

ESSEXVILLE-HAMPTON PUBLIC SCHOOLS

WELLNESS POLICY

[Adopted: Board of Education July 10, 2006]

The Essexville-Hampton Public Schools is 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.

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

The district 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.

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

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

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 district superintendent shall implement this policy and measure how well it is being managed and enforced. The district superintendent shall develop and implement administrative rules consistent with this policy. Input from teachers (including specialists in health and physical education), school nurses, parents/guardians, students, representatives of the school food service program, school board members, school administrators, and the public may be considered before implementing such rules. A sustained effort is necessary to implement and enforce this policy. The district superintendent shall report to the local school board, as requested, on the district's programs and efforts to meet the purpose and intent of this policy.

Administrative Rules

In order to enact and enforce a Local Wellness Policy for the Essexville-Hampton Public Schools, the superintendent and the administrative team will have developed these local administrative rules. Administrative team members may be comprised of teachers (including specialists in health and physical education), parents/guardians, students, representatives of the school food service program, school board members, school administrators, and the public.

⁴ Including goals for physical activity is required by federal law Section 204 of Public Law 108-265. Physical education, while recommended, is not required.
<http://www.fns.usda.gov/tn/Healthy/108-265.pdf>

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

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 Essexville-Hampton Public Schools' Local Wellness Policy and these local 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).
- Physical education.

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.
- Physical activity.⁸

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

Matthew T. Cortez, Superintendent
Essexville-Hampton Public Schools
303 Pine Street
Essexville, MI 48732

Phone: (989) 894-9700
FAX: (989) 894-9705
E-Mail: cortezm@e-hps.net

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

⁶ Centers for Disease Control's Coordinated School health web site:
<http://www.cdc.gov/HealthyYouth/CSHP/index.htm>.

⁷ Michigan State Board of Education Policy on Coordinated School Health Programs To Support Academic Achievement and Healthy Schools, September 2003.
http://www.michigan.gov/documents/CSHP_Policy_77375_7.pdf

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

Nutrition Education

Nutrition education, a component of comprehensive health education, 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:

*Curriculum:*⁹

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

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 of health education."¹⁰

Opportunity to Learn:

- Includes students of all abilities.
- Provides adequate 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.

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.

⁹ The Michigan Model for Comprehensive School Health Education curriculum meets this administrative rule: <http://www.emc.cmich.edu/mm>

¹⁰ Michigan State Board of Education Policy On Comprehensive School Health Education, June 2004.
http://www.michigan.gov/documents/Health_Education_Policy_final_94135_7.pdf

Nutrition Standards

Each school building in the District 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.
- Nuts, nut butters, seeds, trail mix, and/or soybean snacks in one-ounce portions or less; portions of three ounces or less of cooked lean meat, poultry, or fish using healthy food preparation techniques.
- Accompaniments (sauces, dressings, and dips), if offered, in one-ounce servings or less.¹¹

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 encourage limiting food as a reward. Alternatives to using food as a reward are found in Appendix B.

The District shall encourage serving healthy 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 treats for students and/or encouraging the use of non-food treats for classroom birthday or award celebrations. (See Appendix C.)

The District shall encourage healthy fundraisers as alternatives to fundraising that involve selling food items of limited nutritional value, such as candy, cupcakes, or sugary beverages. Example: Sales of candy items (candy bars, sugar coated chocolate snacks, or the like) as a school or grade-level fundraising project could be replaced with non-food items such as candles, wrapping paper, greeting cards, etc. (See Appendix D.)

(Example: Vending sales of soft drinks, artificially sweetened drinks, and candy will not be available prior to the start of the school day or throughout the instructional day, but may be permitted at special events that begin after the conclusion of the

¹¹ Michigan State Board of Education Policy On Offering Healthy Food And Beverages In Venues Outside Of The Federally Regulated Child Nutrition Programs, December 2003. http://www.michigan.gov/documents/Healthy_Foods_AttchmtA_12_9_83141_7.pdf

instructional day. For suggestions on healthier foods, see Appendix E. For the federal law memorandum stating, "it is not permissible for a school to serve foods of minimal nutritional value during a meal service period..." refer to the following link: <http://www.fns.usda.gov/cnd/Governance/Policy-Memos/2001-01-16.pdf>.)

Physical Education and Physical Activity Opportunities

Developmentally appropriate physical education shall be offered every year to all students of the District.⁴ 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:*¹²

- 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*.
- 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 in best practice physical education methods.
- Keeps all students involved in purposeful activity for a majority of the class period.

Opportunity to Learn:

- Builds students' confidence and competence in physical abilities.
- Has enough functional equipment for each student to actively participate.
- Includes students of all abilities.¹¹
- 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. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for

¹² The Exemplary Physical Education Curriculum (EPEC) meets this administrative rule: <http://www.michiganfitness.org/EPEC>

missed instructional time. Schools should provide opportunities for some type of physical activity for students in grades seven through twelve apart from physical education class and organized sports. Physical activity opportunities might include: before- and after-school extracurricular physical activity programs, Safe Routes to School Programs,¹³ and use of school facilities outside of school hours.

Other School-Based Activities Designed to Promote Student Wellness

The District shall strive to create a healthy school environment that promotes healthy eating and physical activity.¹⁴ In order to create this environment, the following activities shall be implemented:

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 in all schools, 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 schools,
 - that lunch time is scheduled as near to the middle of the school day as possible, and
 - that recess for elementary schools when practicable is scheduled before lunch so that children will come to lunch less distracted and ready to eat.¹⁵ (See Appendix F).

Food or Physical Activity as a Reward or Punishment

- The school district shall:
 - discourage the use of food as a reward or punishment in schools (see Appendix B),
 - not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time,
 - 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).

¹³ Safe Routes to School Program Information: www.saferoutesmichigan.org

¹⁴ Michigan's Healthy School Action Tool: <http://mihealthtools.org/schools>

¹⁵ A Recess Before-Lunch Policy Implementation Guide, Montana Team Nutrition Program, Office of Public Instruction School Nutrition Programs, September 2003. <http://www.opi.state.mt.us/schoolfood/recessBL.html>

Consistent School Activities and Environment

- The school district shall:
 - encourage all school buildings to complete the Michigan Healthy School Action Tool to ensure that school activities and the environment support healthy behaviors, (see Appendix G),
 - encourage all school fundraising efforts 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, food service 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 Food and Nutrition Service programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents/guardians,
 - encourage all students to participate in school meal programs, (i.e., the National School Lunch, including snacks for After School Program, and School Breakfast programs), and
 - encourage physical activity across the curriculum throughout the school day or in all subject areas, for example, Brain Breaks.¹⁶ (See Appendix F.)

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.¹⁶ The District shall work through its Coordinated School Health Team and building level staff to find cost effective ways to encourage staff wellness.

¹⁶ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004. <http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

Healthy Choices In All Venues

Your Resource to Healthy 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, à 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: Healthy Snack Options Available Through Foodservice Distributors:

Contact the Nutrition Resource Center at Gordon Food Service 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: Healthy 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 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 proving new products, please determine if a food or beverage meets the criteria by using the Nutrition Facts label on the package.



Alternatives To Using Food As A Reward

At school, home, and throughout the community kids are offered food as a reward for "good" behavior. Often these foods have little or no nutritional value but 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 kids to eat when they're not hungry as a reward to themselves.

Kids learn preferences for foods made available to them, including those that are unhealthy.¹ Poor food choices and inadequate physical activity contribute to overweight and obesity. Currently, obesity among kids is at epidemic levels and can often lead to serious health problems.²

1. Birch LL. Development of Food Preferences. *Annu. Rev. Nutr.* 1999, 19:41-62.

2. 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.

Students Learn What They Live

Kids 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.

ZERO-COST ALTERNATIVES

- ◆ Sit by friends ◆ Watch a video
- ◆ Read outdoors ◆ Teach the class
- ◆ Have extra art time ◆ Enjoy class outdoors
- ◆ Have an extra recess ◆ Play a computer game
- ◆ Read to a younger class ◆ Get a no homework pass
- ◆ 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 (i.e. sing)
- ◆ Have a teacher read a special book to the class
- ◆ 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 the free time."

Adapted from a project funded by Michigan Department of Community Health's Cardiovascular Health, Nutrition & 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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Healthy School Parties

Schools can 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 & 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 lowfat cream cheese
- ◆ Baby carrots and other vegetables
with lowfat dip
- ◆ Trail mix*
- ◆ Nuts and seeds*
- ◆ Fig cookies
- ◆ Animal crackers
- ◆ Baked chips
- ◆ Baked chips
- ◆ Lowfat popcorn
- ◆ Granola bars*
- ◆ Soft pretzels and mustard
- ◆ Pizza (no extra cheese and no more than one meat)
- ◆ Pudding
- ◆ String cheese
- ◆ Cereal bar
- ◆ Single-serve lowfat or fat free milk (regular or flavored)
- ◆ 100% fruit juice (small single-serves)
- ◆ Bottled water (including flavored water)

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

Note: See "Recipes" in the Resources by Topic section.



Smart Fundraisers for Today's Healthy 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.



Healthy Choices In All Venues

Recommendations for Serving Healthy Beverages

The following beverages are recommended:

- ◆ Plenty of water
- ◆ 100% juice in 12-ounce servings* or less
- ◆ Fat free, lowfat, 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:

- ◆ Fruit punches
- ◆ Fruit drinks
- ◆ Juice drinks

These are NOT 100% juice!

*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 lowfat 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.



Michigan Physical Education and Activity Resources

Cross-Curricular Instruction: Integrating Physical Activity into Classroom Subjects:

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 worldwide 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 life-long 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! www.michiganfitness.org/

Recess Before Lunch

Recess Before Lunch gives students the opportunity to excel in both health and academics. 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



Preview the HSAT

Although the best and easiest way to complete the HSAT is to use the online version, we also provide downloadable print version of the HSAT and associated materials. We recognize that schools sometimes do not have an internet connection in the location that their school health team meets to discuss and reach consensus on their HSAT. While the print version does not provide automated scoring and corrections and other advantages offered online, it will make it easier for teams to transfer their answers quickly to the online HSAT.

The print (preview) materials are also useful for those who do not represent schools (and therefore would not complete an HSAT) but who are interested in assessments of this type or for those who want to check to see what the HSAT is all about before they make a commitment to completing the it.

For ease of printing, the materials are bundled into the following downloadable PDFs. (*NOTE: To view the PDFs as portrait rather than landscape, locate and click on the "Rotate Clockwise" icon or command on the Adobe Acrobat Reader toolbar after the download appears in your browser window.*)

- **Instructions for the HSAT** – Provides an overview of the components of the HSAT and instructions for completion. Also provides guidelines for establishing a Coordinated School Health Team as the recommended approach for completing the HSAT. (Note: This document does not include instructions for online data entry. Instructions for online data entry and use of the many associated online tools are available to schools as soon as they register.)
[Click here to download.](#)
- **The HSAT Assessment** - This document contains the questions to be answered organized into 8 modules, each representing an important component of a healthy school environment.
[Click here to download.](#)
- **The Module Score Cards/Planning Sheets** – Module score cards and planning sheets for each of the 8 modules. A module score card/planning sheet should be filled in upon completion of each module.
[Click here to download.](#)
- **HSAT Action Plan** – To be used when all 8 modules and all module planning sheets are complete. This portion of the HSAT guides the team in setting priorities for action and establishing a timeline for completion of each action.
[Click here to download.](#)
- **HSAT Brochure** - This promotional brochure provides a brief description of the HSAT (including its components), outlines the benefits of completing the HSAT, and gives information on how to access the HSAT on this website. An ideal tool to use with school administrators and others to provide an understanding of the HSAT and why it is worth the effort to complete. (This tri-fold brochure is formatted to print front and back and then folded in thirds.)
[Click here to download.](#)

Please check out these other useful references already available on this website to help you and your team in completing your HSAT (and creating a healthier school environment).

- **Resource Guide** - Provides links to resources that will help you in completing the HSAT and defining actions that are most likely to make a difference. We strongly recommend looking at the "Important General Resources" listed at the top of the Resource Guide page.
- **Frequently Asked Questions** - Answers to common questions, such as "How long will it take to complete the HSAT?" and "What are the benefits for completing the HSAT?"

Presented by the Michigan Department of Community Health's Cardiovascular Health, Nutrition and Physical Activity Section