

The Clare Public Schools is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement.

Nutrition Education

Every year, all students, Pre-K-12, shall receive *some* form of nutrition education that is aligned with the *Michigan Health Education Content Standards and Benchmarks*. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum *when appropriate*. Nutrition education information shall be offered throughout the school campus including, but not limited to, school dining areas and classrooms (includes posters related to nutrition/physical education). 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. 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 density and portion size before permitting food and beverages to be sold or served to students (MyPlate.gov).

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.

Physical Education and Physical Activity Opportunities

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 Content Standards and Benchmarks*.

The district will attempt to provide the opportunity for Pre-K-12th grade students 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. (In the high school there is an after-school Dance Team, open gym and weight lifting. In the middle school there is Girls on the Run. The high school is available for the community to walk the halls in the winter and weight lifting is open 2 hours/3 nights a week.)

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. (In addition, Administrative Assistants have been trained in dispensing medications.) A sustained effort is necessary to

implement and enforce this policy. The district superintendent shall report to the local school board, as requested, on the district's programs and efforts to meet the purpose and intent of this policy.

Administrative Rules Regarding Clare Public Schools Local Wellness Policy

In order to enact and enforce Clare Public Schools' Local Wellness Policy, the Superintendent and administrative team, with input from teachers (including specialists in health and physical education), representatives of the school food service program, school board members, and school administrators, have developed these administrative rules.

To assist in the creation and maintenance of a healthy school environment, the District has in operation a Coordinated School Health Committee that will provide an ongoing review and evaluation of Clare Public Schools' Local Wellness Policy and these administrative rules. (The health committee meets twice a year and the sex ed. advisory board meets as needed.)

- The Superintendent shall appoint a member of the administrative staff of the District to oversee the Coordinated School Health Committee and invite appropriate District stakeholders to become members of the Committee. The committee includes representatives from the following areas:
- Administration.
- Counseling (school counselor)/psychological/and social services (liaison officer).
- Food services (LeAnn Smith food service director).
- Health education. (Matt Alexander, Kelly Luplow, Ed Hubel, Steven Spranger) • Health services. (Marianne Roe school nurse)
- Parent/guardian, student and community (including health care providers, hospital and public health department staff, non-profit health organizations, physical activity groups, community youth organizations, and university or other governmental agencies). Physical education.

Staff shall be reminded that healthy students come in all shapes and sizes. Students should receive consistent messages and support for:

- Self-respect.
- Respect for others.
- Healthy eating.
- Physical activity.

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

Superintendent of Schools-Jim Walter
201 E. State Street
Clare, MI. 48617

(989) 386-3561 Fax (989) 386-6055

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. (Nutrition education is integrated in K to 8th grade and 10th grade.)

The District, *when appropriate, will* implement a quality nutrition education program that addresses the following:

The District shall implement a quality physical education program that addresses the following:

Curriculum:

- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Curriculum aligned with the *Michigan Physical Education Content Standards and Benchmarks*.
- Influences personal and social skill development.

Instruction and Assessment:

- Aligns curriculum, instruction, and assessment. (Lessons from Michigan Model and pacing guides are used.)
- Builds students' confidence and competence in physical abilities Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Includes students of all abilities.
- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Keeps all students involved in purposeful activity for a majority of the class period.

Opportunity to Learn:

- 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. (Michigan Model, healthy lunches posted on the school website, a representative from the Community Food Network (Mrs. Petree) is used as a guest speaker in some of the primary classrooms.)

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:

Whole and enriched grain products that are high in fiber, low in added fats and sugars, and served in appropriate portion sizes consistent with the current USDA standards.

Fresh, frozen, canned or dried fruits and vegetables using healthy food preparation techniques, and 100 percent fruit or vegetable juice in 12-ounce servings or less.

Nonfat, low-fat, plain and/or flavored milk and yogurt, nonfat and/or low-fat real cheese, rather than imitation cheese. Offer the following serving sizes: yogurt in eight-ounce servings or less, milk in 16-ounce servings or less, cheese in 1.5-ounce (two ounce, if processed cheese) servings or less.

Nuts, nut butters, seeds, trail mix, and/or soybean snacks in one ounce portions or less; portions of three ounces or less of cooked lean meat, poultry, or fish using healthy food preparation techniques.

Accompaniments (sauces, dressings, and dips), if offered, in one ounce servings or less.

The District shall monitor food service distributors and snack vendors to ensure that they provide predominantly healthy food and beverage choices that comply with this policy's purpose in all venues. (See Appendix A.)

The District shall discourage using food as a reward. Alternatives to using food as a reward are found in (Appendix B).

The District shall encourage serving healthy food at school parties. Notices shall be sent to parents/guardians either separately or as part of a school newsletter, reminding them of the necessity of providing healthy treats for students and/or encouraging the use of non-food treats for classroom birthday or award celebrations. (See Appendix C.)

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

Example: Vending sales of soft drinks, artificially sweetened drinks, and candy will not be permitted on school grounds prior to the start of the school day or throughout the instructional day, but may be permitted at special events that begin after the conclusion of the instructional day. For suggestions on healthier foods, (see Appendix E.)

Physical Education and Physical Activity Opportunities

Developmentally appropriate physical education shall be made available every year to all students of the District. 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:

- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Curriculum aligned with the *Michigan Physical Education Content Standards and Benchmarks*.
- Influences personal and social skill development.

Instruction and Assessment:

- Aligns curriculum, instruction, and assessment. (Lessons from Michigan Model and pacing guides are used.)
- Builds students' confidence and competence in physical abilities Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Includes students of all abilities.
- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Keeps all students involved in purposeful activity for a majority of the class period.

Opportunity to Learn;

- Builds students' confidence and competence in physical abilities.
- Has enough functional equipment for each student to actively participate.
- Includes students of all abilities.

The length of instructional periods may vary at the elementary, the middle school, and the high school level. *(physical education is optional in grades 10-12)*

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 student's Pre-K through grade six. Recess should be in addition to physical education class time and not be a substitute for physical education. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for missed instructional time. Schools should provide opportunities for some type of physical activity for students in grades seven through twelve apart from physical education class and organized sports. (The high school provides open gym, weight lifting and a dance team in the evenings. The middle school has Girls on the Run.) Physical activity opportunities might include: before- and after-school extracurricular physical activity programs 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. In order to create this environment, the following activities shall be implemented:

Dining Environment

The school district shall provide:

- a clean, safe, enjoyable meal environment for students,
- enough space and serving areas to ensure all students have access to school meals with minimum wait time,
- drinking fountains in all schools, so that students can get water at meals and throughout the day,
- encouragement to maximize student participation in school meal programs, and
- protection of the identity of those students who eat free and reduced-price meals.

Time to Eat

The school district shall ensure:

- adequate time for students to enjoy eating healthy foods with friends in schools

- that lunch time is scheduled as near to the middle of the school day as possible, and
- that recess for elementary schools is scheduled before lunch so that children will come to lunch less distracted and ready to eat (see Appendix F). (Recess comes before lunch in the middle school but not in the primary school. Kelly opens the gym during lunch for classes to use in the high school.)
- *Food or Physical Activity as a Reward or Punishment* The school district shall:
 - prohibit the use of food as a reward or punishment in schools (see Appendix B),
 - not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time,
 - not use physical activity as a punishment, and
 - encourage using physical activity as a reward, such as teacher or principal walking or playing with students at recess (see Appendix F).

Consistent School Activities and Environment The school district shall:

- have all school buildings complete the Michigan Healthy School Action Tool (are we registered or updated?) to ensure that school activities and the environment support health behaviors (see Appendix G) o
- encourage that all school fundraising efforts support healthy eating and physical activity (Jump Rope for Heart and Hoops for Heart) (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, o encourages 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 programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents/guardians, (school breakfast and lunch menus are posted on the school website, free/reduced lunch forms are provided to families, pamphlets relating to healthy eating and physical activity are provided to families during conferences at the high school level.)
- 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' (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. The District shall work through its School Health Committee and building level staff to find cost effective ways to encourage staff wellness.

APPENDIX A:

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.



APPENDIX B:

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 overconsumption 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, 1998-2000. *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



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."



APPENDIX C:

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

*Maybe 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.

APPENDIX D:

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, 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.

APPENDIX E:**Recommendations for Serving Healthy Beverages**

The following beverages are recommended: • Plenty of water

- 100% juice in 12-ounce servings* or less
- Fat free, low-fat, 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 70.4% of teen boys and 90% of teen girls do not meet daily calcium requirements. Offering fat free or low-fat single-serve milk is another opportunity to help teens meet their nutrition needs. (Refer to Healthy Food and Beverages Policy for additional rationale).

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

APPENDIX F:**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/KYactivityvpyramid.odf

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.aahjerd.org/naspe/mom
- 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

'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 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 to making positive changes to their school health environment.
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The Healthy School Action Tool (HSAT) was adapted from the School Health Index for Physical Activity, *Healthy Eating*, and a Tobacco Free Lifestyle. 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 Service, 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 Teen Nutrition, and United Dairy Industry of Michigan

For more information contact Shearon Carney Oleksyk via email at carneysersmichigan.gov or via phone, at 517 33boy473



APPENDIX G:

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