

Wisconsin Success Stories



Active Schools

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Wisconsin **Success Stories** *Active Schools*

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This publication is available from:

Student Services/Prevention & Wellness
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

(608) 266-8960

<http://dpi.wi.gov/sspw/physicaled.html>

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Contents

Introduction 1

Elementary

Elcho.	3
Green Bay J F Kennedy	5
Neenah Hoover	7
Oakfield	9

Middle

Deerfield	11
Osceola	13

High

Beloit Memorial	15
Platteville	17

Appendices

Policies	
Milwaukee Public Schools	19
Neenah Joint School District.	20
Osseo-Fairchild School District.	21
Evaluation Summary.	24



Introduction

The Active Schools project was a partnership between the Wisconsin Department of Health Services, the University of Wisconsin – Madison Population Health Institute, and the Wisconsin Department of Public Instruction (DPI). The project was supported by the American Recovery and Reinvestment Act, through a grant from the Centers for Disease Control and Prevention, as part of a national strategy to address childhood obesity through policy and environmental change. The DPI awarded discretionary grants to 36 schools in 21 districts. This publication features eight of those schools with in-depth reviews of their physical activity programs. It explores the impact of the grant funded activities on the students, parents, staff, and communities. Contacts from each program are listed to respond to questions.

The project objective was to increase options and opportunities for students to be physically active for 60 minutes or more per day. Research indicates that increased physical activity can help students to improve concentration, memory, and classroom behavior. Some studies have found a strong correlation between elevated physical activity levels and higher academic test scores, better attendance, and fewer negative behavioral incidents at school. Over 200 research studies support the premise that healthy kids are better prepared to learn.

Indicators suggest many Wisconsin youth do not meet the physical activity recommendation of 60 minutes per day. For example, the 2011 Wisconsin Youth Risk Behavior Survey found that 52 percent of high school students were active 60 minutes or more per day on five or more of the last seven days.

To provide guidance on effective strategies to increase physical activity, the DPI developed the Active Schools Toolkit, available at <http://dpi.wi.gov/sspw/pdf/pasastoolkit.pdf>. The DPI encouraged grantees to select at least three strategies from the Active Schools Toolkit. The most commonly selected strategies fall into four categories.

- **School physical education class time:** strategies to increase the number of minutes physical education is taught, and strategies to increase the actual active minutes in the physical education class.
- **Physical activity as part of the school day:** activities that are implemented to increase physical activity during recess and in classrooms.
- **School-related physical activities outside of the school day:** before or after school activities, intramurals, extra credit for physical education, and tracking programs.
- **Recreational programs:** allowing public access to district buildings through joint use agreements, youth sports, and integrating area parks and recreational facilities.



Introduction (cont'd)

Of the 17 strategies provided in the Active Schools Toolkit, four were most commonly chosen.

- **Active classroom:** activities used in the classroom to get students out of their chairs and active.
- **Active recess:** moving the student to a different area of the playground rather than giving him/her a timeout. The alternative locations provide different activities to engage the students.
- **Before and after school:** making the gym/weight room/etc. available outside of regular school hours.
- **Tracking programs:** record a student's activity outside of the school day.

All schools involved in the project participated in physical activity logs and fitness testing to measure gains of students over the course of the two-year project. This publication provides a snapshot of the programs and the positive outcomes for their students, staff, parents, and community.

Several characteristics were common among the successful projects:

- a motivated and dynamic leader;
- administrative support for initiatives;
- buy-in from teaching staff and the academic community;
- parent awareness of the program, and support for initiatives that required adult supervision;
- in-service for staff; and
- flexibility in implementing strategies.

We acknowledge and appreciate the time and effort put forth by personnel in these school districts to assist with this publication. The Wisconsin Department of Health Services' Nutrition, Physical Activity, and Obesity Prevention Program staff provided expert technical assistance in the implementation of the Active Schools project. This publication was supported by cooperative agreement 3U58DP001997-0154 from the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the Centers for Disease Control and Prevention.



Elcho

Elementary and Middle

Grades: 4K – 8

Location: Elcho, Wisconsin

Activities/Strategies:

Elcho Elementary and Middle Schools selected five strategies: Before/After School, Open Gym, Active Classroom, Active Recess, and Tracking Programs.

Before/After School

Students signed in to the gym and indicated if they ate the school provided breakfast; sign-in was implemented due to concerns that students would skip breakfast and report directly to the gym. Participation averaged around 50 percent of the students. Options included dodgeball, basketball, and football, with dodgeball being the most popular activity. Students not involved in an activity walked around the gym. The students seemed more ready to begin the school day.

Open Gym

The school offered games in a non-competitive atmosphere during the noon hour. Activities changed with student interest.

Active Classroom

Staff received training on the active classroom in a district-wide in-service. In the kindergarten class, students sang songs that focused on the human body as part of one song, and a focus on vowels with a second song. The first grade students used physical activity to learn to count.

“One of the big challenges was bringing about change in the classroom and playground. Parents, students and staff have become more aware of how the active classroom and active playground has assisted with classroom management and students preparedness to learn.”

*— Elcho Grant Manager and Elementary Principal
Betsy Gruszynski*

Students lay in a push-up position, then would kick a foot in front of their arm and then back, and did the same kick with the other foot. Students would do the exercise and count by ones to 25, then again by fives to 25. Second graders tossed a Koosh (soft balls about the size of a tennis ball, but very limp so they will not bounce) ball in a circle. The activity taught a number of skills: tossing, catching, and concentration. The class formed a circle around the desks, called the name of a student, and tossed the ball. They were instructed to throw so the person could catch the ball, with it being understood it is always an underhand toss.

Active Recess

The staff created different zones with specific activities for each. When a student displayed a behavioral problem, they went to a different zone. This practice reinforced recognition of the rules. It kept the students active, as they did not go to a time-out area. Rather they were redirected

Elcho (cont'd)

after acknowledgement of their behavioral lapse. Teaching all the students and staff the rules of the games and equipment ensured students played with similar rules. This practice led to fewer arguments and allowed older students to mentor and instruct the younger ones.

Tracking Programs

The district employed the tracking program “Movin’ and Munchin’ Schools.” The program assisted young people in developing lifetime skills and habits of physical activity and healthful nutritional choices.

Outcomes

The district reviewed the programs already in place prior to selecting the strategies that would be expanded and enhanced with new equipment.



Motivating staff to commit to the active classroom presented a challenge. The district overcame this through staff trainings and the sharing of successful classroom activities. The initiatives should remain due to new equipment in place, shared successful classroom activities, and an overall view that physically active students are more prepared to participate in a controlled classroom atmosphere.

School administration indicated that the active recess, along with its established zones, would continue. It has produced a reduction of behavioral incident reports. The development of consistent rules, and enforcement of the same, has resulted in a safer atmosphere.

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J F Kennedy *Elementary*

Grades: Early Childhood 4K – 5

Location: Green Bay, Wisconsin

Activities/Strategies:

J F Kennedy Elementary selected six strategies: Increasing the Minutes of Physical Education During the School Day, Increasing the Number of Active Minutes in the Physical Education Class, Active Recess, Active Classroom, After School Intramurals, and Homework for Extra Credit.

Increasing the Minutes of Physical Education During the School Day

During the first year of the project, Kennedy school added a third period of physical education, taught by the physical education specialist. In the second year, teaching staff led the third additional period. Classroom teachers also received training and used “Fit in Fifteen,” activities in their classrooms.

Increasing the Number of Active Minutes in the Physical Education Class

Taking attendance while students engaged in an activity rather than standing in a line, and making equipment immediately available helped accomplished this.

Active Recess

Staff divided the recess area into zones. If a student had a behavioral incident they were not sent to stand by the wall. Instead, staff talked with the student, discussed the problem, and possible solutions. Upon completion of this intervention, the student could move to a different zone.

Active Classroom

This strategy was implemented via in-service to staff. In addition, staff shared available programs on the web, through CD’s of classroom activities, and DVD’s which demonstrate physical activities for the classroom. Staff searched the web for samples of activities they could introduce to their students (e.g., www.playfulplanet.com and Kids Fit Classroom Workout). A number of teachers incorporated activity breaks of 10 minutes in the morning and afternoon. Their students had the freedom to stand or walk around the room as needed. Students were reminded to drink water throughout the day. Staff felt an awareness among parents of the increased capacity for active students to learn. Staff encouraged parents to consider nutrition when sending treats. Once a week, students bring ingredients to make trail mix for the classroom, instead of



JF Kennedy (cont'd)

birthday cupcakes. Students stand and walk in a serpentine weave around the desks to the front of the classroom, retrieve their papers and return to their desk following this serpentine path. With three minutes of activity, students oxygenate their brains and are ready for the next lesson.

After School Intramurals

Unusual intramurals were offered, for example, cup stacking, four square, volleyball, “Bellin Run,” pickle ball, and the Kids Running Club. This occurred one hour a week throughout the school year. Parents felt thankful that their children had a place to enjoy activities after school, instead of video games and television. Intramurals provided an activity with adult supervision and positive role modeling.

Homework for Extra Credit

Kennedy used the NFL tracking program Play60. The activity provided information on activities the students participated in at home, with parent certification. “Jammin Minutes,” a weekly handout with suggestions for activities for students, staff, and parents, as well as information on nutrition, fitness, and health tips, was provided to students and staff.

Outcomes

The motivation and involvement of staff made the “Fit in Fifteen” program particularly successful. Because of the success of many initiatives, and after review of these programs, many are expected to continue. The Active Recess initiative had a positive impact on students at J F Kennedy Elementary School. Students and staff enjoyed the preparation and implementation for the Active Recess. Games and rules were taught in the physical education class; staff also received this information. This led to a consistency of play with fewer behavioral conflicts. Recess

time came before lunch, which was viewed as a very positive change by staff.

J F Kennedy is a Thrive School. Pam Miller, the Community Outreach Coordinator with Bellin Health, related how this positively affected the school. Every Thrive School has a Wellness Council that works with parents and students to evaluate the needs of the students. The strategies for a Thrive School are:

- Every individual is active in their personal health improvement.
- Every individual is receiving the health care they need, when they need it.
- Every individual is engaged in a healthy lifestyle.
- Children are fully engaged in school.
- Community developed collaborations (this program brings healthcare services into the building).

These work hand-in-hand with the Active Schools Project strategies and reinforce the need for students to lead healthy and active lifestyles. The implementation of program initiatives and activities went very smoothly, thanks to the administrative leadership at the school.

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Hoover Elementary

Grades: K - 5

Location: Neenah, Wisconsin

Strategies/Activities:

Hoover Elementary School selected four strategies: Increasing the Minutes of Physical Education, Active Classroom, Active Recess, and Before/After School.

Increasing the Minutes of Physical Education

During the first year of the project, Hoover Elementary added a third period of physical education, taught by the physical education specialist. In the second year, teaching staff took over instruction for this third period. Staff received access to the gym on Mondays. Classroom staff replaced the formal physical education classes with “Fit in Fifteen,” a set of activities provided by the physical education specialist, for which the staff had received training. Staff embraced the idea that active students are better able to learn, and wished to continue the additional time in the gymnasium. Physical education staff implemented student fitness testing using FitnessGram at the start and end of the school year. Parents received the scores from these tests. Students showed improvement in push-ups, curl-ups, the mile run, and the sit-and-reach test.

Active Classroom

The physical education specialist and selected staff developed three-ring binders for teachers, which contained a chapter on “Brain Breaks.” Brain breaks are grade appropriate classroom activities lead by teachers. One

“Many of the activities that have been introduced will be sustainable, since equipment is already in place and the staff has experienced how they can recapture students attention with the activities.”

*— Neenah Physical Education Specialist
and Grant Manager, Roxann Barrow*

example is how assignment papers were distributed. Instead of handing out the papers to students, papers were placed on a desk in the front of the room. Students walked in a serpentine weave around the desks to the front of the classroom, retrieved their papers and returned to their desk following this serpentine path. With three minutes of activity students oxygenated their brains and were ready for the next lesson. Other examples of classroom activities



Hoover (cont'd)

included: the use of interactive online programs similar to “Adventures to Fitness” (this is a free online set of activities with themes that can be incorporated with other lesson plans); the use of Wii projectors to provide activities such as dance for entire classrooms; and the use of video programs to present activities such as Tae Bo. Project coordinators encouraged teachers to include physical activity breaks in their daily lesson plans.

Active Recess

The binders mentioned in the previous section contained a chapter on recess games and activities, including the rules. This chapter provided physical education games broken down by grade ranges. The binders provided a consistent set of rules to ensure continuous, high-quality activities. When staff turnover occurred, this binder provided the new staff with the rules, ensuring consistency. Active recess began with staff receiving training on the games and their rules. Students were also trained. Staff established different activities for blacktop surfaces and grassy surfaces, as well as areas with equipment. If a student had a behavioral issue, the student talked with a supervisor, discussing what created the problem. The student received the choice of moving to a different zone or an office referral. The ultimate goal was to move the student to a different zone where he/she could engage in positive behavior, while continuing to be physically active.

After School Activities

After school activities designed to get kids and their families moving, included: Fitness Nights at the YMCA; Family Night at the school; Walk to School Day, part of Safe Routes to School; teaching students about nutrition and exercise helps to develop habits that last a lifetime; and Movin’ and Munchin’ schools, a nutrition and exercise tracking program. The Neenah Health Department provided assistance with a number of additional after school activities. These included: YMCA’s Walk to Win activity, the Open “Y” Night, Parent Challenge Night, Fun Run/Bike Program, the Fitness Fair, as well as additional funding through a local nutrition and physical activity coalition.

Outcomes

District administration noted the decline in office referrals for behavior incidents. A decrease of 18 percent in office referrals resulted in a significant savings of time in addressing these behaviors. The district closely monitored the strategies and activities taking place at Hoover Elementary, evaluating them for the potential to replicate across the district. Many activities introduced will be sustainable long after the project ends, as the equipment is in place and the staff is committed to the strategies, due to the gains made in student attention and engagement.

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Oakfield Elementary

Grades: 4K – 6

Location: Oakfield, Wisconsin

Activities/Strategies:

Oakfield Elementary School selected five strategies: Active Recess, Active Classroom, Open Gym, Homework/Extra Credit, and Tracking Programs.

Active Recess

The staff set up zones on the playground with specific activities for each zone. The project saw the addition of new playground equipment, as well as carts to store and move the equipment. The district provided additional blacktop area and painted lines for basketball courts, four square, and hopscotch. Stationary equipment (monkey bars, swings, teeter totters, etc.) were added to provide more active space for the students. The recess coordinators recruited eighth grade students to act as mentors to the 4K – 1st grade students. Students and staff received instruction in playground games and their rules, providing consistent recess supervision and resulting in a reduction of behavioral incidents. The equipment and active zones helped students to focus on playing, which resulted in fewer conflicts and more activity.

Active Classroom

Classes received DVDs and CDs containing numerous fitness activities. Students could participate in activities such as yoga, dance, kick boxing, and Pilates.

“The teachers using the ‘brain breaks’ have helped their hyper-active students to stay more focused.”

*— Oakfield District Administrator
and Elementary Principal, Pam Yoder*

Open Gym

Fourth through sixth grade students had the option of joining a noon-hour intramural basketball league. The school stressed sportsmanship and equal playing time. Many students who formerly did not participate in recreational activities subsequently joined other intramural teams. Students also learned responsibility by serving as referees, scorekeepers, and time clock operators.



Oakfield (cont'd)

Homework/Extra Credit

All fourth, fifth and sixth grade classes received physical education journals with weekly graded writing assignments. As part of the writing assignments, students were asked to describe and reflect on their current level of physical activity, health, and nutrition. These same students were also assigned exercise homework on a weekly basis and given monthly calendars to report on their physical activities. Seventy-seven percent of the students felt that journaling helped them to be more aware of their daily exercise and nutritional habits.

Tracking Programs

The NFL's "Fuel Up to Play" was presented to students with incentive awards for participation. Students from one classroom in each of the fourth, fifth and sixth grades received pedometers for the entire school year. Students recorded their daily steps, and turned their totals in each month, with prizes for those who turned in all of their monthly calendars. Parents acknowledged the positive impact the exercise calendars and pedometers had on their children. The calendars provided them a better awareness of how active their students have been.

Outcomes

The elementary school principal, who is also the district administrator, was a strong supporter of the active school project and its initiatives. The district sought to establish procedures and policies that would provide students with regularly scheduled activity breaks in the classroom. Many teachers commented on how the "brain breaks" helped the disengaged students stay more focused. The primary grade teachers (K-3) enjoyed and found value with the classroom activity breaks, but teachers of grades four through six expressed hesitancy to adapt to them.

The Active Schools project has been extremely popular with students and staff. Noon-hour intramurals, active classroom/recess, and journaling have created a positive environment throughout the school and community. As the Active Schools project covered the cost of playground equipment and classroom activity materials, the project coordinator and building principal felt confident that the strategies will continue.

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Deerfield Middle and High School

Grades: 7 – 12

Location: Deerfield, Wisconsin

Strategies/Activities:

Deerfield Middle and High School selected four strategies: Increasing the Number of Active Minutes in the Physical Education Class, Intramurals, Before/After School, and Tracking Programs.

Increasing the Number of Active Minutes in the Physical Education Class

Staff increased the number of active minutes by using numbered pedometers. Students picked up their assigned pedometer at the beginning of class. Staff knew who came by reviewing the remaining pedometers. Staff brought in YMCA instructors to teach new activities such as yoga, Pilates, Zumba, kick boxing, and drumming. Staff also conducted fitness assessments at the beginning and end of each unit. The purpose of this process was not only to test the students, but to assist the students with an awareness of their fitness levels. Parents received information related to the pre- and post-test comparisons.

Intramurals

Students started intramurals during the noon hour, with the activities running for four weeks. The sports included volleyball, racquetball, badminton, and basketball. Winning teams received T- shirts.



Before/After School

The Walking School Bus encouraged students and parents to join together in walking to school. Forty elementary students, seven high school volunteers, and several parents regularly participated. As part of the “Deerfield on the Run” event this year, 25 elementary students, six staff, and five parent volunteers ran twice a week for six weeks, culminating with a 5 kilometer run. The “Livestrong Deerfield” event this year resulted in 80 people taking part in a pre-football game walk of 1.5 miles. After the “Moonlight Winter Walk/Run” participants were treated to hot chocolate as they made their way through downtown Deerfield. Family Fitness Nights included massage, Zumba, health fair booth, drums alive, PX90 (a video

Deerfield (cont'd)

directed workout), Dance, Dance Revolution, art therapy, and blood pressure screening, all taking place in a health fair setting. In Laps for Leukemia, 150 students walked 60 minutes and raised over \$2,000. Over 250 students walked before a football game as part of the NFL Play 60. Forty-seven of the play-go participants wore pedometers and recorded their steps. The “Go Red” event was a walking program in support of the American Heart Association.

Tracking Programs

Finally, staff ran the tracking program “Movin’ and Munchin’ schools.” The program encourages schools to develop creative strategies to promote healthy eating and increased physical activity.

Outcomes

Deerfield schools project staff selected the strategies with consideration for existing activities, and how staff could expand upon these. Added equipment and trainings included: Dance, Dance Revolution, Wii Gaming System, stability balls, stationary bikes, elliptical trainers, BOSU training balls, YMCA instructor leading, yoga, Pilates, Zumba, kick-boxing, drumming, and the use of pedometers.

The project generated recognition of the importance of leading an active lifestyle. Parents and staff could be heard repeatedly asking what the next activity or event would be. The noon intramurals generated a great deal of excitement and competition; participation ranged as high as 80 percent at the middle level. Teaching staff expressed support of the project leaders, including the physical education instructors. There was a new respect for wellness and physical activity in the district and community. Staff

volunteered to assist with the staging of activities and events. Physical education staff received requests for pedometers and other equipment to be checked out over weekends.

The district solved the challenge of where to store the equipment by renovating a classroom. The increased interest in the use of the equipment, both by school personnel and by the community, raised concerns about accommodating everyone’s needs and the future maintenance of the equipment.

The Health and Wellness Committee upgraded the wellness policy to contain stronger language supporting physical activity for all students. In physical education classes students explored new activities. Positive public reactions to new activities increased community awareness of the importance of families leading active lifestyles.

The district’s Wellness Committee chair observed how the project positively impacted the students, staff, and community. Parents expressed their pleasure with the new activities available for their children. The community enjoyed the community events and expressed the desire to continue the activities after the project ended.

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Osceola Middle School

Grades: 6 – 8

Location: Osceola, Wisconsin

Activities/Strategies:

Osceola Middle School selected five strategies: Active Recess, Before/After School, Increasing the Number of Active Minutes in the Physical Education Class, Open Gym, and Tracking Programs.

Active Recess

Staff divided the playground into zones, each with a specific activity. If a behavioral incident occurred, the student moved to a different zone of the playground with different activities. He/she also discussed what caused the problem and how he/she might better handle things in the future.

Before/After School

School opened at 7:30 a.m., and students reported to the commons area. They could choose to report to the gym for activity or remain seated in the commons area. Equipment and activities varied daily, with basketball as the primary activity. No behavioral incidents have been noted since the program started. The supervisor of the cafeteria approved of the program because it gave students a choice. Since the beginning of the open gym program, students reported to class ready to pay attention. Successful after-school activities included the “Sister Running Club.” When the club started, a number of the girls could not run a block. At the conclusion, 38

“The staff has been pleased with the open gym before school; the students are much more ready to settle into their classroom studies.”

— Osceola Building Principal, Rebecca Styles

completed a local 5K run. The program also included journaling and discussion of prescribed topics during the cool down after practice (e.g., personal goals, emotional health). The faculty supported the club and parents participated in the workouts. The “Extreme Team,” a self-directed group of students, explored a range of activities such as a roller blading trip, bike to school day, and a fishing contest.



Oseola (cont'd)

Increasing the Number of Active Minutes in the Physical Education Class

An activity cart available before the formal physical education class facilitated an increase of physical activity. The cart contained different types of equipment. Physical education staff changed procedures to get students active more quickly. Instructions for the class period and optional physical activities were recorded on a white board.

Open Gym

During the noon hour, Capture the Flag, Flag Football, kickball, large group games, basketball and soccer were offered. The noon-hour walking club gave an option to students who do not enjoy competitive team sports. The staff reviewed other activities to generate more student participation.

Tracking Program

Osceola Middle School implemented the NFL tracking program, Play 60.

Outcomes

Administrators approved of the open gym before school because it reduced behavioral incidents. The faculty reported that students settled into the classroom routines more readily. Recess behavioral incidents decreased by 25 percent. Parents talked with staff and administration about the Sprinting Girls Walking Club and the difference it made to their children, not only in fitness levels, but also in their self-esteem. The district planned to review the

active programs, and create a priority list to present to the board of education, requesting funding to continue selected programs.

The project provided not only additional activities, but a heightened awareness among students and parents of the need for activity outside the physical education class.

After reviewing their current program, the district selected strategies to expand activities with new equipment, and modified some activities already in place, such as recess zones. The impact of the project continues to grow. Students and staff share an increased awareness of the necessity of daily physical activity. Staff lead an increasing number of active schools strategies.

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Beloit Memorial High School

Grade Levels: 9 – 12

Location: Beloit, Wisconsin

Strategies/Activities:

Beloit Memorial High School selected four strategies: Open Gym, Before/After School, Homework/Extra Credit, and Activities/Events Outside of the School.

Beloit Memorial High School (BMHS) received the Carol M. White Physical Education Program (PEP) grant, as well as the Active Schools grant. Both projects concentrated on providing opportunities to motivate students to become more active.

Open Gym

BMHS opened the gym to students during the lunch break. The supervisor of this activity expressed concern when assigned the supervision of about 90 high school students. She was pleased to share that, after a year and a half, not one incident occurred that required disciplinary action. BMHS presented this opportunity as an alternative to sitting in the cafeteria for the second half of their lunch break, with the understanding that if students caused disruption they would lose this privilege. Activities included basketball, soccer, football activities, and walking. The open gym started with around 15 students and expanded to close to 100 students.

“There is a new atmosphere in the school now. Students are more friendly and respectful toward one another. The school is moving in new directions with the new curricular offerings and more healthful activities offered.”

— Beloit Student, Ariel Grason

Before/After School

Zumba classes began as a before school activity, but the coordinator moved them to after school and the number of participants increased significantly to 40 students on most evenings. The open pool and swim numbers doubled. BMHS made a skiing/snowboarding trip available to all students and offered scholarships to make the trip more affordable. The diversity of the students choosing the activity impressed the staff. Almost half of the students who tried this activity never skied before. One senior attending the outing enjoyed herself so much she talked her sister into trying skiing. As a result of this experience, the family took a family ski trip in the spring. The Cardio Fitness Center was made available before, during, and after school. The district reviewed policies to explore how to increase the availability of this center for a larger population of people in the future. Beloit’s nutrition committee reviewed their wellness policies.

Beloit Memorial (cont'd)

Homework/Extra Credit

Students kept track of and reflected on their eating and physical activity progress towards goals. Students had three options: Sports Reflection, Nutrition and Activity Log, or a BINGO activity log. Athletes received the same options; however, if they elected to do a reflection, they wrote about their sport.

Activities/Events Outside of the School

“Good to Great Activate Festival” provided a number of activities, healthy food samples, and opportunities to learn about the new forms of physical activity available to BMHS students. Activities including a Run/Walk, Zumba, yoga, physical challenge, nutrition and wellness trivia, paddling, a nutritious lunch, tours of the new cardio and strength centers, Active in Beloit survey, I-Dance and SPARK stations, Ski Trip (sponsored by the School Senate), and a team Biathlon.

Outcomes

BMHS established ongoing partnerships with six community agencies: Stateline Boys and Girls Club, UW – Extension Rock County, Stateline YMCA, ARAMARK, City of Beloit Parks and Leisure Services, and Rock County Health Services. These organizations made numerous opportunities available to students including a skiing/snowboarding trip, the Beloit Biathlon, and Game Time Count Yourself In – “Guinness Book of Beloit Memorial Records,” challenges.

Students said that they felt a new atmosphere in the school. Students are more friendly and respectful and have many more options to be physically active.

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Being involved with the Active School Grant has opened so many doors to the School District of Beloit. Not only has the Beloit Memorial High School established a variety of opportunities for students to be active, this grant has raised awareness for all students K - 12 of the importance of leading an active lifestyle. Active homework will continue along with the open gyms. The culture is changing. The Active Schools Grant has made a difference! Thank you !

*— Beloit Physical Education Specialist
and Grant Manager, Shawn Fredericks*

Platteville High School

Grade: 9 - 12

Location: Platteville, Wisconsin

Activities/Strategies:

Platteville High School selected six strategies: Increasing the Number of Active Minutes in the Physical Education Class, Open Gym, Before/After School, Tracking Programs, Community Events, and Safe Routes to School.

Increasing the Number of Active Minutes in the Physical Education Class

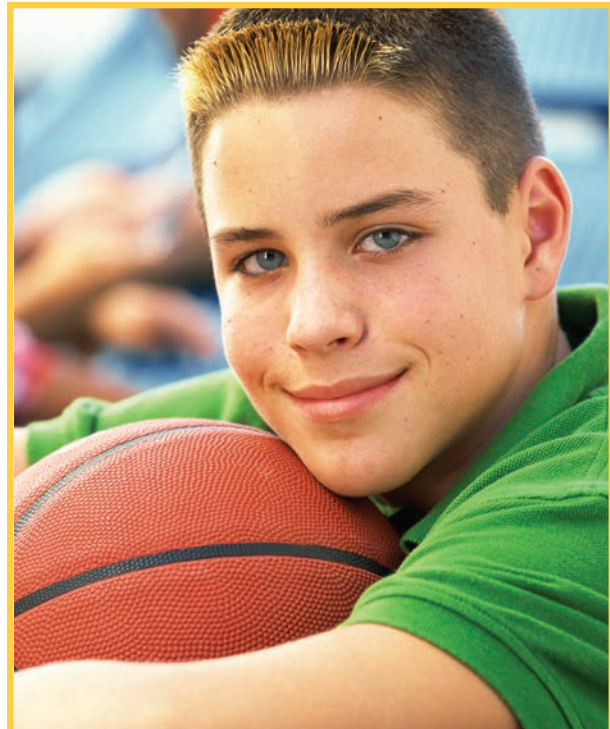
The high school changed how students warmed up before formal activities. Students began class with an eight-to-ten minute warm up. Some examples included the use of padded steps and lightly weighted aerobic bars for a basic strength training routine. Students assessed their own levels of intensity within every unit. Students utilized heart rate monitors, then incorporated Fitstep pedometers to measure steps and duration of activities. Students reflected on their personal levels of participation and how their bodies move at a healthy intensity in a wide variety of activities. The school also utilized the FitnessGram tests during the first and fourth quarters. The scores were shared with the parents/guardians as part of the fourth quarter report cards.

Open Gym

Platteville High School gave its students the option of playing basketball during lunch.

Before/After School

Each month staff created an exercise menu explaining the activities offered each day after school. The options included a variety of activities such as Zumba, yoga, aerobics, table tennis, Exer-gaming, and the Fitness Center, which was open three mornings before school and every day after school. The district also offered a variety of family fitness activities during the summer, along with



Platteville (cont'd)

geocaching, scooter activities, tandem bikes, and kickball. The district converted an old classroom/storage room into an Exer-gaming room utilized by not only PE students, but also by the special education and study hall classes. The room contained eight TVs, four Wii consoles, two Xbox Kinect gaming systems, two cardio game bikes, and multiple Dance, Dance Revolution pads.

Tracking Programs

The staff provided opportunities for the freshmen and sophomore students to keep a “Get Fit PHS” Activity Log as part of their physical education class. The log encouraged students to engage in activity for at least 60 minutes a day, in and out of school, and record their activities and duration.

Community Events

Platteville High School held a community-wide Family Fitness Fun Run in September 2011 with over 120 participants. They also took over 50 freshman and sophomores on an optional downhill skiing/snowboarding field trip.

Safe Routes to School

The district worked with the local coalition to provide an activity on “walking to school” in conjunction with Safe Routes to School. District staff also partnered with the coalition to run a community-wide 10,000 step program in the spring of 2011.

Outcomes

The district purchased equipment to improve the activity levels within some physical education units. This included the Birdieball Golf Kit, a limited flight practice golf ball. It can only fly for 40 feet, allowing indoor practice with true golf feel. For the Inline Skating unit the district purchased scooters for students with difficulty on inline skates. In the volleyball unit, students played inverted volleyball called Nitroball to increase participation. Tchoukball was played on a handball court of 20 X 40 meters between two teams of nine players or on a basketball court between teams of six or seven players. Broomball, a modified form of hockey, was also added to the curriculum. For self-defense, the district purchased kick-boxing pads, which provided students the opportunity to actually practice a variety of striking techniques. In the dance unit the district utilized the Dance, Dance Revolution floor pads, along with the Just Dance program and Wii games.

The building principal said that the project improved students’ attitudes and awareness of their own physical fitness, with lower numbers of inactive students during the noon hour, and before and after school. Project leaders prepared a report on the positive effects of these strategies and presented it to the school board. The students of Platteville High School displayed an awareness of how an active lifestyle can lead to a healthier lifestyle.

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Policies

Administrative Policy of the Milwaukee Public Schools

Administrative Policy 4.07

Student Nutrition and Wellness policy

(4) Physical Activity

Every student shall participate in daily physical activity. Daily recess, physical education classes, extracurricular/ after school programs and movement activities provide students with a physically active and healthful lifestyle. It is recommended that children accumulate at least 60 minutes of moderate to vigorous physical activity on all or most days of the week. This can be accomplished through several short periods of physical activity throughout the day. The guidelines for physical education classes are outlined in Administrative Policy 7.07.

Policies (cont'd)

Neenah Joint School District Wellness Policy

546 Wellness

In order to fully achieve the mission of the Neenah Joint School District, we recognize our responsibility to promote lifelong wellness behaviors that link proper nutrition and physical activity to students' overall health, growth, development, academic performance, and readiness to learn. This district-wide wellness policy encourages all members of the school community to create an environment that supports lifelong healthily eating habits and promotes opportunities for increased physical activity.

546.6 Physical Activity and Nutrition Education

546.61 The District will increase activity and health-related fitness knowledge in both physical education and in school environment through organized curriculum.

546.62 Physical Activity

546.621 The Physical Education Program incorporates best teaching practices into class activities and modules to teach students the importance of physical activity. Students are exposed to a wide variety of activities so they can develop the knowledge and skills to be physically active for life.

546.622 Students receive instruction in the five health-related components of fitness (cardiovascular health, muscular endurance, muscular strength, flexibility, and body composition). Body composition instruction focuses on teaching and the relationship between healthy eating and activity.

546.623 In grade 5, students will increase physical education class time from 30-minute class periods to 45-minute class periods.

546.624 In grades K-5, classroom teachers will engage the students in fitness activities for 15 minutes twice a week. This will meet the DPI's requirement for offering a third class in physical education.

546.625 The District will promote healthy, activity based wellness behaviors by promoting school and classroom activities in established programs and activities such as:

- 546.6251 Walk to Win
- 546.6252 Walk Across America
- 546.6253 Movin' and Munchin' Schools
- 546.6254 Bicycle tours
- 546.6255 Walking field trips
- 546.6256 Pedometer step tracking
- 546.6257 Cross Curricular activities
- 546.6258 Brain busters

546.626 The District will extend fitness and wellness knowledge activities beyond the school into the home and community settings. To accomplish this, the District will coordinate activities such as wellness fairs, guest speaker presentations and open houses.

Information about these activities will be shared through school and classroom newsletters.

Policies (cont'd)

Osseo-Fairchild Wellness Policy

Quality PA Programs

A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should include regular physical education, co-curricular activities, and recess. Substituting any one of these components for the others is not appropriate.

Other PA Opportunities

Osseo-Fairchild School District, along with community agencies, will provide organized health and physical education curricula and related programs.

Community Connections

The Osseo-Fairchild Schools will make attempts to involve community organizations and individuals in supporting and reinforcing nutrition education, physical activity and promotion of healthy, active lifestyles (examples: Osseo Optimists soccer, basketball and try-athalon, Summer t-ball, softball and baseball, karate, dance and Northwest basketball leagues).

Issues in Physical Education

As possible, physical education will be provided on a regular basis that meets the specific needs of all students including those with adaptive physical education needs.

Marketing

The parents and community are informed of current events and any upcoming events through Outlook, Tri-County News, Osseo-Fairchild Website, parent-teacher conferences, local radio stations, Osseo-Fairchild community fitness center, and all youth sports programs offered in the community.

Adopted: August 14, 2006

Evaluation Summary

Active Schools Environmental Assessment

The Active Schools Environmental Assessment was a web-based survey completed by the 21 participating schools at the beginning (May 2010) and near the end (January to April 2012) of the project period. The assessment assigned point values to the 17 strategies that were available to schools participating in the project and measured to what extent each of the strategies was being implemented.

There were 17 strategies in the Active Schools Toolkit and schools were required to select at least three strategies. The strategies were broken out into six categories, with two or more strategies in each category. The full list of categories and strategies is listed below with the number of schools selecting each strategy in parentheses:

School Physical Education (PE) Class Time

- Minutes of physical education per day (7)
- Active minutes in class (11)
- Fitness assessment (14)

Physical Activity As Part Of The School Day

- Active recess (11)
- Active classrooms (9)
- Open gym time (10)

School-Related Physical Activity Outside The School Day

- Intramurals (8)
- Before or after school activities (12)
- Homework or extra credit activities for PE class (9)
- Tracking campaigns (14)

Recreation Programs

- Allow public access to multi-use facilities (3)
- Youth recreational sports (3)
- Parks and playgrounds (0)

School Transportation Related Physical Activity

- Safe routes to school (1)
- Walking to school bus (0)

Walkable And Bikeable Neighborhoods

- Community master plan and “Complete Streets” (0)
- School location and sidewalks and trails to school (0)

(A full description of strategies can be found in the appendix)

School staff tended to select the school centered strategies that were most feasible with limited resources and a short project period, (94%) of strategies selected were from the first three categories.

Strategy Categories	% of schools selecting strategies in the category
School PE Time	29%
Physical Activity (PA) in the School	27%
School-Related PA Outside The School Day	38%
Recreation Programs	5%
School Transportation Related PA	1%
Walkable And Bikeable Neighborhoods	0%

SELECTION OF STRATEGIES AND SCORING

The strategies were chosen based on a review of evidence and recommendations from major health or physical activity organizations such as the Centers for Disease Control and Prevention and National Association for Sport and Physical Education (a full listing of references used to select strategies can be found in the appendix). The 17 strategies were then included in a 25 question survey completed by schools prior to the project and again near the end of the project. The questions were scored on a graduated scale based on the degree of implementation for the strategies.

Assigning a point value to each strategy used available evidence or a panel of experts to quantify the impact of each strategy using a formula of reach ‘X’ dose. Dose is how much of a given strategy is occurring (e.g., minutes of activity), with 10 minutes identified as one dose. Reach is what percent of the targeted population is being affected or is participating in the strategy. Scoring is based on research on participation levels and likely dose in minutes/week. The maximum dose for any strategy was set at 40 and the scale was prorated from that maximum. An example of scoring for the Active Classrooms strategy is outlined below:

If you are an elementary or middle school, do you have active classrooms where students are physically active in classes other than physical education? <input type="checkbox"/> No <input type="checkbox"/> Yes, for an average of <10 minutes per day <input type="checkbox"/> Yes, for an average of 10-19 minutes/day <input checked="" type="checkbox"/> Yes, for an average of 20-29 minutes/day <input type="checkbox"/> Yes, for an average of 30+ minutes/day					Max
	<u>%</u>	<u>min</u>	<u>total</u>	<u>x2</u>	<u>30</u>
	0	0	0	0	0
	100	25	2500	5000	5
	100	75	7500	15000	15
	100	125	12500	25000	25
	100	150	15000	30000	30
An impact score of 1000 was worth 1 point and higher values were prorated at that rate.					

In this example, it was assumed that 100% of the students in the class would participate and they would be active 25 minutes/day or 125 minutes/week. To provide a broader range of scores, the dose total was multiplied by two for each option, resulting in a value of 25,000. So for this school that indicated physical activity was occurring in the classroom for 25 minutes a day, the point value assessed was 25.

This scoring method was used for all the strategies selected by a school and resulted in a total point value for the school. The maximum score possible was 250 points, and there was a wide range of points among the 21 schools. The average point value and range for pre and post measures is shown below, followed by the pre/post changes for each of the selected strategies.

	Average Score	Range
Pre	86.5	23 - 129
Post	119.9	44 - 186

Summary Table of Results

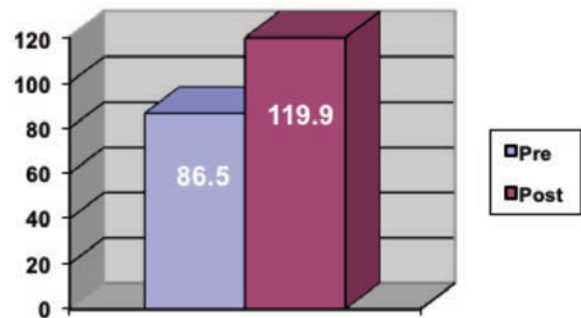
	Pre	Post	+ / - ²
Average Total Points	86.5	119.9	↑ 39%
School Physical Education (PE) Class Time			
1. Minutes of physical education per week (7) ¹ < 90/week	43%	29%	↓ 33%
> 120/week	14%	29%	↑ 107%
2. Active minutes in class (11) % Measuring	81%	100%	↑ 23%
% > 70% active time	33%	62%	↑ 88%
3. Fitness assessment (14) (2 Milwaukee schools stopped)	95%	86%	↓ 9%
Physical Activity As Part Of The School Day			
4. Active recess (11)	33%	88%	↑ 167%
5. Active classrooms (9)	17%	67%	↑ 294%
6. Open gym time (10)	52%	67%	↑ 29%
School-Related Physical Activity Outside The School Day			
7. Intramurals or sports teams (8)	86%	90%	↑ 5%
8. Before or after school activities (12)	52%	86%	↑ 65%
9. Homework or extra credit activities for PE class (9)	10%	48%	↑ 380%
10. Tracking campaigns (14)	24%	57%	↑ 138%
Recreation Programs			
11. Allow public access to multi-use facilities (3)	71%	90%	↑ 27%
12. Youth recreational sports (3)	81%	85%	↑ 5%
13. Parks and playgrounds (0)	-	-	-
School Transportation Related Physical Activity			
14. Safe routes to school (1)	10%	19%	↑ 90%
15. Walking school bus (0)	-	-	-
Walkable And Bikeable Neighborhoods			
16. Community master plan and “Complete Streets” (0)	-	-	-
17. School location and sidewalks and trails to school (0)	-	-	-

¹ Number in parentheses is initial number of schools selecting this strategy

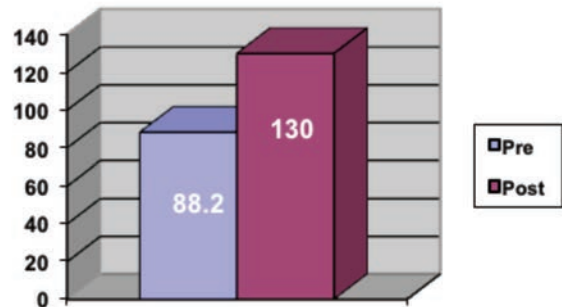
² Percent listed is change from baseline measure

KEY RESULTS

Total point values – The average overall scores for the 21 schools increased by 39%. This increase would have been larger had two of the four participating Milwaukee schools not decreased their physical activity options due to budget cuts implemented between the pre- and post-measurement times. Only three schools had lower post scores, the two Milwaukee schools (-33 and -24 pts.) mentioned and one other school (-1 pt).

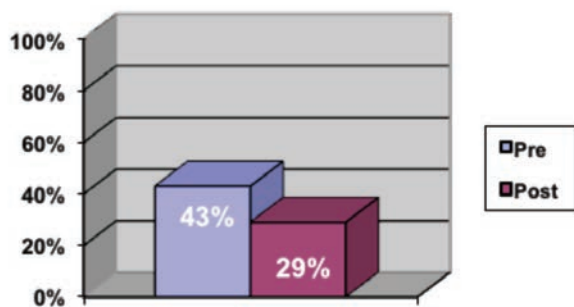


All schools: ↑ 39% from baseline.

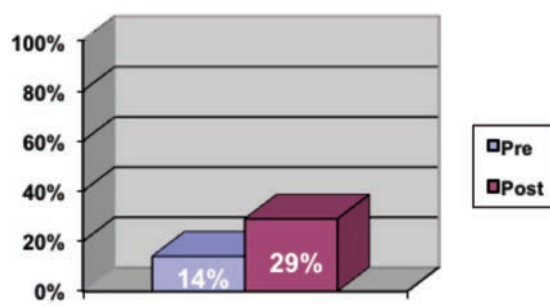


All schools except Milwaukee: ↑ 47% from baseline

Strategy 1: Minutes of physical education per week - Schools were asked how many minutes of physical education were scheduled per week for a student. The percentage of schools that provided < 90 minutes/week declined from 43% to 29%. The percentage of schools that had >120 minutes/week increased from 14% to 29%.

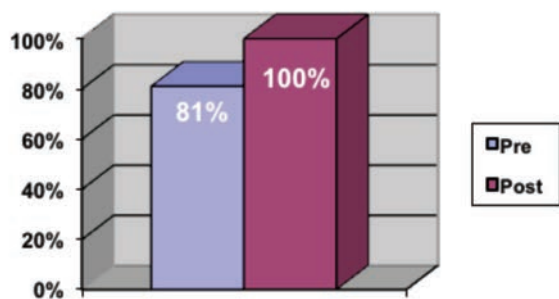


Schools providing < 90 minutes of PE/week: ↓ 33% from baseline

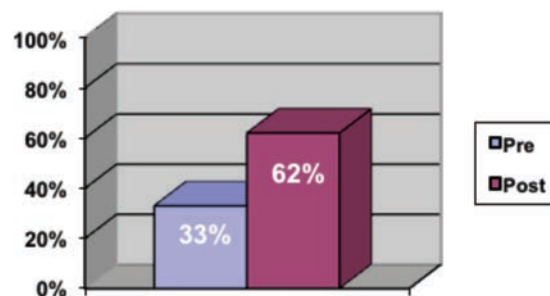


Schools providing > 120 minutes of PE/week: ↑ 107% from baseline

Strategy 2: Active minutes during physical education class - Schools were asked what percent of PE class the students were physically active. The percentage of schools that measured class activity time increased from 81% to 100%. The percentage of schools that had students active for >70% of class time increased from 33% to 62%.

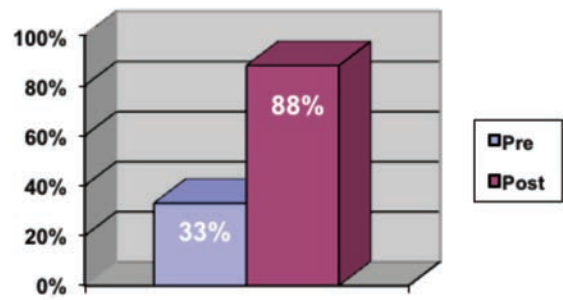


Schools measuring active minutes: ↑ 23% from baseline



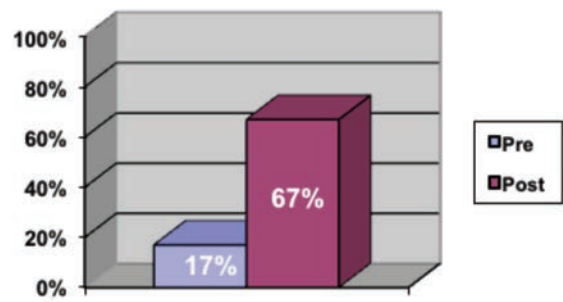
Active >70% of PE class: ↑ 88% from baseline

Strategy 4: Active recess – Elementary and middle schools were asked if they had structured active recess. Of the 18 schools, only six reported that they had active recess in the pre measurement (33%). In the post measurement, that number increased to 88%.



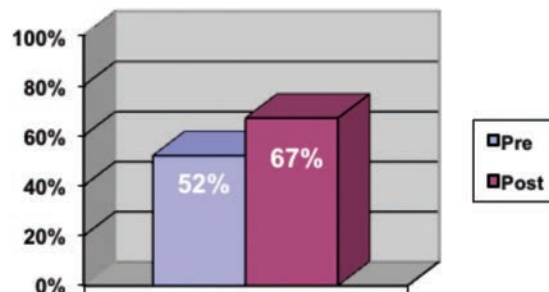
Active recess: ↑ 167% from baseline

Strategy 5: Active classrooms – Elementary and middle schools were asked if they had active classrooms where students take physical activity breaks in classes outside of physical education class. Of the 18 schools, only three reported that they had active classrooms in the pre measurement (17%). In the post measurement, that number increased to 67%.



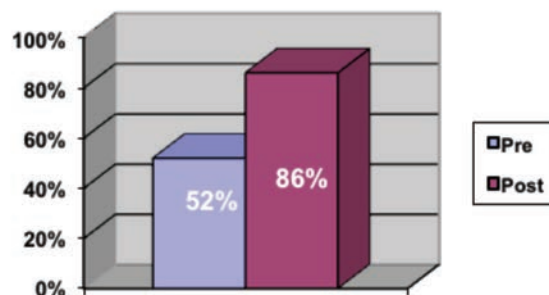
Active classroom: ↑ 294% from baseline

A Strategy 6: Open gym time – All the schools were asked if they had open gym time during the school day. 52% reported that they had open gym time in the pre measurement. In the post measurement, that number increased to 67%.



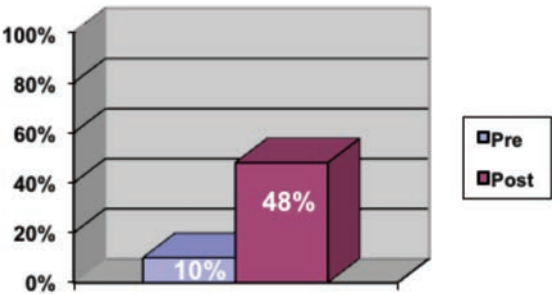
Open gym time: ↑ 29% from baseline

Strategy 8: After school – All the schools were asked if they had before or after school programs where students could be physically active. 52% reported that they had before or after school activities in the pre measurement. In the post measurement, that number increased to 86%.



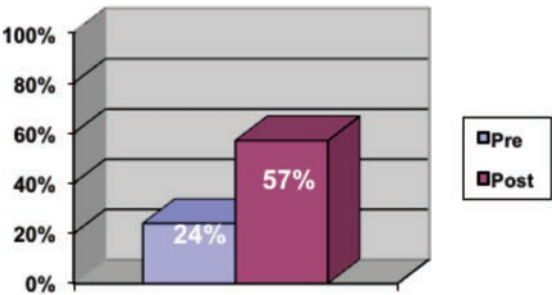
After school programs: ↑ 65% from baseline

Strategy 9: Physical activity “homework” or “extra credit” – All the schools were asked if they had extra credit or homework program for recording physical activity outside the school PE class time that can be applied to the PE grade. Ten percent reported that they had a homework or extra credit option in the pre measurement. In the post measurement, that number increased to 48%.



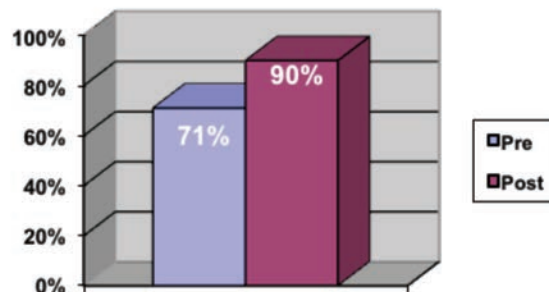
Extra credit programs: ↑ 380% from baseline

Strategy 10: Tracking campaigns – All the schools were asked if they had tracking campaigns that measured activity levels over a time period. 24% reported that they had tracking campaigns in the pre measurement. In the post measurement, that number increased to 57%.



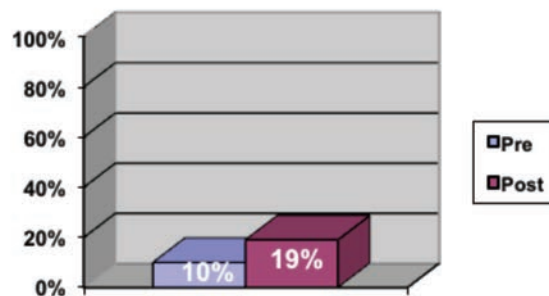
Extra credit programs: ↑ 138% from baseline

Strategy 11: Multi-use agreements – All the schools were asked if they allow public access to multi-use facilities through multi-use agreements or some other agreement. 71% reported that they had multi-use agreements in the pre measurement. In the post measurement, that number increased to 90%. This was one of the highest pre-measures, so there was not a lot of room for improvement.



Multi-use agreements: ↑ 27% from baseline

Strategy 14: Safe routes – All the schools were asked if they have a Safe Routes to School or similar program in place. Ten percent reported that they had such a program in the pre measurement. In the post measurement, that number increased to 19%.



Safe Routes programs: ↑ 90% from baseline

Summary of key results:

- Schools tend to select strategies that are within the school building versus strategies that rely on community partners. This indicates that they choose the areas they have the most direct control over and the strategies they can most easily implement.
- Being exposed to the 17 Active School strategies changed how the schools approached physical activity across the spectrum. There was a large increase in activities that could be done outside of PE class.
- Schools had the most success in implementing these strategies:

Strategy	Potential Impact Score	Pre	Post	↑ From Baseline
Active PE class time	18	33%	62%	↑ 88%
Active recess	15	33%	88%	↑ 167%
Active classrooms	30	17%	67%	↑ 294%
After school programs	8	52%	86%	↑ 65%
PE extra credit programs	10	10%	48%	↑ 380%
Tracking campaigns	10	24%	57%	↑ 138%

This success is probably due to a relatively low percentage of schools using these strategies prior to the project (average 28%) or only using them to a limited extent. The other major factor may be that at least five of the six strategies could be incorporated into existing programs with minimal additional resource commitment. The only strategy that may not fit this profile was After School Programs, which might require additional resources depending on what is in the existing program and will have more limited reach to only those students enrolled.

Brief Descriptions of the Active School Environments Strategies

As a participant in this initiative, you will select at least three (3) strategies from the list below to incorporate in your school and surrounding community. Resources and ideas on how to implement all of the strategies below will be provided to you as part of the technical support for this initiative.

SCHOOL PE CLASS TIME

1. **Minutes of physical education per day** - The goal is to provide physical education at least 90 minutes per week at the elementary and middle school level, and at least 150 minutes per week at the high school level for students enrolled in physical education.
2. **Active minutes in class** - The goal is to have the majority of PE classes in a school where at least 50 percent of the class time students have an elevated heart rate.
3. **Fitness assessment** - The goal is to have the majority of PE classes for grades four and higher administer the PACER (Progressive Aerobic Cardiovascular Endurance Run) or mile run/walk to assess a student's fitness level and use those results to improve the PE class so fitness levels increase.

PHYSICAL ACTIVITY AS PART OF THE SCHOOL DAY

4. **Active recess** - The goal is to have all students engaged in physical activity during the majority of recess time through age appropriate games and other organized activities.
5. **Active classrooms** - The goal is to have schools build into their daily schedule at least two ten-minute physical activity breaks, not including PE or recess, that are led by the classroom teacher.
6. **Open gym time** - The goal is to have the gym facilities available to students, staff, and family members to be physically active before and after school and during the lunch hour. The gym environment must be conducive to physical activity, which would include safe and adequate space, adequate time the gym is available, and equipment availability.

SCHOOL-RELATED PHYSICAL ACTIVITY OUTSIDE THE SCHOOL DAY

7. **Intramurals** - The goal is to have an organized, full school year intramural program that offers a variety of options for students to be physically active that includes more than team sports.
8. **Before or After school activities (Play 60)** - The goal is to have organized and appealing activities for students, staff, and family members before and after school in addition to intramural sports to keep them physically active.
9. **Homework or extra credit activities for PE class** - The goal is to build in regular opportunities for students to be physically active outside of the PE class by assigning homework or offering extra credit activities.
10. **Tracking campaigns (ex. Movin' & Munchin' Schools)** - The goal is to organize a campaign to encourage students, staff, and family members to be physically active by offering incentives for the accumulation of minutes spent being physically active outside of the PE class.

RECREATION PROGRAMS

11. **Allow public access to multi-use facilities (Multi-use agreements)** - The goal is to establish a public access agreement so the public can have access to the school grounds and facilities to be physically active, such as walking the hallways, open gym or swim time, and/or using a weight/fitness room.
12. **Youth recreational sports** - The goal is to have a variety of youth sport opportunities available for all students. Special effort should be made to provide no-cut sports that provide equal opportunities to participate.
13. **Parks and playgrounds** - The goal is to have an organized program through parks and recreation to engage all students in year-round physical activity.

SCHOOTATION RELATED PHYSICAL ACTIVITY

- 14. Safe Routes to School** – The goal is for a school and the community to develop or expand an existing Safe Routes to School Program that focuses on the five E’s: Engineering, Education, Encouragement, Enforcement, and Evaluation, so students and parents perceive few or no barriers to walk or bike to school; and more students walk or bike to school.
- 15. Walking school bus** – The goal is to have an organized and sustained effort to provide adult supervision as children walk or bike to school, so parents perceive few or no barriers to allow their children to walk or bike to school.

WALKABLE AND BIKEABLE NEIGHBORHOODS

- 16. Community master plan & “Complete Streets”** - The goal is to have a school administrator and other school representatives as active members of the community’s bike and pedestrian committee or planning advisory group to ensure that active transportation is part of a master plan for development in the community.
- 17. School location and sidewalks & trails to school** – The goal is to have a school located in a community so that it is conducive to traveling by bike or foot, and if this cannot be accomplished, then actions are taken to reduce or eliminate barriers for students to walk or bike to school.

TABLE OF SCHOOL PHYSICAL ACTIVITY STRATEGIES PROMOTED BY EXPERT ORGANIZATIONS

ORGANIZATION (see endnotes for full reference)	CDC	CG	RCS	TAH	HEAL	UW	MAPPS	NC	RWJ	IOM
Offer at least 30 minutes of quality physical activity daily				X	5				X	
Require physical education in schools. 150/225 mins/week (or daily PE)	X	X	12			X	X	X		
Increase the amount of physical activity (>50%) in PE programs in schools.	X	X	13				X			
Consider requiring standards-based physical education classes taught by certified PE teachers		X				X	X		X	
Facilitate joint-use agreements to allow public access to school facilities	X		14		5	X		X	X	X
Support walk to school and Safe Routes to School (SR2S) programs	X				5	X	X	X	X	X
Provide extracurricular sports/ after-school activities for school children						X		X		
Reduce screen time in public service venues, schools and childcare.			15	X	5					
Institute regulatory policies mandating minimum play space, physical equipment, & duration of play in preschool, after school & child-care programs.										X
Support locating schools within easy walking distance of residential areas.			19		1		X			X
Use individually-adapted health behavior change strategies								X		
Participate in TV and video game turnoff activities								X		

SOURCES:

CDC = Centers for Disease Control and Prevention *Strategies Guides 2010 (draft to be released soon)*

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a1.htm>

CG = Community Guide to Preventive Services

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

RCS = Recommended Community Strategies and Measurements to Prevent Obesity in the United States, *MMWR Recommendations and Reports*, July 24, 2009 <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5807a1.htm>

TAH = Trust for America's Health: *F as in Fat Report 2009*

<http://healthyamericans.org/reports/obesity2009>

HEAL = Healthy Eating Active Living Convergence Partnership: Prevention Institute *Promising Strategies for Creating Healthy Eating & Active Living Environments 2008* <http://preventioninstitute.org/component/jlibrary/article/id-59/127.html>

UW = UW-Madison School of Medicine and Public Health: *What Works? Policies and Programs to Improve Wisconsin's Health, July 2009*

<http://whatworksforhealth.wisc.edu/>

MAPPS = Media, Access, Promotion, Price and Social Support intervention strategies for Communities Putting Prevention to Work (*ARRA grants*)

http://www.kdheks.gov/tobacco/download/MAPPS_Intervention_Table.pdf

NC = North Carolina Center of Excellence for Training and Research Translation

http://www.center-trt.org/index.cfm?fa=resources.s_searchresults

RWJ = Leadership for Healthy Communities: *Advancing Policies to Support Healthy Eating and Active Living – Action Strategies Toolkit*

<http://www.rwjf.org/pr/product.jsp?id=42514>

IOM = Institute of Medicine: *Local Government Actions to Prevent Childhood Obesity. Report Brief, September 2009*

<http://iom.edu/Reports/2009/Local-Government-Actions-to-Prevent-Childhood-Obesity.aspx>

