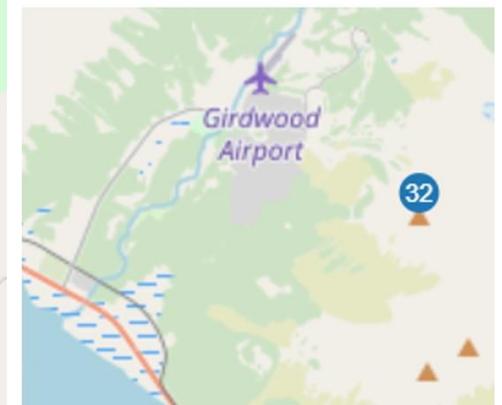
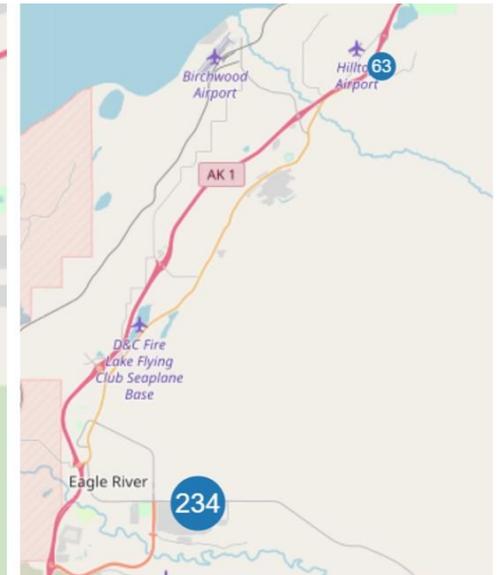
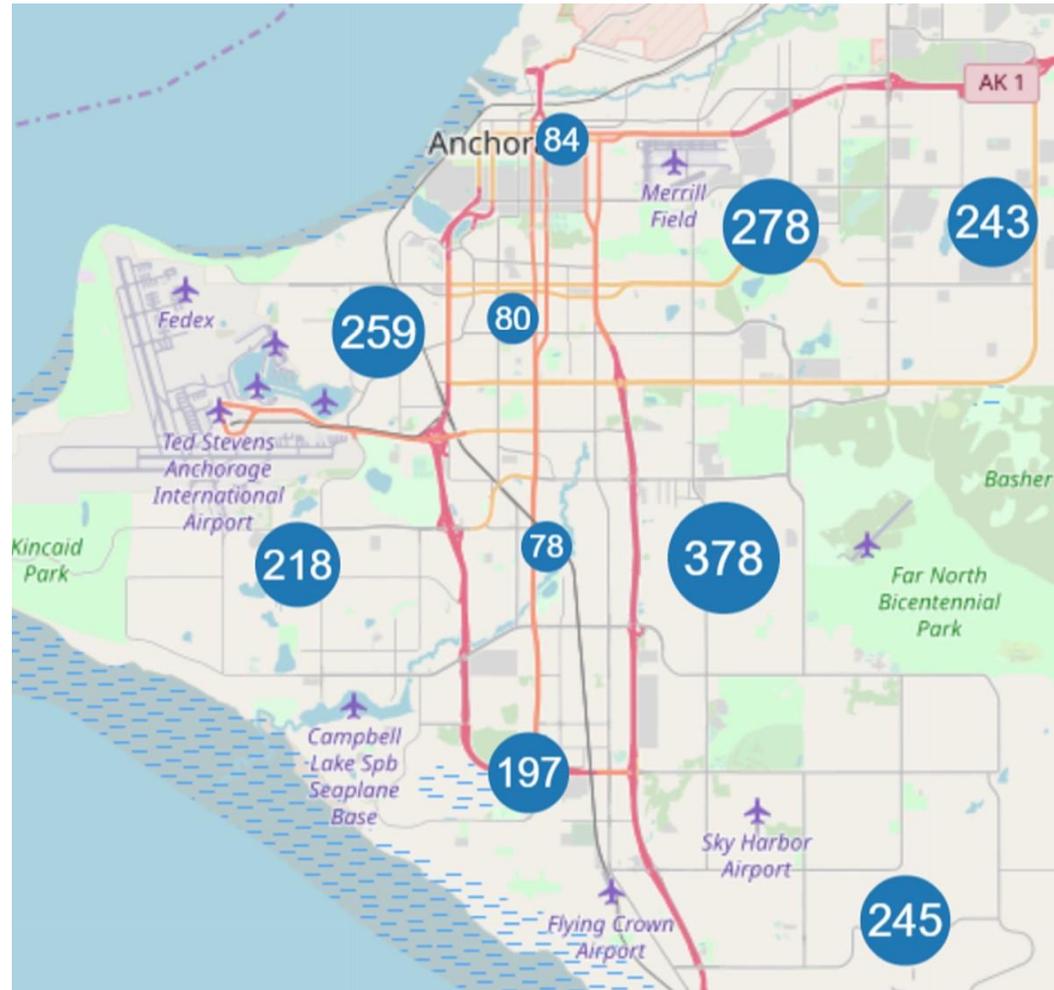


Summary of findings

Ad-hoc Committee on Health,
Wellness, Nutrition and Learning

ASD60 Background

- Sand Lake AY 17-18
- ASD60 Fall 2018: parents call for 30 + 30 via changes to BP 5040
- Aquarian teachers, AEA
- January, 2019 testimonies
- Petition: >2k across Anchorage
- ASD Teacher survey

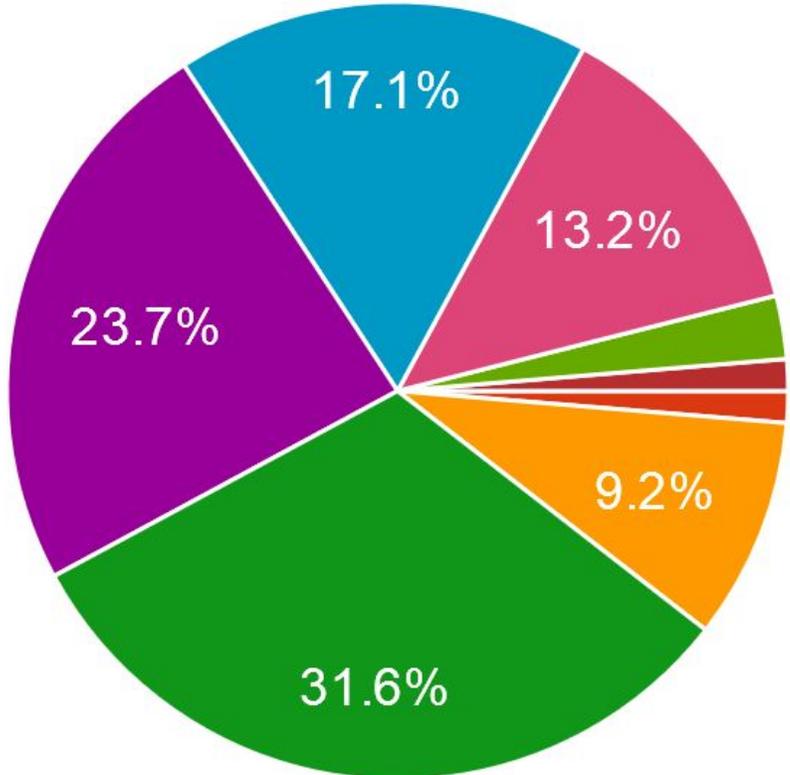


Petition signers' sample reasons

- “My kids come home so agitated. They are expected to “sit and be quiet all day” ...with no chance to socialize and play for any decent length of time...**they don't give the children long enough time to practice those (SEL) skills** in an unstructured setting with their peers. Lunch and Recess does this naturally!” - Tiffany L., Eagle River
- “**current allotments are too short for a healthy lunch** and kids end up having to prioritize eating over socializing which often leads to **less nutrition throughout the day and higher anxiety** about the social structure.” – Shane S., Eagle River
- As a physical therapist, I see the effects daily of long term neglect of healthy lifestyles. If we do not support and encourage this in our children at school, **we will continue to have to deal with the results in our adult communities.** –Annie B., Anchorage
- “I am an MD who cares for the children of our community and agree with this proposal...**the newest data say 150 mins of exercise a week for a minimum. Let's do better than the minimum.**” – Megan S., Anchorage
- “**As a parent I feel helpless** that I have so little control over the factors influencing my child's health because there are no options, short of homeschooling, to provide a more active education.” – Tamar B-Y, Anchorage
- During the first portion of the school year, I had some flexibility in my schedule and tried to get students out for about 20 minutes of extra recess each day. **After new additions to the master schedule (intervention block) came online and this was no longer feasible, I *immediately* noticed a spike in restlessness, lack of attention, and loss of impulse control among my students.** These sixth graders, who are not dumb, *themselves* identified the problem as not having enough time to get their energy out. – ASD Teacher
- “**My child will not attend ASD schools without this change.**” – Rebecca B., Chugiak

Approximately how long does the LAST student of each lunch line sit and eat?

76 responses



- less than 5 min
- 5-7 min
- 7-10 min
- 10-12 min
- 12-15 min
- 15-17 min
- 17-20 min
- 22-25 min
- more than 25 min

Charter: February 2018

- Unanimously created to explore “potential changes”
 - Recess
 - Lunch
 - Physical Education
 - Physical activities between and within instructional blocks

Ad-Hoc Committee Goals

Potential adjustments in school board guidance or policy to **help improve learning for all elementary students.**

Who Participated in Committee Meetings

- State of AK, Obesity Prevention
- All for Kids Pediatric Therapy
- The Children's Clinic
- SCF/ANMC specialists & leaders
- Providence
- Special Olympics, Alaska
- SHAPE, AK
- Healthy Futures
- Food Bank of Alaska
- The Children's Lunchbox
- ASD Nutrition
- ASD PE/Health
- ASD Elementary Education
- ASD Professional Learning
- ASD Asst. Superintendent
- AEA Representatives
- Principals (APA leadership & former ASD principal)
- Parents across ASD

Meeting 1

- Inequitable Recess & Lunch
 - T1 vs Charter vs Neighborhood
- ASD guidelines for PE (90 /wk) don't meet national standards
- 80 min shortfall to meet intent of Physical Activity Law
 - Where do additional 80 min Physical Activity come from in-class?
 - Especially in overcrowded classrooms (S. Marsett)
- Purpose (A. Hilde):
 - Review of the existing BP 5040
 - Produce recommendation to keep the policy or edit the policy to improve

Meeting 2

- Gold Standard Wellness Policy
 - AASB and Dept of Ed crafted it
 - Rooted in law, best practices, CDC standards
 - Designed to be feasible in AK and involved feedback from districts
 - ASD missed some key recommendations during adoption process

- Importance of play
 - Throughout day, child-directed
 - Importance of proprioceptive and vestibular feedback
 - Importance of success in recess for students with developmental disabilities

Meetings 2 & 3

Why not 15 more minutes?

- Board President: “why can’t we just take 15 minutes out of the current schedule to accomplish more time for recess and lunch? What if we took a little bit of time from each thing?”
- ASD promised to present modified guidelines @ 3rd meeting
- But @ 3rd meeting, ASD did *not* present a schedule;
 - NY school district doubled time to 40 min lunch, 40 min recess in a 5.5-hour day and was dismissed by ASD admin **because of demographic differences**
 - An 85-35-35 schedule was tentatively mentioned

Meeting 3

Why does nutrition matter for learning?

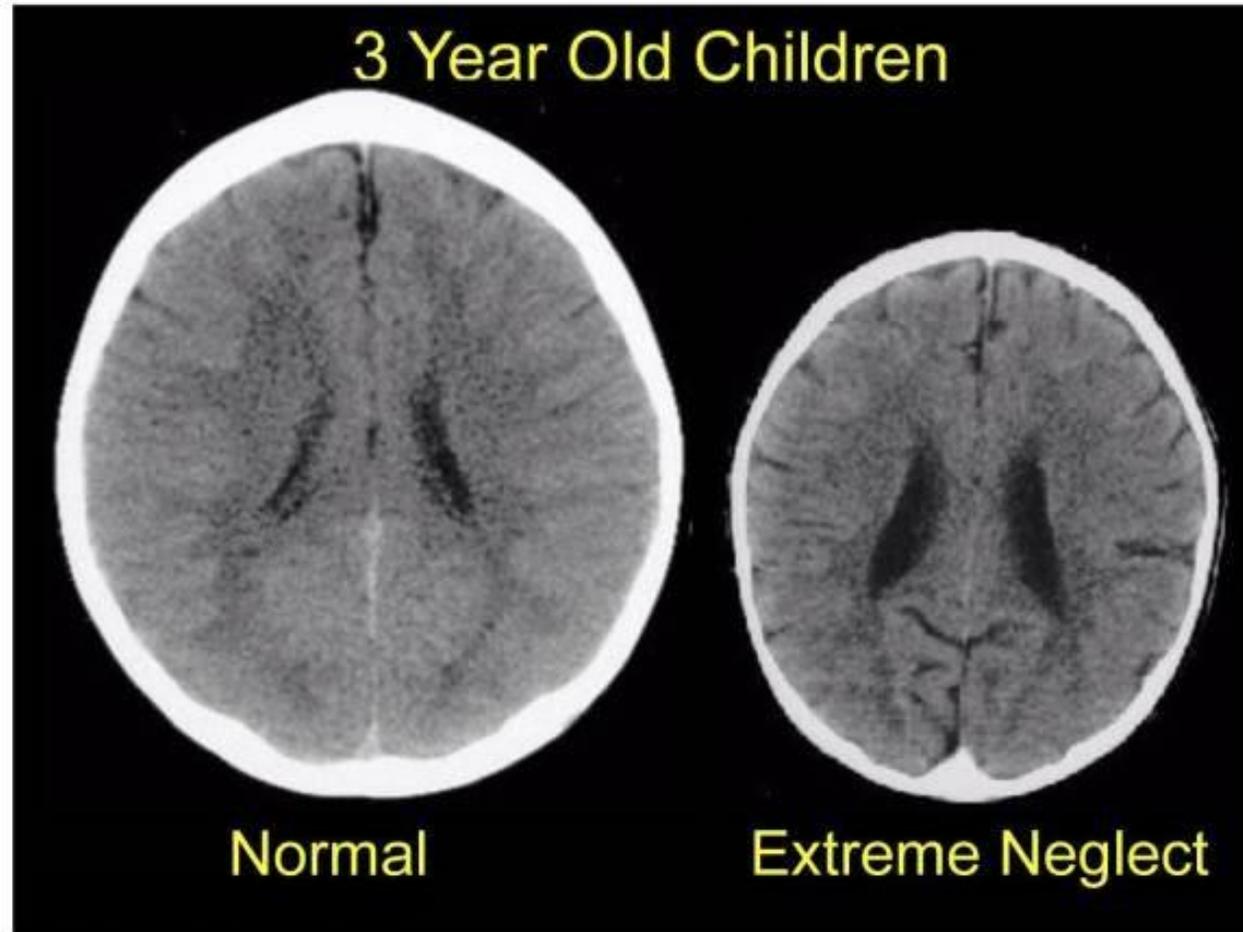
Food insecurity an ACE score; 13,000 ASD elementary students impacted

- Nutrition => Improves academic performance
- Poor Nutrition => Adverse mental and physical health
- Health problems => Absences
- Obesity => Miss more school for frequent appointments

Kids Who Are Hungry Can Have....

- Developmental delays
- Behavioral problems
- Depression, anxiety, or stress (family or child)
- Iron deficiency anemia or other nutrient deficiencies
- **Obesity**
- Poor growth
- Dental issues
- Poor school performance

Impact of Stress on Brain Development



children's
lunchbox
a program of Bean's Cafe

Nutrition

- Children's Lunchbox: 3,100 meals to 8 schools every Friday
- Food Bank AK: concern for kids getting ½ daily calories @ current lunch times
- ASD Director of Nutrition
 - Decreased time to eat increases the waste of fruits/veggies
 - **“Schools have the best fed trash cans in the country”**
 - USDA's rigorous caloric, nutrient calculations
 - “SWOT Analysis” for ASD Board Finance Committee
 - Strength: nutrition program provides vital service to many
 - Weakness: lack of support from school admin re: inconsistent service standards
 - Opportunity: mealtime is integral to school day, relaxation, socialization, and energization for students
 - Threats: mealtime is not a priority for some

Meeting with Providence Pediatric Endocrinologist, Pediatric Nutritionist

- Eating in a hurry leads to promotion of disordered eating
- Kids need to take time to eat to register fullness and listen to your body and enjoy your food
- Children that need insulin require specific amount of food or can lead to coma or seizure at school

CDC guidelines for lunch (2011)

Actions to support safe and healthy eating include:

- time to receive and consume a meal, with at least 10 minutes for eating breakfast and **20 minutes for eating lunch after being seated**
- providing **recess before lunch**, which can reduce waste, increase student consumption of food, decrease student wait time in line, and reduce student discipline referrals
- providing opportunities for students to wash hands
- providing tables and chairs of appropriate size, with space to accommodate all students
- maintaining an appropriate ambient noise level using acceptable and positive enforcement practices (e.g., **no whistles and no orders to eat in silence**; and
- implementing rules for safe behavior.

Silent Lunch Video

Absence of Social and Emotional Learning



Meeting 4

Sample adopted BP 5040s vs AK Gold Standard

ASD BP 5040 (nutrition)

ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings for students to eat. ~~Schools will provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.~~

Mat-Su BP 5040 (nutrition)

“Schools will provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.”

Meeting 4

ASD60 recommendations

- Promote equity throughout the district by revising Board Policy 5040
- Use CDC, USDA as sources of best practices
- Incorporate best practices for lunch and recess
- Require more accountability

Meeting 4

Mark Foster's Recommendation

- Adopt **Alaska Gold Standard Wellness Policy** on student nutrition and physical activity, **to reflect the minimum guidelines of the U.S. Department of Health, Office of Disease Prevention & Health Promotion, Physical Activity Guidelines, 2nd Edition (February 2018)**
- Children and adolescents should do 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily.
 - Aerobic: Most...should be either moderate- or vigorous-intensity aerobic physical activity and should include vigorous-intensity physical activity at least 3 days a week.
 - Muscle-strengthening: on at least 3 days of the week.
 - Bone-strengthening: on at least 3 days of the week.

National Center for Chronic Disease Prevention and Health Promotion

- Schools have been identified as some of the most effective settings in a community to address preventable health problems
- Schools can give children and adolescents more chances to:
 - Consume nutritious meals, snacks and beverages
 - Get regular physical activity
 - Learn about the importance of lifelong healthy behaviors
- **Researchers have linked healthy eating and physical activity with better academic performance and classroom behavior, such as concentration, attentiveness and time-on-task.**

U.S. Centers for Disease Control and Prevention: The Association between School Based Physical Activity, including Physical Education, and Academic Performance (July 2010)

- **School boards, school administrators and principals can feel confident that increasing time for physical activity during the school day will not have a negative impact on academic performance, and it may positively impact students' academic performance.**

What I Did at Recess Today



Health and Wellness Committee Recommendations

- Review Wellness Board Policy 5040 to reflect minimum standards for student health and wellness and to ensure accountability and equity across the district
- Pilot Program for increased recess and lunch in Fall 2019
- Evaluate Pilot Program in December 2019
- Implement updated BP 5040 for ASD-wide rollout in Fall 2020



Health, Wellness, Nutrition and Learning
Pilot Program/Draft Proposal

Statement of Purpose: Improve student health, wellness, and nutrition to help enhance learning. Student learning is a critical partnership between teachers, students, and parents in the community. Student health, wellness, and nutrition are a critical foundation on which we can engage and grow student learning.

Pilot Timeline

May 2019	June 2019	July/August 2019	Fall Semester 2019	December 2019
Develop Pilot Outline based on ad-hoc committee work	Identify pilot schools	Bring in teams to create their personalized site plan	Implementation of personalized plans	Evaluation of pilot programs
Collaborate with stakeholders to refine			Informing stakeholders	
			Meet and monitor information on the pilot programs	

Pilot Schools will work with the Program Development Team to create a personalized site plan.

Program Components (applicable to all pilot schools)

Breakfast (*applicable to schools that serve breakfast*)

- *Minimum 10 minutes for students to eat breakfast*

Lunch

- *30-minute lunch period with a minimum of 20-minutes of seat time to eat after being served*
- *Design and implement site specific lunchroom best practices*
- *Noon Duty training on lunchroom and recess best practices*

Recess

- *30-minute recess, site determined allocations (i.e. 2 x 15, 1 x 20, + 1 x 10, etc.)*
- *Recess is not withheld*
- *Recess before lunch (where possible)*
- *Engage community partners and parents in participation in active recess*

Physical Activity

- *Principal plan for Daily & 54 implementation submitted to Director of Elem. Ed.*

Physical Education

- *Minimum 90 minutes of physical education per week*

Evaluation

- *Willingness to work with the Assessment & Evaluation Department to evaluate goals and outcomes of the pilot project*

Additional components, as determined by each site