

Detroit Public Schools

HEALTH AND WELLNESS POLICY

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 hunger and food insufficiency in children are associated with poor behavioral and academic functioning¹

The Alliance for a Healthier Generation reported the following in December 2009:

- Severely overweight children miss four times as much school as normal weight kids and often suffer from depression, anxiety and isolation from their peers.
- Absenteeism is directly linked to academic performance. A 2004 study in Texas found that the higher the attendance rate in a given district, all other things being equal, the higher the district's pass rate on the Texas Assessment of Knowledge and Skills.
- Absenteeism that is a result of health issues related to childhood obesity could lead to a potential loss in state aid of \$95,000 per year in an average size school district in Texas, and \$160,000 per year in an average California school district. The loss in state funding in large cities could be much higher. For example, New York City could lose about \$28 million each year, while Chicago could forfeit an estimated \$9 million and Los Angeles an estimated \$15 million.²

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.³ 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.

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

¹ Centers for Disease Control and Prevention - National Center for Chronic Disease Prevention and Health Promotion - Nutrition and the health of Young people. June 3, 2010

² Alliance for a Healthier generation; downloaded from www.healthiergeneration.org December 2009

³ Eric Digest, July 2002, EDO-PS-02-5

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.⁴

Nutrition Education Goals

Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through twelfth 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.⁵ Nutrition education instructional activities shall stress the appealing aspects of healthy eating and be participatory, developmentally appropriate, and enjoyable. The program shall engage families as partners in their children's education. The Principal in each school must identify a certified teacher to deliver the nutrition health lessons. (health teacher, science teacher, family and consumer education teacher, school nurse)

Nutrition education shall be designed to help students 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 and 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 evaluating nutrition information, 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 the Physical Activity Pyramid.

School Health Program staff will work with the District Level Governing Body to integrate the 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.

Nutrition Standards for All Foods and Beverages Available on School Campuses

The District shall provide nutritious, fresh, locally grown food (USDA approved) that reflects Detroit's cultural diversity.

- (1) All food sold to students during breakfast lunch, summer feeding and after school periods must meet the School Nutrition Association's National Nutrition Standards 2008, the USDA HealthierUS School Challenge Guidelines 2008, and the Institute of Medicine (IOM) School Meals: Building Blocks for Healthy Children 2009 Program requirements.

⁴ President's Council on Physical Fitness and Sports, Physical activity promotion and school physical education. Physical Activity and Fitness Research Digest. 1999

⁵ Michigan Department of Education Health Education Content Standards and Benchmarks, July 1998. http://www.michigan.gov/documents/Health_Standards_15052_7.pdf

Fruits, Vegetables, whole grains, combination products, fat-free and low fat milk and milk products, lactose-free and soy beverages, per portion as packaged:

- ≤ 200 calorie;
 - $\leq 35\%$ of total calories from fat;
 - $< 10\%$ of total calories from saturated fats;
 - Zero trans fat (≤ 0.5 g per serving);
 - $\leq 35\%$ of calories from total sugars; and \
 - ≤ 200 mg sodium.
 - 100% fruits and fruit juices in all forms without added sugars
 - 100% vegetables and vegetable juices without added sugars
 - Unflavored nonfat and low-fat milk and yogurt; flavored nonfat and low-fat milk can contain no more than 22g of total sugars per 8-oz portion, and flavored nonfat and low-fat yogurt can contain no more than 30g of total sugars per 8-oz serving.
 - Lactose-free and soy beverages can contain no more than 22g total sugars per 8-oz portion.
 - Water must be readily available at mealtime.
- (2) All school-approved groups (students, teachers, parents, booster groups and outside vendors) will offer and promote the following food and beverages in all venues outside federally regulated child nutrition programs:
- Unflavored, non-carbonated water
 - Sports drinks will not be available in the school setting. The athletic director may determine whether sports drinks are made available to student athletes under allowable conditions to maintain hydration (such as when students are engaging in prolonged, vigorous activities on hot days).
 - Fresh, frozen, canned or dried fruits and vegetables. Canned fruits must be packed in natural fruit juice.
 - One hundred percent fruit juices in 12 ounce servings or less. Calcium enriched juices are recommended.
 - 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.
 - Nonfat, low fat, plain and flavored milk, yogurt and other similar dairy or non-dairy (*soy, rice*) beverages.
 - 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.

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

consider nutrient density⁶ and portion size before permitting food and beverages to be sold or served to students.

The District will ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations⁷ and the Michigan Nutrition Standards as adopted October 2010.⁸ Food Service personnel shall encourage students to make nutritious food choices.

DPS Dietary Goals

1. Reduce by 30% the number of processed food items used in cycle menu planning and replace with lean cuts and unbreaded meat offerings.
2. Reduce by 30% the number of canned fruit and vegetables used in cycle menu planning and replace with locally and regionally grown fresh and table ready foods.
3. Reduce by 20% the use of fluid juice in cycle menu planning and replace with fresh fruit offerings.
4. Menu a meat alternate offering once a week during menu cycle.
5. Create a Detroit Public School Salad Mix that allows inclusion of foods based on nutrient density.
6. Integrate foods into the menu cycle that reflect the ethnic diversity of the district
7. Incorporate the use of herbs and spices into seasoning regime of recipes to reduce the use of sodium.
8. Include whole grain breads and cereals in the menu plan.
9. Competitive Foods shall meet the Healthier US Challenge Nutrient Guidelines and the Michigan Nutrition Standards.
10. Eliminate the offering of beverages that contain artificial sweeteners.

⁶ 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/G1_Glossary.htm

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

⁸ Michigan Nutrition Standards – Michigan Department of Education Recommendations for all Foods and Beverages Available in Michigan Schools. October 12, 2010

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

Foods and beverages sold through school vending machines 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. (8 ounce servings for elementary students, 10 ounce servings for middle school students and 12 ounce servings for high school students)
3. One hundred percent fruit juices in 8 ounce servings for elementary students, 10 ounce servings for middle school students and 12 ounce servings for high school students.
4. Nuts and seeds in one ounce servings or less, fresh fruits or vegetables, dried fruits or vegetables, and packaged fruits in natural fruit juice.
5. Any other food item containing:
 - Foods with 35% or less total calories from fat
 - Foods with 10% or less total calories from saturated fat
 - Foods with 35% or less total calories from sugar.

Carbonated beverages will not be sold in school vending machines.

The 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.

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 students of both sexes shall be established and provided in all Detroit Public Schools. Each student attending public school in this District who is capable of doing so shall take the course in physical education. The District will offer physical education opportunities that include the components of a quality physical education program.⁹ Every year all students shall participate regularly in supervised physical activities, intended to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle. Physical education instruction shall be aligned with the Michigan Physical Education Content Standards and Benchmarks.¹⁰

⁹ Offering physical activity opportunities is required by federal law (Section 204 of Public Law 108-265). Physical education, while recommended, is not required.

¹⁰ Michigan Department of Education Physical Education Content Standards and Benchmarks, July 1998. 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.
- Schools provide a physical environment that encourages safe and enjoyable activities for all students.
- Utilizing the physical education pacing chart, all schools shall offer a minimum of 50 minutes of physical education per week to students in Kindergarten.
- Utilizing the physical education pacing chart, all schools shall offer a minimum of 100 minutes of physical education per week to students in grades 1-3.
- Utilizing the physical education pacing chart, all schools shall offer a minimum of 150 minutes of physical education per week to students in grades 4 -8
- Utilizing the health education and the physical education pacing charts, all schools shall offer a minimum of one semester of health education and one semester of physical education in grades 9 – 12.

President's Council on Fitness, Sports and Nutrition's mission is to engage, educate and empower all Americans across the lifespan to adopt a healthy lifestyle that includes regular physical activity and good nutrition. Locally, the Governor's Council on Physical Fitness, Health and Sports - Promotes the health benefits of physical activity, and creating behavior change programs to equip MI citizens to lead physically active lifestyles. All students in grades PK- 8 will have a minimum of 60 minutes per day of structured physical activity.

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

The District's Coordinated School Health Council (CSHC) shall develop and recommend policy that promotes staff and student wellness. The committee will consist of:

- 1) Community/Parent representatives
- 2) The CEO and/or governing body or designee
- 3) The Director of Food/Nutrition Services or designee
- 4) 5 Students (3 middle school and 2 high school)
- 5) Representatives of 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
 - Safe 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,
 - That lunch time is scheduled as near the middle of the school day as possible, and
 - That recess for elementary schools is scheduled before lunch so that children will come to lunch less distracted and ready to eat.
 - That students will have a minimum of 20 minutes to eat lunch.

Administrators, staff, and extracurricular groups shall ensure that all school activities, including classroom practices and incentives, are 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.

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 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.

Foods Marketing

- Marketing of foods not meeting the standards specified in this document are prohibited.

After-School Activities

- Foods and beverages served during after-school activities must comply with the standards specified in this document. Sales of items that do not meet the specified standards are prohibited.

School Sponsored Fundraising Activities

- Fundraising activities using foods and/or beverages must meet the standards specified in this document. Fundraisers cannot be held less than 30 minutes before the first lunch period starts or less than 30 minutes after the final lunch period ends.

Evening and Community Activities that include Adults

- Foods and beverages served at evening and community activities held on school grounds should comply with standards specified in this document.

Consistent School Activities and Environment

- The District shall
 - Require all school buildings to complete an approved healthy environment assessment such as the Michigan Healthy School Action Tool, the CDC's Health Index or other nationally recognized health assessment tool to ensure that school activities and the environment support health behaviors
 - Ensure that all school fundraising efforts support healthy eating and physical activity

- 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 Food and Nutrition Service (FNS) programs such as Bridge Cards, 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.

This policy will be reviewed annually and updated as necessary.

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 annually. Depth of impact will be measured using the Action for Healthy Kids Wellness Policy Tracker.

Some methods to assist in gathering data to measure the impact of the policy:

- Get feedback from students, parents, administrators, school staff and community concerning policy (surveys, discussion groups, anecdotal conversations)
- Nutrition and physical activity goals are included in the district and school level improvement plans
- Track educational or financial impacts on students through a review of the school's nutrition program, student store or vending programs (baseline data is important)

- Track changes to nutrition education, physical activity (daily opportunities for PA or promotion of regular events that support increased PA) or nutritional quality of foods available to students as a result of the policy (fundraising, celebrations, etc)
- Track changes made to the school environment to better promote academic learning and development of healthy habits (water stations, removal of unhealthy vending items, and more PE)
- Record the number and type of individuals reached through these program changes

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 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.