

Wellness Plan

2018-2019

Cary Pantaleon
Principal

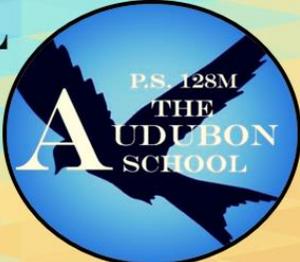
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P.S. 128M: THE AUDUBON SCHOOL
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The Mission

The purpose of the PS128M Health Plan is to promote, protect and improve the health of staff members, students, and parents. P.S. 128M will collaborate with community based organizations to ensure the well-being, which includes mental, social and emotional health of all stakeholders.

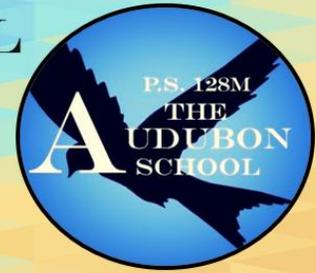
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Healthy and Clean Environmental Policy

We make a concerted effort to provide and maintain a healthy and clean environment for all students and staff. We must also remember that as a school located in a congested city, we face certain variables that make this goal more challenging and over which we have limited control. This is further complicated by the fact that our school building is old and needs constant repair and maintenance. However, there are some preventive measures we can take as a school to continue to ensure a healthy, clean environment for our students as well as ourselves and some guidelines established by the NYC DOE.

General Maintenance:

- **Minimize eating in classrooms and/or office spaces.**
- All snacks should be kept in tins, cans and/or strong plastic bins with tight and secure covers. These containers should be kept at the sink area or a secure area.
- When providing snacks for students, please follow the PS 128 Healthy Snack Policy (part of the Staff Handbook).
- Students are not allowed to eat candy (except for special occasions) or gum inside the school. This rule applies **to all classes and all students.**
- **DO NOT ALLOW STUDENTS TO TAKE SNACKS TO THE CAFETERIA!** The students should eat the school lunch and Schools Aides will be instructed to discard all snacks.
- **STUDENTS ARE NEVER ALLOWED TO CARRY GLASS CONTAINERS TO SCHOOL, INCLUDING TRIPS.**
- Make sure that all chairs are placed on top of the students' desks at the end of the day.
- Please notify the custodial staff of spills that may have occurred so that they can clean the floor area correctly.
- **Log cleaning and/or maintenance concerns in the Custodial Log kept in the Main Office.** If after a reasonable amount of time, your request has not been addressed, please notify the principal.
- Do not allow students to color, paint, draw, etc. on the floor without protecting the floor with newspapers and/or cardboard.
- Please close all the windows at the end of the day.
- Do not overload garbage bags; our custodial staff must be able to pick them up.
- **Please DO NOT** place broken or unwanted furniture, computers, etc. outside of your room. Inform the custodial staff, label it properly and keep it inside the room until it is removed.
- Students are not allowed to pick up, carry, or deliver food/snacks for the staff.
- If you do eat in your room, please discard all garbage properly. We suggest you discard in the school cafeteria.
- Review Cafeteria Plan with your students; remind them this building is their second home.

Classrooms:

As an elementary school we understand that certain celebrations, i.e., parties, special events, are held in classrooms. We also know that many of you take students up to the rooms for lunch in order to provide them additional support. While we do not want to eliminate these positive qualities, we do need to modify/monitor some of our practices.

- If students eat lunch in the room with you, please bag and discard the garbage in the cafeteria. If needed, request garbage bags from the Custodial staff in advance.
- Clean up all food and garbage after parties and/or special events. Request garbage bags from the Custodial staff in advance. Dispose of this type garbage in the bins/cans in large cafeteria.
- Have students wipe down all small spills during parties, special events, etc. Also, inform custodial staff in advance, so they are better able to check your room at the end of day. More importantly, inform them of soda spills, food dropped, etc.
- Store all classroom materials that may attract insects and rodents, such as crayons and seeds from the Science kits, in air-tight containers. **Metal tins are ideal storage containers.**
- Keep foods for classroom pets in tightly sealed tins. Also, keep the pet's homes clean.
- Use Clorox wipes to clean off desks, materials, etc., at least once a week and/or as needed.
- Do not keep wet and/or dirty mops, towels, etc. in your rooms.
- Make sure that you always have a plastic bag in garbage cans. If not, contact the custodial staff immediately.
- **Keep your room CLUTTER FREE!!!**
- **Inform the custodial staff AND the principal of any evidence of infestations.**
- Requests for any service, repairs, etc., must be entered in the Custodial Log.

Hallways and Common Areas:

- After using a hallway or alcove, be sure to take all your belongings, including garbage.
- Teach your students not to throw garbage on the floor.
- Remind your students to keep bathrooms clean at all times –
 - Flush toilets
 - Discard paper towels in the garbage cans only
 - **Do not** throw paper towels on floors, ceilings, etc.
- Remind students to inform you of any spill, etc. seen in the public spaces, i.e., halls, gym
- Notify Custodial Staff of any issues you encounter.

Asthma Free School:

PS 128M is committed to being an Asthma Free School. While this commitment will not solve the asthma epidemic facing our children, the following measures will help to minimize exposures to asthma triggers for all students and staff.

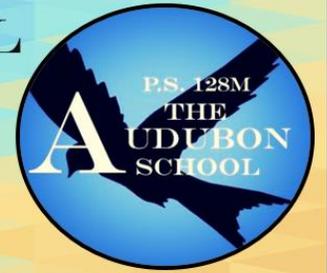
- Keep a clean and clutter free classroom in order to deter insects and rodents (see above).
- Request and/or replace glue traps on a regular basis.
- Dust classroom materials regularly.
- Pay closer attention to stuffed animals, cloth materials, and rugs.
- Vacuum area rugs at least every three to five days.
- Ask the custodial staff to clean large rugs at least every two months. However, if you had a spill, please request it be cleaned immediately.
- Small, individual rugs are highly recommended. These can be stored in plastic bins after each use and last a few years. You can also throw them into a washing machine.
- Choose materials that do not promote asthma. Request information about asthma triggers.
- Do not idle your car/motorcycle engine outside of the school building.
- Report engine idling near the school grounds.

Bathroom Use

- **Classroom teachers or substitutes** (covering classes) are responsible for toileting children.
- Students should not go to the bathroom during preps and/or lunch. However, you must use your discretion and **know your children**. No child can be denied the right to use the bathroom.
- Kindergarten to 2nd grade classes – **Must** be taken to the bathroom as a class at least twice during the day.
- To maximize a learning opportunity, practice quick reviews and/or games while the students wait in line in the hallways. For example, you can practice the multiplication table, addition facts, vocabulary meanings, antonyms, etc.
- If children need to use the bathroom at other times, students must be sent with a partner (that is reliable) to the closest facility.
- Students in grade 3 should be sent with a partner at all times.
- Grade 4 and 5 students can be sent alone or with a partner at the teacher's discretion.
- All classes must have a "sign out" book for bathroom use. Each dated page or section should include a space for the students' names, time leaving the room and time returning.
- **All classes**, including upper grades, must have a **color coded bathroom pass (Main=Yellow; 1st = Blue; 2nd = Pink)**.

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PS 128M Wellness Policy

We are committed to provide nutrition/health and physical education to foster life-long habits of healthy eating and physical activity. **All staff are expected to adhere to this policy and encourage students and parents to do the same.**

Physical Activities

In accordance with New York State guidelines, and the Chancellor's Regulations A-812, all students must have a minimum of physical education and/or activities as follows:

- ☐ Grades K-3 daily, totaling 120 minutes per week
- ☐ Grades 4 & 5: three times per week, totaling a minimum of 120 minutes per week



In addition, students will participate in Move-to-Improve, NYC DOE's classroom-based physical activity program. Move-to-Improve provides 10-minute activities that support New York State Physical Education Standards integrated with content-area learning standards. As a Move to Improve All-Star school we have more than 85% of teachers trained to implement Move-to-Improve as part of the regular school day. Moreover, as an All-Star school we are permitted to use up to 40 minutes per week of Move-to-Improve activities during classroom instructional time to supplement their existing PE program and help meet the 120 minutes of requires PE. Furthermore, as part of the Recess Plan students also receive an additional 20-25 of outdoor play.

K-2- Step in Sync – The MTI time is embedded in their daily schedule

3-5 –Free to Lead- Teachers choose the time to integrate the MTI activity in their daily schedule

Furthermore, students in K-2 will engage in PE activities and/or dance movements for 10 minutes in the auditorium during morning line up.



Healthy Snack Policy



Students will receive education on nutritional requirements. They will learn the distinction between those foods they should consume regularly and those that they can indulge in less frequently.

Best "Everyday" Foods

These foods should be your first choice. They provide lots of nutrients for our bodies.

- ☐ Fruits: apples, bananas, grapes, oranges, pears, berries & kiwi



- ☐ Chopped fruit: melon, pineapple, mango, papaya
- ☐ Raw Vegetables: cherry tomatoes, bay carrots, sliced peppers, cucumbers & celery
- ☐ Water



Good "Everyday" Foods

These foods can be healthy, but the amount of fat, sugar and sodium varies among brands. Read the Nutrition Facts Label to find the best product.

- ☐ Nuts: unsalted peanuts, almonds (1/4 cup)
- ☐ Seeds: unsalted sunflower (1/4 cup)
- ☐ Nut Butters: peanut butter, almond butter (2 tbsp.)
- ☐ Handmade Trail Mix: mix dried fruit, whole grain cereal, and seeds or nuts (1/2 cup); the cereal should be the main ingredient in the trail mix.
- ☐ Low-fat Cheese: string cheese, 2% reduced-fat or 50% reduced fat cheeses (1 slice)
- ☐ Milk 1%: lactose-free, unsweetened soy milk (1 cup)
- ☐ Low-fat Yogurt: choose plain or flavored yogurts with little or no added sugar like Dannon Low-fat All Natural, Yoplait Low-Fat Original (6 Oz.)
- ☐ Whole Grain Crackers: reduced-fat Triscuits (7 crackers), Kalvi Rey (6 crackers)
- ☐ 100% Whole wheat Bread (1 slice)
- ☐ Dry Whole Grain Cereal: Cheerios (original and multigrain), Life (original and cinnamon), Corn Pops, Kashi Heart to Heart (3/4 cup)
- ☐ Popcorn: no added butter and salt (2 cups)
- ☐ Granola Bars: Fiber One, Kashi (1 bar)
- ☐ Dried Fruit: fruit with no added sugar (1/4 cup)
- ☐ Natural Applesauce unsweetened (1/2 cup)
- ☐ Canned Fruit: pineapples, pears, peaches, packed in fruit juice or water (1/2 cup)
- ☐ 100% Fruit Juice (3/4 cup)



"Sometimes" Foods (Not Permitted)

These foods have a lot of added sugar, salt and fat. They do not provide nutrients or lasting energy for best performance at school.

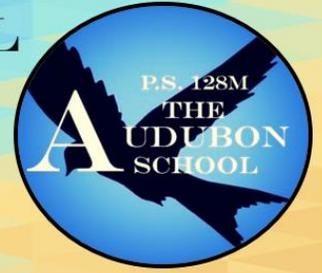
- ☐ Cookies
- ☐ Candy and gum
- ☐ Chips
- ☐ Chocolate
- ☐ Donuts and Honey Buns
- ☐ Lunchables
- ☐ Ice cream and Italian Ice
- ☐ Soda and Quarter Waters
- ☐ Gatorade, Vitamin Water, and energy drinks
- ☐ Sweetened Iced Teas
- ☐ Fruit drinks: Hawaiian Punch; Lemonade, Sunny D, Capri Sun



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MINDFULNESS EXERCISES

What is mindfulness?

"It's paying attention to the here and now, doing our best not to be in the past or the future," says Dr. Amy Saltzman, director of the Association for Mindfulness in Education. "With kindness and curiosity, we can choose our behavior." Mindfulness exercises for children.

Students who practice mindful meditation together every day are more likely to trust and support one another. In addition, students who meditate often experience the following benefits:

- Increase attention span
- Harness energy in healthy ways
- Tap into creativity
- Improve self-regulation, confidence, problem solving, focus, compassion and empathy
- Learn to pause, slow down, and be calm in times of stress

MINDFULNESS IN THE CLASSROOM PRE-K -5

K-2 mindfulness activities are embedded in their schedule right after lunch.

Pre-K-2 will also implement CAM's Classroom a Social Emotional Curriculum every Friday.

Grades 3-5 Implementation of the 4R's -The four Rs are reading, writing, respect, and resolution.

The program is designed to combine basic education with the teaching of social-emotional skills.

The program uses carefully selected children's books as springboards for focusing the student's attention on such matters as listening, handling anger, being properly assertive, cooperating, and countering bias.

Mindfulness
Starts Here



How Can I Teach Mindfulness to my students?

Integrate mindful meditation into your curriculum using these 10 exercises:

1. Set the stage for mindfulness by [watching, "Teaching the ABCs of Attention, Balance, and Compassion by Susan Kaiser Greenland"](#) together as a class. Assign books about mindfulness, like *Imaginations* by Carolyn Clarke, as well.

2. Put meditation and yoga on the daily schedule. Practice yoga poses in the morning, and meditation at the end of the day. Start with the "Take 5" method where students take five slow breaths inhaling through the nose, then exhaling through the mouth. From there, build up to longer activities.

3. Take a "noticing walk" around the school or playground. Tell students to silently tap into all of their senses. Stop to look at pebbles, or listen to the sound of leaves blowing in the breeze. Then, at the end of the walk, ask each student to share one observation. Talk about how you walk by these things every day, and rarely pause to take them in. On a rainy day, dim the lights and ask students to breathe in time to color-changing LED lights. Play soothing music and use a diffuser with lavender, orange, cinnamon, or lemon scent to create a peaceful atmosphere. Help students practice mindful listening by cataloging how many different noises they can notice in one minute.

4. Team up with the art teacher on a project to [craft a glitter jar](#) where students choose three colors of glitter – one each to represent thoughts, feelings, and behavior. Fill a container with water and a few pinches of each glitter, seal the jar, and ask students: What shakes up your emotions in positive and negative ways? Is it winning a sports game? Fighting with a sibling? Ask the kids to swirl the jar with each thought. Then tell them to be still, practice the "take 5" method, and set down the jar. As the glitter slowly settles to the bottom, so too will their thoughts and feelings come under control.

5. Buy a yoga card deck, like [Yoga Pretzels](#). Let students take turns picking a pose and practicing it as a class. Challenge them to learn the Sanskrit name of each pose. Try changing from pose to pose in slow motion. After your students have mastered all of the poses in a deck, ask them to invent a new pose, and give it a name. As a bonus, let your students use chimes, a singing bowl, or a gong to signal the end of meditation.

6. Practice mindful eating during snack or lunch time. Give a few raisins to each student, telling them to pretend they are aliens who have just landed on earth. Ask them to look at each wrinkle and fold, to touch the fruit and notice its plumpness. Give the raisin a squeeze to see if it makes a sound. Smell it. Then ask your students to place one raisin in their mouths, and notice how it feels when they chew and swallow. Ask the children to answer three questions: Was anything surprising? What did you notice about the raisin that you never did before? Did any thoughts not related to raisins pop into your head? For homework, students can demonstrate this activity to their families.

7. Use a “peace rock” for meditation. Hand out smooth rocks you gathered over the summer, or take students on a walk to find a special rock on the playground. Instruct them to hold the rocks in their hands and stare at them while completing a breathing exercise. Then, use the rocks to build cairns in small groups. This exercise builds patience as each rock is carefully balanced atop another, and teaches frustration tolerance when the rocks fall down in a heap.

8. Create a gratitude circle. Ask your students to sit together and send peaceful thoughts to a person or a pet they really love. Then, stop and ask each child to send peaceful thoughts to himself or herself. Next, ask them to take turns sharing a reflection of thanksgiving or a kindness about another student. Write down their words and create a gratitude jar filled with the notes. Pull them out throughout the year.

9. Play the marble roll game. Give each student an empty paper towel or toilet paper roll, and have the class stand in a line. Give the student at the head of the line a marble, and instruct your students to pass it down the line using only the rolls — not their hands. If the marble falls to the ground, the activity starts over.

10. Ask students to write their own guided meditation scripts once the class is familiar with meditation practice. Start by asking students to imagine a special place they love. Ask them to describe it in great detail using each of their five senses. Include breathing techniques throughout the meditation, and then close with some form of relaxation. Share the first draft with classmates, then get suggestions (and compliments), revise, test it out, and create a final piece. Students can then go “on tour” and give guided meditations to other classes. You can even use [Vocaroo](#) to record the meditation to share with family and friends.

