.nchpad.org/1499/6453/Employee~Wellness~Month>

NCHPAD: How I Walk Campaign

<http://www.nchpad.org/howiwalk/>

NCHPAD: Deskercise! 20 Ways to Get Moving While You Work

<http://www.nchpad.org/1061/5452/Deskercise~~20~Ways~to~Get~Moving~While~you~Work>

Alliance for a Healthier Generation: Employee Wellness

https://www.healthiergeneration.org/take_action/schools/employee_wellness/

Community and Family Engagement

*Family and community engagement in school-based physical activity programs provides numerous benefits. Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings. **CSPAP Page 16***

Research also suggests an association between the physical activity level of youth with disabilities and their parents or caregivers. Improving levels of physical activity among parents and caregivers could have great benefits for youth with disabilities. It is important to educate parents about physical activity and how it can be incorporated into their lives in an effort to change attitudes and increase levels of physical activity. It is also important to encourage parental involvement within the school and increase parent knowledge about what is available in the community.

Community engagement can take many forms and provides a greater opportunity for inclusion of children and youth with disabilities. Community and family activities such as health fairs and 5K fun runs that are inclusive of children and youth with disabilities can promote education and awareness opportunities and further expand and define efforts to implement a CSPAP.

Resources

Parents Advocating for School Wellness Toolkit

www.actionforhealthykids.org/.../ParentAdvocacyToolkit.pdf

NCHPAD: Guidelines for Inclusive Road Races

<http://www.nchpad.org/fppics/InclusiveRoadRacesBrochure.pdf>



Section Three:

Step-by-Step Strategies to Develop, Implement, and Evaluate a CSPAP

Many of the concepts in Section Three do not need detailed explanation to be inclusive of children and youth with disabilities. There are six key concepts to keep in mind in the development, implementation and evaluation of the CSPAP.

1. **Involve people with disabilities or representatives on committees.**

It is vital that any group or committee convened to implement CSPAP includes people that understand and represent the needs of students with disabilities. The phrase “Nothing about us, without us” is often used to represent the inclusion of people with disabilities in program planning. Committee members representing the needs of students with disabilities can include special education teachers, parents of students with disabilities, and students with disabilities. Parents of students with disabilities are an especially important voice and resource, as they can not only bring representation, but also support implementation in the classroom and within the family. A committee should also include representatives from community based disability organizations such as adapted sports programs or Centers for Independent Living, which can support community engagement.



2. Educate committee members about inclusion, accessibility and health disparities of people with disabilities.

In order to facilitate the full inclusion of students with disabilities, it is important that all committee members understand the broader issues. All members must understand the importance of accessibility and inclusion, the laws that protect people with disabilities, and understand health disparities and strategies to promote health.

3. Keep people with disabilities or those that represent the interests of people with disabilities involved in all aspects of the CSPAP from development through evaluation.

The involvement of people with disabilities does not end in the planning stages. The inclusion of people with disabilities and/or their representatives throughout the CSPAP process demonstrates a commitment to the effort to make physical activity in school relevant to students with various disabilities. In doing so, it's possible that a committee might need to address accessibility or transportation needs.

4. Assess inclusion of students with disabilities and other issues specific to physical activity and students with disabilities.

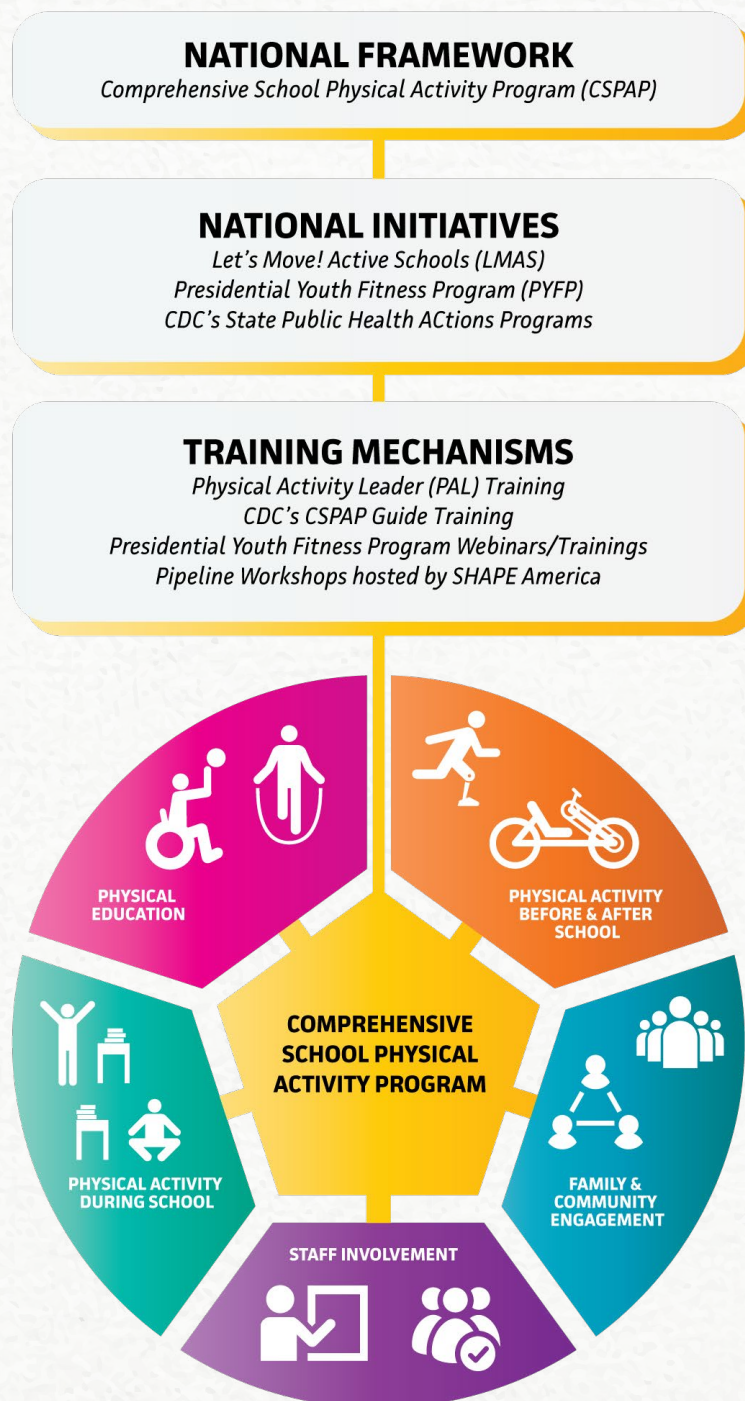
Assessments must include some measure of inclusion and participation specific to children and youth with disabilities. Most assessments discussed in the CSPAP do not include a detailed assessment of the inclusion of children and youth with disabilities in physical activity programs. Module 3 of the [School Health Index](#) includes some general questions about accessibility and a section on “special health care needs.” In order to fully assess existing physical activity programs and practices as they relate to children and youth with disabilities, it may be necessary to develop additional questions. Here are some examples:

- Are physical activity goals included in IEP's of students with disabilities?
- Do physical education teachers receive additional training on working with students with disabilities?
- Do students with disabilities participate in physical education classes with peers without disabilities?
- Is a minimum recess time required for all students, including students with disabilities?
- Do teachers and other staff receive disability awareness training?
- Are intramural or after-school adapted sports programs available to students with disabilities?
- Are playgrounds or outdoor play spaces accessible?

5. Provide specific wording throughout that includes children and youth with disabilities.

Avoid relying on the word “all” as the only indication that children and youth with disabilities are included. Include goals and objectives and outcomes that are specific to children and youth with disabilities in each area of the CSPAP.

6. Be creative. Fully including children and youth with disabilities might require “thinking outside of the box.”



PART II.

National Initiatives Supporting CSPAP

National programs that support schools in developing, implementing, and evaluating comprehensive school physical activity programs.

Active Schools

As the national solution to ensure that 60 minutes of physical activity a day is the norm in K-12 schools, Active Schools equips schools with the resources and tools to increase physical education and physical activity opportunities for students, and to cultivate an Active School environment. Active Schools is powered by an innovative collaborative of health, education and private sector organizations that strives to bring these benefits to every child across the country.



Active Kids Do Better.

Physical activity not only helps kids stay healthy and strong, but it can also lead to:

- Higher test scores
- Improved attendance
- Better behavior in class
- Lower rates of childhood obesity
- A lifetime of healthy habits

An Active School integrates physical activity before, during and after school for at least 60 minutes every day.

Alliance for a Healthier Generation: Healthy Schools Program



Healthy kids have higher attendance rates, higher test scores and behave better in class. More than 31,000 schools nationwide are using the [Healthy Schools Program](#) to make this the norm.

The Alliance for a Healthier Generation has taken the latest research on childhood health and combined it with the most effective school policies to maximize impact. The divided approach into wellness modules helps to create a workable

framework that sets specific actions to help make schools healthier. The program includes information on:

- Wellness Policies
- Snacks and Beverages
- Breakfast and Lunch
- Health Education
- Physical Education
- Physical Activity
- Employee Wellness



SHAPE America

SHAPE America is the nation's largest membership organization of health and physical education professionals. SHAPE America works with its 50 state affiliates and national partners to support initiatives such as the Presidential Youth Fitness Program, Let's Move! Active Schools and the Jump Rope For Heart/Hoops For Heart programs. Additional information including training and professional development for CSPAP is available on the [SHAPE America website](http://www.shapeamerica.org).



Physical Activity Leader (PAL) Learning System

The first of its kind, the [Physical Activity Leader \(PAL\) Learning System](http://www.shapeamerica.org/pal) is a cutting-edge, all-inclusive professional development resource within the Let's Move! Active Schools framework. Adaptable to individual school environments, the PAL Learning System develops and supports individuals who will champion an effort to ensure 60 minutes a day of physical activity for all school-age youth. The learning system is provided free of charge and begins with a one-day in person leadership workshop.

Presidential Youth Fitness Program

The [Presidential Youth Fitness Program](http://www.pyfp.org) helps schools achieve excellence in physical education through quality fitness education and assessment practices by providing tools to:

- teach fitness concepts
- assess fitness and understand results
- plan for improvement or maintenance of fitness levels
- empower students to be fit and active for life.



Physical Educator's Guide for Working with Paraprofessionals

http://www.pyfp.org/doc/pyfp-guide-paraprofessionals_archive_20160405.pdf

PYFP Resource Library

<http://www.pyfp.org/resource-library/index.shtml>

Centers for Disease Control and Prevention (CDC)

CDC supports efforts nationwide to reduce the risk factors associated with childhood and adult obesity, diabetes, heart disease, and stroke. Through a federal grant, all 50 states and the District of Columbia receive funds to help prevent these chronic diseases. This program focuses on healthy environments

in workplaces, schools, early childhood education facilities, and in the community.

<http://www.cdc.gov/chronicdisease/about/state-public-health-actions.htm>

National Framework for Physical Activity and Physical Education

https://www.cdc.gov/healthyschools/physicalactivity/pdf/National_Framework_Physical_Activity_and_Physical_Education_Resources_Support_CSPAP_508_tagged.pdf



PART III.

Additional Resources for Inclusion in Physical Activity & Youth with Disabilities

ARTICLES

[*Inclusive Out-of-School Time*](#)

[*Physical Activity, Leisure and Recreation for Youth with Disabilities: A Primer for Parents*](#)

[*Program Considerations for Integrating Children with Disabilities into Community Sports and Recreation Programs*](#)

[*504 Inclusive Physical Activity Contest*](#)

[*Principles for Adapting Activities in Recreation Programs and Settings*](#)

[*The Rationale and Benefits of Sport Participation for Youth of All Abilities*](#)

[*Sitting Volleyball: A Skill Enhancing and Physically Demanding Activity*](#)

[*Inclusive Physical Education: Disability Awareness*](#)

[*Inclusive Physical Education: Teaching Style and Format*](#)

[*Inclusive Physical Education*](#)

[*Peer Tutoring in General Physical Education*](#)

[*Assessing Your Child's Health Related Physical Fitness*](#)

[*What is Section 504 of the Rehabilitation Act?*](#)

[*Eating Healthy Through the Lifespan: Preschool to Adolescence*](#)

[*Mastering the School Lunch*](#)

[*Spring into Action*](#)

[*Autism and Exercise*](#)

GUIDEBOOKS

- [*Discover Inclusive Physical Education*](#): A Guidebook for Educators
- [*Discover Accessible Fitness*](#): A Wheelchair User's Guide to Using a Fitness Center
- [*Discover Inclusive Safe Routes to School*](#): A Guidebook for Including Students with Disability in SRTS
- [*Discover Camp*](#): Considerations for sending youth with a disability to camp for the first time.
- [*Discover Leisure*](#): Understanding and appreciating the value and importance of leisure time physical activity for youth with disabilities.
- [*Guidelines for Disability Inclusion in Physical Activity, Nutrition and Obesity Programs & Policies*](#): A guidebook to assist in the updating of community health programs and policies to be inclusive of the needs of people with disabilities.
- [*Community Health Inclusion Sustainability Planning Guide \(CHISP\)*](#): The CHISP is a supplement to the Sustainability Planning Guide for Healthy Communities (CDC, 2011) and may be used in conjunction with it.
- [*Get the Facts*](#): an online magazine that will help you become more physically active or, if you are a service provider or family member, equip you with the knowledge to provide a more enriching physical activity program.

VIDEOS

- [*Know Your Rights: Sports are for Everyone!*](#) video series
- [*Disability Awareness: Sensory Disability*](#)
- [*Disability Awareness: Intellectual Disability*](#)
- [*Disability Awareness: Physical Disability*](#)
- [*General Disability Awareness*](#)
- [*Inclusive Class Design*](#)
- [*Adapting the Alabama Physical Fitness Assessment Test*](#)
- [*Alabama 504 Inclusive Activity Campaign*](#)



- [Mary's Top 10 Communication Tips](#)
- [Kids Adaptive Yoga](#)
- [Autism and Exercise](#) video series
- [Zumba Fitness® \(Inclusive\)](#)
- [How I Walk: A Campaign to Rebrand Walking](#) video series
- [Kids Korner Nutrition: Quick and Healthy Lunches](#)
- [Kids Korner Nutrition: Heart Healthy Snacks](#)
- [Kids Korner Playlist](#)
- [Sports Series](#)
- [Inclusion in Every Play](#)

TARGET AUDIENCES

Educators: www.nchpad.org/Educators - On this page you will find tailored information for physical education, schools athletics, and out-of-school time.

PROGRAMS

[14-Week Program to a Healthier You!](#)- A free, personalized, web-based physical activity and nutrition program for individuals with disabilities and chronic health conditions.

[Champion's Rx](#)- A high-intensity daily workout program designed to challenge all ability levels. This workout program is geared towards individuals who are currently active and have access to a fitness facility or minimal exercise equipment.

CAMPAIGNS

[Commit To Inclusion](#): A global campaign to end the exclusion of people with disability from physical activity and all associated areas. #CommitToInclusion

[How I Walk](#): A campaign to rebrand the word walking. #HowIWalk

NEWSLETTER

[*inclusive.health.connection*](#)- An e-news resource for transforming your community

A monthly e-newsletter highlighting current news and research on physical activity and disability, events and conferences, and featured columns for all populations including youth.

[*Kids Korner*](#)- This column was created to engage youth, parents, and professionals working with youth with disabilities.

[*Nutrition Spotlight*](#)- This column features nutritional considerations for people with and without disability.

[*Training Corner*](#)- This column features articles related to fitness, wellness, and training topics.

TRAINING

NCHPAD has the ability to support physical activity programming for in school, out of school, and community settings that offer access to sports, nutrition, and fitness for students with disabilities designed to improve wellness, self-esteem, and independence. To request a virtual or in-person training or training resources, please contact us.

TECHNICAL ASSISTANCE

NCHPAD offers a free information service on a wide variety of topics related to physical activity, fitness, recreation, sports, leisure, nutrition, disability and chronic health conditions. Contact one of our talented information specialists to help you locate the resources you need. Technical assistance is available between the hours of 9:00 am- 5:00 pm CST on Monday-Friday via telephone 800-900-8086, live chat at nchpad.org, and email at email@nchpad.org.

To view more resources and services which can benefit all ages and populations, connect with us:



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RESEARCH BRIEF

Active Education: Growing Evidence on Physical Activity and Academic Performance

INTRODUCTION

One in three kids in the United States is overweight or obese. Obese youth have elevated risk for health problems like heart disease, type 2 diabetes, high blood pressure, unhealthy blood cholesterol patterns, and other health risks related to cardiovascular disease.¹ Obesity can also have serious ramifications for kids' cognitive development² and affect school attendance.^{3, 4}

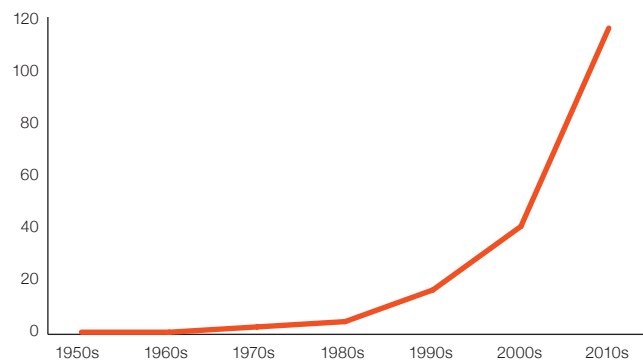
Because children spend so much time at school, schools have a unique opportunity to help children become more healthy and active. The Institute of Medicine has called on school leaders to offer more opportunities for children to be physically active before, during and after the school day.⁵ Further, both childhood obesity and poor academic performance tend to be clustered in schools with a high percentage of lower-income, minority students, creating a student health issue that is especially problematic in those communities.

There is a growing body of evidence indicating that physical activity and fitness can benefit both health and academic performance for children. This research brief reviews published scientific articles that examine how physical activity and fitness may help school-aged children maximize their academic performance. It also provides an overview of the effects of physical activity on the developing brain. Together, the

research indicates that providing physical activity for students is in line with schools' academic mission, and that schools have many opportunities for helping young people to be more active.

FIGURE 1 Growing Evidence on Physical Activity and Academic Performance

This graph indicates the number of published articles each year that examined the relationship between physical activity, physical fitness, and academic performance among children. A meta-analytic review suggests that the effects size of these studies has significantly increased over time.⁶



KEY FINDINGS

Physical activity can have both immediate and long-term benefits on academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing. Recent evidence shows how physical activity's effects on the brain may create these positive outcomes.

1. Regular participation in physical activity has academic performance benefits.

- A research project conducted with 24 elementary schools, called *Physical Activity Across the Curriculum (PAAC)*, showed that adding sessions of physical activity to a school curriculum could have long-term benefits, such as improved academic performance. When comparing improvement in standardized test scores over three years, schools were stratified and randomly assigned to receive physically active lessons did 6 percent better than their peers who had received the same lessons in a seated, inactive manner.⁷

- A recent review of 39 studies on the mental and intellectual benefits associated with school-based physical activity programs found that the greatest effects were seen when children engaged in aerobic physical activity, like jogging in place, rather than resistance activities, like push-ups or sit-ups.⁸ The same review showed that children who were physically active in small groups (10 to 30 children) showed greater improvements than those in large groups (30 or more children) or very small groups (1 to 2 children). This finding is important when developing policy focused on class size.
- A study of 287 Canadian children in 4th and 5th grade who were enrolled in ten different schools found a link between physical activity and standardized test performance. The schools were clustered and randomly assigned to participate in a physical activity program (Action School in British Columbia) delivered by teachers. Children who were academically performing below their grade level and assigned to the physical activity program were more likely to increase performance on standardized tests than students who did not participate in the program and just continued their usual practice.⁹
- Over one school year, children who played active video games like *Dance, Dance, Revolution* during recess experienced more improvements in both physical fitness and academic performance in math than students who participated in traditional recess.¹⁰
- Several studies show that vigorous physical activities, like running and playing tag, may have larger effects on academic performance than lower-intensity activities.^{11, 12}
- Eleven- and 12-year-old students participating in physical education lessons, including fitness stations and team games at varied intensities, were compared with students who sat for the same amount of time.¹³ Children who participated in the physical education lessons demonstrated recall of a greater percentage of vocabulary words on a memory task, before and after class discussions (delayed recall of the same words), than the sedentary students. These findings suggest that participating in physical activity during physical education lessons may facilitate immediate and delayed memory.
- A study of 115 adolescents showed that active lessons requiring more coordination (e.g., balancing, reacting, adjusting, and differentiating) were associated with better concentration on academic tasks than traditional physical education lessons focused on team sports.¹⁴

- Although academic achievement tests scores were not directly related to enrollment in high school physical education, female students who both enrolled in physical education and participated in vigorous physical activity lessons had significantly higher grades than students who were not engaged in any physical education lessons.¹⁵
- Among 5,316 students in grades K through 5, the frequency and duration of physical education class were positively associated with standardized test performance among girls but not boys. This relationship may have been attributed to a lower baseline level of fitness for female students, which shows that the girls may have had more to gain from physical education participation.¹⁶

2. Single sessions of physical activity can enhance attention and memory.

Immediately after just one session of physical activity, children can increase their attention and memory, and reduce inappropriate behavior, such as being unfocused and causing others to become distracted.¹⁷

- A review of 19 articles about classroom physical activity breaks revealed that teachers are willing to integrate physical activity into grade level-specific lessons, and they are capable of doing so. In general, physically active lessons including physical activity breaks resulted in a 13 percent increase in the total amount of physical activity per week and a 20.5 percent reduction in time spent on non-academic tasks, such as helping students transition to a new activity and classroom management.
- In that review, studies also reported quantified pre- and post-improvement in academic achievement, such as a 20-point gain on the Florida Comprehensive Achievement Test and increased percentile ranks on the Texas Assessment of Knowledge and Skills.¹⁸
- A developmental study that examined physical activity and academic performance revealed that when students were randomly assigned to either sit in the classroom or do brisk walking before a test, 4th grade students who were active outperformed their seated peers on the Woodcock Johnson Test of Concentration, but the same effects were not observed among 2nd- or 3rd-grade students.¹⁹
- When comparing students in randomly selected classrooms that offered one 10-minute *Energizer* physical activity break daily for 12 weeks with those in classrooms that did not, the *Energizers* group was significantly more active and exhibited a higher frequency of on-task behaviors.²⁰

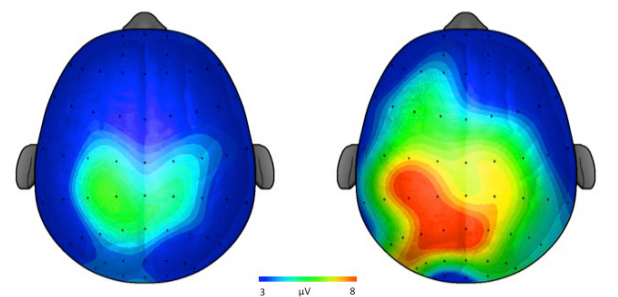
3. The effects of physical activity on brain health may explain improvements in academic performance.

Brain processes such as directing one's attention, switching attention between tasks, and moving information from short- to long-term memory are necessary actions for learning. Recently, scientists have been examining the underlying brain functions that may explain some of the immediate and more gradual academic benefits of physical activity.

- After walking on a treadmill for 20 minutes at a moderate pace, children responded to test questions (in the content areas of reading, spelling, and arithmetic) with greater accuracy, and had a more intense response within the brain, than children who had been sitting (see Figure 2). Further, children who walked for 20 minutes performed better on reading comprehension than those who sat for a similar length of time. Following physical activity, children also completed learning tasks faster and more accurately, and were more likely to read above their grade level.²¹

FIGURE 2 Composite Attentional Allocation of 20 Students Taking the Same Test

These two brain images, taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.



After 20 minutes of sitting quietly

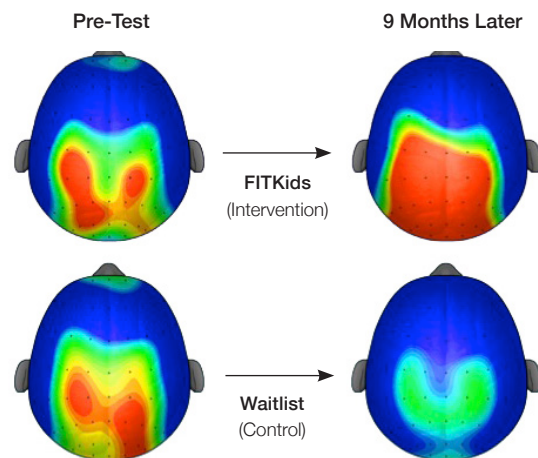
After 20 minutes of walking

Image courtesy of Charles Hillman, University of Illinois at Urbana-Champaign

- Children ages 7 to 9 were randomly assigned either to a waitlist or to participate in FITKids, an afterschool program providing 70 minutes of moderate-to-vigorous physical activity per weekday for nine months. At the end of the study, children who participated in FITKids showed greater improvements in aerobic fitness,²² decreases in percentage of body fat,²³ and increases in working memory²⁴ than children on the waitlist (see Figure 3).

FIGURE 3 Impact of Afterschool Physical Activity Program on Children's Neural Activity

This graphic illustrates the differences in children's average amount of neural activity at the beginning and after nine months of participating in an afterschool physical activity program. The images, taken from the top of the head, use blue to represent low neural activity and red for high brain activity.



Hillman et al. (2009). *Neuroscience*, 159, 1044-1054.

- Physically fit children demonstrate memory and efficiency of the brain (i.e., by allocating more working memory to complete a given task) through two learning strategies: relational memory, which involves remembering objects by using a cue, such as turn left after you pass the school,^{25,26} and working memory, which involves moving information from the short- to long-term memory.²⁷ This is important because children use relationships, such as understanding that “three groups of three” and “three times three” are both math facts with the same answer, to remember and recall information.
- Physically fit children have larger hippocampal volume²⁸ and basal ganglia.²⁹ Both of these brain structures have been associated with learning in children.

CONCLUSIONS

Regular participation in physical activity and higher levels of physical fitness have been linked to improved academic performance and brain functions, such as attention and memory. These brain functions are the foundation for learning. Long-term studies have demonstrated that increases in physical activity, resulting from greater time spent in physical education, were related to improved academic performance. Even single sessions of physical activity have been associated with better scores on academic tests, improved concentration, and more efficient transfers of information from short- to long-term memory. Children participating in physical activity are better able to stay focused and remain on task in the classroom, thus enhancing the learning experience.

Physical education is an opportunity for all children to be physically active and improve aerobic fitness. Given the demonstrated academic and health benefits, providing physical education—150 minutes for elementary school children³⁰ and at least 225 minutes for secondary school children among all grade levels—as a part of the 60 minutes of daily moderate-to-vigorous physical activity recommended by the *Physical Activity Guidelines for Americans*,³¹ is a justifiable use of valuable school time. Developing or refining policies or regulations relating to physical education is a logical first step to make this requirement a reality. However, the policies must be implemented and enforced consistently to ensure students experience the benefits of physical education.³² One study suggested that the greatest cognitive benefits from physical education resulted when physical education classes were scheduled during the early or middle part of the day, not at the end of the day.³³ Making physical education the centerpiece of the school day may improve physical health and, in turn, maximize a child's potential to be academically successful.³⁴

It is incumbent on schools to maximize students' potential to learn. Accordingly, educators need to have the resources, support, training, and skills to provide a variety of physical activity opportunities for children. Educators, administrators and parents should thoughtfully integrate physical activity across the curriculum throughout the school day to facilitate learning for all students. Experiences such as biking and walking to school, playing at recess, engaging in active classroom lessons, and participating in a quality physical education program may increase the odds of children and adolescents forming lifelong habits for learning and for positive behaviors.

It is important to note that though a vast majority of the studies show benefits of physical activity and fitness on children's academic achievement, some studies show no effects—but very few studies show any negative effects. Thus, it is reasonable to recommend increased physical activity at school as an evidence-based strategy to improve academic performance. Several questions remain to be answered, such as the optimal type, intensity, and timing of school physical activity; how effects might vary for younger compared with older students; and whether similar benefits are documented for students of all income levels, races and ethnicities, and academic abilities. While waiting for studies to answer these questions, current evidence provides a strong rationale for more action to provide physical activity throughout the school day for all students.

This research brief was written by Darla M. Castelli, Elizabeth Glowacki, Jeanne M. Barcelona, Hannah G. Calvert & Jungyun Hwang of The University of Texas at Austin. It updates prior evidence on the role of physical activity in academic performance: <http://activelivingresearch.org/active-education-physical-education-physical-activity-and-academic-performance>. Peer reviewers were Joseph E. Donnelly, Ed.D, Professor and Director, Center for Physical Activity and Weight Management, University of Kansas and Sarah M. Lee, PhD, Team Lead, Research Application & Evaluation Team, School Health Branch, Division of Population Health, Centers for Disease Control & Prevention.

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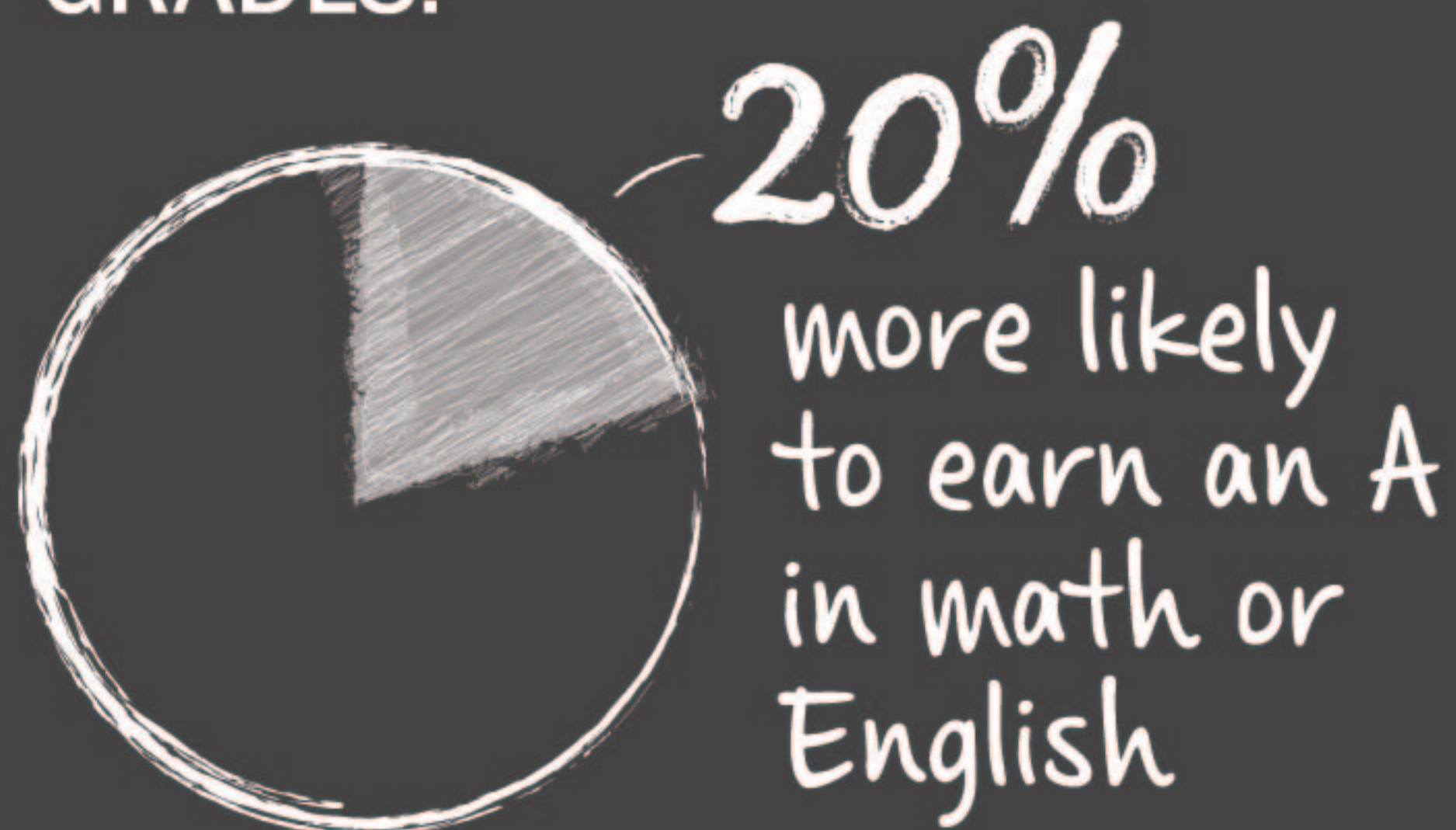
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active kids learn better



physical activity at school is a win-win for students and teachers

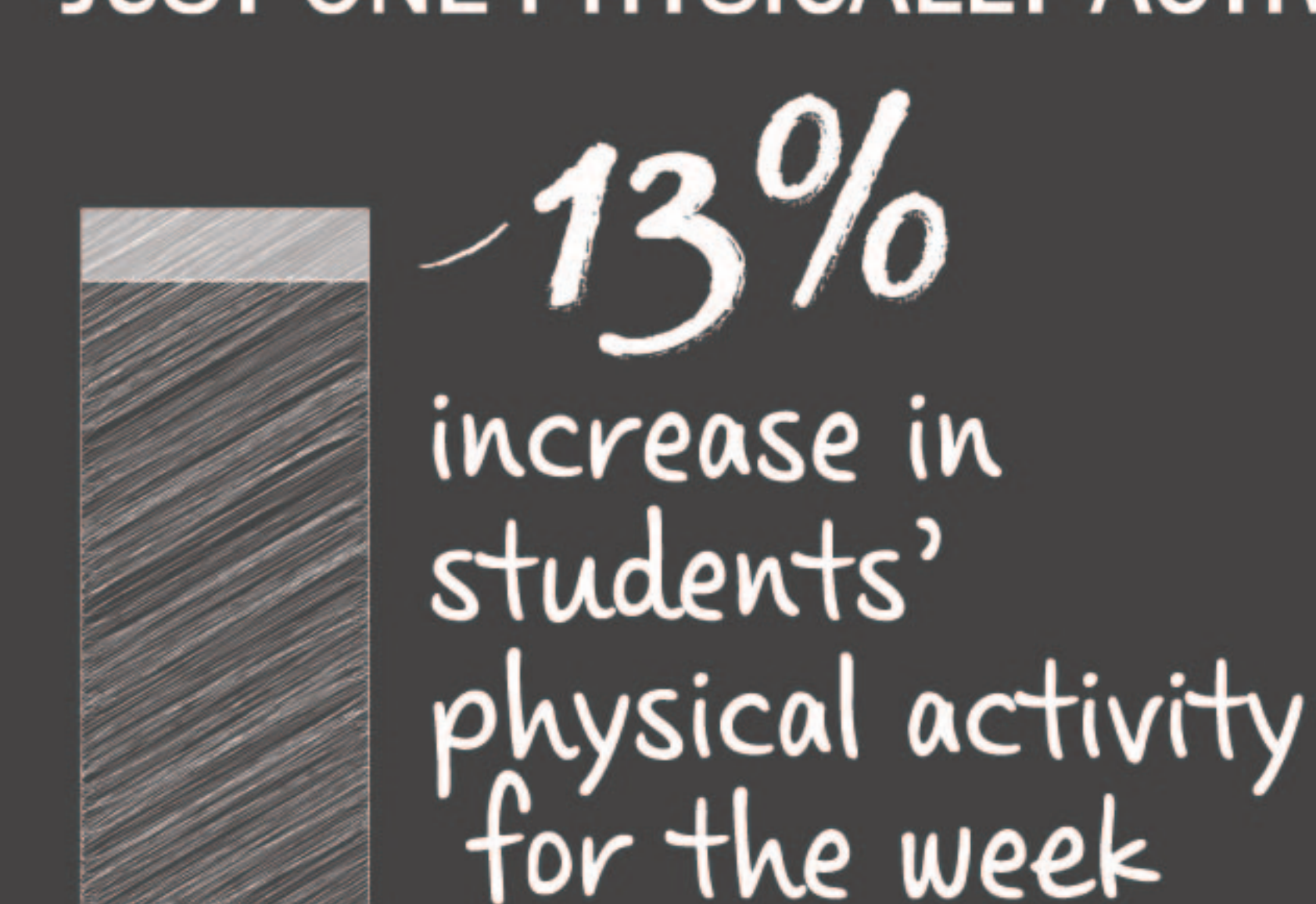
GRADES:



STANDARDIZED TEST SCORES:

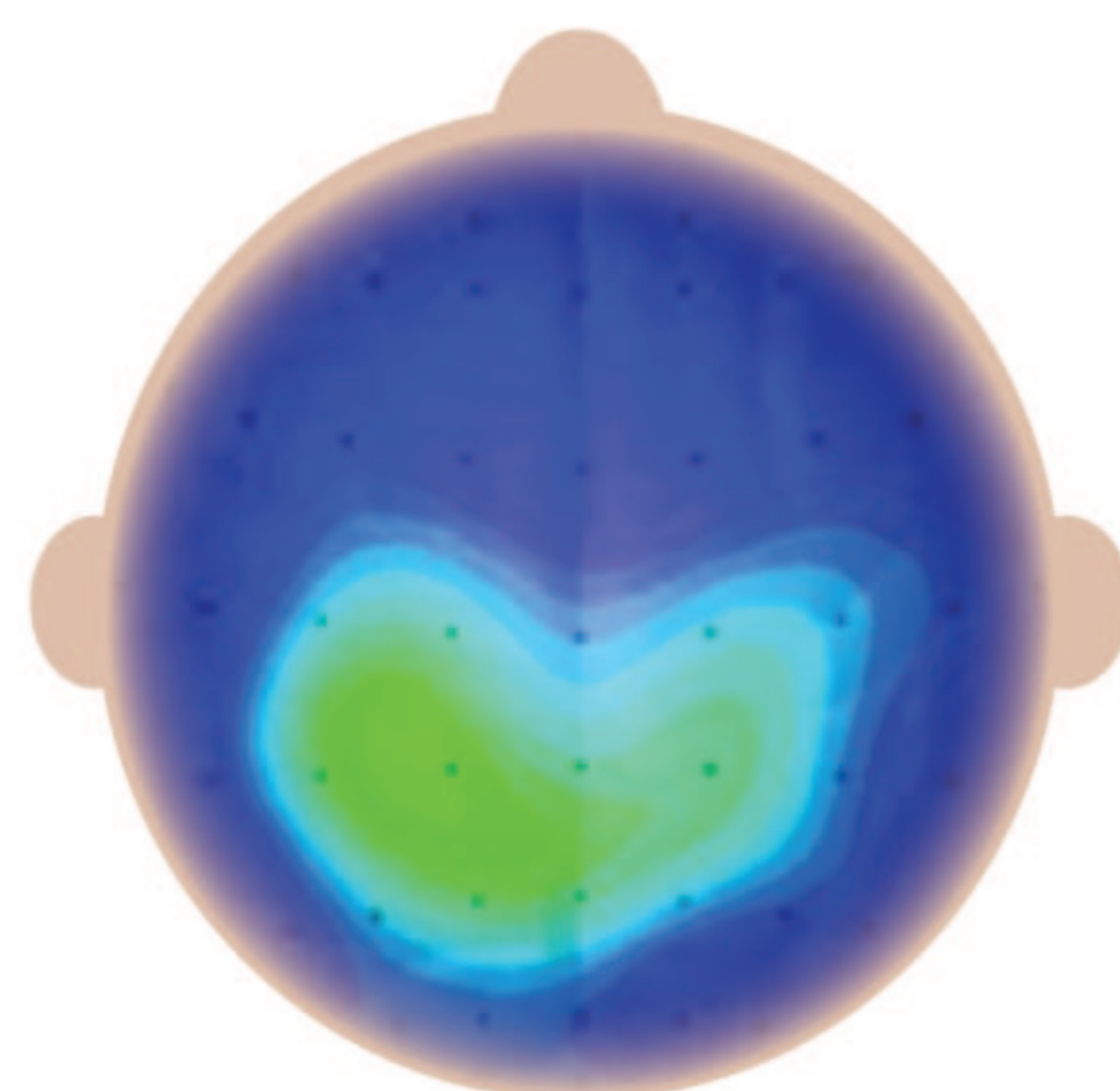


JUST ONE PHYSICALLY ACTIVE LESSON CREATES:

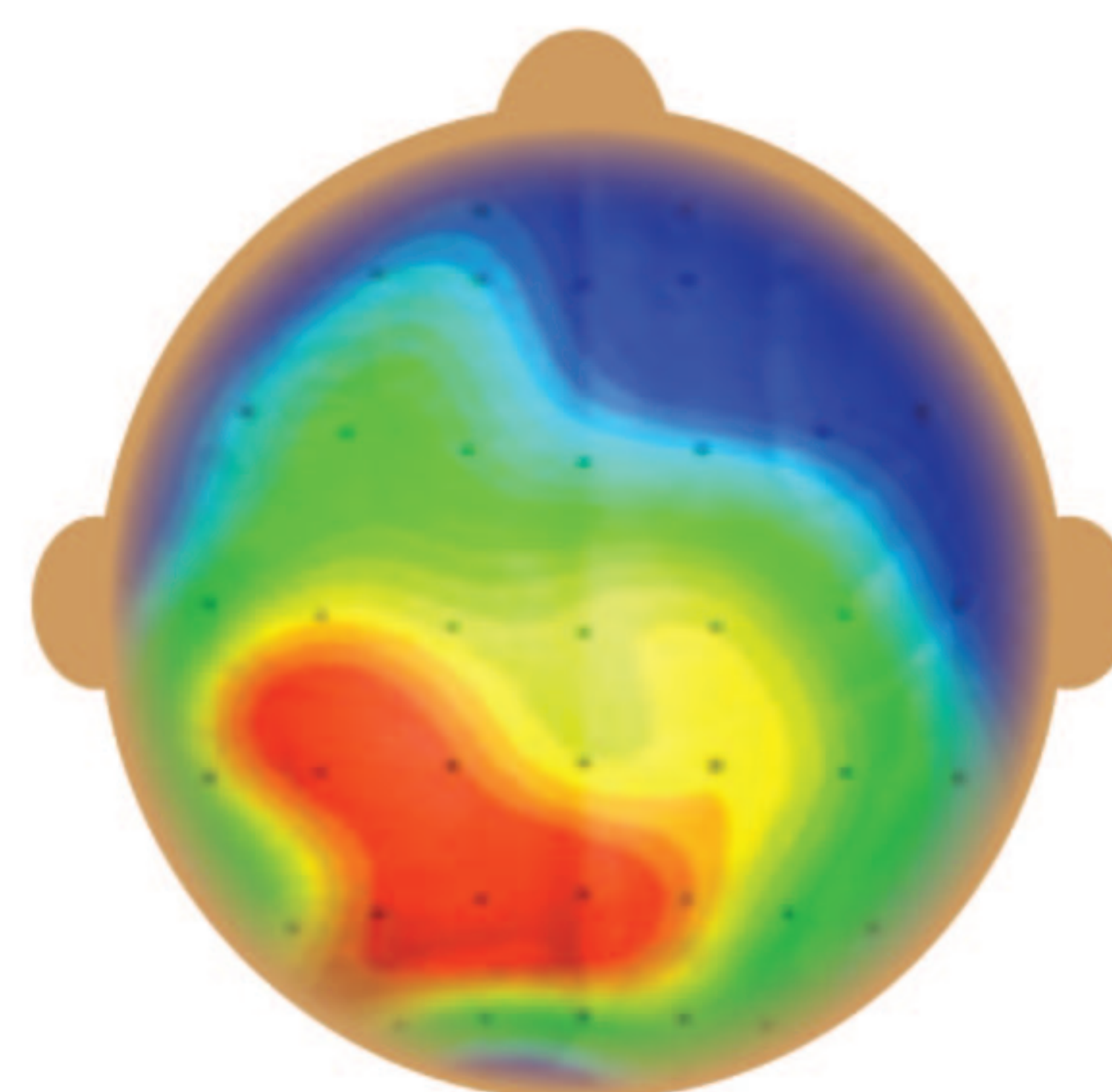


physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:



after 20 minutes of sitting quietly



after 20 minutes of walking



Red areas are very active; blue areas are least active.

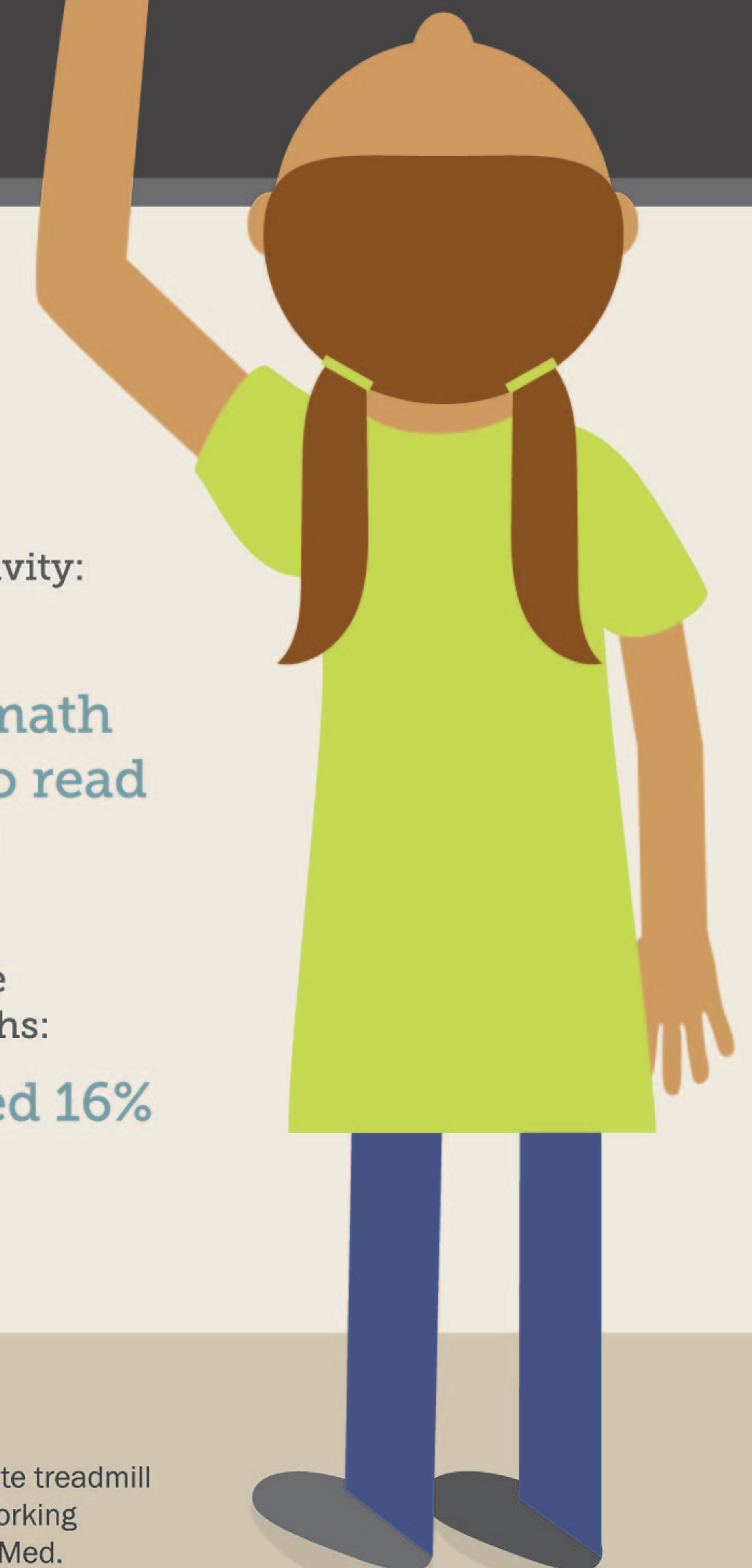
MORE RESULTS:

after 20 minutes of physical activity:

students tested better in reading, spelling & math and were more likely to read above their grade level

after being in a physically active afterschool program for 9 months:

memory tasks improved 16%



SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med.* 52(Suppl 1):S36-S42. Hillman C.H. et al. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience.* 159(3):1044-1054. Kamijo K. et al. (2011). The effects of an afterschool physical activity program on working memory in preadolescent children. *Dev Sci.* 14(5):1046-1058. Kibbe D.L. et al. (2011). Ten years of TAKE 10!: integrating physical activity with academic concepts in elementary school classrooms. *Prev Med.* 52(Suppl 1):S43-S50. Nelson M.C. and Gordon-Larson P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics.* 117(4): 1281-1290.

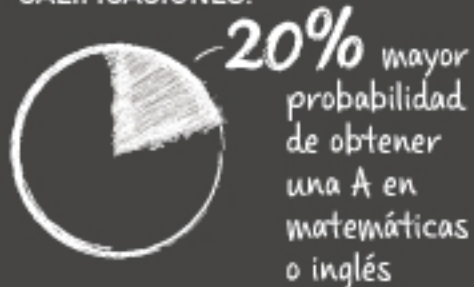
Learn more about why active kids learn better and how schools can help at activelivingresearch.org/activeeducationbrief.

los niños activos aprenden mejor



la actividad física beneficia tanto a alumnos como a maestros

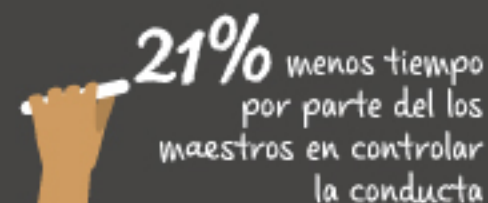
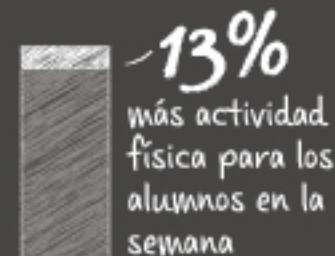
CALIFICACIONES:



PUNTUACIÓN DE PRUEBAS ESTANDARIZADAS:

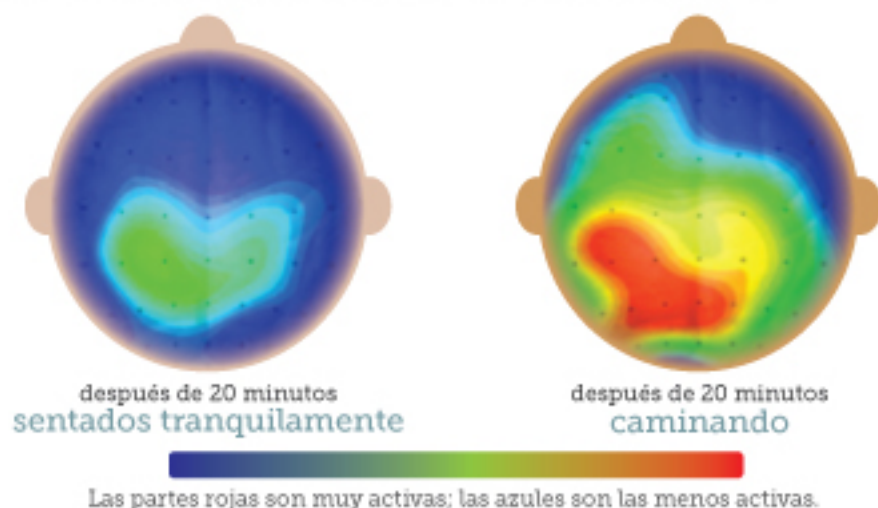


UNA SOLA LECCIÓN CON ACTIVIDAD FÍSICA RESULTA EN:



los niños que son físicamente activos tienen cerebros más activos

IMÁGENES DEL CEREBRO DE ALUMNOS DURANTE UNA PRUEBA:



MÁS RESULTADOS:

después de 20 minutos de actividad física:

los alumnos salieron mejor en lectura, ortografía y matemáticas y con mayor probabilidad de leer a un nivel superior al de su grado

después de estar en un programa de actividad física extraescolar durante 9 meses:

las tareas de memoria mejoraron un 16%



SOURCES: Donnelly J.E. and Lambourne K. (2011). Classroom-based physical activity, cognition, and academic achievement. *Prev Med.* 52(Suppl 1):S36-S42. Hillman C.H. et al. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience.* 159(3):1044-1054. Kamijo K. et al. (2011). The effects of an afterschool physical activity program on working memory in preadolescent children. *Dev Sci.* 14(5):1048-1058. Kibbe D.L. et al. (2011). Ten years of TAKE 10!: integrating physical activity with academic concepts in elementary school classrooms. *Prev Med.* 52(Suppl 1):S43-S50. Nelson M.C. and Gordon-Larsen P. (2006). Physical activity and sedentary behavior patterns are associated with selected adolescent health risk behaviors. *Pediatrics.* 117(4): 1281-1290.

Más información de por qué los niños activos aprenden mejor y cómo las escuelas pueden ayudar en activelivingresearch.org/activeeducationbrief.



Recess for Learning

The National Association for Sport and Physical Education (NASPE) recommends that schools provide 20 minutes of recess per day. Yet, up to 40 percent of U.S. school districts have reduced or eliminated recess in order to free up more time for academics. Scaling back recess comes at a cost to learning. Research shows that recess helps students to focus and learn better. It's time for education policy makers to take play seriously and enhance recess to improve learning and school health — and parents can help.

ACTION FOR HEALTHY KIDS

TIP SHEET

Advocate for More Recess

If your school does not offer recess, does not meet the recommended 20 minutes a day or allows recess to be withheld as a form of discipline, start a campaign to bring it back. Check out Playworks and Peaceful Playgrounds for campaign resources.

Advocate for Better Recess

An effective recess program should include:

- Enough trained adults to enforce safety rules and prevent aggressive, bullying behavior
- Enough space, facilities and equipment
- A physically safe environment

Advocate for Active Recess

Sometimes called “structured recess,” this is a planned and actively supervised recess period where:

- Students engage in organized “play” or games that emphasize turn-taking, helpfulness, rule following and emotional control
- Each game or activity has pre-set rules that the entire school population follows
- Older students may be trained to help lead activities for younger students

The benefits of active recess include reduced bullying, better behavior and easier transitions from recess to learning. The goal is to get all students moving and engaged. Staffing can be one of the biggest barriers to implementing an active recess program. Parents can volunteer to lead activities and supervise at recess. Schools can always use help in this area. Make sure parent volunteers receive training — either from school staff or other experts. Playworks offers trainings and a free, online “playbook” with hundreds of games and activities.

Principals agree...

- Four out of five principals report that recess has a positive impact on academic achievement.
- Two-thirds of principals report that students listen better after recess and are more focused in class.
- Virtually all believe that recess has a positive impact on children's social development (96%) and general well-being (97%)¹.

Playground Design

Playground enhancements can help decrease safety concerns and promote increased activity. When you're ready to revamp your playground, check out KaBOOM! and Peaceful Playgrounds for playground improvement guides, planners, blueprints, stencil sets and fundraising support.



Every kid healthy, active and ready to learn

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Recess for Better Health

Advocate for Recess Before Lunch

Just as it sounds, this is the practice of switching school schedules so that students play at recess first, then eat lunch. Kids tend to eat a better lunch if they've already had their time on the playground, leading to less waste, better behavior and better performance in the classroom.² Although major schedule changes can be challenging, many schools are doing it successfully and reaping many benefits. Visit the HealthierUS School Challenge, Peaceful Playgrounds and Game On for resources.

Recess for Secondary Students

According to some teenagers, recess is for younger kids! So Apex Middle School students in North Carolina don't have recess, instead they have 12 minutes after lunch called "Blacktop Time." The PTA painted the blacktop to mark out various activities to inspire more movement, and adults are around to encourage participation. Panther Creek High School in North Carolina offers SMART Lunch, an extended, single lunch period for all students. Students spend half their time eating lunch and half their time participating in a variety of activities, including rotating sports activities that are set up in the gym. Your school could also include active video games, yoga or exercise videos.

Make Your Recess Inclusive

When planning your recess program, give special consideration to children with particular physical activity needs and those who are at risk for a less active lifestyle, including children with chronic illnesses, physical and other disabilities, as well as those who are overweight. Most activities can be modified to ensure that all students can enjoy the benefits. Check out SPARK PE for inclusive recess strategies.

Resources

Fuel Up to Play 60: fueluptoplay60.com

GameOn: ActionforHealthyKids.org/GameOn

Spark PE inclusive strategies: sparkpe.org/wp-content/uploads/2009/11/K2_R_Inclusive_Strategies.pdf

USDA HealthierUS School Challenge Recess before Lunch Resources: healthymeals.nal.usda.gov/healthierus-school-challenge-resources/recess-recess-lunch

KaBOOM: kaboom.org

Playworks: playworks.org

Peaceful Playgrounds: peacefulplaygrounds.com

Action for Healthy Kids® is a nationwide grassroots network mobilizing school professionals, families and communities to take actions that improve school foods, nutrition education, physical activity and physical education for all students. Through funding opportunities, expert technical assistance, and our flagship program, Game On, Action for Healthy Kids supports schools in becoming healthier places where children thrive.



1: See ActionforHealthyKids.org/References

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Un Recreo para Aprender



SHAPE America (organización de educadores de salud y educación física) recomienda que las escuelas ofrezcan 20 minutos de recreo al día. No obstante, hasta el 40 por ciento de las escuelas de los Estados Unidos han reducido o eliminado el recreo para así tener más tiempo para el área académica.¹ El reducir el recreo afecta el aprendizaje. Las investigaciones muestran que el recreo ayuda a los alumnos a concentrarse y a aprender.² Es hora de que las personas a cargo de crear las normativas tomen los juegos de manera seria y optimicen el recreo para mejorar el aprendizaje y el entorno escolar – y los padres pueden ayudar.

Abogue para más recreo

Si su escuela no ofrece recreo, no está cumpliendo con los 20 minutos por día que se recomiendan, o permite que el recreo se utilizado como método de disciplina, comiencen una campaña para cambiar esto. Para recursos para una campaña e iniciativa visite **Playworks** y a **Peaceful Playgrounds** para mayores recursos.

Abogue para un mejor recreo

Un programa de recreo efectivo debe incluir:

- Suficientes adultos capacitados para reforzar las reglas de seguridad, y prevenir comportamientos agresivos y de acoso.
- Suficiente espacio, instalaciones y equipo
- Un entorno físico seguro

Los directores están de acuerdo...

- Cuatro de cada cinco directores indicaron que el recreo tiene un impacto positivo en los logros académicos
- Dos tercios de los directores indican que los alumnos ponen más atención en la clase y a las indicaciones después del recreo.
- Todos creen que el recreo tiene un impacto positivo en el desarrollo social (96%) y en el bienestar en general de los alumnos (97%).

"The State of Play," Fundación Robert Wood Johnson

Abogue para un recreo activo

Algunas veces le llaman "recreo estructurado," esto es un periodo de recreo supervisado activamente en el que:

- Los alumnos participan en juegos organizados o juegos que enfatizan el tomar turnos, el ayudar, el seguir las reglas y el control emocional.
- Cada juego o actividad tiene reglas que toda la escuela tiene que respetar.
- Los alumnos mayores pueden ser capacitados para dirigir las actividades para los alumnos más pequeños.

Los beneficios incluyen el reducir el acoso, mejor comportamiento y mejores transiciones del recreo a la instrucción.³ La meta es el que todos los alumnos participen y se muevan. La falta de personal en la escuela puede ser una de las mayores barreras para implementar un programa de recreo activo, los padres pueden ser voluntarios para dirigir y supervisar actividades en el recreo. Las escuelas siempre necesitan ayuda en esta área. Asegúrense que los padres voluntarios reciben la capacitación – ya sea del personal o de otros expertos.

Playworks ofrece capacitaciones y un "libro de juegos" gratuito con cientos de juegos y de actividades.

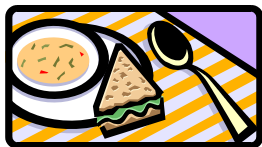


Kit para recreo adentro del edificio

Ryan Elementary de Westminster, Colorado, armó kits para el recreo adentro para los días que el clima no permita salir afuera, como parte del programa Fuel Up to Play 60. El kit incluye cuerdas, bufandas malabaristas, dados con cartas movibles, y una guía para que maestros impartan dinámicas de intelecto. Los kits remplazan la vieja costumbre de mostrar una película para asegurarse que los alumnos se mantengan aunque no puedan salir afuera.

Diseño del área de juegos

Las mejoras en el área de juegos pueden ayudar a disminuir los riesgos de seguridad y a promover mayor actividad física. Cuando estén listos para renovar el área de juegos utilicen a **KaBOOM!** y **Peaceful Playgrounds** para guías de restauración, planes, proyectos, plantillas y apoyo para recaudación de fondos.



Un recreo para una mejor salud

Aboguen para el recreo antes del almuerzo

Así como se escucha, esta práctica de cambiar los horarios escolares para que los alumnos vayan al recreo primero y después a comer su almuerzo. Los niños comen mejor su almuerzo si ya salieron a jugar, esto permite menores desperdicios, mejores comportamientos y mejor desempeño en el aula.⁴ Aunque los cambios en el horario pueden ser difíciles, muchas escuelas lo están haciendo posible y recibiendo muchos beneficios. Para más recursos visite: **HealthierUS School Challenge, Peaceful Playgrounds y Game On! The Ultimate Wellness Challenge.**

Recreo para los alumnos de la secundaria

Según los adolescentes, ¡El recreo es para los pequeños! Así que los alumnos de **Apex Middle School** de North Carolina no tienen recreo, ellos tienen un bloque de 12 minutos después del almuerzo al que llaman “*Blacktop Time*.” El PTA creó el *blacktop* para resaltar varias actividades que inspiren el movimiento, y los adultos animan la participación de los alumnos. **Panther Creek High School** en North Carolina ofrece un programa de almuerzo SMART, un periodo extendido del almuerzo para todos los alumnos. Los alumnos pasan la mitad del tiempo almorzando y la otra mitad participando en actividades, incluyendo actividades de deportes en el gimnasio. Su escuela también podría incluir bailes, *Dance Revolution* Wii Fit, yoga o videos de ejercicios.

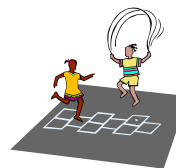
Recreo Inclusivo

Al planear el programa del recreo, considere a los alumnos con necesidades individuales y los alumnos que se encuentran en riesgo de llevar estilos de vida pasivos, incluyendo alumnos con padecimientos crónicos, discapacidades físicas, al igual que alumnos con sobrepeso. La mayoría de las actividades pueden modificarse para asegurar que todos los alumnos puedan participar y recibir los beneficios. Visite **SPARK PE** para estrategias para un recreo inclusivo.

Recursos

- **Fuel Up to Play 60**
www.fueluptoplay60.com
- **Game On! The Ultimate Wellness Challenge**
www.ActionforHealthyKids.org/game-on/
- **SPARK PE** estrategias para el recreo inclusivo
www.sparkpe.org/wp-content/uploads/2009/11/K2_R_Inclusive_Strategies.pdf
- **USDA HealthierUS School Challenge** recursos para el recreo antes del almuerzo
<http://healthymeals.nal.usda.gov/healthierus-school-challenge-resources/recess-recess-lunch>

- **KaBOOM!**
<http://kaboom.org/>
- **Playworks**
www.playworks.org/
- **Peaceful Playgrounds**
www.peacefulplaygrounds.com



Action for Healthy Kids® colabora con los profesores, alumnos, padres, expertos del bienestar escolar y demás en la lucha contra la obesidad infantil, desnutrición y la inactividad física al ayudar a las escuelas a convertirse en lugares más saludables para que los niños puedan tener vidas más sanas. Nuestros programas, herramientas, y recursos hacen posible que todos participen para acabar con la epidemia nacional de obesidad infantil.

www.ActionforHealthyKids.org

Las páginas de internet nombradas en este documento se ofrecen con la intención de identificar ideas y recursos potenciales para crear culturas escolares más saludables. **Action for Healthy Kids** no es responsable de estas páginas de internet, ni la lista de estas páginas implica ni constituye el apoyo de su contenido.

¹The State of Play. Robert Wood Johnson Foundation,
<http://www.playworks.org/files/StateOfPlayFeb2010.pdf>

²<http://www.scholastic.com/teachers/article/recess-makes-kids-smarter>

³<http://www.playworks.org/research-reveals-playworks-reduces-bullying>

⁴<http://www.peacefulplaygrounds.com/pdf/benefits-of-recess-before-lunch.pdf>



Healthy Non-food Rewards

Rewards happen at many levels across a school. Teachers, administrators and parent groups offer rewards to recognize and celebrate student accomplishments. The goal of rewarding students is to help them internalize desirable behaviors and create motivation for learning that comes from inside. The most effective rewards fit naturally into the context and mission of the school community and should promote healthy living as a desired value of the community.

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Non-material rewards involving recognition, privileges and opportunities for physical activity or other types of enrichment are powerful ways to help meet these goals. Material rewards such as school supplies, trinkets, toys and gift certificates can be donated by parents or provided by parent-teacher organizations for use on a more limited basis.

Elementary School Students

- Make deliveries to office
- Watch a fun movie
- Teach class
- Be a helper in another classroom
- Read morning announcements
- Sit with friends
- Have lunch or breakfast in the classroom
- Play a favorite game or do puzzles
- Extra recess time
- Show and tell
- Free time at the end of class
- Dance to music in the classroom
- Gift certificate to school store (non-food items)
- Walk with the principal or teacher
- Fun physical activity break
- Teacher or volunteer reads special book to class
- Certificate, trophy, ribbon, plaque
- Listen to music or a book
- Read outdoors or have class outdoors
- Extra art, music or reading time
- Teacher performs special skill, e.g., singing, guitar playing, juggling
- Earn points or play money to spend on privileges or non-food items
- Commendation certificate or letter sent home to parents by teacher or principal
- Trip to treasure box filled with non-food items, e.g., stickers, pencils, erasers, bookmarks, school supplies
- Access to items that can only be used on special occasions

Reward with Recognition!

Consider recognizing students during morning announcements, at a school assembly, on a photo recognition board or on the school's website. Most kids enjoy hearing their successes acknowledged in front of their peers. Don't underestimate the power of small, personalized efforts such as a phone call or email to a student's parents, a hand-written note commending the achievement or a certificate of recognition.

Middle School Students

- Choose partners for activities
- Sit with friends
- Listen to music while working at desk
- Reduced homework or "no homework" pass
- Extra credit
- Fun movie
- Brainteaser puzzles, group activities and games
- Earn points or play money for privileges or nonfood items
- Computer time
- Free choice time or chat break at end of class
- Assemblies
- Field trips
- Eat lunch outside or have class outside



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Healthy Non-Food Rewards



High School Students

- Extra credit
- Fun movie
- Reduced homework
- Late homework pass
- Donated coupons for music, movies or books
- Drawings for donated prizes
- Pep rally
- Recognition on morning announcements
- Tickets to school events, e.g., dances, sporting events

PTO/PTA Rewards

- Water bottles
- School-branded apparel
- Movie passes
- Special time with a teacher
- Active video games
- Pool party, hike or group trip to a kids fun place
- Raffle for bigger prizes, such as a bike, or a ride in a limo

Food Rewards

Food rewards contradict classroom lessons on nutrition, add empty calories to kids' diets and teach kids to eat when they're not hungry — setting the stage for unhealthy habits that can last a lifetime and contributing to the childhood obesity epidemic. One study found that every separate food-related practice (e.g., a food incentive or reward) that promotes low-nutrition foods in a school is associated with a 10% increase in students' body mass indexes (BMI).¹

Start a schoolwide healthy rewards initiative:

- Find a teacher to be a healthy rewards champion.
- Put up a bulletin board promoting healthy rewards.
- Ask teachers to take a "no-food-as-rewards pledge."
- Give a presentation about healthy rewards at a staff meeting.
- Create school guidelines around healthy rewards.
- Provide trinkets for teachers to use with donations or PTA/PTO funds.
- Recognize teachers who give out non-food rewards.

"Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It's like teaching children a lesson on the importance of not smoking, and then handing out ashtrays and lighters to the kids who did the best job listening."—Marlene Schwartz, PhD, Co-Director, Rudd Center for Food Policy and Obesity, Yale University

Action for Healthy Kids® is a nationwide grassroots network mobilizing school professionals, families and communities to take actions that improve school foods, nutrition education, physical activity and physical education for all students. Through funding opportunities, expert technical assistance, and our flagship program, Game On, Action for Healthy Kids supports schools in becoming healthier places where children thrive.



1: See ActionforHealthyKids.org/References



Recompensas Saludables No Comestibles

Las recompensas se ofrecen en diferentes niveles en la escuela. Los maestros, administradores y grupos de padres ofrecen recompensas para celebrar los logros de los alumnos. La meta de premiar a los alumnos es ayudarles a internalizar comportamientos apropiados y crear motivación para aprender. Las recompensas más efectivas caen naturalmente dentro del contexto y objetivo de la escuela, y deben promover vidas saludables como un valor comunitario.

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HOJA DE TIPS

Las recompensas no materiales como el reconocimiento, privilegios y oportunidades de actividad física u otros tipos de enriquecimiento son maneras poderosas de cumplir estos objetivos. Las recompensas materiales como útiles, juguetes y certificados de regalo pueden ser donados por los padres u organizaciones de padres y maestros para emplear de manera más limitada.

Alumnos de la primaria

- Llevar encargos a la dirección
- Película divertida
- Ser el maestro por un día
- Ser ayudante en otro salón
- Leer los anuncios matutinos
- Sentarse con sus amigos
- Comer el almuerzo o desayuno en el aula
- Jugar su juego favorito o un rompecabezas
- Bailar en el aula
- Tiempo libre al final de la clase
- Tiempo adicional de recreo
- Presentación de sus artículos favoritos del alumno
- Vales para la tienda escolar (artículos no comestibles)
- Caminar con el director o profesor
- Descanso divertido de actividad física
- Leer un libro especial
- Certificado, trofeo, listón, placa
- Escuchar música o un libro en audio
- Leer afuera o tener clase afuera
- Clases adicionales de arte, música o lectura
- Que el profesor haga un acto especial, ejemplo: cantar, tocar la guitarra, malabares
- Juntar puntos o dinero de juguete para ganar privilegios o artículos no comestibles
- Certificado de reconocimiento o carta para los padres del maestro o director
- Viaje a la caja de tesoros con artículos no comestibles, ejemplo: calcomanías, lápices, borradores, marca libros
- El acceso a artículos que se pueden utilizar solamente en ocasiones especiales

Recompensa con Reconocimiento

Consideren reconocer a los alumnos en los anuncios matutinos, en las asambleas escolares, o en un pizarrón de reconocimiento con fotos, o en la página de internet de la escuela. A la mayoría de los alumnos les gusta ser reconocidos frente a sus compañeros. No subestime el poder de las llamadas o correos electrónicos a los padres, una nota escrita a mano o un certificado de reconocimiento.

Alumnos de la secundaria

- Sentarse con sus amigos
- Escoger un compañero para las actividades
- Escuchar música mientras trabajan
- Pases para menos tarea o para no tener tarea.
- Créditos extras
- Película divertida
- Rompecabezas, actividades de grupo y juegos
- Juntar puntos o dinero de juguete para ganar privilegios o artículos no comestibles
- Tiempo en la computadora
- Tiempo libre o para platicar al final de la clase
- Asambleas
- Excursiones
- Comer o dar la clase afuera



Todos los niños saludables, activos y listos para aprender.

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Recompensas Saludables No Comestibles



Premios Comestibles

Las recompensas comestibles contradicen las lecciones de nutrición, añaden calorías inservibles a las dietas de los alumnos y les animan a comer cuando no tienen hambre –creando hábitos no saludables que pueden quedarse para toda la vida contribuyendo así a la epidemia de obesidad infantil. Una investigación indicó que cada costumbre alimenticia (ej. incentivos y recompensas comestibles) que promueve comidas poco nutritivas en la escuela es asociada con 10% del aumento de índice de la masa corporal de los alumnos (BMI por sus siglas en inglés).¹

Inicie una iniciativa de premios saludables para toda la escuela:

- Encuentre un maestro para ser un campeón de recompensas saludables.
- Ponga un tablón de anuncios promoviendo recompensas saludables.
- Pídale a los maestros que tomen una promesa de “ningún alimento como recompensa.”
- Haga una presentación sobre recompensas saludables en una reunión del personal.
- Crear normativas de la escuela alrededor de recompensas saludables.
- Proporcione artículos pequeños para que los maestros los utilicen, con donaciones o fondos de PTA / PTO.
- Reconocer a los maestros que dan recompensas no alimenticias.

Alumnos de la Preparatoria

- Crédito adicional
- Película divertida
- Menos tarea
- Vale para entregar la tarea después de la fecha límite
- Cupones para música, películas o libros
- Sorteos de premios de artículos donados
- Convocatoria de inspiración
- Reconocimiento en los anuncios matutinos
- Boleto para eventos escolares, ej. bailes, eventos deportivos

Recompensas del PTO/PTA

- Botellas para agua
- Ropa con el logotipo escolar
- Boleto para el cine
- Tiempo especial con un maestro
- Videojuegos activos
- Fiesta en la alberca, excursión, o excursión en grupo a un lugar divertido
- Rifas para premios mayores, como bicicletas o un paseo en limosina

“El recompensar a los alumnos con alimentos no saludables debilita nuestros esfuerzos de educarles sobre la buena nutrición. Es como hablarles sobre la importancia de no fumar y después darles encendedores y ceniceros a los alumnos que se desempeñaron.” - Marlene Schwartz, PhD, Co-Director, Rudd Center for Food Policy and Obesity, Yale University

Action for Healthy Kids® es una red nacional que moviliza a los profesionales de la escuela, las familias y las comunidades para que tomen medidas que mejoren los alimentos escolares, la educación nutricional, la actividad física y la educación física para todos los estudiantes. A través de oportunidades de financiamiento, asistencia técnica de expertos y nuestro programa, Game On, Action for Healthy Kids apoya a las escuelas para que se conviertan en lugares más saludables donde los niños prosperan.



1: Visite ActionforHealthyKids.org/References

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Physical Activity at School: Resources and Supplies for Recess and Physical Activity in the Classroom

Developed by Michael Gulino

Physical Activity Supplies



Classroom Physical Activity Supplies

- Foam balls
- Balloons
- Punch Balloons
- Floor tape
- Bean Bags
- Juggling Scarves
- Beach Ball
- Fleece Balls
- Poly spot floor Dots
- Large black plastic garbage bag

Recess Supplies:

- Playground Chalk
- Spaulding Hi-bounce ball
- Jump rope
- Double Dutch (14') jump rope
- Hula hoops (non-kink)
- 3" cones
- 6" cones
- 12" cones
- Domes
- Bean bags
- Playground balls (6", 8.5", 10")
- Mesh equipment bag

Recess Activities

Urban Games

- Box Ball
- Hand Ball
- Slap Ball
- Red Light, Green Light
- Fly's Are Up
- Red Rover
- Jump Rope
- Double Dutch Jump Rope
- Hop Scotch
- Keep Away

Other Recess Activities

- Obstacle Course Circuit
- Keep It In The Air
- Relay Races
- Structured Tag Games
- Kickball
- Four Corners
- Simon Said
- Sock Tag
- Backyard Bowling (bocce)



**NYS Obesity Prevention
Center for Excellence**
www.nyopce.org



**Creating Healthy Schools
and Communities**

Program Resources

Go Noodle: Brain Breaks In The Classroom Activities

- <https://www.gonoodle.com>

Grace Play Connect - Fit Kids USA: Goal setting physical activity program that helps students adopt a lifestyle where physical activity becomes part of their life. Can be used as a positive classroom celebration for achievement. Program helps students and teachers, with the help of parents, monitor weekly physical activity.

- <http://www.graceforacure.org/#!/fit-kids-usa/ygm6v>

Mighty Milers – New York Road Runners: Before/After School, Recess, Physical Education program that introduces students to running. Program helps students and teachers monitor daily and weekly physical activity.

- <http://www.nyrr.org/youth-and-schools/mighty-milers>

Learning Zone Xpress 5 Minute Brain Booster Physical Activities For Elementary: An activity book for teachers with 50 quick and effective physical and mental activities for the classroom environment.

- https://store.schoolspecialty.com/OA_HTML/ibeCCtplmDspRte.jsp?minisite=10206&item=5233501

Designing a Strong and Healthy New York

- www.dashny.org

Mandatory Daily Active Recess Policy Implementation Guide

- http://activelivingresearch.org/files/2014_PA&Schools_Manes-Pickering.pdf





Recess

How Can You Help?

Recess is a planned time within the school day for free play and supervised physical activity.¹ Recess is a very important part of the school experience for students because it helps them practice life skills (e.g., cooperation, following rules, communication) and can increase physical activity.^{1,2} Recess also helps improve classroom behavior such as paying attention and memory.¹⁻³

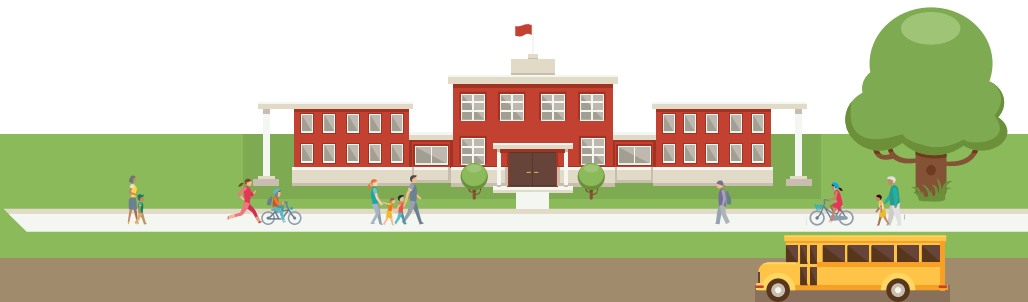
What's Happening at School?

Knowing the answers to the following questions can help you support recess in your child's school. If you don't know the answers to these questions, check out the school handbook or school website, attend a school wellness meeting or Parent-Teacher Association (PTA) meeting, or simply ask your child's teacher.

1. Does the district or school have policies about daily recess? If yes, what are they?
2. Do students have recess for at least 20 minutes per day?
3. Who is supervising recess? And are they given any training about how to supervise recess?
4. Is recess provided before lunch?
5. Are there safe and age-appropriate playgrounds and equipment for recess or age-appropriate structured play areas?
6. Does the school have a policy that prohibits teachers from taking away a child's recess as punishment?
7. Does the school playground have planned activities, such as activity stations or games (semi-structured recess), or can students do whatever they want (unstructured recess)?
8. What does the school do when the weather is bad outside? Is there space for active indoor play?
9. Is the school signed up for **Let's Move! Active Schools**, the national physical activity and physical education solution that equips school leaders and teachers with the resources and tools to implement effective recess policies and programming?



Centers for Disease
Control and Prevention
National Center for Chronic
Disease Prevention and
Health Promotion





Ideas for Parents

You can be involved in your child's school by **attending** meetings, workshops, or training events offered by the school; **communicating** with school staff and other parents; **volunteering** for school events or in your child's classroom; **reinforcing** healthy messages and practices your child learns at school; **helping** make decisions about health in the school; and **being part** of community activities supported by the school. Here are some specific ideas for how you can support your child's school in providing recess.

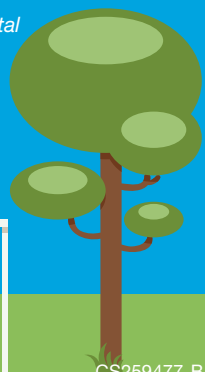
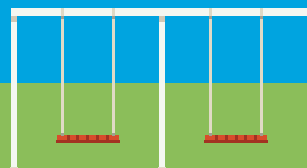
- Join the school or district committee (e.g., wellness committee) that sets the policies for health and wellness, and work to include language about recess.^{1,4}
- Help raise funds to enhance your school's playground, including making sure the space is safe. This would also include getting sports equipment and other supplies (e.g., paint for marking play areas, activity stations including jump rope, four-square, hopscotch).
- Offer to help develop fun activities that students can do during recess.
- Volunteer to help with organized physical activities (e.g., four-square, active tag, flag football) during recess.
- Advocate to school leaders to have recess before lunch. This practice can reduce plate waste, and students are more focused in the lunchroom after getting some playtime during recess.¹
- Suggest offering recess as a reward to students for good grades, high test scores, or good classroom behavior.⁵
- E-mail or discuss the importance of having daily recess with other parents.
- Sign up to champion your school's **Let's Move! Active Schools** team. If your school doesn't have a team, encourage administrators or physical education teachers to enroll and get involved.



Check out additional resources for parents related to the school nutrition environment and services, physical education and physical activity, and managing chronic health conditions at <http://www.cdc.gov/healthyschools/P4HS.htm>.

REFERENCES

1. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR Morb Mortal Wkly Rep*. 2011;60(RR05):1-76.
2. Institute of Medicine. *Educating the Student Body: Taking Physical Activity and Physical Education to School*. Washington, DC: The National Academies Press, 2013.
3. Centers for Disease Control and Prevention. *Health and Academic Achievement*. Atlanta: US Dept of Health and Human Services; 2014.
4. Centers for Disease Control and Prevention. *Parent Engagement: Strategies for Involving Parents in School Health*. Atlanta: US Dept of Health and Human Services; 2012.
5. National Association for Sport and Physical Education. Recess for elementary school students. <http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/getfile&pageid=4630>. Accessed August 5, 2015.



WELLNESS POLICY

Statement of Purpose

The Board of Education considers student and staff wellness to be essential to the ability to realize individual potential and to contribute to the larger community. Wellness is affected by many different factors which also influence the nature and extent of individual development: nutrition, physical exercise and activity, preventive health care, factual and accurate health information, health education and contextual decision-making in making healthy choices. The most critical aspect of wellness is having factual information, an understanding of the choices available, the consequences of each option, and the impact on oneself and others.

Consequently, this Wellness policy has been designed and structured to address many different aspects of healthy development:

5405.20:	Safe & Healthy Learning Environment
5405.30:	Nutritional Standards
5405.40:	Guidelines for Sale of Food Items Outside of School Meal Program
5405.50:	Physical Education and Physical Activity
5405.60:	Health Education
5405.65:	Family Life/Sexual Health
5405.70:	Health Services
5405.80:	Counseling, Psychological and Social Services
5405.90:	Family and Community Involvement
5405.100:	Health Promotion for Staff

5405.10 Wellness Task Force

A Wellness Task Force shall convene a meeting at least semi-annually and be comprised of representatives of the Administration, parents, community representatives, teachers, and principals. The Wellness Task Force will review the implementation of this policy and make recommendations to the Administration and the Board with regard to issues impacting student and employee health, nutrition, physical education and wellness.

5405.20 Safe & Healthy Learning Environment

The District and its schools are committed to make their best efforts to ensure that:

- (a) All schools in the District provide physical surroundings that meet the current accepted federal and state standards for healthy school buildings.
- (b) Each school community will ensure that reasonable security procedures and protocols are in place to promote a safe and secure environment.
- (c) The school climate reflects the District Values Policy (4311.2) by fostering self-esteem and positive interpersonal relationships among both students and staff.

- (d) Students and staff utilize good hygiene habits (such as hand-washing) to reduce disease transmission.
- (e) School building personnel should be mindful of food marketing and logos when consuming food or beverages in the presence of children. See Superintendent Regulation 5405-R for more information about food marketing.

IMPORTANCE OF NUTRITION & PHYSICAL EXERCISE

Nutrition and physical exercise play essential roles in the health and development of every child and employee, and are vital to the academic and personal development of our students and staff. Numerous studies have established the correlation between good nutrition and exercise, and academic performance as measured by test scores, attendance rates and school behavior. Given that our students attend school for a substantial portion of their young lives, the Rochester City School District (“District”) must play a critical role in helping students to learn healthy eating habits and to engage in physical exercise on a daily basis. Healthy nutritional standards will help our students to make healthy choices in their selection of foods both in and outside of school. The promotion of regular physical exercise will enhance the overall health and academic performance of our students.

The maintenance of a healthy weight, starting in childhood, is a strong factor in avoiding health risks associated with obesity. Obesity increases the risks of Type 2 diabetes, cardiovascular disease, cancer, and high blood pressure and cholesterol. Obesity can trigger mental health problems such as low self-esteem and depression, impact attendance, and interfere with academic performance.

The District promotes the development and implementation of healthy food standards and expects that it will serve its students food of high nutritional quality through its breakfast and lunch school meals program (“School Meals Program”). In order to meet these objectives, this policy outlines the nutritional standards of its School Meals Program, imposes restrictions on the sale of snack foods made available to students, and promotes increased physical activity for all students.

Finally, the District recognizes that food is part of the cultural fabric and used to celebrate holidays, birthdays and other memorable events in the lives of children and the school community. This policy seeks to honor and balance the different, and at times competing, roles of food in our society.

5405.30 Nutritional Standards for all School Meals

The Superintendent of Schools shall develop regulations to establish nutritional standards that promote the consumption of fresh fruits and vegetables, foods low in fat and sodium, and the preparation of school meals that reflect the current science in public health and progressive thinking among national experts in the development of healthy and successful school meal programs.

Water will be made available to students during meals. Supervisory staff must allow students access to free drinking water throughout the meal period. Students should be provided consistent access to high-quality water throughout the school day.

5405.35 Adequacy of Time for School Meals

School principals shall ensure that students are provided an adequate amount of time to eat meals, after obtaining their food.

5405.40 Guidelines for Sale of Food Items Outside of School Meals Program

The Superintendent of Schools shall develop regulations to establish specific guidelines for the sale or offering of foods, snacks and beverages in vending machines, school stores and elsewhere on school property.

All District contracts with supplemental educational service (“SES”) providers shall contain provisions such that the nutritional requirements of the Federal Department of Education for schools, as well as the terms of this policy and the corresponding Superintendent’s regulation, shall apply to such SES contracts.

All agencies, organizations, and vendors on school property are to adhere to the provisions of this policy and the accompanying Superintendent regulation regarding the food sold or provided to students, including for fundraising purposes. For ideas about non-food fundraising, see Superintendent Regulation 5405-R.

5405.50 Physical Education and Physical Activity

A. Daily Physical Education for Students K-12

The District shall comply with the physical education requirements set forth in the State Education Law and Chapter 11 of the Regulations of the Commissioner of Education, including but not limited to Section 135.4, as the same may be amended by the State from time to time. The Commissioner’s Regulations require that elementary students in grades kindergarten through six receive at least 120 minutes of physical education in each calendar week. Students in kindergarten through 3rd grade are required to participate in physical education on a daily basis, and students in 4th through 6th grade are to participate at least three times per week.

The Commissioner’s Regulations require that students in grades seven through twelve receive physical education at least three periods per week in one semester and two periods per week in the other semester of each school year.

The District strongly encourages all principals to provide appropriate physical education to all students on a daily basis, including students with disabilities, special health care needs, and in alternative educational settings. Consistent with the

Commissioner's Regulations, the District shall employ a director of physical education who must be certified in both physical education and in administration. Elementary physical education instruction may be provided by elementary classroom teachers as long as they are under the direction and supervision of a certified physical education teacher. Certified physical education teachers are required for secondary school physical education classes. If feasible, and to the extent appropriate to the individual needs of students, students should spend at least 80 percent of physical education class time participating in moderate to vigorous physical activity.

Physical activity and recess shall be made available to all students, including those with disabilities, special health care needs, and in alternative educational settings. Systems shall be put in place to ensure that support will be offered to students with disabilities or special health care needs to ensure that no child is left out. Principals shall enforce the prohibition against withdrawing recess from any student as a form of punishment.

Students who are temporarily or permanently unable to participate in the regular physical education program for their grade level will be provided with adapted activities. Short-term or temporary adaptations will be developed in consultation with appropriate medical personnel. Long-term or permanent adaptations will be based on the recommendations of the family physician.

Students with disabilities who are unable to participate safely or successfully in the regular physical education program for their grade level will be provided adaptive physical education. The Individualized Education Program (IEP) shall include this adaptive physical education program, and the physical education teacher shall be involved in developing the IEP.

B. Physical Activity

1. The District strongly supports and encourages principal initiatives to integrate physical activity into the regular classroom settings of their schools. Toward that end, principals shall:
 - Require the teaching of health education in the classroom that complements physical education by reinforcing the knowledge and self-management skills needed to maintain an active lifestyle and reduce time spent on sedentary activities, such as watching television and playing videogames.
 - Require opportunities for physical activity as part of other subject lessons. For example, classroom teachers may provide short physical activity breaks between lessons or classes, as appropriate.

2. Daily Recess

Given the strong connection between physical exercise and academic achievement, in addition to physical education classroom time, the District requires that all

elementary school principals provide students with at least 20 minutes a day of supervised recess during which staff should promote moderate to vigorous physical exercise as appropriate to individual student needs. Outdoor play is encouraged when weather conditions are appropriate. In the event that an elementary school principal believes that the school is unable to provide daily, supervised recess to all school students, the principal shall provide a written statement to the chief of schools no later than the end of the first full week of classes in September, describing the reasons why daily recess cannot be provided to all school students. As a pre-condition of the waiver, the principal shall confirm to the chief of schools that the school is complying with the Regulations of the Commissioner of Education with regard to the minimum amount of physical education required for elementary school students (currently 120 minutes of physical education in each calendar week). The chief of schools shall determine whether to grant the school principal's request to waive the recess requirement for the school year. The Superintendent or designee shall report to the Board of Education and to the Wellness Task Force annually the schools receiving such waivers and shall post notice of such waivers on the District website.

3. Physical Activity Opportunities Before and After School

All schools are encouraged to offer extracurricular physical activity programs, such as physical activity clubs and intramural programs. All high schools, and middle schools, are encouraged to offer interscholastic sports programs. Schools are encouraged to offer a range of activities that meet the needs, interests, and abilities of students, including students with disabilities and those with special health care needs.

C. Use of School Facilities Outside of School Hours

Wherever practicable, principals should allow school spaces and facilities to be available for school-sponsored activities that promote fitness for its students during non-school hours.

5405.60 Health Education

The District shall comply with the health education requirements set forth in the State Education Law and Chapter 11 of the Regulations of the Commissioner of Education, including but not limited to Section 135.3, as the same may be amended by the State from time to time.

The District and its schools shall ensure that:

(a) Health education in the elementary schools.

The elementary school curriculum shall include a sequential health education program for all pupils, grades K-6. In the kindergarten and primary grades, the teacher shall

provide for pupil participation in planned activities for developing attitudes, knowledge and behavior that contribute to their own sense of self-worth, respect for their bodies and ability to make constructive decisions regarding their social and emotional, as well as physical, health. Personal health guidance shall also be provided according to the individual needs of pupils. This guidance shall include the development of specific habits necessary to maintain good individual and community health. In addition to continued health guidance, provision shall be made in the school program of grades 4-6 for planned units of teaching which shall include health instruction through which pupils may become increasingly self-reliant in solving their own health problems and those of the group. Health education in the elementary school grades shall be taught by the regular classroom teachers.

(b) Health education in the secondary schools.

The secondary school curriculum shall include health education as a constant for all pupils. In addition to continued health guidance in the junior high school grades, provision shall also be made for a separate one-half year course. In addition to continued health guidance in the senior high school, provision shall also be made for an approved one-half unit course. Health education shall be required for all pupils in the junior and senior high school grades and shall be taught by teachers holding a certificate to teach health. A member of each faculty with approved preparation shall be designated as health coordinator, in order that the entire faculty may cooperate in realizing the potential health teaching values of the school programs. The health coordinator shall insure that related school courses are conducted in a manner supportive of health education, and provide for cooperation with community agencies and use of community resources necessary for achieving a complete school -community health education program.

The curriculum shall focus on health promotion to enhance each student's independent thinking skills and decision-making. Each student is empowered to enhance personal responsibility for healthy living.

All staff will receive professional development to support embedded and integrated nutrition education with a curriculum that is culturally relevant to the needs of the District's student population. Professional development should occur every year to keep up with current trends and educational strategies that are related to health and wellness.

5405.65 Family Life/Sexual Health

The Board of Education believes that in order for students to develop the knowledge, skills and beliefs to be safe, healthy and achieve academically, grades K-12 comprehensive health education must include family life/sexual health education. The goal of family life/sexual health education is to provide students with the knowledge, skills and resources needed to make responsible and well-informed decisions about their health.¹ The Board recognizes that parents and families have primary responsibility in supporting their children's sexual development, values and beliefs.

¹ RCSD letter to families of students grades K-6, 2015.

Education must respect, reinforce and support the role of parents.² The school's role is to educate and supplement parent's efforts in this area by providing medically accurate, age-appropriate, sequential family life/sexual health education. Education shall encourage positive communication between students and families about sexual health. Grades K-12 family life/sexual health education shall follow the best practices recommended in the NYSED Guidance Document for Achieving the NYS Standards in Health Education and the National Sexuality Education Standards to enable students to achieve the NYS and National Health Education Standards.³

A. The following requirements shall apply to family life/sexual health education offered by the District:

1. All curricula and instructional materials will be available for review by parents and guardians prior to the beginning of the school year and during school hours throughout the school year.
2. Education and programming shall aim to encourage and improve family communications related to sexual health.
3. Family life/sexual health education must respect and be inclusive of the diversity of values and beliefs represented in the community and meet the educational needs of all students. Educational programs shall promote civility, interpersonal and inter-group respect among students and between students and staff and families, creating an inclusive school community, being bias-free, and sensitive to the experience of specific student populations, including, but not limited to, LGBTQ and pregnant and parenting students. Education and programs shall also prevent and prohibit conduct which is inconsistent with the district's mission, the Dignity for All Students Act, and other state and Federal legislation.⁴
4. Human sexuality education shall be accompanied by identification of and sensitivity to values and responsibilities from cultural and religious perspectives and opportunities for values clarification.
5. Family life/sexual health education shall be strength-based and focus on the physical, intellectual, social and emotional dimensions of health.⁵
6. Family life/sexual health education shall be evidence-based, medically accurate and age appropriate and include the functional knowledge and skills students need to be healthy and safe.⁶
7. Research-based best practices and programs shall be included in the curriculum and related programs at the highest level possible to enhance youth health and safety and

² Previous Rochester Family Life Education policy 4312.1

³ The NYSED Guidance Document for Achieving the NYS Standards in Health Education (2005) and National Sexuality Education Standards: Core Content and Skills (2011)

⁴ The NYS Dignity For All Students Act" A Resource and Promising Practices Guide for School Administrators and Faculty, 2012

⁵ I'm WISE and the Guidance Document for Achieving the NYS Standards in Health Education

⁶ National Sexuality Education Standards and the Guidance Document for Achieving the NYS Standards in Health Education

decrease unhealthy and risky behaviors, such as STD's including HIV/AIDS, unintended adolescent pregnancy, sexual dating violence, child abuse.

8. Teachers who provide family life/sexual health education will have ongoing, quality professional development
9. Teachers who provide instruction in family life education will have professional preparation in the subject area.
10. All students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. ⁷
11. Staff who are mandated reporters in incidents of child abuse and neglect shall report any information that meets the requirements for reporting according to NYS and district guidelines. ⁸
12. The District shall ensure that all personally identifiable and medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local, and federal privacy laws.
13. Outside (resource people) individuals may be used to supplement District personnel with prior approval of the administration. Programs may take a multifaceted approach by using a wide variety of agencies and resources which represent the range of philosophies and values within our community.
14. Adolescents shall have the right to follow through on an informed choice, without coercion or influence by community agencies.

In recognition of the religious tenets of certain students, the Board, subject to the regulations of the State Board of Regents, shall excuse a student from those aspects of the required study of Health, Hygiene, or other areas which conflict with the religious beliefs of the student.

Ref: 20 USC §§1681 et seq.; 34 CFR §106.34
Rules of the Board of Regents §16.2
8 NYCRR §135
Mozert v. Hawkins County Public Schools, 827 F.2d 1058 (6th Circuit, 1987)
Smith v. Ricci, 89 N.J. 514, 446 A.2d 501 (1982), app. Dism. 459 U.S. 962
103 S. Ct. 286 (1982)
Medeiros v. Kiyosaki, 52 Haw. 436, 478 P.2d 314 (1970)

Note: Former Family Life Education policy (4312.1) adopted August 20, 1998 pursuant to Resolution No. 1998-99: 136.

⁷ Model District Policy on Transgender and Gender Non-Conforming Students, September 2015, GLSEN

⁸ NYS Office of Children and Family Services, Mandated Reporter Resource Center. <http://www.nysmandatedreporter.org/SocialServiceLaw.aspx>

B. AIDS Instruction

In compliance with the Regulations of the Commissioner of Education, the District will provide classroom instruction concerning Acquired Immune Deficiency Syndrome (AIDS) as part of a sequential and comprehensive health program for all students, K-12. Instruction must be offered during regularly scheduled classes. Such instruction will be age-appropriate, and include the following information:

1. The nature of the disease;
2. Methods of transmission of the disease; and
3. Methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS)

A student may be excused from that segment of AIDS instruction regarding methods of prevention of the disease if his/her parent/guardian files a request with the Superintendent of Schools. The request must give assurance that such instruction will be given at home.

The Board shall establish an advisory council which shall be responsible for making recommendations on content, implementation, and evaluation of the AIDS instructional program. The advisory council must consist of Board members, appropriate school personnel, parents and community representatives, including representatives from religious organizations.

AIDS instruction for students in grades 9-12 may include reproductive health education as provided by §135.3(2)(ii) of the Commissioner's Regulations. Any such program must be reviewed by the advisory council, which shall make appropriate recommendations. No student shall be permitted to participate in such program if: (1) the student's parent(s) has submitted a written request to opt out; (2) the student has not participated in appropriate AIDS instruction; or (3) the student has not received accurate and complete personal health guidance by personnel trained and supervised by competent health professionals or health educators.

The Superintendent shall be responsible for developing regulations consistent with this policy. Additional information and detail is provided in the Superintendent regulation 4315.1-R, which accompanies this policy.

Cross-ref: Superintendent Regulation 4315.1-R
Advisory Bodies policy (2260)
Students with HIV-Related Illness policy (5191)

Ref: Education Law §3204(5)
8 NYCRR §§16.2; 135.3
Ware v. Valley Stream High School District, 75 NY2d 114 (1989)

New York State School Boards Association v. Sobol, 168 AD2 188 (1991)
Matter of Ware, 28 EDR 415 (1989)

Note: Former AIDS Instruction policy (4315.1): Adopted August 20, 1998; Amended January 26, 2012 pursuant to Resolution No. 2011-12: 483.

5405.70 Health Services

The District and its schools shall make their best efforts to provide:

- (a) Services for students in a school setting to evaluate, protect, and promote health; and in collaboration with community partners, parents/guardians, and other constituencies. Each school has comprehensive health services that are provided by qualified community partners and qualified District and school staff who acknowledge health service mandates and N.Y.S. Education Department Regulations.
- (b) The Superintendent's designee is responsible for program development, consistency/standardization of service delivery, meeting current standards, and utilizing quality assurance methods.
- (c) Parents and guardians are informed of the availability and variety of health services for their children.

5405.80 Counseling, Psychological and Social Services

The District and its schools shall make their best efforts to provide:

- (a) Student support services include individual and group assessment, interventions and referrals that address the social, emotional, and mental health needs of students. Each school has comprehensive student support services that are provided by qualified community partners and qualified District and school staff. Each member of the school community for whom the District bears responsibility to provide services has access to appropriate support services.
- (b) District staff and qualified community partners provide prevention education training and support to students that involve skills-based learning opportunities that address the physical, emotional, mental, behavioral, and social dimensions of health.
- (c) The District will use early identification and intervention to ensure all children are prepared for success.

5405.90 Student, Family and Community Involvement

The District and its schools are committed to making their best efforts to ensure that:

- (a) The District and schools will work with parents, students, staff and community members to establish and support a collaborative partnership to enhance the health and well-being of the school community.
- (b) Parents and guardians have the opportunity for training in key areas of health education.
- (c) The District encourages and supports, through tools and resources, communication among parents and guardians to better inform students of health opportunities and effective access to care.
- (d) The District and schools will promote and encourage ongoing community partnerships to support initiatives for health improvement at the school and District- wide level.
- (e) The District's Food Services Department will establish a Youth Food Advisory Council, comprised of students from across the District in grades 4-12, which will meet on a regular schedule throughout the school year to obtain student input on the RCSD food service program.
- (f) Family engagement activities will consider incorporating healthy food options and physical activities.

5405.100 Health Promotion for Staff

The District and its component schools shall make their best efforts, consistent with legal limitations and requirements relating to collective bargaining, to ensure that:

- (a) The District will support and encourage health promotion activities for District employees including, but not limited to health assessments, health education (including health education intervention training and programs), health-related fitness activities, counseling and psychological services through the Employee Assistance Program, and other programs, such as university and college partnerships, hospital and health care provider partnerships.
- (b) The District and schools will encourage and motivate staff to live healthier lives and model their individual commitments to health lifestyles in both a physical and mental capacity. The ultimate goal shall be to establish a culture that promotes health and wellness. Programs and resources that are available within the District as well as within the community and the region shall be promoted.
- (c) District staff will promote ongoing education and training opportunities to create and maintain safe learning and workplace environments.

5405.110 Administrative Regulations, Guidelines and Implementation

Implementation of Policy. The Superintendent shall implement this policy and establish such regulations and guidelines to carry out the requirements and standards set forth in this policy.

The Superintendent may designate a District level staff member and/or an advisory team to monitor compliance; and such designee shall report semi-annually, and at such other times as the Superintendent specifies, regarding compliance with this policy and related procedures.

Superintendent's Regulations. Consistent with the policy guidelines set forth above, the Superintendent of Schools is authorized to promulgate, revise, maintain and enforce throughout the District administrative guidelines and regulations consistent with constitutional requirements that address particular issues of administration, interpretation and enforcement of any section of this policy. In preparing any such regulations or guidelines, the Superintendent or their designee will engage in the collaborative process outlined by federal law for wellness policies to assure appropriate input and comment from interested constituencies. The Superintendent may implement the guidelines and standards with regard to the sale of food items outside of the school meals program on a pilot or incremental basis in order to facilitate the acceptance of such new guidelines or standards.

External Regulations. Any regulation relating to the subject matter of this Policy adopted by the United States Department of Education and published in the *Federal Register* or in the *Code of Federal Regulations*; and any regulation relating to the subject matter of this Policy adopted by the New York State Commissioner of Education and published in the *New York Code of Rules and Regulations* shall be deemed to be incorporated by reference into this Policy and the Superintendent's Regulations, and be given full force and effect without the need for formal adoption or incorporation by the Superintendent.

Conflict of Laws. Nothing in this Policy shall be deemed to supersede any inconsistent requirement of federal or State law or regulation, including but not limited to requirements of the General Municipal Law; the Education Law; the Labor Law; or the Civil Service Law.

References: Public law 108-265 – June 30, 2004, *Child Nutrition and WIC Reauthorization Act of 2004*
Education Law § 2801-a “School Safety Plans”
Board Policy 4311.2 “Values Education”
Board Policy 4312.1 “Family Life Education”
Board Policy 4315 “Health Education”
Board Policy 4316 “Physical Education”

Notes: Adopted Resolution No. 2006-2007: 78A (July 20, 2006);
Amended pursuant to Resolution No. 2010-11: 750 on April 28, 2011;
Amended September 26, 2013 pursuant to Resolution No. 2013-14: 245;
Amended November 16, 2017 pursuant to Resolution No. 2017-18: 353

NOTE: This policy replaces the following policies:

- 4312.1 Family Life Education policy
- 4315 Health Education policy
- 4315.1 AIDS Instruction policy
- 4316 Physical Education policy