



**FERNDALE**  
SCHOOLS

**Ferndale Public Schools**  
**Wellness Administrative Guidelines**

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# Ferndale Public School District Wellness Administrative Guidelines

*The FPS district-level wellness administrative guidelines meet the Federal standards for local school wellness policy implementation under the final rule of the [Healthy, Hunger-Free Kids Act of 2010](#), the Alliance for a Healthier Generation Healthy Schools Program Bronze-level award criteria, and best practice standards accepted in the education and public health fields.*

## Preamble

The Ferndale Public School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.<sup>1, 2, 3, 4, 5, 6, 7, 16, 17</sup> Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.<sup>8, 9, 10, 16</sup> In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.<sup>11, 12, 13, 14, 18</sup> Finally, there is evidence that adequate hydration is associated with better cognitive performance.<sup>15, 19</sup>

These administrative guidelines outline the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, these administrative guidelines establish goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors
- Students have opportunities to be physically active before, during and after school
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits

- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives

These administrative guidelines apply to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

## Neola Policy

[Wellness Policy-8500-NEOLA](#)

[All policies and administration guidelines related to Food Services and Wellness.](#)

## School Wellness Committee

### Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC) that meets at least four times per year to establish goals for and oversee school health and safety administrative guidelines and programs, including development, implementation and periodic review and update of this district-level wellness administrative guidelines (heretofore referred as “wellness administrative guidelines”).

The DWC membership will represent all school 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., health education teachers, school health services staff, and mental health and social services staff; school administrators, school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

#### ***Leadership***

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness administrative guidelines , and will ensure each school’s compliance with the administrative guidelines .

The designated official for oversight is:

Johanna Mracna, Assistant Superintendent of Curriculum and Instruction

Phone: 248-586-8844 x8658

Email: [johanna.mracna@ferndaleschools.org](mailto:johanna.mracna@ferndaleschools.org)

The names, titles, and contact information of these individuals are:

<b>Name</b>	<b>Title / Relationship to the School or District</b>	<b>Email address</b>	<b>Role on Committee</b>
Dr. Dania H. Bazzi	Superintendent	<a href="mailto:danial.bazzi@ferndaleschools.org">danial.bazzi@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Johanna Mracna	Assistant Superintendent of Curriculum and Instruction	<a href="mailto:johanna.mracna@ferndaleschools.org">johanna.mracna@ferndaleschools.org</a>	Convenes and facilitates the DWC. Assists in the evaluation of the wellness policy implementation
Dawn Huntley	Finance	<a href="mailto:dawn.huntley@ferndaleschools.org">dawn.huntley@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Robyn Camblin	Asst to Asst Super. of Curriculum and Instruction; SACC	<a href="mailto:robyn.camblin@ferndaleschools.org">robyn.camblin@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Tony Warkowzeski	FMS Physical Education Teacher	<a href="mailto:anthony.warkowzeski@ferndaleschools.org">anthony.warkowzeski@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Kirsten Riley	UHS Social worker	<a href="mailto:kirsten.riley@ferndaleschools.org">kirsten.riley@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Toni Trolinger	Upper Teacher	<a href="mailto:Antoinette.Trolinger@ferndaleschools.org">Antoinette.Trolinger@ferndaleschools.org</a>	Assists in the evaluation of the

			wellness policy implementation
Amanda Kuechle	Parent	<a href="mailto:a_kuechle@hotmail.com">a_kuechle@hotmail.com</a>	Assists in the evaluation of the wellness policy implementation
Bill Good	PR Director	<a href="mailto:bill.good@ferndaleschools.org">bill.good@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Amy Ceglarek	FMS Special Education Teacher	<a href="mailto:amy.ceglarek@ferndaleschools.org">amy.ceglarek@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Amy Hawtin	Psychologist	<a href="mailto:amy.hawtin@ferndaleschools.org">amy.hawtin@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Tara McCormick	UHS Teacher	<a href="mailto:tara.mccormick@ferndaleschools.org">tara.mccormick@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Bridgette Hall	Friends of Royal Oak Township President	<a href="mailto:bhall@forot.org">bhall@forot.org</a>	Assists in the evaluation of the wellness policy implementation
Shaun Butler	FHS Assistant Principal	<a href="mailto:shaun.butler@ferndaleschools.org">shaun.butler@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Nick Schultz	Parent	<a href="mailto:schultz.nick.a@gmail.com">schultz.nick.a@gmail.com</a>	Assists in the evaluation of the

			wellness policy implementation
Rachel Haddad	FHS,UHS,FMS Math Interventionist	<a href="mailto:rachel.haddad@ferndaleschools.org">rachel.haddad@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Lauren Carp	Upper Teacher	<a href="mailto:lauren.carp@ferndaleschools.org">lauren.carp@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Kelly Schooler	Parent	<a href="mailto:kellyrae1219@comcast.net">kellyrae1219@comcast.net</a>	Assists in the evaluation of the wellness policy implementation
Hallie Griffin	Lower Special Education	<a href="mailto:hallie.griffin@ferndaleschools.org">hallie.griffin@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Laura Piacentini	FECC GRSP Lead Teacher	<a href="mailto:laura.piacentini@ferndaleschools.org">laura.piacentini@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Kai Walker	Student - Senior	<a href="mailto:FERWalkerK38@ferndaleps.org">FERWalkerK38@ferndaleps.org</a>	Assists in the evaluation of the wellness policy implementation
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Lindsey Torres	Director of Chartwells	<a href="mailto:lindsey.torres@ferndaleschools.org">lindsey.torres@ferndaleschools.org</a>	Assists in the evaluation of the



			wellness policy implementation
Zhane Ingram	Student - Senior	<a href="mailto:feringramz61@ferndaleps.org">feringramz61@ferndaleps.org</a>	Assists in the evaluation of the wellness policy implementation
Jazlyn Coles	Student - Junior	<a href="mailto:fercolesj95@ferndaleps.org">fercolesj95@ferndaleps.org</a>	Assists in the evaluation of the wellness policy implementation
Heidi Schmidt	FECC - Administrator	<a href="mailto:heidi.schmidt@ferndaleschools.org">heidi.schmidt@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Amy Rooney	FECC - Early Childhood Grant Program Coordinator	<a href="mailto:amy.rooney@ferndaleschools.org">amy.rooney@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Curtis Orwig	Chartwells	<a href="mailto:Curtis.Orwig@compass-usa.com">Curtis.Orwig@compass-usa.com</a>	Assists in the evaluation of the wellness policy implementation
Robert Francis	FMS Asst. Principal	<a href="mailto:robert.francis@ferndaleschools.org">robert.francis@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Diana Keefe	Lower Principal	<a href="mailto:Diana.keefe@ferndaleschools.org">Diana.keefe@ferndaleschools.org</a>	Assists in the evaluation of the wellness policy implementation
Callie DeGracia	Chartwells	<a href="mailto:Callie.degracia@compass-usa.com">Callie.degracia@compass-usa.com</a>	Assists in the evaluation of the

			wellness policy implementation
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Each school will designate a school wellness administrative guidelines coordinator, who will ensure compliance with the administrative guidelines.

# Wellness Administrative Guidelines Implementation, Monitoring, Accountability and Community Engagement

## Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of these wellness administrative guidelines. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. The district will utilize the CDC's School Health Index (SHI) Tool to self-assess:

[SHI for Elementary Schools](#)

[SHI for Secondary Schools](#)

This wellness policy and the progress reports can be found at:  
<https://www.ferndaleschools.org/district/food-services/>

## Recordkeeping

The District will retain records to document compliance with the requirements of the wellness administrative guidelines on the District's website. Documentation maintained in this location will include but will not be limited to:

- The written wellness administrative guidelines
- Documentation demonstrating that the administrative guidelines have been made available to the public

- Documentation of efforts to review and update the Local Schools Wellness Administrative Guidelines; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC
- Documentation to demonstrate compliance with the annual public notification requirements
- The most recent assessment on the implementation of the local school wellness administrative guidelines
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Administrative Guidelines have been made available to the public

## Annual Notification of Policy

The District will actively inform families and the public each year of basic information about the administrative guidelines, including the content, any updates to the administrative guidelines and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District employee leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

## Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness administrative guidelines to assess the implementation of the administrative guidelines and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness administrative guidelines
- The extent to which the District's wellness administrative guidelines compare to the Alliance for a Healthier Generation's model wellness policy
- A description of the progress made in attaining the goals of the District's wellness administrative guidelines

The position/person responsible for managing the triennial assessment and contact information is:

Johanna Mracna

Assistant Superintendent of Curriculum and Instruction

johanna.mracna@ferndaleschools.org

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

## Revisions and Updating the Policy

The DWC will update or modify the wellness administrative guidelines based on the results of the annual School Health Index and triennial assessments and/or 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 administrative guidelines will be assessed and updated as indicated at least every three years, following the triennial assessment.**

## Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness administrative guidelines. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness administrative guidelines through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness administrative guidelines, as well as how to get involved and support the administrative guidelines. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness administrative guidelines annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## Nutrition

### School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

This website posts our menus to show nutritional: <https://ferndaleschools.nutrislice.com/>

This link is for nutritional requirements for CACFP At Risk After School for Supper and Snack:

[https://fns-prod.azureedge.net/sites/default/files/cacfp/CNP-CACFP-AfterSchoolGuide-Interactive\\_RELEA\\_SE.pdf](https://fns-prod.azureedge.net/sites/default/files/cacfp/CNP-CACFP-AfterSchoolGuide-Interactive_RELEA_SE.pdf)

USDA Breakfast Meal Patterns:

NSLP:<https://fns-prod.azureedge.net/sites/default/files/resource-files/NSLP%20SBP%20Meal%20Requirements%20QA-A2.pdf>

USDA Lunch Meal Patterns:

SBP:<https://fns-prod.azureedge.net/sites/default/files/resource-files/NSLP%20SBP%20Meal%20Requirements%20QA-A3.pdf>

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the *Summer Food Service Program (SFSP)*. *University High School participates in a Supper Program (C2 Pipeline)*. *Ferndale Early Childhood participates in a Snack Program*. The District also operates additional nutrition-related programs and activities including the Better with Breakfast program (*Mobile Breakfast carts*), *school gardens*, and the *Mood Boost program*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students
- Are appealing and attractive to children
- Are served in clean and pleasant settings
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

## Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA's Professional Standards for Child Nutrition Professionals](#). These school nutrition personnel will refer to the USDA's Professional Standards for Child Nutrition Professionals webpage to search for training that meets their learning needs.

## Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day\* and throughout every school campus\* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

## Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus\* during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:

<https://www.fns.usda.gov/tn/guide-smart-snacks-school>

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day\* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

## Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from <https://theicn.org/cnss/>.
2. Classroom snacks brought by parents. The District will provide to parents a [resource for healthy snacks](#) nutrition standards.

3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

## Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus\* during the school day\*. The District will make available to parents and teachers a list of healthy fundraising ideas from the [Alliance for a Healthier Generation](#).

## 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 encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, 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 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 programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using: <https://www.actionforhealthykids.org/activity/smarter-lunchrooms/>
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

## Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, whole foods and healthy food preparation methods
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise)

- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services
- Teaches media literacy with an emphasis on food and beverage marketing
- Includes nutrition education training for teachers and other staff

## Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

## Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the



District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness administrative guidelines.

Any foods and beverages marketed or promoted to students on the school campus\* during the school day\* will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

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. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness administrative guidelines.

## Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in

addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The district utilizes a restorative practices approach to education that does not include withholding physical activity opportunities.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

## Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60 minutes per week throughout the school year.

All **secondary students** (middle and high school) are required to take the equivalent of one academic semester of physical education or meet the physical education waiver per the State of Michigan Graduation Requirements.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments and will use criterion-based reporting for each student.

## Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition

- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

## Health Course Exemplar Lessons

- Social Health: Students bring in magazines to make a collage about what they value most in their relationships.
- Nutrition: Students bring in their favorite food with a food label and do a nutritional analysis.
- Mental Health: Students take a personality test to assess how their personality traits affect their daily lives. For example, occupations that generally fit their descriptions, how it affects their stress levels, etc...
- Substance Abuse: Students do a drunk driving simulation to see how substances directly affect their coordination, and ability to carry out simple activities.
- Sex Education: Students are given a behavioral scenario and they have to determine whether or not their behavior puts them at risk for transmitting HIV.
- First Aid/CPR: Students practice hands only CPR on mannequins. An AED trainer is introduced and practiced as well.

## Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year (this policy may be waived on early dismissal or late arrival days). If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms

before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

**Outdoor recess** will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Playworks coaches facilitate bi-weekly, 40 minute Class Game Time with each elementary teacher/class.

## Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks.

Elementary schools utilize GoNoodle for active brain breaks.

## Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

## Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: participating in sports opportunities, joining and forming activity clubs

and having physical activity options during SACC. Clubs include Stride, Girls on the Run, Playworks Intramural teams and dance club.

## Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Create and distribute maps of school environments (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

## Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in science courses, with consultation provided by either the school or the District's curriculum experts.

Big Green Gardens provide opportunities for students at all grade levels to participate in healthy eating lessons and hands-on knowledge building regarding healthy, organic foods.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness administrative guidelines, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness administrative guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

## Community Partnerships

The District will develop and enhance relationships with community partners in support of this wellness administrative guidelines' implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness administrative guidelines and its goals.

- Honor Health
- Big Green Gardens
- Playworks
- Crossfit
- YMCA

## Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

The FPS PTA leadership provides opportunities for family engagement at all levels. They work with community partners to engage and support the school community in various activities.

Building newsletters contain health and wellness suggestions.

## Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Amy Ceglarek.

Schools in the District will implement strategies to support staff in actively promoting and modeling strategies for both physical and mental health. Examples of strategies schools will use, as well as specific actions staff members can take, include Wellness PD, meditation sessions, Yoga Offerings, Healthy Snack Options at Staff Meetings. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating that are accessible and free or low-cost.

## Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts. Buildings participate in meditation and mindfulness sessions with building-based teacher leaders.

## Social-Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Ferndale Public Schools is committed to systemic SEL supports and learning opportunities for all students and staff. This learning occurs both inside and outside our classrooms and we focus on real-life application and problem-solving. Ferndale Public Schools demonstrates a commitment to SEL in the following ways:

- Elementary
  - Weekly SEL modules
    - Print resources
    - Video resources
  - Morning Meetings
  - Playworks Coaching
  - Mood Meter Usage
  - Accountability Partners
  - Restorative Practice Coaching
  - Cool down/Safe spot Centers
  - Ferndale Youth Assistance
- Secondary
  - SEL-based Impact/CPC advisory period
  - Restorative Practice Coaching
  - Ferndale Youth Assistance
  - South East Oakland Coalition
  - Honor Health counseling
    - Small group
    - Family
    - Individual

# Glossary

**Extended School Day** – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

**School Campus** - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day** – the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

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