

THREE LAKES ACADEMY
BOARD OF DIRECTORS

Wellness Policy
Preamble

Reference: Richard B. Russell National School Lunch Act, (42 USC. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.)

The Board recognizes that good nutrition and regular physical activity affect the health and well being of the Academy's students. Furthermore, research concludes that there is a positive correlation between a student's physical and emotional health and well being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity, both in and out of school.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Administrator shall develop administrative guidelines necessary to implement this policy, including, but not limited to, the manner in which the implementation of this policy shall be regularly evaluated by the principal of each school. The Board designates the Administrator as the individual(s) charged with operational responsibility for verifying that the Academy meets the goals established in this policy.

Board of Directors of the Academy hereby directs its leadership team to implement strategies that will keep the Academy in compliance with the latest Federal and State initiatives on Wellness and Nutrition for its staff and students.

The Administrator shall report on the Academy's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board.

Review of this policy shall occur every 2-3 years, by the Coordinated School Health Team, potentially consisting of but not limited to: a representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to this policy.

Revised 1/23/13

Wellness Policy is modeled from sample document within the Michigan Department of Education website, October 2005
http://www.michigan.gov/documents/Policy_on_Wellness_141434_7.pdf

MICHIGAN
STATE BOARD OF EDUCATION

Model Local Wellness Policy

Local Wellness Policy for Three Lakes Academy

Three Lakes Academy 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

Model Local Administrative Rules Regarding Three Lakes Academy's Local Wellness Policy

In order to enact and enforce Three Lakes Academy's Local Wellness Policy, the superintendent and the administrative team will have developed these local administrative rules. Administrative team members should 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.

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 Three Lakes Academy 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.

(Note: An existing committee may assume the responsibility of the Coordinated School Health Team.)

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

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 Three Lakes Academy's Local Wellness Policy. Any District stakeholder wishing to express a viewpoint, opinion, or complaint regarding these local rules should contact:

Superintendent of Schools
W17540 Main Street, Curtis MI 49820
906-586-6631
906-586-6573

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

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

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

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

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.

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.

Each school building in the District shall offer and promote the following food and beverages in all venues outside federally regulated child nutrition programs:

See Appendix A for USDA nutrition standards.

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

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

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.

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

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 and National Physical Education Content Standards and Benchmarks*.⁵

Every year, all students, K-7, 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 shall 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.

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

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.
- Promotes physical activity outside of school.
- Establishes program assessment and completes regularly to ensure it continues to meet the needs of students.
- Assesses students regularly for attainment of physical education learning objectives.
- Includes course grades for physical education and calculations of grade point average, class rank, and academic recognition programs, such as honor roll, in the same manner as other subject areas.
- Includes communication to families regarding a student's current level of performance and suggested activities to increase performance outside of school.
- Meets the needs of all students, regardless of their cognitive, physical, or athletic ability.
- 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 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.¹¹
- Offers instructional periods totaling 90 minutes per week (elementary) and 105 minutes per week (middle school).¹³
- 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 K through grade seven. 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. Each student is guaranteed 20 minute lunch recess daily. Physical activity opportunities might include: before- and after-school extracurricular physical activity programs, Safe Routes to School Programs,¹⁴ 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.¹⁵ 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,

¹³ Michigan State Board of Education Policy on Quality Physical Education, September 2003. www.michigan.gov/documents/HealthPolicyPE_77380_7.pdf

¹⁴ Safe Routes to School Program Information: www.saferoutemichigan.org

¹⁵ Michigan's Healthy School Action Tool: <http://mihealthtools.org/schools>

- 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

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 lunch 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).

Consistent School Activities and Environment

• The school district shall:

- have all school buildings complete the Michigan Healthy School Action Tool every two years to ensure that school activities and the environment support health behaviors, (see Appendix G),
- encourage all school fundraising efforts, classroom parties, and snacks 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,
- 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
- implement physical activity across the curriculum throughout the school day or in all subject areas, for example, Brain Breaks.¹⁷ (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.

¹⁷ Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy, 2004.
<http://www.tn.fcs.msue.msu.edu/toolkit.pdf>

**Three Lakes Academy Wellness Policy
Writing and Review Team Members**

Alex Fowler, Three Lakes Academy Teacher, CSH Facilitator
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Kris Nance, Three Lakes Academy Parapro, Parent
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Jodi Spieles, Three Lakes Academy Volunteer, Parent
Susan Pann, Three Lakes Academy Administrator
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Jen Wing, Three Lakes Academy Teacher, Parent
Dee Phinney, Three Lakes Academy Board Member, Health Educator
Lisa Howe, Parent

Table 4: School breakfast Program – Current Requirements Compared to**Final Rule Requirements for a 5-Day School Week^a**

Grade Levels	Current	Final Rule		
	Requirements	K-5	6-8	9-12
Fruit (cups)	2.5	5	5	5
Vegetable (cups)	0	0	0	0
Grain/Bread (oz eq)	0-10 ^{b,c}	7-10	8-10	9-10
Meat/Meat Alternates (oz eq)	0-10 ^c	0 ^d	0 ^d	0 ^d
Milk (cups)	5	5	5	5

^a Requirements and recommendations are for meals as offered for a 5-day school week. Requirements are minimum portion sizes based on the Traditional Food-Based Menu Planning approach.

^b Must be enriched or whole grain.

^c Requirements call for two grains, two meats, or one of each

^d Schools retain ability to substitute meat for grains. See Table 3, footnote k for additional detail.

Table 5: National School Lunch Program: Current Requirements Compared to**Final Rule Requirements for a 5-Day School Week^a**

Grade Levels	Current Requirements: Traditional Food-Based Approach			Current Requirements: Enhanced Food-Based Approach			Final rule ^c		
	K-3 ^b	4-12 ^b	7-12 ^{c,d}	K-3 ^{b,d}	4-12 ^b	7-12	K-5	6-8	9-12
Fruit (cups)	2.5 ^f	3.75 ^f	3.75 ^f	3.75 ^f	4.25 ^h	5 ^f	2.5	2.5	5
Vegetable (cups)							3.75	3.75	5
Dark Green	NS	NS	NS	NS	NS	NS	0.5	0.5	0.5
Orange	NS	NS	NS	NS	NS	NS	0.75	0.75	1.25
Legumes	NS	NS	NS	NS	NS	NS	0.5	0.5	0.5
Starchy	NS	NS	NS	NS	NS	NS	0.5	0.5	0.5
Other	NS	NS	NS	NS	NS	NS	0.5	0.5	0.75
Additional Veg to Reach Total	NS	NS	NS	NS	NS	NS	1	1	1.5
Grain/Bread (oz eq)	8 (min)	8 (min)	8 (min)	10 (min)	12 (min)	15 (min)			
	1/day ^g	1/day ^g	1/day ^g	1/day ^g	1/day ^g	1/day ^g	8-9	8-10	10-12
Meat/Meat Alternates (oz eq)	7.5	10	15	7.5	10	10	8-10	9-10	10-12
Milk (cups)	5	5	5	5	5	5	5	5	5

^a Requirements and recommendations are for meals as offered for a 5-day school week.

^b Minimum portion sizes.

^c Recommended portion sizes for the Traditional Food-Based Menu Planning approach.

^d Optional grade configuration.

^e See Table 3 and Table 3 footnotes for additional detail. Final rule standards shown in this table are after full phase-in (SY 2014-2015).

^f Two or more servings of fruit, vegetables, or both a day.

^g Must be enriched or whole grain.

^h Two or more servings of fruit, vegetables, or both a day, plus an extra half-cup over the 5-day school week.

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 269-639-0062 or go to www.tn.fcs.msue.msu.edu.

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

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
- ◆ 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.



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

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.



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

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.



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

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 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! 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




HSAT Module Topics

The HSAT (assessment and action plan) helps schools 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 Services
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)



<http://www.mhealthtools.org/schools>

The Healthy School Action Tool (HSAT) was adapted from the School Health Index for Physical Activity, Healthy Eating, and a Tobacco-Free Life-style: 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 Services, 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.

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