



Toledo Public Schools

WELLNESS POLICY

JUNE 2017

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY JUNE 2017

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**TOLEDO PUBLIC SCHOOLS WELLNESS POLICY
JUNE 2017**

Table of Contents

[Preamble](#)3

[School Wellness Committee](#)4

[Wellness Policy Implementation, Monitoring,
Accountability, and Community Engagement](#)5

[Nutrition](#)8

[Physical Activity](#)14

[Other Activities that Promote Student Wellness](#)18

[Glossary](#)20

[Appendix A: School Level Contacts](#)20

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

Preamble

Toledo Public Schools is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, it needs to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components - good nutrition and physical activity before, during and after the school day - are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products is associated with lower grades among students.^{8,9,10} In addition, students who are physically active when traveling to and from; while at recess; during physical activity breaks and high-quality physical education, as well as during extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

1 Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

2 Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

3 Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

4 Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

5 Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

6 Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

7 Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

8 MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

9 Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

10 Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

11 Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

12 Singh A, Uijtewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

13 Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

14 Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4):

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

e1063-1071.

15 Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.

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

- Students in the District have access to healthy foods throughout the school day both through reimbursable school meals and other foods available throughout the school campus in accordance with federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating habits.
- Students have opportunities to be physically active before, during and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
- Staff members are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives

This policy applies to all students, staff members and schools within Toledo Public Schools. The District will coordinate the wellness policy with other aspects of school management, including the School Improvement Plan, when appropriate.

I. District Health Advisory Committee

Committee Role and Membership

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

The DHAC membership will represent all school levels (elementary and high schools) and

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

include (to the extent possible), but not be limited to: parents and guardians; students; representatives of the school nutrition program (e.g., the food service director or a designee); physical education teachers; health education teachers; school health professionals (e.g., school nurses, physicians, dentists and other health personnel who provide school health services), and mental health and social services staff members (e.g., school counselors, psychologists and/or social workers); school administrators (e.g., superintendent, principal and/or assistant principal); school board members; health professionals and the general public. To the extent possible, the DHAC will include representatives from school buildings and reflect the diversity of the community.

- Each school within the District will establish an ongoing School Health Advisory Committee (SHAC) or similar committee that convenes to review school-level health issues, in coordination with the DHAC.

Leadership

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

The designated official for oversight is the Health Services Coordinator. For information on membership and current roster contact the Health Services Coordinator at 419-671-0304.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan ensures specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that schools complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, www.cdc.gov/healthyschools/shi/index.htm so they can create an action plan that fosters implementation related to the needs of the local school.

This Wellness Policy and the progress reports can be found at: www.tps.org

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

Record keeping

The District will retain records to document compliance with the requirements of the Wellness Policy on the District intranet under the Health Services tab of Departments. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating that the policy has been made available to the public.
- Documentation of efforts to review and update the Local Schools Wellness Policy, including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the DHAC.
- Documentation to demonstrate compliance with the annual public notification requirements.
- The most recent assessment on the implementation of the District Wellness Policy and documentation demonstrating that assessment has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make as much information available its website and/or district-wide communications. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the local school and district wellness committees.

Triennial Progress Assessments

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

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy.
- A description of the progress made in attaining the goals of the policy.

The position responsible for facilitating the triennial assessment and contact information is the Health Services Coordinator, 419-671-0304.

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

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

The District will actively notify families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DHAC will update or modify the wellness policy based on the results of the triennial CDC's School Health Index (SHI) assessments and/or as District priorities change; community needs change; wellness goals are met; and new federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

Toledo Public Schools is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DHAC and others can participate in the development, implementation, periodic review and update of the wellness policy through a variety of means. The District will also inform parents and guardians of the improvements that have been made to school wellness by making it available on the website, as well as in newsletters, presentations to parents and providing information in student handbooks. The District will ensure that communications are culturally and linguistically appropriate to the community and disseminated the same way as other important information is shared with parents and guardians.

III. Nutrition

School Meals

Toledo Public Schools is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices and special dietary needs. The District is committed to eliminating any social stigma related to students who are eligible for free and reduced-price school meals. To accomplish this, schools may utilize electronic identification payment systems, provide meals at no charge to all children

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

through available state and federal programs, and promote the availability of school meals. All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program , the School Breakfast Program . Additionally, as many schools as feasible will participate in the Fresh Fruit & Vegetable Program, Summer Food Service Program, supper programs and others. When possible, the District will offer additional nutrition-related programs and activities such as Farm to School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast or similar programs. All schools within the District are committed to offering school meals that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state and federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#)).
- Promote healthy food and beverage choices using a minimum of four of the [Smarter Lunchroom techniques](#), which include:
 - Ensuring whole fruit options are displayed in attractive bowls or baskets instead of chaffing dishes or hotel pans.
 - Making sure sliced or cut fruit is available at least three times per week.
 - Displaying daily fruit options in a location that is in the line of sight and the reach of students.
 - Giving all available vegetable options creative or descriptive names.
 - Bundling daily vegetable options into all grab-and-go meals available to students
 - Training all staff members, especially those serving, to politely prompt students to select and consume the daily vegetable options with their meal.
 - Placing white milk in front of other beverages in all coolers.
 - Highlighting alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) on posters or signs within all service and dining areas.
 - Being able to create a reimbursable meal in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Using student surveys and taste testing opportunities to inform menu development, dining space decor and promotional ideas.
 - Displaying student artwork in the service and/or dining areas.
 - Making daily announcements to promote and market menu options.
- Menus will be posted on the District website and/or individual school websites and will

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

include nutrient content and ingredients.

- The District child nutrition program will accommodate students with special dietary needs as determined by the child's health care provider
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, starting from the time they receive their meals.
- Schools will provide access to sinks for hand-washing or hand sanitizers before students eat meals or snacks.
- Schools will utilize methods to serve school breakfasts that promote participation, including serving breakfast as part of the school day (Breakfast in the Classroom, Grab and Go Breakfast or Second Chance breakfast).
- All students will be offered a school breakfast with 10 minutes to eat, regardless of bus arrival time or tardy arrival of up to at least 30 minutes after the official start of the school day.
- When possible, lunch will follow the recess period to better support learning and healthy eating.
- Also when possible, the District will promote Farm to School activities, such as:
 - Incorporating local and/or regional products into the school meal program.
 - Reinforcing messages throughout the learning environment about agriculture and nutrition.
 - Hosting a school garden or field trips to local farms.
 - Utilizing promotions or special events, such as tastings, that highlight local and/or regional products.

Staff Qualifications and Professional Development

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

Water

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

- Students will be allowed to bring and carry approved water bottles* (defined in glossary) filled with only plain unflavored water throughout the day.
- All water sources and containers will be maintained on a regular basis to ensure

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

good hygiene and health safety standards; such sources and containers may include drinking fountains, water jugs, hydration stations and other methods for delivering drinking water.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day and ideally the extended school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards at a minimum. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools, is available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at foodplanner.healthiergeneration.org.

These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet or exceed the USDA Smart Snacks in School nutrition standards including:

- At celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available in the appendix, from the [Alliance for a Healthier Generation](http://www.healthiergeneration.org) (celebrations) website, and from the [USDA](http://www.usda.gov) website.
- Classroom snacks brought by parents and guardians. The District will provide a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
- Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#).
- Foods and beverages will not be used as a reward or withheld as punishment for any reason, such as for performance or behavior.
- Accommodating students with special needs: Students whose Individualized Education Plan (IEP) indicates the use of Foods of Minimal Nutritional Value (FMNV) or candy for behavior modification (or other suitable needs) may be given those items.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas (examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)).

- Schools are encouraged to use non-food fundraisers and those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, dances, etc.).

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. Additional promotion techniques that the District and individual schools may use are available at <http://foodplanner.healthiergeneration.org>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion. Examples might include but are not limited to:

- Designing a curriculum that provides students with the knowledge and skills necessary to promote and protect their health.
- Making sure nutrition is part of not only health education classes but is also integrated into other classroom instruction through subjects such as Math, Science, Language Arts, Social Sciences and elective subjects.
- Ensuring there are enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.
- Promoting fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods.
- Emphasizing caloric balance between food intake and energy expenditure (promoting physical activity/exercise).
- Providing links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services.
- Teaching media literacy with an emphasis on food and beverage marketing.
- Including nutrition education training for teachers and other staff.

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

Essential Healthy Eating Topics in Health Education

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

- The relationship between healthy eating and personal health and disease prevention.
- Food guidance from [MyPlate](#)
- How to read and use the FDA's nutrition fact labels
- The importance of eating a variety of foods every day
- How to ensure a balance food intake and physical activity
- The importance of eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat and cholesterol and which do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

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

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

Food and beverage marketing is defined as advertising and other promotions in schools. This term includes, but is not limited to, the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District
- Advertisements in school publications or school mailings
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements.

To the greatest extent possible, the District will ensure that its grounds and facilities are safe, that equipment is available to students to be active and that it conducts the necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate,

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

sequential physical education curriculum consistent with state standards. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits.

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

All TPS elementary students in grades K-8 will receive physical education for at least 60 minutes per week throughout the school year.

All TPS high school students are required to take the equivalent of one academic year of physical education.

The District physical education program will promote individualized fitness and activity assessments via the Cooper Institute Fitness Gram (or another appropriate assessment tool) and will use criterion-based reporting for each student. The goals will be:

- Having students be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- Encouraging all physical education teachers to participate in at least a once-a-year professional development in education
- Ensuring all physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education
- Not granting waivers, exemptions, or substitutions for physical education classes unless medically indicated.

Essential Physical Activity Topics in Health Education

Toledo Public Schools will require high school students to take and pass at least one health education course and The District will include in the health education curriculum a majority of the following topics on physical activity:

- The physical, psychological or social benefits of activity
- How such activity can contribute to a healthy weight
- How activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition
- The differences between physical activity, exercise and fitness
- Phases of an exercise session: warm up, workout and cool down
- Overcoming barriers to physical activity

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

- Decreasing sedentary activities such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough: determining frequency, intensity, time and type
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages activity

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating.

Outdoor recess will be offered when feasible or at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school or district must conduct indoor recess, teachers and staff will follow the guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks and Active Academics

(Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. Teachers will incorporate movement and kinesthetic

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

learning approaches into core subject instruction when possible (e.g., Science, Math, Language Arts, Social Studies and others) and do their part to limit sedentary behavior during the school day.

The District recommends teachers provide short (3-5-minute) physical activity breaks to students during classes.

The District will provide resources and links to resources with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Before and After School Activities

Toledo Public Schools offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage physical activity clubs and intramurals that are open to all students before and after school.

Active Transport

The District will support active transport to and from school, such as walking or biking through Safe Routes to Schools (SRTS) programs. <http://www.livewelltoledo.org/toledo-safe-routes-to-school/> The District will encourage this behavior by engaging in any or all of the activities below:

- Designating safe or preferred routes to school
- Promoting activities such as participation in International Walk/Bike to School Day
- Securing storage facilities for bicycles and helmets (e.g., sheds, cages, fenced areas, bike racks with lock loan programs)
- Providing students with instruction on walking/bicycling safety
- Promoting safe routes programs to students, staff members, and parents and guardians via newsletters, websites and the local media
- Utilizing crossing guards, crosswalks on streets leading to schools and Walking School Buses
- Promoting weekly or monthly Walking Wednesday programs
- Documenting the number of children walking and/or biking to and from school
- Creating and distributing maps of a school's neighborhood e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)
- Establishing a District SRTS task force to develop and implement the Six Es - education, encouragement, engineering, enforcement, equity and evaluation - that addresses the SRTS planning, funding, and policies

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

V. Other Activities that Promote Student Wellness

Toledo Public Schools will integrate wellness activities across the entire school setting. The District will coordinate and integrate other initiatives related to wellness components so all efforts are complementary, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Community Partnerships

The District will develop, enhance or continue relationships with community partners in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be vetted by the DHAC to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents and guardians and the general community the benefits of and approaches for comprehensive health-related behaviors throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DHAC will have representation from the staff wellness subcommittee (currently a part of the Insurance Committee) that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with the Human Resources department. The Supervisor of Employee Benefits or designee will represent the staff wellness committee on the DHAC.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Those strategies include:

- Educational activities on healthy lifestyle behaviors, eating, physical activity and injury prevention
- Application of nutritional standards for food and beverages in vending machines
- Policies to prohibit all tobacco use on school campuses and District buildings
- Administration of flu shots
- Periodic screenings at work for blood pressure, blood cholesterol, body mass index and other health indicators
- Encouragement of staff to get preventive health care and recommended health

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY JUNE 2017

screenings from their health care provider

- Links to established Employee Assistance Programs

The District promotes and supports participation in healthy living programs for staff members that are accessible and free or low-cost.

Professional Learning

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

TOLEDO PUBLIC SCHOOLS WELLNESS POLICY

JUNE 2017

Glossary:

Extended School Day: The time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

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

School Day: Thirty minutes before the start of classes to 30 minutes after the end of the instructional day.

Triennial: Recurring every three years.

Approved water bottles: Clear or transparent shatter-proof refillable bottles with secure lids.

Appendix

Resources

Physical Activity for the classrooms

Take 10: Bringing Physical Activity into the Classroom

<https://www.youtube.com/watch?feature=youtu.be&v=iBZl6BdAoSk>

Top 12 Classroom Fitness Activities

<https://www.teachhub.com/top-12-classroom-fitness-activities?top-12=1>

Nutrition

Smart Snacks for Schools: calculators for snacks, healthy fundraisers, brochures and more: <https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks>