

The North Muskegon Public Schools are committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement and hereby adopt this Student Wellness Policy.

Nutrition Education

Every year, all students, Pre - K-12, shall receive nutrition education that is aligned with the *Michigan Health Education Content Standards and Benchmarks*.¹ Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms. Staff members who provide nutrition education shall have the appropriate training.

Nutrition Standards

The District shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations.² The District shall encourage students to make nutritious food choices.

The District shall monitor all food and beverages sold or served to students, including those available outside the federally regulated child nutrition programs.

¹ Michigan Department of Education Health Education Content Standards and Benchmarks, July 1998.
http://www.michigan.gov/documents/Health_Standards_15052_7.pdf

² Title 7—United States Department of Agriculture, Chapter ii - Food and Nutrition Service, Department of Agriculture, Part 210 - National School Lunch Program.
http://www.access.gpo.gov/nara/cfr/waisidx_04/7cfr210_04.html

The District shall consider nutrient density³ and portion size before permitting food and beverages to be sold or served to students.

The Superintendent shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly or not renewed.

Physical Education and Physical Activity Opportunities

The District shall offer physical education opportunities that include the components of a quality physical education program.⁴ Physical education shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction shall be aligned with the *Michigan Physical Education Content Standards and Benchmarks*.⁵

Every year all students, Pre-K-12, shall have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle.

Other School-Based Activities Designed to Promote Student-Wellness

The District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity.

Implementation and Measurement

The Superintendent shall implement this policy and measure how well it is being managed, and enforced. The Superintendent shall develop and implement administrative rules consistent with this policy.

³ Nutrient dense foods are those that provide substantial amounts of vitamins and minerals and relatively fewer calories. Foods that are low in nutrient density are foods that supply calories but relatively small amounts of micronutrients (sometimes not at all).

http://www.health.gov/dietaryguidelines/dga2005/report/HTML/G1_Glossary.htm

⁴ Offering physical activity opportunities is required by federal law (Section 204 of Public Law 108-265). Physical education, while recommended, is not required.

⁵ Michigan Department of Education Physical Education Content Standards and Benchmarks, July 1998. http://222.michigan.gov/documents/Physical_Education_Content_Standards_42242_7.pdf

Input from teachers (including specialists in health and physical education), parents/guardians, students, representatives of the school food service program, the Board of Education, school administrators, and the public shall be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The Superintendent shall report to the Board, as requested, on the District's programs and efforts to meet the purpose and intent of this policy.

Approved: MASB Recommended and Approved by the Michigan State Board of Education on June 26, 2006.

LEGAL REF: Section 204 of Public Law 108-265 (Child Nutrition and WIC Reauthorization Act of 2004) (Approved by the Michigan State Board of Education, October 10, 2005.)

** The "Cf." notation refers to other MASB recommended policies germane to this policy topic. Those districts that do not have those policies in their collection would eliminate the "Cf." notation.*

Administrative Rules regarding North Muskegon Public Schools Student Wellness Policy

In order to enact and enforce North Muskegon Public Schools Student Wellness Policy, the Superintendent and administrative team, with input from teachers (including specialists in health and physical education), parents/guardians, students, representatives of the school food service program, the school board, school administrators, and the public, have developed these administrative rules.

To assist in the creation of a healthy school environment, the District shall establish a Coordinated School Health Team⁶ that will provide an ongoing review and evaluation of the North Muskegon Public Schools Student Wellness Policy and these administrative rules.⁷

The Superintendent shall appoint a member of the administrative staff of the District to organize the Coordinated School Health Team and invite appropriate District stakeholders to become members of the Coordinated School Health Team. A Coordinated School Health Team may include representatives from the following areas:

- Administration,
- Counseling/psychological/and social services,
- Food services,
- Health education,
- Health services,
- Parent/Guardian, student and community (including health care providers, hospital and public health department staff, non-profit health organizations, physical activity groups, community youth organizations, and university or other governmental agencies),

⁶ Centers for Disease Control's Coordinated School health web site:

<http://www.cdc.gov/HealthyYouth/CSHP/index.htm>.

⁷ State of Michigan's State Board of Education's Policy on Coordinated School Health Programs To Support Academic Achievement and Healthy Schools:

http://www.michigan.gov/documents/CSHP_Policy_77375_7.pdf

- Physical education.

8453-R Student Wellness Policy (Cf. 4450, 4460*)

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Staff shall be reminded that healthy students come in all shapes and sizes. Students should receive consistent messages and support for:

- Self respect;
- Respect for others;
- Healthy eating; and
- Physical activity.⁸

These rules are subject to ongoing administrative review and modification as necessary to help assure compliance with the purpose and intent of North Muskegon Public Schools Student Wellness Policy. Any District stakeholder wishing to express a viewpoint, opinion, or complaint regarding these rules should contact:

Superintendent of Schools
1600 Mills Ave.
North Muskegon, MI 49445
231-719-4100
231-744-0739

Students, staff, and community will be informed about the Student Wellness Policy annually.

Nutrition Education

Nutrition education, a component of comprehensive health education,⁹ shall be offered every year to all students of the District. The District may offer age appropriate nutrition education classes. In addition, nutrition education topics shall be integrated into the entire curriculum when appropriate.

The District shall implement a quality nutrition education program that addresses the following:

⁸ The Role of Michigan Schools in Promoting Healthy Weight. 2001
<http://www.emc.cmich.edu/pdfs/Healthy%20Weight.pdf>

⁹ The Michigan Model for Comprehensive School Health Education is a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health
<http://www.emc.cmich.edu/cshp/healthed.htm>

Curriculum:¹⁰

- Has a curriculum aligned with the *Michigan Health Education Content Standards and Benchmarks*.¹¹
- Equips students to acquire the knowledge and skills needed to engage in sound nutrition behavior.¹²

Instruction and Assessment:

- Aligns curriculum, instruction, and assessment.
- Builds students' confidence and competence in making healthy nutrition choices.
- Engages students in learning that prepares them to choose a healthy diet.
- Includes students of all abilities.
- Is taught by "highly qualified teachers.

Opportunity to Learn:

- Includes students of all abilities.
- Provides instructional time to build students' confidence and competence in health-enhancing skills.

Nutrition education should also be made available to parents/guardians and the community. This nutrition education may be provided in the form of handouts, wall or bulletin board posters or banners, postings on the District website, community and student oriented presentations or other communications focused on promoting proper nutrition and healthy lifestyles.

¹⁰ Michigan Model for Comprehensive School Health Education nutrition lessons meet this administrative rule: <http://www.emc.cmich.edu/Health/Maps/nutrition.htm>

¹¹Health Education Content Standards And Benchmarks, Michigan Department of Education, July 1998. http://www.michigan.gov/documents/Health_Standards_15052_7.pdf

¹²Michigan Model for Comprehensive School Health Education nutrition content map: <http://www.emc.cmich.edu/Health/Maps/nutrition.htm>

Nutrition Standards

The District shall offer school meal programs with menus meeting the meal patterns and nutrition standards established by the United States Department of Agriculture (USDA). The District shall encourage students to make food choices based on the most current Dietary Guidelines for Americans. Food and beverages that compete with the District's policy of promoting a healthy school environment shall be discouraged.

The School shall offer and promote the following food and beverages in all venues outside federally regulated child nutrition programs:

- Whole and enriched grain products that are high in fiber, low in added fats and sugars, and served in appropriate portion sizes consistent with the current USDA standards;
- Fresh, frozen, canned or dried fruits and vegetables using healthy food preparation techniques, and 100 percent fruit or vegetable juice in 12-ounce servings or less;
- Nonfat, low-fat, plain and/or flavored milk and yogurt, nonfat and/or low-fat real cheese, rather than imitation cheese. Offer the following serving sizes: yogurt in eight-ounce servings or less, milk in 16-ounce servings or less, cheese in 1.5-ounce (two-ounce, if processed cheese) servings or less;
- Accompaniments (sauces, dressings, and dips), if offered, in one-ounce servings or less.¹³

¹³ State of Michigan's Board Of Education's Policy On Offering Healthy Food And Beverages In Venues Outside Of The Federally Regulated Child Nutrition Programs.

The District shall monitor food service distributors and snack vendors to ensure that they provide predominantly healthy food and beverage choices that comply with this policy's purpose in all venues. (See Appendix A)

The District shall discourage using food as a reward. Alternatives to using food as a reward are found in appendix B.

The District shall encourage serving healthy daily snacks and food at school parties. Notices shall be sent to parents/guardians either separately or as part of a school newsletter, reminding them of the necessity of providing healthy daily snacks for students and encouraging healthy foods or non-food treats for classroom birthday or award celebrations. (See Appendix C)¹⁴

The District shall encourage healthy fundraisers as alternatives to fundraising that involve selling food items of limited nutritional value. Concession stands will be encouraged to offer healthy alternatives. (See Appendixes)

Vending sales of soft drink, artificially sweetened drinks, and candy will not be permitted on school grounds prior to the start of the school day and throughout the instructional day, but may be permitted at special events that begin after the conclusion of the instructional day. For suggestions on healthier foods, see Appendix E.

¹⁴ <http://www.tn.fcs.msue.msu.edu/Stateboardofeducationnutritionpolicy12003.pdf>

Physical Education and Physical Activity Opportunities

Developmentally appropriate physical education shall be offered to all students of the District.¹⁵ In addition, physical education topics shall be integrated into the entire curriculum when appropriate.

The District shall implement a quality physical education program that addresses the following:

Curriculum:¹⁶

- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Has a curriculum aligned with the *Michigan Physical Education Content Standards and Benchmarks*.¹⁷
- Influences personal and social skill development.

Instruction and Assessment:

- Aligns curriculum, instruction, and assessment.
- Builds students' confidence and competence in physical abilities
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Includes students of all abilities.
- Is taught by a certified physical education teacher trained practice physical education methods.
- Keeps all students involved in purposeful activity for a majority of the class period.

¹⁵ Offering physical activity opportunities is required by federal law (Section 204 of Public Law 108-265). Physical education, while recommended, is not required.

¹⁶ The Exemplary Physical Education Curriculum (EPEC) meets this administrative rule: <http://www.michiganfitness.org/EPEC>

¹⁷ Physical Education Content Standards and Benchmarks, State Board of Education, July 1998. www.michigan.gov/documents/Physical_Education_Content_Standards_42242_7.pdf

Opportunity to Learn:

- Builds students' confidence and competence in physical abilities.
- 8453-R
- Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
 - Has enough functional equipment for each student to actively participate.
 - Includes students of all abilities.¹⁸
 - Provides facilities to implement the curriculum for the number of students served.

The District should offer daily opportunities for unstructured physical activity, commonly referred to as recess, for all students Pre-K through grade five. Recess should be in addition to physical education class time and not be a substitute for physical education. The school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting.

Other School-Based Activities Designed to Promote Student-Wellness

The District shall strive to create a healthy school environment which promotes healthy eating and physical activity.¹⁹ In order to create this environment the following activities shall be implemented:

¹⁸ The Exemplary Physical Education Curriculum (EPEC) meets this administrative rule:
<http://www.michiganfitness.org/EPEC>

¹⁹ Michigan's Healthy School Action Tool: <http://mihealthtools.org/schools/>

Dining Environment:

The school District shall provide:

- A clean, safe, enjoyable meal environment for students,
- Enough space and serving areas to ensure all students have access to school meals with minimum wait time,
- Drinking fountains, so that students can get water at meals and throughout the day,
- Encouragement to maximize student participation in school meal programs, and
- Identity protection of students who eat free and reduced price meals.

Time to Eat:

The school District shall ensure:

- Adequate time for students to enjoy eating healthy foods with friends in school,
- That lunch time is scheduled as near the middle of the school day as possible.

Food or Physical Activity as a Reward or Punishment:

The school District shall:

- Encourage the use of either healthy foods or alternatives to food as a reward. (See Appendix B & C)
- Not use physical activity as a punishment, and
- Encourage using physical activity as a reward, such as teacher or principal walking or playing with students at recess. (See Appendix F)

Consistent School Activities and Environment

The school District shall

- Complete the Michigan Healthy School Action Tool to ensure that school activities and the environment support healthy behaviors,²⁰ (See Appendix G)
- Encourage school fundraising efforts that support healthy eating and physical activity, (See Appendix D)
- Provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education,
- Make efforts to keep school or District-owned physical activity facilities open for use by students outside school hours,
- Encourage parents/guardians, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home,
- Encourage and provide opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas,
- Provide information and outreach materials about other FNS programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents/guardians,
- Encourage all students to participate in school meals program, i.e. the National School Lunch.
- Implement physical activity across the curriculum throughout the school day or in all subject areas, for example, brain breaks²¹. (See Appendix G)

²⁰ Michigan's Healthy School Action Tool: <http://mihealthtools.org/schools>

Implementation and Measurement

All employees of the District are encouraged to be a positive healthy lifestyle role model for students by following, at a minimum, these administrative rules. Students can learn healthy lifestyle habits by observing the food and physical activity patterns of school personnel and other adults who serve as role models in their lives. In order to send consistent messages to students, all adults in the school environment are encouraged to make healthy food choices and engage in physical activity.²²

Appendix A: Healthy Food and Beverages Criteria and Healthy Snack List²³

Appendix B: Alternatives to Using Food as a Reward²⁴

Appendix C: Healthy School Parties²⁵

Appendix D: Healthy School Fundraisers²⁶

Appendix E: Serving Healthy Beverages²⁷

Appendix F: Michigan Physical Education and Activity Resources

Appendix G: Healthy School Action Tool Brochure²⁸

²¹ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²² Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²³ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²⁴ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²⁵ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²⁶ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²⁷ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

²⁸ Healthy School Action Tool, <http://www.mihealthtools.org/schools>

Appendix A: Healthy Food and Beverages Criteria and Healthy Snack ListYour Resource to Health Packaged Food and Beverage Products

The two lists below will help schools identify healthy food and beverages that are available from food-service distributors and snack vendors for vending machines, a' la carte, and other venues.

Single –serving-size snacks (except for nuts, seeds, and cheese) should have no more than 6 grams of fat and meet at least two of the following three criteria:

- 1) Contain 300 or fewer calories,
- 2) One or more grams of fiber, or
- 3) At least 10% of Calcium, Iron, Vitamin A or Vitamin C

List 1: Health Snack Options Available through Foodservice Distributors

Contact the Nutrition Resource Center at Gordon Food Services to request the most recent list of healthy packaged food and beverage product options: 1-800-968-4426.

The following professionals may be interested in using this information:

Food Service Operator - One who manages a foodservice program, i.e. a school foodservice Director.

Food Service Distributor – A business that purchases, warehouses and delivers products from many manufacturers. These products are in turn sold and delivered to restaurants, institutions, and schools.

Food Service Broker – A company which represents products from many manufacturers.

Manufacturer Representative – A person who represents products from just one manufacturer.

List 2: Health Snack Options Available through Snack Vendors

Visit www.accesskent.com/snacks for the most recent list of healthy packaged food and beverage product options.

Contact the Kent County Health Department at 616-336-3034 for more information.

The following professionals may be interested in using this information:

School Leader – A person who is working with a vending company and making decisions regarding the snack vending selections.

Vending Operator – A company that services (fills, repairs) vending machines in schools.

Because the food industry is constantly providing new products, please determine if a food or beverage meets the criteria by using the Nutrition Facts label on the package.

Appendix B: Alternatives to Using Food as a Reward

At school, home and throughout the community, children are offered food as a reward for “good” behavior. Often these foods have little or no nutritional value by are easy, inexpensive, and can bring about short-term behavior change.

There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
- It encourages over consumption of foods high in added sugar and fat.
- It teaches children to eat when they’re not hungry as a reward to themselves.

Children learn preferences for foods made available to them, including those that are unhealthy.²⁹ Poor food choices and inadequate physical activity contribute to overweight and obesity. Currently, obesity among children, particularly teen age children, is at epidemic levels and can often lead to serious health problems.³⁰

Students Learn what they Live

Students naturally enjoy eating healthy and being physically active. Schools and communities need to provide them with an environment that supports healthy behaviors. Below are some alternatives for students to enjoy instead of being offered food as a reward at school.

²⁹ Birch L.L. Development of Feed Preferences. *Annu. Rev. Nutr.* 1999, 19:41-62.

³⁰ Ogden CL, Flegal KM, Carroll MD, and Johnson CL. Prevalence and Trends in Overweight among US Children and Adolescents, 1999-2000. *JAMA*, October 9, 2002 Vol 288, No. 14.

ZERO-COST ALTERNATIVES

- Sit by Friends
- Read Outdoors
- Have extra Art time
- Have an extra recess
- Read to a younger class
- Make deliveries to the office
- Listen to music while working
- Play a favorite game or puzzle
- Earn play money for privileges
- Walk with a teacher during lunch
- Eat lunch outdoors with the class
- Be a helper in another classroom
- Eat lunch with a teacher or principal
- Dance to favorite music in the classroom
- Get “free choice” time at the end of the day
- Listen with a headset to a book on audiotape
- Have a teacher perform special skills (ie. Sing)
- Give a 5-minute chat break at the end of the day

LOW-COST ALTERNATIVES

- Select a paperback book
- Enter a drawing for donated prizes
- Take a trip to the treasure box (non-food items)
- Get stickers, pencils, and other school supplies
- Receive a video store or movie theatre coupon
- Get a set of flash cards printed from a computer
- Receive a “mystery pack” (notepad, folder, sports cards, etc.)

IDEAS FROM MICHIGAN TEACHERS

GAME DAY: *“I have my students earn letters to spell game day... after the letters have been earned, we play reading or phonics-type board games. The kids beg for Game Day”!*

FRIDAY FREE TIME: *I give my students thirty minutes at the beginning of the week and they can earn or lose free time according to their behavior. I use a timer and turn it on (they can hear it) if they are too loud working, lining up, etc., I add time when their behavior is good. Adding time is the most effective. I save time by not waiting for them to settle down so I don’t feel bad about their free time”.*

Adapted from a project funded by Michigan Department of Community Health’s Cardiovascular Health, Nutrition and Physical Activity Section at Lincoln Elementary School in South Haven, Michigan. Lincoln Elementary is a Team Nutrition School. For more information about Team Nutrition, contact Chris Flood at 269-639-0002, or go to: www.tn.fcs.msue.msu.edu

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Appendix C: Healthy School Parties

Schools play a major role in helping students become fit, healthy and ready to learn. One way to accomplish this is for foods offered in schools to support lessons learned in the classroom regarding nutrition and physical activity. What better venue than schools – which have a great impact on children – to support the message that proper nutrition and physical activity are a key part of a healthy lifestyle? Positive examples of making healthy eating choices and encouraging physical activity should be visible throughout the school. Parties as well as cafeterias, school stores, vending machines, and after-school events offer opportunities for schools to reinforce the message that making healthy food choices and being physically active means a healthier body and a sharper mind.

Snack Ideas for School and Classroom Parties

Of course, the foods offered at school parties should add to the fun, but try to avoid making them the main focus. Remember, schools are responsible for helping students learn lessons about good nutrition and healthy lifestyles and students should practice these lessons during school parties. For example, consider combining student birthday parties into one monthly event that incorporates physical activities as well as healthy snacks. Also, be sure to consider ethnic and medical food restrictions and allergies when providing classroom snacks.

Here is a list of healthy snack choices to consider for classroom events. Serving all healthy foods and incorporating physical activities make a powerful statement. Actions speak louder than words: Lead by example.

- Fresh fruit and vegetables
- Buy locally when possible
- Yogurt
- Bagels with low fat cream cheese
- Baby carrots and other vegetables with low fat dip
- Trail mix*
- Nuts and seeds*
- Fig cookies
- Animal crackers
- Bottled water (including flavored water)
- Baked Chips
- Low fat popcorn
- Granola bars*
- Soft pretzels and mustard
- Pizza (no extra cheese and no more than one meat)
- Pudding
- String cheese
- Cereal bar
- Single-serve low fat or fat free milk (regular or flavored)
- 100% fruit juice (small single-serves)

*May be allergens and/or a choking risk for some people, please check with a healthcare provider.

Note: See “Recipes” in the Resources by Topic section.

Appendix D: Healthy School FundraisersSmart Fundraisers for Today's Health Schools

Raising money may present a constant challenge for schools. School fundraisers may help pay for computers, field trips, athletics, music, art, and other programs that educate and enrich young lives – important programs that are not always covered by shrinking school budgets. More than just raising money to pay for valuable programs, a well-run fundraiser can also be an experience that educates, builds self-esteem, provides community service, and promotes school and community spirit.

Fundraising doesn't have to involve selling food items of limited nutritional value, such as candy. Following are web sites and fundraising ideas that offer alternatives to selling candy. When healthy food choices are used as fundraising items, the healthy eating message presented in the schools is reinforced. Some of the ideas even have the added benefit of providing additional physical activity opportunities for students.

Take a look and help your school select a creative fundraising alternative to selling foods of limited nutritional value.

Search the Web

Select a search engine and type in "school fundraisers" to access 112,000+ sites.

A few of these sites follow:

www.afrds.org/homeframe.html

Association of Fund-Raising Distributors and Suppliers. Site includes a Toolbox with "Fundraising Fundamentals", a checklist for evaluating fundraising companies, and a resource on product fundraising issues and trends.

www.PTOtoday.com

Lists fundraising activities by categories, has a "work vs. reward" equation, contains a parent sharing section on "what works, what doesn't and why".

www.fundraising-ideas.com

Offers a free newsletter with programs, services, and press releases. Links to www.amazon.com with books on fundraising.

Appendix E: Serving Healthy BeveragesRecommendations for Serving Healthy Beverages

The following beverages are recommended:

- Plenty of Water
- 100% juice in 12-ounce servings* or less
- Fat free, low fat, plain and/or flavored milk in 16-ounce servings* or less
- Fruit/Fruit juice smoothies in 16-ounce servings* or less

Choosing your Drinks can be Difficult! Watch out for:

These are not 100% juice!

- Fruit punches
- Fruit drinks
- Juice drinks

*Suggested serving-sizes are based on what is commonly available for use in vending machines. It should be noted that excessive juice consumption may result in an increase in calorie intake and may contribute to the development of unhealthy weight. It should also be noted that 70% of teen boys and 90% of teen girls do not meet daily calcium requirements. Offering fat free or low fat single-serve milk is another opportunity to help teens meet their nutrition needs. (Refer to Healthy Food and Beverages Policy for additional rationale).

Read the Label! To determine if a food or beverage meets the criteria, use the Nutrition Facts label on the package.

Appendix F: Michigan Physical Education and Activity ResourcesCross-Curricular Instruction: Integrating Physical Activity into ClassroomSubjects:

Cross-curricular integration of lessons will help students to see connections among the subject areas and provide opportunities for teachers to work together. Below are several ideas for integrating physical movement into various subject areas:

Physical activity guides for elementary classroom teachers that integrate physical movement into classroom subjects; language arts, math, science and social studies.

- Brain Breaks: www.emc.cmich.edu/BrainBreaks
- Energizers: www.ncpe4me.com/energizers.html
- Take Ten: www.take10.net

Michigan Team Nutrition booklist: The list contains short, one-paragraph annotations for over 300 books about food, healthy eating, and physical activity for children in pre-school through third grade. www.tn.fcs.msue.msu.edu/booklist.html

Examples:

- *Get Moving: Tips on Exercise*, Feeney, Kathy, Bridgestone Books, 2002.
- *Let the Games Begin*, Ajmera, Maya and Michael J. Regan Charlesbridge, 2000.
- Display poster or banners with physical activity themes:
www.nal.usda.gov/wicworks/Sharing_Center/KYactivitypyramid.pdf

Using Physical Activity to Reward Students

Have an extra recess; Walk with a teacher during lunch; Dance to favorite music in the classroom; Hold Friday Physical Activity Time where students earn extra physical activity time based on their good behaviors during the week; and Challenge another homeroom to a sport or activity.

Ideas for School Parties

Make your party a dance; Modify traditional games for classroom use; Hold contests or relays.

Resources

- *All Children Exercising Simultaneously (ACES) day*: A one day event where millions of children of all ages exercise at the same time work-wide in a symbolic event of fitness and unity. www.michiganfitness.org
- *Hoops for Heart*: Engages student in playing basketball while learning the lifelong benefits of physical activity, volunteering, and fundraising. www.americanheart.org
- *Jump Rope for Heart*: Engages students in jumping rope while learning the lifelong benefits of physical activity, the seriousness of heart disease and stroke, volunteering and fundraising. www.americanheart.org/jump
- *National Physical Education & Sport Week*: Designated week for encouraging and promoting physical activity. www.aahperd.org/naspe/may
- *Walk to School Day/Safe Routes to School*: Join in the effort to promote walking to school as a way to provide an opportunity for more physical activity!
- *Girls on the Run*: A program for girls in grades 3-5. The program uses running as a way to build self respect and esteem. www.girlsontherun.org/

Recess before Lunch

Scheduling recess before lunch makes sense! Good nutrition goes hand in hand with improved behavior and learning. Recess before Lunch gives students the opportunity to excel in both.

Find everything you need to establish a recess before lunch program including, how to implement, resources and supporting information, and educational and marketing materials. www.opi.state.mt.us/schoolfood/index.html

Appendix G: Healthy School Action Tool BrochureHSAT Module Topics

The HSAT (assessment and action plan) helps school to assess and take positive action in these eight areas of their school health environment:

1. School Health Policies & Environment
2. Health Education
3. Physical Education & Other Physical Activity Programs
4. Nutrition (Food) Services
5. School Health Services
6. School Counseling, Psychological & Social Studies
7. Health Promotion for Staff
8. Family & Community Involvement

The Healthy Schools – Healthy Students website also offers:

- General information and resources about ways to create a healthy school environment
- Links to policy documents and fact sheets to support efforts to create healthy school environments
- Resources to assist schools in completing the HSAT and in making positive changes to their school health environment

“Schools can do more than perhaps any other single institution in society to help young people, and the adults they will become, live healthier, longer, more satisfying and more productive lives.” – Carnegie Council on Adolescent Development

The Healthy School Action Tool (HSAT) was adapted from the School Health Index for Physical Activity, Healthy Eating, and a Tobacco-Free lifestyle: A Self-Assessment and Planning guide from Centers for Disease Control and Prevention (2002) and the Changing the Scene Healthy School Nutrition Environment Improvement Checklist from USDA Food and Nutrition Service. Team Nutrition (2000). The development of the HSAT was a collaborative effort of the Michigan Department of Community Health, the Michigan Department of Education, Michigan State University Extension, Michigan Team Nutrition, and United Dairy Industry of Michigan.