

Wellness Policy

Preface

The Michigan State Board of Education recognizes and acknowledges that “schools cannot achieve their primary mission of education if students and staff are not physically, mentally and socially healthy.”¹ The Board believes that schools should provide a campus-wide environment where students are taught healthy eating and physical activity knowledge, skills, and values. In addition, the campus-wide environment should provide ample opportunity to practice these skills on a daily basis.

A local school wellness policy is a written document that guides a local educational agency’s²(LEA) efforts to establish a school building environment that promotes students’ health, well-being, and ability to learn. The wellness policy requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004, and further strengthened by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). It is specific to LEAs (local school districts, public school academies, and intermediate school districts), as opposed to School Food Authorities,³that participate in the National School Lunch Program and/or School Breakfast Program. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level so the unique needs of each school under the LEA’s jurisdiction can be addressed.⁴

This State Board of Education Model Local School Wellness Policy was developed to assist Michigan school districts in developing their own local wellness policies. This document supersedes the 2005 model policy and must be modified to reflect local school district policy and procedure. Evidence-based⁵ goals must be specific, measurable, achievable, realistic, and time-based (SMART).

Wellness Committee and Policy Leadership

Committee Role and Membership

The LEA will convene a representative district wellness committee to establish goals for and oversee school health policies and programs, including the development, implementation, and periodic review and update of this district-level wellness policy.

The committee will represent all school building levels (elementary and secondary schools) and include to the extent possible, but not be limited to: parents and caregivers, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals (e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services), mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists), school administrators, school board members, health professionals (e.g., dietitians, doctors, nurses, dentists), and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education (SNAP-Ed) coordinators. To the extent possible, the committee will include representatives

Wellness Policy

from each school building and reflect the diversity of the community.⁶

The Wellness Committee will meet on a monthly basis.

Wellness Policy Leadership

The LEA will establish wellness policy leadership of one or more district and/or school building officials (s) (e.g., superintendent, building principal) who have the authority and responsibility to ensure each school building complies with this policy.⁷

The designated official(s) for oversight is:

Laura Frey-Greathouse, Senior Executive Director of Teaching and Learning, laura.freygreathouse@cegschools.org, 313-306-5671

Nutrition

Nutrition Education

Every year, all students, Pre-K-12, shall receive nutrition education that is aligned with the Michigan Health Education Grade Level Content Expectations⁸ and the Michigan Merit Curriculum Guidelines for Health Education.⁹ 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.¹⁰

Goal: Beginning in Fall 2022, the school nurse will have monthly nutrition topics to discuss with students at assemblies. Students will be able to discuss what they learned in the assembly.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and participation in school meal programs. Students and staff will receive consistent nutrition messages throughout school buildings, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school building staff, teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal

Wellness Policy

programs.¹¹

Goal: Beginning in Fall 2022, we will send home monthly lunch menus and include tips for healthy eating. Nutrition information will be posted in the lunchroom.

Standards and Nutrition Guidelines for all Foods and Beverages

The District shall encourage students to make nutritious food choices and ensure that all foods and beverages sold to students on the school campus¹² during the school day¹³ are consistent with federal and state regulations.

Reimbursable school meals must meet requirements found in the United States Department of Agriculture (USDA)'s Nutrition Standards for School Meals.¹⁴ All foods and beverages sold to students outside the federally regulated child nutrition programs (referred to as "competitive" foods and beverages) must be consistent with USDA's Smart Snacks in School nutrition standards¹⁵ and Michigan Department of Education Administrative Policy No. 21 regarding Non-Compliant Food Fundraiser Guidance.¹⁶ These standards apply in all areas where foods and beverages are sold which may include, but are not limited to, à la carte lines, fundraising events, school stores, snack carts, and vending machines.

The District will establish nutrition standards for all foods and beverages provided, but not sold, to students during the school day (e.g., classroom parties, classroom snacks provided by parents, or other foods used as incentives).¹⁷

Celebrations and meetings during school are encouraged to only include food and beverage choices from the USDA Smart Snack in School standards. Celebrations and meetings after school are encouraged to only include food and beverage choices from the USDA Smart Snack in School standards. The District shall disseminate a list of ideas to parents and teachers, including healthy food and beverage choices and alternative activities for classroom parties (e.g., increased recess time instead of a class party).

Food and Beverage Marketing

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.¹⁸

It is the intent of the District to protect and promote students' health and to provide consistent health-related messaging. Any foods and beverages marketed or promoted to students on the school campus during the school day will meet the USDA Smart

Wellness Policy

Snacks in School nutrition standards.

As the LEA reviews existing contracts and considers new contracts, equipment, and/or product purchasing and replacement, decisions will reflect these marketing guidelines.¹⁹

Physical Activity and Physical Education

The District shall offer physical education opportunities that include the components of a quality physical education program. 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 Grade Level Content Expectations²⁰ and the Michigan Merit Curriculum Guidelines for Physical Education.²¹

Goal: Beginning Fall 2022, every class will have physical education weekly. During physical education class, the teacher will plan using the MDE Physical Education standards for each grade level. Physical education will not be withheld as a punishment or to complete work in other content areas.

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.²²

Goal: Beginning Fall 2022, every student will have a daily recess block led by their teacher. Physical activity will not be withheld as a punishment.

Other School-based Activities that Promote Student Wellness

The District will implement other evidence-based programs across the school setting to create environments that are conducive to healthy eating and physical activity and convey consistent health messages.

Insert LEA evidence-based SMART goal(s) for other school-based activities that promote student wellness:

Goal

100% of school staff will receive a model training module on the wellness guidelines by Fall 2022 and annually thereafter.

Staff Wellness

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff

Wellness Policy

members to maintain a healthy lifestyle and that encourages staff members to serve as role models.

Mental Health and Wellness

Goal

By June 2025 all students enrolled in Cornerstone schools will receive at least one (1) mental health education experience each school year to positively impact their emotional well-being.

Promotion/Universal Prevention

- A. Utilize the District's improvement team to help assess, plan and implement a socially and emotionally healthy school environment for all students and staff. (Include a school mental health provider on this team, where available.)
- B. Each building level will integrate social and emotional learning strategies across the curriculum and within the entire school environment through training and support.
- C. Assess understanding and use of social and emotional well-being learning strategies in classroom/school management as part of annual teacher and administrator performance evaluations.
- D. Implement a research-based health education curriculum as an approach to improve student decision-making and pro- social behavior. Social-emotional health education for K-8 shall be taught using the Michigan Model.
- E. Schedule at least one (1) day and/or integrate throughout the required annual professional development days in-service for all faculty and staff around the stigma of mental health and/or the impact of mental health on school climate and connectedness, classroom atmosphere climate, learning strategies, academic achievement, dropout rates, and thus overall school success.
- F. Incorporate staff mental health and wellness initiatives in an effort to support teacher efforts, promote a culture of wellness, and to support teacher and administrator job satisfaction and performance.

Early Intervention

- A. Institute an approved mental health policy and protocol that specifically delineates how students will be identified, assessed, and when applicable, will receive appropriate intervention including a possible referral for mental health services.
- B. Review the Crisis Response Plan annually and support the Critical Incident Stress

Wellness Policy

Management Team, strengthen the Crisis Intervention Team and its role in responding to traumatic events and mental health concerns in the school setting as indicated.

- C. Ensure the school/District is included in collaboration with the local community Emergency Preparedness Plan(s).
- D. Review discipline policies to determine varied and appropriate disciplinary methods in response to student behavior, with an effort to avoid over-reliance on suspensions and/or expulsions and to include intervention and post-intervention methods. As a part of the discipline process, students may be screened for underlying mental health concerns.

Treatment

- A. Create or designate a team to provide mental health assistance, including follow-up, to individual students as indicated. Each team should, at a minimum, include a mental health provider such as a school social worker, psychologist, counselor, or community mental health provider; a school liaison, and other community representatives where available and appropriate.
- B. Develop a Memorandum of Understanding (MOU) with local mental health providers that is routinely updated and revised as appropriate to outline roles, relationships, and responsibilities. These MOUs will serve to improve access to services for students and their families as indicated by their need and assessment.
- C. Establish an arrangement for an on-site mental health provider (e.g., school social worker, school psychologist, school counselor, or other mental health provider) to deliver mental health treatment services to students on an on-going, as needed basis.

Implementation, Assessment, Documentation, and Updates

Implementation

The District will develop and maintain a plan to manage and coordinate the implementation of this wellness policy. The plan will delineate roles, responsibilities, actions, and timelines specific to each school building.²³ It is recommended that school buildings use the Healthy School Action Tool (HSAT)²⁴ to complete a school-level assessment and create an evidence-based action plan that fosters implementation.

Wellness Policy

Triennial Assessment

The LEA will conduct an assessment of the wellness policy every three years, at a minimum. The assessment will determine: building level compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.²⁵

The person responsible for the Triennial Assessment is:
Laura Frey-Greathouse, Senior Executive Director of Teaching and Learning,
laura.freygreathouse@cegschools.org, 313-306-5671

Documentation

The LEA will retain records to document compliance with the wellness policy requirements. Documentation maintained will include a copy or web address of the current wellness policy, documentation on how the policy and assessments are made available to the public, the most recent assessment of the implementation of the policy, and documentation of efforts to review and update the policy, including who was involved in the process, their relationship to the LEA, and how stakeholders were made aware of their ability to participate.²⁶

This wellness policy can be found at (Insert direct URL for LEA's wellness policy):
<https://cornerstoneschools.org/school/madison-carver-academy/transparency-reporting/>

Required documentation will be maintained at (Insert location): Madison-Carver Academy

Updates to the Policy

The LEA will update or modify the wellness policy as appropriate based on the results of the HSAT and Triennial Assessments; as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new federal or state guidance or standards are issued. The wellness policy will be updated at least every three years, following the Triennial Assessment.²⁷

Public Updates

The LEA will inform the public annually about the local wellness policy, including its content and any updates to and about the policy. The Triennial Assessment, including progress toward meeting the goals of the policy, will also be made available to the

Wellness Policy

public. The District will provide information on how the public can participate on the wellness committee and assist with the development, implementation, and periodic review and update of the wellness policy. All communication will be culturally and linguistically appropriate and will be available via the district website and/or district-wide communications (email, newsletters, mailings).²⁸

¹ [Michigan State Board of Education Policy on Coordinated School Health Programs to Support Academic Achievement and Healthy Schools](#)

² A commonly used synonym for a school district, an entity which operates local public primary and secondary schools in the United States.

³ The governing body which is responsible for the administration of one or more schools and which has the legal authority to operate a nonprofit school food service program therein or otherwise approved by the Food and Nutrition Service of the United States Department of Agriculture to operate the National School Lunch Program.

⁴ [Local School Wellness Policy Implementation Under the HHFKA: Summary of Final Rule](#)

⁵ Any concept or strategy that is derived from or informed by objective evidence.

⁶ [Alliance for a Healthier Generation Model Local Wellness Policy 2016](#)

⁷ [Local School Wellness Policy Implementation Under the HHFKA: Summary of Final Rule](#)

⁸ Michigan Department of Education, Michigan Health Education Grade Level Content Expectations

⁹ Michigan Department of Education, Michigan Merit Curriculum Guidelines for Health Education, V.1.07

¹⁰ [Michigan State Board of Education Model Local Wellness Policy 2005](#)

¹¹ [Alliance for a Healthier Generation Model Local Wellness Policy 2016](#)

¹² All areas of the property under the jurisdiction of the school that are accessible to students during the school day.

¹³ The period from the midnight before, to 30 minutes after the end of the official school day.

¹⁴ [USDA Nutrition Standards for School Meals](#)

¹⁵ [USDA Smart Snacks in School nutrition standards](#)

¹⁶ Administrative Policy No. 21 clarifies that up to two exempt fundraisers per week are allowed per school building that do not meet the Smart Snacks in School nutrition standards.

¹⁷ [Local School Wellness Policy Implementation Under the HHFKA: Summary of Final Rule](#)

¹⁸ [Change Lab Solutions. \(2014\). District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds](#)

¹⁹ [Alliance for a Healthier Generation Model Local Wellness Policy 2016](#)

²⁰ Michigan Department of Education, Michigan Physical Education Grade Level Content Expectations

²¹ Michigan Department of Education, Michigan Merit Curriculum Guidelines for Physical Education

²² [Michigan State Board of Education Model Local Wellness Policy 2005](#)

²³ [Alliance for a Healthier Generation Model Local Wellness Policy 2016](#)

²⁴ [Healthy School Action Tool](#)

²⁵ [Local School Wellness Policy Implementation Under the HHFKA: Summary of Final Rule](#)

²⁶ [Local School Wellness Policy Implementation Under the HHFKA: Summary of Final Rule](#)

²⁷ [Alliance for a Healthier Generation Model Local Wellness Policy 2016](#)

²⁸ [Alliance for a Healthier Generation Model Local Wellness Policy 2016](#)



Wellness Policy