From: Jeff Loupas - Assistant Superintendent

Purpose: Annual Report to the Board of Directors. Ends Policy Number 4 – Physical Health and Fitness

Health and Fitness E-4

During the 2020-21 school year, schools shifted schedules, delivery models, and expectations to adapt to the needs of our students and community. These shifts were steered by our commitment to the Board’s ends policies, the guidance and requirements of the Health Department, advice and requirements established by other state officials, and by the available resources. Staffing, coursework and instructional practices related to health and fitness were dramatically affected by these shifts.

This report is reflective of these shifts and a hopeful return to more normal operations. The first section of this report contains available data from typical measures related to health and fitness. Some of these include fitness-related Curriculum Based Assessments (CBAs) - *Fitness Planning* (grades 10-12), *Fitness Plan for Pat* (grades 8-9). Other typical measures are health and nutrition related CBAs, including: *Stressed and Depressed* (grades 10-12), *What's on Your Plate* (grades 10-12) and *Sarah's Story* (grades 8-9). We also continued to utilize an important overall fitness measure in grades 8-12, FitnessGram, which provides us a more quantitative measure of students’ general fitness levels by measuring an established set of skills and abilities and then comparing these results to a normed sample group. These combined measures represent thousands of data points during the year.

The shifts throughout the year diminished our ability to maintain our typical health and fitness program at all levels. Some fitness activities were prohibited, and instruction in grades K-7 was provided asynchronously or became more optional for students. In lower grade bands, more than half of the health and fitness teachers were shifted to provide intervention or support for students in other ways. These impacts may be seen in the typical data absent from this report. There are no FitnessGram scores for lower grade levels, nor are there the typical health and fitness CBAs and CBPAs at the lower grade levels.

This report will provide and summarize the available typical data for health and fitness measures as described in the interpretations below. As I have done with other ends policies during the pandemic, I solicited first hand reports and feedback from staff to provide the Board a clearer picture of the specific programmatic impacts of the pandemic, and to highlight the tremendous dedication and effort of administrators and staff to fully support our students. Specifically, I asked PE teachers to provide a summary of their efforts to provide instruction and support in the three main areas outlined in this policy. I have included excerpts from their statements in the last section of this report.
This year’s report is consistent with past years in which we have evaluated the district’s progress towards meeting the goals of E-4 through a series of assessments typically taken at benchmark grades (5, 8 and 10) as well as annually assessing all students in grades 5 through 8 enrolled in PE using FitnessGram. Students in grades 9-12 who enroll in physical education classes also are assessed using the FitnessGram. Tenth graders enrolled in required health classes take the health CBA. During the 2020-21 school year, these assessment results are available only in grades 8-12, with only about 50% of the typical assessments completed. We believe that the district is making reasonable progress towards E-4 as evidenced by the 2008-2019 Fitness and Health Classroom Based Assessments (CBAs) and FitnessGram. The following report provides our interpretation of each section of the policy and a brief summary of progress made.

All UPSD students are healthy and physically fit, and demonstrate the knowledge, skills, habits and attitudes of a healthy and fit lifestyle that will successfully carry them into adult life.

1. UPSD students are physically fit.

Interpretation - Students will reach the Healthy Fitness Zone (HFZ) standard on a series of assessments as defined by FitnessGram. FitnessGram, an external source for the collection and storage of research-based assessments, provides information to students, parents, and the community (Board). The available FitnessGram results are enclosed within this report (grades 8-12), as well as brief narratives for the overall scores in compliance with E-4 Number 1. Four of the FitnessGram assessments were required for all grades 8-12, as recommended by the FitnessGram Program. Three were optional (Back-Saver Sit and Reach, Flex Arm-Hang and Shoulder Stretch). Years of data from national results point to these optional activities as correlated less to overall health than the required activities. Our goal is typically to monitor each of these three areas in a yearly rotation. For each measure, you will find the title for the given assessment, the student ages listed along the bottom, and the overall percentage of students reaching the Healthy Fitness Zone (HFZ). These charts provide the board with specific as well as system-wide data.

Please recall that the HFZ within FitnessGram “uses criterion referenced standards to evaluate fitness performance. These standards have been established to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living” (FitnessGram Reference Guide for Parents). Upon completion of an assessment, students are found to be meeting the standard or in need of improvement. Working with their teachers, students can and often do make significant gains in their performance over the course of a single school year.

Current progress

Curl-Ups (Required)
The Curl-Up (also known as the sit-up) gives students an opportunity to demonstrate abdominal strength and strengthens both the upper and lower back. This year UPSD student performance was similar to previous years with 83.8% reaching their HFZ (Expectation - 75 curl-ups with specified cadence; three seconds per repetition). Data continues to suggest that older students have an easier time meeting this standard.

**Trunk-Lift (Required)** - There was not enough data to provide accurate conclusions. This is not a measure that is easily replicated if students are at home or responsible for recording their own results.

**Push-Up (Required)** - Students are encouraged to do as many 90 degree push-ups as possible to maximum effort. Proper format is required to count as one push-up. This year 79.6% are in the HFZ. This is in line with historic levels.

**Back Saver Sit & Reach (Not Required)** - This test measures flexibility. This year 82.8% scored in the HFZ, a sizable increase. In previous years, there has been a decrease in proficiency on this measure at the intermediate level. Without these intermediate scores, the average increases, reflecting only students in grades 8-12.

**Shoulder Stretch (Not Required)** - Not scheduled to be recorded this year

**Flex-Arm Hang (Not Required)** - Not scheduled to be recorded this year

**VO2max ~ Aerobic Capacity (Required)** - As you will recall from the E-4 report several years ago, the FitnessGram changed the reporting for VO2max (Aerobic Capacity). What is aerobic capacity? According to FitnessGram, it (VO2max) “…reflects the maximum rate that oxygen can be taken up and utilized by the body during exercise. The magnitude of VO2max depends on the capacity of the lungs to exchange oxygen between the air and blood in lung capillaries, the capacity of the cardiovascular system to transport oxygen to the muscles, and the muscles' capacity to use oxygen. The highest rate of oxygen uptake and use reflects the upper limit in the ability of the body to supply energy via aerobic metabolism to the active muscles during strenuous exercise. Aerobic capacity is most commonly expressed relative to body weight to account for differences in body size and to reflect a person's ability to carry out weight-bearing tasks” (FitnessGram Reference Guide p. 98). First, teachers will derive an approximate Body Mass Index (BMI) from each student by measuring height and weight. We are cautious to preserve the students’ dignity when ascertaining weight. For example, at the middle level, we integrated the assessments into the health screening. Then, students participate in the Pacer and/or the mile run. Scores obtained from that assessment, combined with BMI produce an overall score for Aerobic Capacity – VO2 max.

Students in the intermediate levels typically score about 20% higher on this measure, in part because student scores recorded with the pacer (versus the mile run) are slightly higher. All scores this year were recorded using the mile run, because the pacer presents obvious logistical issues during the pandemic. This change resulted in significantly decreased scores. It is unclear whether these score decreases are representative of fitness decreases. Scores in the
fall will be compared to these in order to allow teachers to adapt instruction if these declines seem to reflect actual decreases in aerobic capacity.

2. UPSD students demonstrate knowledge of a healthy and fit lifestyle.
   a. UPSD students know nutritional guidelines for healthy children.
   b. UPSD students know that the choices they make both at school and at home with regard to physical activity and nutrition impact their ability to learn in school, their physical fitness, longevity, disease prevention and quality of life.

Interpretation - We define knowledge of a healthy and fit lifestyle as students’ ability to express the link between nutrition, physical activity and overall health. The state of being fit assumes that a person has made choices that led to physical fitness. To demonstrate proficient knowledge for both 2a (nutrition) and 2b (choices related to activity and nutrition, and their impacts on health) students will successfully complete and score at proficient levels on state CBAs and CBPAs described within this section.

Classroom Based Assessments (CBAs) for Health, are typically given to all students in grades 5, 8, and 10 (high school) Health/Fitness classes, and serve as our best indicator for student achievement in terms of demonstrated ability to understand the components of a fit and healthy lifestyle, as well as avoiding the consequences for not making healthy choices. I have enclosed graphs of the Health CBA scores for grades 8 and 10. These assessments align with the American Heart Association’s Dietary Recommendations for Healthy Children in terms of eating a balanced diet, monitoring caloric intake and getting enough exercise.

An integral part of every physical fitness or health course is nutrition. All of the Health CBAs have a strong nutritional component. The interrelationship between physical activity and nutrition is evident in the 10th grade Health CBAs. For example, nutritional guidelines serve as a key focus of CBA instruction at the high school level. Both the junior and senior high schools purposefully prepare students for the CBA by exploring nutrition guidelines and using resources provided online by the USDA.

Participation rates for 8th grade students was predictably lower, at 71.1%, but all high school students enrolled in health courses completed the CBA.

N/A – 5th Grade

85.8% - 8th/9th Grade

84.9% - High School

The Health CBA for grade 10, Cafeteria Choices, shows that students understand nutritional facts as they apply to dietary choices. Students are asked to deeply analyze the difference
between two similar products using given nutritional information. In addition to teaching an important life skill, this assessment helps students make choices in order to improve their overall nutritional intake. Teachers often extend this activity to other items so that students gain more practice reading labels, interpreting the data (and comparing when similar products are presented), and making good choices after considering the data.

3. UPSD students demonstrate the habits and attitudes of a healthy and fit lifestyle.

The Health CBA for grade 8, Fitness Plan for Pat, demonstrates the students’ ability to make choices and establish habits that lead to a healthier lifestyle by asking them to formulate a fitness plan for the imaginary student, Pat. Frequency, intensity, time, and type of activity are all elements of fitness planning. Frequency refers to the number of times an activity or series of activities will be performed within a given time frame. Intensity clarifies the level at which students will perform activities. For example, strength training may refer to the amount of weight to be lifted. Time refers to duration or number. Finally, type is the form of activity in which the students are engaged. Students develop cardio, flexibility and strength goals for frequency, intensity, time and type during the fitness planning process. Students who are able to articulate a personal fitness plan demonstrate the board’s intent for exhibiting habits and attitudes of a healthy and fit lifestyle.

Health CBA scores for 2020-2021 decreased in both recorded grade levels. Participation rates were higher than expected, above 90% for both groups. As is true with most CBAs and CBPAs, the district seeks consistency in scoring that reflects consistency in expectations. The results for grade levels are as follows:

- N/A – 5th Grade
- 83.5% - 8/9th Grades
- 75.7% - High School

The Fitness CBA in high school, Fitness Planner, asks students to design their own plan, using the frequency, intensity, time, and type model, with a goal of cardio-respiratory endurance, and aerobic capacity building exercises combined with making good nutritional choices. This CBA links with the 10th grade CBA in Health: Cafeteria Choices.

Maintaining Programming and Supporting Students' Health and Fitness

It is important to commend and share the efforts of administrators, and health and fitness staff during these unprecedented circumstances. In addition, I have a duty to share significant program or course changes with the Board, like the programmatic changes that were required during the shifts in schedules and instruction. To inform the Board, I asked PE teachers to respond to four prompts directly related to Ends Policy 4. I have included excerpts from the staff below each prompt. Some of their responses are long, but have been included because they represent real on the ground efforts and challenges to support E-4 and promote the health and wellbeing of our students.
Prompt 1 - UPSD students are physically fit. Share actions you and your teams have taken to keep students on track with fitness. When possible, please quantify your efforts (times, number of videos, number of expected log entries, percentage of students who responded, etc.).

Primary - We created exercise videos using a green-screen and video the team shot in the UPP gym, to encourage students to stretch, to practice movement & motor-skills, and to exercise along with the two PE teachers. We uploaded new videos 2 to 3 times a week creating 120 videos for the school year. In total the videos achieved 12,500 hits, and 1,700 watch-time hours. During the school year the team was responsible for creating the Virtual PE program for all four Primary schools in UPSD, approximately 2,060 students in total.

Intermediate - 2020-21 brought about significant changes for intermediate PE in University Place. Under normal circumstances, there are four PE teachers at the intermediate level (2 at Drum and 2 at NVI). This year, it was determined that PE would be optional for all students at the Intermediate level and that the 4 PE teachers would be reduced to one. I was the one PE teacher for Narrows View and Drum and was asked to produce something everyday to encourage our students to keep active and physically fit.

Since I was also assigned the 1/2 time 6th grade math intervention this made daily video production and release a challenging task. When the hybrid schedule began, I was then asked to teach 5th grade math while continuing to be the PE teacher for both schools. With all of this being said, I was able to produce and release 131 new daily workout videos, all unique and individually designed for the intermediate students in University Place. Some of the Fridays and during busier math weeks I would release a previously recorded video for the kids to use as their source of exercise. These videos are all posted on our PE youtube channel which we created at the end of the 2019-20 school year and are accessible anytime students would like to use them. The videos were released on a daily basis to the students via the Drum & Narrows View Health and Fitness classrooms. But because PE was an optional class, the videos were released as a ‘stream topic’ for the students rather than as an assignment, so participation and involvement was more of an unknown that I would have liked for it to be.

Secondary - Of my 65 students in Personal Training 37 of them came on campus and completed in person fitness testing. There were a variety of time options to complete the testing.

1) Hybrid students completed the testing on their in-person day
2) All online students were given the opportunity to test on asynchronous days, during assigned class period or after school on assigned days. Prior to Hybrid learning students turned in weekly workout journals at a rate of 60% on a regular basis. When instructed to turn their cameras on and be in view during certain workouts most students (75-80%) complied

9th grade Yoga students participated in Yoga ED videos 20 -30 minutes each (in Edpuzzle - with questions) 2-3 times a week during the semester. In addition, they also used a fitness log and set 2 fitness goals over a four week period with ongoing feedback. This semester 61 of 69 students turned all four logs in.

This year we had students participate in online workouts where they had to participate in a 20-30 minute workout, 2 to 3x a week with their camera on so we could observe and instruct. If they refused to have their camera on, they submitted an online form to serve as evidence that they completed the workout.

The CJH P.E. Dept. created and provided a minimum of three 30 minute online workout lessons each school week from September to March. When we began the hybrid learning model, students
were provided with either: 4 online workouts each week for all online students, or 2 in person physical activities and 2 online workouts for in person students. Each lesson focused on strength building, strength endurance, flexibility and Cardiorespiratory improvement. During the hybrid model, two of the workouts were fitness videos and the additional two were scripted workouts designed specifically for our students. Students were highly encouraged to workout with their camera on so instructors could encourage and provide feedback. 80+ % of students met our expectations for effort and consistency.

My assigned sections of PE include students with disabilities. The CHS team did both baseline and final testing. My specific classes did midterm testing as well and created personal smart goals based on HFZ standards. All students were asked to completed the FITNESSGRAM via flip grids semester one and live semester two in class or by appointment. Families had the option to test at home and email scores. The data is entered to the district site. In addition, most days included an exit task question or check out that included some sort of skill of the day relevant to fitness literacy, leisure sport, or skill development. All students participated in the FITNESSGRAM to the extent that their abilities allowed, including students enrolled in A.P.E. The physical therapy staff was brought in for medications as needed. If the test was not possible, it is indicated with the proper excusal. Personal Fitness was the targeted goal and each student was challenged to establish goals based on early fitness testing. Spreadsheet documents have data to support the works. I have created a spreadsheet to share my findings. thank you for supporting health and fitness.

During this past year the PE team worked together to do our best to keep all our students on track with fitness. During the first semester, with the covid restrictions, the team determined to attempt to give the testing as best we could under pandemic conditions. The team utilized flipgrid for baseline assessments. For the post test the team used flipgrid for the curl-ups, push-ups and sit & reach. Each individual teacher booked appointments for their respective students to come in and complete their mile run on our track. I had 58 yoga students come in for this testing, in small groups. Second semester for baseline testing the team used flipgrid for all fitness tests. For post-tests the team scheduled all students to come on campus (if online only) to complete all their tests in person. I had 92 students complete these tests in person.

Throughout the year in Yoga I taught "live" and required cameras on for me to assess their active participation. I had a 97% success rate with this mode of teaching. I used Flipgrid for their Sun Salutation knowledge test. Each week my Yoga students were assigned a cardio workout, with the eventual goal in mind of completing their mile run on campus. Students mostly used the free app called "runkeeper" to screenshot their distance and time. The required time was 20 minutes and within that time their goal was to go beyond a mile in terms of distance.

Prompt 2A - UPSD students demonstrate knowledge of a healthy and fit lifestyle. UPSD students know nutritional guidelines for healthy children. Share actions you and your teams have taken related to nutritional guidelines for healthy children. When possible, please quantify your efforts (times, number of videos, number of expected log entries, percentage of students who responded, etc.).

Primary - Every single video that was created contained multiple references to healthy eating habits, adequate hydration, and a healthy sleep regime to support a healthy, enjoyable and productive lifestyle. The fitness calendar (online and hard copy) distributed to the students each month contained encouragement and suggestions for healthy eating habits, including maintaining...
hydration and the consumption of fruits and vegetables. We also recognized some of the students who turned in completed monthly fitness calendars in the PE videos as well as emailing their classroom teachers to keep them informed.

**Intermediate** - As was mentioned in the response to Prompt 1, with PE being optional the focus was more on providing the students with opportunities to move and be active. Therefore, the videos were all focused on physical activity and keeping moving.

**Secondary** - 57 out of 65 of my students completed the CBA with 40 of the 65 receiving a score of 40 or more out of 49.

9th grade Yoga students viewed “Fed Up” video over four days. The video was in an Edpuzzle so students could answer questions after each segment. I followed up with discussions on both sugar intake (How sugar is used to replace the flavor of fat in processed foods) reading labels of processed foods, and how not all calories are the same.

This year, every week we had 1 to 2 different health and nutrition lessons with chapter quizzes and tests that we created from our Teen Health book. I would say that 80% or higher of my students participated and completed these assignments regularly.

The CJH P.E. Dept. created and implemented numerous online lessons targeting nutrition basics, guidelines, myths, facts, advertising, lobbying, government regulations. The emphasis is on encouraging students to make their own good choices based on sound science. Nutrition was a two week unit with four lessons and culminating with the nutrition CBA. Nearly all students participated and completed all lessons and the CBA.

The health team completes a nutrition unit. It is comprehensive to include the major nutrients, a three day nutrition log, and a summary of dietary additions and challenges the learner to identify nutrients that are lacking or represented in small amounts. The unit includes a guest speaker in most Health classes (Nutritionist- former CHS student, Taelin Lanier). She spoke about replacing simple carbs or poor choices (nuggets, cup of noodles) with healthy, creative snacks from the pantry and fridge. When she could not attend live, she was presented in a google meet.

Within our health nutrition unit the health team had our students keep a food log dairy. At the end of the log team had reflective questions about their choices of food or lack of certain food groups. Team also had students create on Canva, an advertisement about a "super food" - to help them expand their knowledge of food items that might not have tasted or experienced prior to this class. I scheduled a former student, Taelin Lanier, to come in "live" both semesters and speak to all our health classes about healthy snacking. Taelin is a local registered dietician and she spoke with a theme of "Eating from the fridge first". Our team also has a lesson on how hard it is to avoid sugar in our daily diets....with lots of visuals to get the message across.

Prompt 2B - UPSD students demonstrate knowledge of a healthy and fit lifestyle. UPSD students know that the choices they make both at school and at home with regard to physical activity and nutrition impact their ability to learn in school, their physical fitness, longevity, disease prevention and quality of life. Share actions you and your teams have taken related to this prompt. When possible, please quantify your efforts (times, number of videos, number of expected log entries, percentage of students who responded, etc.).
Primary - In all 120 videos, students were encouraged to maintain a healthy lifestyle in their eating and drinking habits, their exercise regime, and by also maintaining good sleep habits. They were informed on all occasions that maintaining this type of regime would help them feel better, perform better, and enjoy their life experience. We tended to emphasize the positive (eg, to feel better) rather than the negative (eg, to possibly get sick) in the videos, to maintain an enthusiastic and positive message for our students, who might already be feeling stressed by the possibility of illness in their family or even for themselves. This was always a standard part of our closing statement.

Intermediate - Included in the 131 workout/activity videos shared with Drum and NVI students were comments and encouragement to remain active for these exact reasons.

Secondary - In 9th grade Yoga students learned about what stress is; healthy and unhealthy. The Parasympathetic, Sympathetic parts of the Nervous System. They learned about the importance of sleep & they took a sleep survey. They learned breathing strategies like Box Breathing & Triangle Breathing. We also cover types of mediation; Movement, Resting & Food Meditation. Finally 9th grade Yoga students reviewed components of Fitness and the FITT principle introduced in 8th grade. Yoga students used this information along with a personal fitness inventory to set fitness goals of maintaining or improving fitness and recorded over four weeks in their fitness logs. After the four weeks students filled out a fitness reflection form. 61 out of 69 turned in fitness logs. Each of these topics were taught and tested. Having students learn strategies to cope with stress and set fitness goals give them life long tools.

This year, every week we had 1 to 2 different health and nutrition lessons with chapter quizzes and tests that we created from our Teen Health book. I would say that 80% or higher of my students participated and completed these assignments regularly.

The CJH P.E. Dept. created and implemented at least two online health lessons each week from September to March and then at least one online lesson each week from April to June. All lessons were created to help students learn and develop healthy lifestyle habits. We used our Glencoe “Teen Health” book to guide lessons. Lessons were taught in fitness, nutrition, drug and alcohol use and abuse, refusal skills, “Know”-HIV curriculum, sportsmanship, changes during the teen years, decision making, building character, health triangle, conflict prevention and resolution, avoiding and dealing with violence, bullying, abuse, coping with loss, personal health, being a smart health consumer, choosing health services. Nearly all students engaged in lessons and assignments.

We have one all-department activity called Outdoor Pursuits. This asks students to select from a list of approved outdoor activities and analyze the physical, social, and emotional benefits gained from participation in the recreational event. With each class being an elective, I have also included a few of the particulars used in Personal Fitness.

The PE team developed several common powerpoints, edpuzzles, and varying lessons that were given throughout the semester to help teach and reteach the FITT principles. The eventual learning outcome was to complete their final assessment “Concepts of Health and Fitness”...85% of my students passed this test.
This year was the first year our team created a new common assessment called "Outdoor Pursuits". Meeting this standard: Evaluate benefits of a physically active lifestyle as it relates to college or career productivity. PE3.1.HS2 Objective: Benefit of Physical Activity Outdoors. Students were given a wide range of options to select, which included but not limited to activities like; kayaking, skateboarding, walking, snowboarding, hiking, biking, outdoor 3 on 3 basketball, and beach volleyball. Students were not to use any "sport team" or "club team" activities, rather ones they would choose during their "leisure". Students were to include 2 photos of them participating in this activity and asked to respond in regards to their social, physical and emotional "state of mind" while completing or engaging in the activity.

Prompt 3 - UPSD students demonstrate the habits and attitudes of a healthy and fit lifestyle. Share actions you and your teams have taken related to this prompt. When possible, please quantify your efforts (times, number of videos, number of expected log entries, percentage of students who responded, etc.).

**Primary** - Every video (120 videos over the school year) encouraged our students to incorporate what they were learning into their lifestyle, and to take advantage of all opportunities for health and fitness that presented themselves to the students in their own living situation. We encouraged them to re-experience videos that were particularly suitable to their living situation (and to modify where required, eg, lowering the impact/sound of activities for apartment dwelling) and that they had particularly enjoyed. We stressed that students should not limit themselves to using each video one time only.

**Intermediate** - As in prompt 2B, the videos I provided to the students included words of encouragement centered on keeping up healthy habits and attitudes of staying active and fit.

**Secondary** - 48 of the 65 students completed the Outdoor Pursuits assignment that required out of class time to complete.

Furthermore, we covered Habits using “Habit Wise” videos. Students also learned about goal setting, SMART Goals and they set personal and academic SMART Goals. 9th grade Yoga students also learned about “The Seven Habits of Highly Effective Teens” from the book by Sean Covey. Each of these topics were taught and tested.

This year, every week we had 1 to 2 different health and nutrition lessons with chapter quizzes and tests that we created from our Teen Health book. I would say that 80% or higher of my students participated and completed these assignments regularly.

Students demonstrated proficiency in health topics through a combination of personal interaction online and in person, scoring on assignments and scoring on tests. Each lesson had a written assignment used for formative assessment and each subject area was followed up with a summative unit test. Nearly all students completed assessments and scored with at least 80% proficiency.

This sort of planning helps students plan ahead and anticipate tests and be ready. I have to admit, it was difficult to motivate learners this year, but for those who stayed with me and honored their fitness, together we worked to implement the synergy of nutrition/exercise and social/emotional health! Having students in class with disabilities made for a wonderful chemistry
of learners as we together found a way to stay active and make it work. The students with
disabilities were included with the gen ed population, even when online. The fitness scores are
authentic, the events were modified as needed.

All of the actions in my above responses could fit here as well. All online learners were provided
arm weights & a yoga mat if a student needed them. This allowed my Yoga students to actively
participate in my weekly, "live", strength and toning workouts. But I would like to add that my
specific course of Yoga addresses other means to a healthy fit lifestyle, along with cardio and
strength training days. My Yoga students receive many physical and mental benefits from
practicing Yoga. The yoga practice teaches students about using their breath to help combat
anxiety and stress. Yoga practice teaches students various poses to utilize in gaining flexibility,
helping to relieve muscle pain or strain and also gain strides in achieving better balance. All these
gains help a student feel healthier and more fit.

Conclusion - The available evidence from measurable sources, along with the personal feedback from
staff provide a picture of student progress, efforts to maintain programmatic integrity, and provision of
support for students who are working toward the goals within E-4. I believe that the district is making
reasonable progress and honoring the intention of this policy. I would like to thank the staff and
administrators who worked tirelessly to navigate the obstacles presented by the pandemic and maintain
their dedication to student health and fitness.