



WELLNESS POLICY

The majority of American youth are sedentary and do not eat well. These unhealthy practices can lead to learning problems in school and health related problems that may begin during school-age years and continue into adulthood. Many studies show a direct link between physical activity and academic achievement. A meta-analysis of nearly 200 studies of effectiveness of exercise on cognitive functioning found that regular physical activity supports better learning.¹ Other recent studies found a significant relationship between academic achievement and fitness-levels. Physical activity in adolescents has consistently been related to higher levels of self-esteem and lower levels of anxiety and stress-each of which has been associated with better academic performance.

An important consequence of inactivity is the impact on learning. There is a growing body of evidence demonstrating that children who engage in too little physical activity do not perform as well as they could academically, and that improvements in nutrition and physical activity can result in improvements in academic performance. In Addition, emerging research indicates that overweight children face additional barriers that could contribute to poor academic performance.

According to the President's Council on Physical Fitness and Sports, evidence indicates that time spent in physical education does not decrease learning in other subjects. Youths who spend less time in other subjects to allow for regular physical education have been shown to do equally well or better in academic classes.²

Nutrition Education Goals

Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, kindergarten through eighth including center-based, transition, and before and after school programs. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the Michigan Health Education Content Standards and Benchmarks.³ Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, development appropriate, and enjoyable. The program shall engage families as partners in their children's education.

¹ Eric Digest, July 2002, EDO-PS-02-5

² President's Council on Physical Fitness and Sports, Physical activity promotion and school physical education. Physical Activity and Fitness Research Digest. 1999

³ Michigan Department of Education Health Education Content Standards and Benchmarks, July 1998
http://www.michigan.gov/documents/health_Standards_15052_7.pdf

Nutrition education shall be designed to help pupils learn all of the following:

- (a) Nutritional Knowledge, including but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use of misuse of dietary supplements, and safe food preparation, handling, and storage.
- (b) Nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluation nutrition information, and misinformation, and commercial food advertising.
- (c) How to assess their own personal eating habits, set goals for improvement, and achieve those goals by using the Food Guide Pyramid, Dietary Guidelines for Americans, Nutrition Fact Labels, and Physical Activity Pyramid.

School Health Program staff will work with the Curriculum Director to integrate nutrition education policy into the comprehensive education programs. The school health education curriculum offers specific lessons per grade level as examples to be incorporated throughout the broad curriculum.

Administrators, staff, and extracurricular groups shall ensure that all school activities, including classroom practices and incentives, and consistent with the sound nutrition practices taught in the classroom and implemented in the school meal programs. School personnel shall practice consistency of nutrition messages throughout the curriculum and environment.

The District shall ensure that reimbursable school meals meet the program requirements and nutritional standards found in federal regulations.¹ Food Service personnel 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 density² and portion size before permitting food and beverages to be sold or served to students.

Physical Education and Physical Activity Goals

The District will deliver planned and sequential instruction in physical education that promotes lifelong physical activity. The curriculum is designed to develop basic movement skills, sports skills, and physical fitness as well as to enhance mental, social and emotional abilities. Health and physical education for pupils of both sexes shall be established and provided in all Landmark Academy grades. Each pupil attending school in this District who is capable of doing so shall take the course in physical education. The District shall offer physical education opportunities that include the components of a quality physical education program.³ Every year all students shall participate regularly in supervised physical activities organized or unstructured, intended to maintain physical fitness and to understand the short-and long-term benefits of a physically active healthy lifestyle. Physical education instruction shall be aligned with the Michigan Physical Education Content Standards and Benchmarks.⁴

¹ Title 7-United States Department of Agriculture, Chapter II-Food and Nutrition Service, Department of Agriculture Part 210-National School Lunch Program (7CFR Part 210) http://www.access.gpo.gov/nara/cfr/waisidx_04/78cfr210_04.html

² 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 or no micronutrients http://www.health.gov/dietaryguidelines/dga2005/report/HTML/GI_Glossary.htm

³ Offering physical activity opportunities is required by federal law. (Section 204 of Public Law 108-265). Physical Education, while recommended, is not required

⁴ Michigan Department of Education Physical Education Content Standards and Benchmarks, July 1997 http://222.michigan.gov/documents/Physical_Education_Content_Standards_42242_7.pdf

Best Practices for the District dictates the following:

- Adequate budget for equipment and supplies.
- Daily opportunity for physical activity for all students.
- Schools provide a physical environment that encourages safe and enjoyable activities for all students.

The Governor's Council on Physical Fitness, Health and Sports-Promotes the health benefits of physical activity, and creating behavior change programs to equip Michigan citizens to lead physically active lifestyles. All students in grades K-8 will have a minimum of 20 minutes per day of physical activity.

Nutrition Standards for All Foods and Beverages Available on School Campuses during the School Day

The District shall provide nutrition food (USDA approved).

1. All food sold to pupils during breakfast and lunch periods must meet the National School Breakfast and Lunch Program requirements.
 - i. Foods with 30% or less total calories from fat. This does not apply to the sale of nuts or seeds.
 - ii. Foods with 10% or less total calories from saturated fat.
 - iii. Foods with 25% or less total calories from sugar. This does not apply to the sale of fruits and vegetables.
2. All school-approved groups (students, teachers, parents, booster groups and outside vendors) shall offer and promote the following food and beverages in all venues outside federally regulated child nutrition programs:
 - i. Unflavored, non-carbonated water
 - ii. Fresh, frozen, canned or dried fruits and vegetables. Canned fruits must be packed in natural fruit juice.
 - iii. One hundred percent fruit juices in 12 ounce servings or less or fruit-based drinks composed of no less than 50% juice without additional sweeteners: calcium enriched juices are recommended.
 - iv. 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 USDA standards.
 - v. Nonfat, low fat, plain and flavored milk, yogurt and other similar dairy or non-dairy (soy, rice) beverages.
 - vi. Nuts, seeds, trail mix and soybean snacks in one ounce portions or less. Accompaniments (sauces, dressings and dips) in one ounce servings or less: low fat products are recommended.
3. Carbonated beverages shall not be sold and/or distributed.

Nutrition Standards for all Foods and Beverages in Vending Machines on School Campuses

Foods and beverages sold through school vending machines with access to middle school 6-8 grade students shall consist of the following:

1. Unflavored, Noncarbonated water
2. Nonfat, low fat plain and flavored milk, yogurt and other similar dairy or non-dairy (soy, rice) beverages
3. One hundred percent fruit juices in 12 ounce servings or less or fruit-based drinks composed of no less than 50% juice, calcium enriched without sweeteners
4. Electrolyte replacement (sport drinks) beverages that contains 25 grams or less of additional sweetener per 12 ounces serving
5. Nuts and seeds in one ounce servings or less, fresh fruits or vegetables, dried fruits or vegetables, and packaged fruits in natural fruit juice.
6. Any other food item containing:
 - i. Foods with 30% or less total calories from fat
 - ii. Foods with 10% or less total calories from saturated fat
 - iii. Foods with 25% or less total calories from sugar.

Carbonated beverages shall not be sold in school vending machines where students have access to purchase product.

The CEO and/or governing body of the District shall continually evaluate vending policies and contracts. Vending contracts that do not comply with this policy shall not be renewed.

Goals for Other School-Based Activities Designed to Promote District Wellness

The District's Food Service Director and/or Nurse shall develop and recommend policy that promotes staff and student wellness which will represent the eight components of a Coordinated School Health Program:

- (a) Health Education
- (b) Physical Education
- (c) Health Services
- (d) Nutrition Services
- (e) Counseling, Psychological and Social Services
- (f) Healthy School Environment
- (g) Health Promotion for Staff
- (h) Family/Community Involvement

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

Dining Environment

- The 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 District shall Ensure:
 - Adequate time for students to enjoy eating healthy foods with friends in schools, and
 - 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 District Shall:
 - Prohibit the use of food as punishment in schools
 - Prohibit the use of non-healthy food items as a reward in schools (select food choices as outlined in the nutrition standards in this policy)
 - 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.

Consistent School Activities and Environment

- The District Shall:
 - Require all school buildings to complete the Michigan Healthy School Action Tool to ensure that school activities and the environment support health behaviors
 - 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 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, 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.

Goals for Measurement and Evaluation

An Evaluation/assessment component shall be established by the District for the purpose of determining the effectiveness of this policy. The CSHC shall monitor the District's compliance with this policy.

Glossary

Additional Sweetener: means an additive that enhances the sweetness of a food or beverage, including but not limited to sugar. Additional sweetener does not include the natural sugar or sugars that are contained in any fruit juice that is a component of the food or beverage.

Moderate physical activities: refer to activities that are equivalent in intensity to brisk walking.

Pacing charts: are valuable tools that help teachers set realistic goals toward achieving grade level expectations throughout the course of the academic year.

Physical education: refers to a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active lifestyles.

Recess: refers to regularly scheduled periods within the school day for unstructured physical activity and play.

Regular physical activity: refers to participation in moderate to vigorous physical activity for at least 30 minutes per day on most days, if not all, days of the week.

Vigorous physical activity: refers to exertion that makes a person sweat and breathe hard, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing and similar aerobic activities.

STUDENTS WITH SPECIAL HEALTH CARE NEEDS

Accommodating Students with Special Dietary Needs

The following administrative regulations are established:

- A. Each school shall establish a method of transmitting relevant information to all supervising persons of an identified student. It is incumbent upon the school to notify any person who may be supervising an identified student with food allergies, especially those which may be life-threatening, such as peanut allergies.
- B. The primary concern of the school is the prevention and appropriate treatment of potentially severe allergic reaction, anaphylaxis.
- C. Parents with allergic children must provide the school with an individualized action plan prepared by the student's physician.
- D. An at-risk student should have some means of identification, such as a medical alert bracelet.
- E. Most food-allergic children bring their lunch from home. However, guidelines established by the USDA Child Nutrition Division in charge of school lunches require school food service staff to provide substitute meals to allergic students if the physician of the student sends in written instructions certifying the child's allergy, what foods are to be avoided and safe substitutions.
- F. Establishing a no-food trading policy within the school, as and if determined necessary to avoid unnecessary risk of exposure.
- G. Permit parents to review/preview menus in order to select safe foods their child may eat.
- H. Consider the following avoidance strategies due to the fact that risk mean never be fully eliminated in the school environment:
 - a. Parents should be encouraged to instruct their children in how to avoid contact with substances to which they are allergic.
 - b. Carefully monitor identified children, especially in the younger grades.
 - c. Allergic children should consider eating foods that are only prepared at home.
 - d. Students should be encouraged not to exchange foods or utensils with other students.
 - e. Surfaces, toys and equipment should be washed clean of allergic containing foods.
 - f. Food personnel should be instructed about necessary measures required to prevent cross contamination during food handling, preparation and serving of food.
 - g. Check hand soap ingredients to be sure it does not contain peanut oils.
 - h. Establish a buddy system for identified students.
 - i. Provide staff updates at monthly faculty meetings.
 - j. Consider a peanut-free table in the cafeteria.
- I. Provide training for staff in basic first aid, resuscitative techniques and in the use of epinephrine auto injections.
- J. Epinephrine should be kept in close proximity to students identified as at risk of anaphylaxis and in all cases where it is administered, the student must be sent to the hospital immediately.