Local Wellness Policy for the Taylor School District

The Taylor School District 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 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. 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.

**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.

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*.

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3 Nutrient dense foods are those that provide substantial amounts of vitamins and minerals and relatively fewer calories. Foods that are low in nutrient density are foods that supply calories but relatively small amounts of micronutrients (sometimes not at all). [http://www.health.gov/dietaryguidelines/dga2005/report/HTML/G1 Glossary.htm](http://www.health.gov/dietaryguidelines/dga2005/report/HTML/G1 Glossary.htm)
4 Offering physical activity opportunities is required by federal law (Section 204 of Public Law 108-265). Physical education, while recommended, is not required.
Every year all 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.

**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.

The superintendent shall develop, implement, monitor, and annually update plans which are consistent with relevant state and federal laws and which minimize the barriers to learning in the following areas:

**Health Education**-designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors.**

**School Health Service Program**-related to basic first aid, urgent care, medication, health monitoring, and other health care services.**

**Healthy Learning Environment Plan**-designed to optimize conditions for learning and working and to minimize exposure to indoor and outdoor hazardous chemicals, allergens, irritants, and pollutants.**

**Psychologists, Social Workers, Counselors regarding Therapists or other related staff**-be provided with continuing educational experiences about the eight components of coordinated school health and to consider them when working with students and staff to promote emotional, mental, and physical health to minimize barriers to student learning and in promoting students’ healthy psychosocial development.**

**Parent, Student, Family Members, Friends and Community Members**-* to educate and provide information and services to these populations about the Wellness Policy/Coordinated School Health model and other programs to maximize the learning experience and increase involvement in school.**

**School-Site Health Promotion for Staff**- to promote improved mental, emotional and physical health and to prevent disease and disabilities.**

*See Administrative Guidelines for Specifics of the plan
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; and
- physical activity.

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

Lee Lewis, Superintendent
23033 Northline Road
Taylor, MI 48180
Phone: (313) 374-1200
Fax: (734) 287-6083

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.

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

*Curriculum.*

- Has a curriculum aligned with the *Michigan Health Education Content Standards and Benchmarks.*
- Equips students to acquire the knowledge and skills needed to engage in sound nutrition behavior.

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8 The Role of Michigan Schools in Promoting Healthy Weight. 2001
http://www.emc.cmich.edu/pdfs/Healthy%20Weight.pdf

9 The Michigan Model for Comprehensive School Health Education is a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health
http://www.emc.cmich.edu/eshp/healthed.htm

10 Michigan Model for Comprehensive School Health Education nutrition lessons meets this administrative rule:
http://www.emc.cmich.edu/Health/Maps/nutrition.htm


12 Michigan Model for Comprehensive School Health Education nutrition content map:
http://www.emc.cmich.edu/Health/Maps/nutrition.htm
Instruction and Assessment:
- Aligns curriculum, instruction, and assessment.
- Builds students' confidence and competence in making healthy nutrition choices.
- Engages students in learning that prepares them to choose a healthy diet.
- Includes students of all abilities.
- Is taught by "highly qualified teachers of health education." 13

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.

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 14 portions of three ounces or less of cooked lean meat, poultry, or fish using healthy food preparation techniques; and
- Accompaniments (sauces, dressings, and dips), if offered, in one-ounce servings or less. 15

14 The District shall assure that the dietary needs of food-allergic students are taken into consideration in menu planning.
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)\(^{16}\)

The District shall discourage using food as a reward. Alternatives to using food as a reward are found in (See Appendix B)\(^{17}\)

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)\(^{18}\)

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 non-food items such as candles, wrapping paper, greeting cards, etc. (See Appendix D)\(^{19}\)

(Vending sales of soft drink, artificially sweetened drinks, and candy will not be permitted on school grounds prior to the start of the school day and throughout the instructional day, but may be permitted at special events that begin after the conclusion of the instructional day. For suggestions on healthier food. (See Appendix E)\(^{20}\) For the federal law memorandum stating, “it is not permissible for a school to serve FMNV during a meal service period...” refer to the following link:  http://www.fns.usda.gov/cnd/Governance/Policy-Memos/2001-01-16.pdf

**Physical Education and Physical Activity Opportunities**

Developmentally appropriate physical education shall be offered every year to all students of the District\(^{21}\) 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:*\(^{22}\)

Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.

- Has a curriculum aligned with the *Michigan Physical Education Content Standards and Benchmarks.*\(^{23}\)
- Influences personal and social skill development.

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\(^{21}\) Offering physical activity opportunities is required by federal law (section 204 of Public Law 108-265). Physical education, while recommended, is not required.

\(^{22}\) The Exemplary Physical Education Curriculum (EPEC) meets this administrative rule: http://www.michiganfitness.org/EPEC

**Opportunity to Learn:**
- Builds students' confidence and competence in physical abilities.
- Has a teacher to student ratio consistent with those of other subject areas and/or classrooms.
- Has enough functional equipment for each student to actively participate.
- Includes students of all abilities.
- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high school).
- 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 students Pre-K through grade six. Recess should be in addition to physical education class time and not be 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. Physical activity opportunities might include: before and after school extracurricular physical activity programs, Safe Routes to School 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 which 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
  - identify protection of students who eat free and reduced price meals.

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24 The Exemplary Physical Education Curriculum (EPEC) meets this administrative rule: [http://www.michiganfitness.org/EPEC](http://www.michiganfitness.org/EPEC)
26 Safe Routes to Schools Program Information: [222.saferoutesmichigan.org](http://222.saferoutesmichigan.org)
27 Michigan’s Healthy School Action Tool: [http://mihealthtools.org/schools/](http://mihealthtools.org/schools/)
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 the middle of the school day as possible, and
- that recess for elementary schools is scheduled before lunch so the children will come to lunch less distracted and ready to eat.28 (See Appendix F)

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, (See Appendix F)
  - not used 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 to ensure that school activities and the environment support health behaviors, 29 (See Appendix G)
  - ensure that all school fundraising efforts support healthy eating and physical activity. (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,
  - encourage parents/guardians, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home,
  - encourage and provide opportunities for students, teachers, and community volunteers to practice healthy eating and serve as role models in school dining areas,
  - provide information and outreach materials about other FNS programs such as Food Stamps, and Women, Infants, and Children (WIC) to students and parents/guardians,
  - encourage all students to participate in school meals program, i.e. the National School Lunch, including snacks for After School Program, and School Breakfast programs, and
  - implement physical activity across the curriculum throughout the school day or in all subject areas, for example, brain breaks. 30 (See Appendix G)

http://www opi.state.mt.us/schoolfood/recessBL.html
29 Michigan's Healthy School Action Tool:
http://mihealthtools.org/schools
30 Tips and Tools to Help Implement Michigan's Healthy Food and Beverage Policy
- Elementary schools: nutrition education should be taught at all levels Pre K-6.
- Encourage teachers to use “healthteacher.com” ($150.00 per school) for grade level content
- Encourage teachers to use “Power of Choice” book from Team Nutrition (Free)
- Middle School: nutrition education should be taught in physical education classes
- High School: nutrition education should be taught in mandatory health classes, survival skills and independent living courses
- The cafeteria for all schools should include posters and messages that reinforce healthy food selection
- Conduct student surveys regarding food choices and overall health every other year
- Nutrition education will be provided to parents via; principal newsletter, parent teacher conferences, Chalkboard and other events sponsored by the district that are appropriate

Administrative Rules for Nutrition Standards Other Food Options

- Snacks served in the cafeteria, school store, in the classroom and after-school activities should have not more than 6 grams of fat and, meet at lease two of the following three criteria:
  1. Contain 300 or fewer calories
  2. Contain one or more grams of fiber
  3. At least 10% of calcium, Iron, Vitamin A or Vitamin C
  * Be in single serving portions*
- The following beverages are recommended:
  Water, 100% juice in 12 oz serving or less, fat-free, low fat, plain and or flavored milk in 16 oz servings or less, fruit/fruit juice smoothies in 16 oz servings or less
- Soft drink vending machines should be shut off at lunch time
- Milk and fruit machines should be available at secondary schools
- Classroom parties should serve healthy snacks such as; fruit & vegetables, granola bars, animal crackers, baked chips, low fat popcorn in single serving sizes
- Discourage “fast food” lunches brought in by parents at lunchtime for their children
- Non healthy food should not be used as a reward for good behavior
- Non food fundraisers should be encouraged & approved by the principal
- Healthy food should be served at staff and parent meetings
- Encourage activity at all level before or after lunch
- Allow bottled water only in classrooms
Administrative Rules for Physical Education

- Encourage all PE teachers to administer an annual physical fitness test to all students and teach student how to interpret results
- Review and revise current PE curriculum now and every five years
- Encourage all PE teachers to join their professional organization to keep updated (MAPHEAD and MAFIK)
- Teach Safer Choices, CPR and First Aid as part of a mandatory health class
- PE should be required at middle and high school levels
- Encourage elementary PE teachers to participate in ACES, Jump Rope for Hearts, and Hoops for Hearts
- Encourage secondary PE teachers to participate in Jump Rope or Hoops for Hearts

Administrative Guideline Recommendations for Health Education.

- A health curriculum that addresses age-and developmentally appropriate critical health topics and is consistent with national and state health education standards.
- Health classes at every level-elementary, middle school, and high school
- Information for families so they can reinforce health lessons their children learn in school
- Information on body systems, healthy lifestyles, and disease prevention integrated into other appropriate subject areas
- Integration of health/literacy/reading education in lower elementary

Administrative Guidelines for School Health Services:

Comprehensive asthma program (see page H-5)

☐ A comprehensive plan for the prevention and management of asthma has been prepared in partnership with families, health care providers, and community agencies that includes:
  - asthma awareness education for students taught by well-prepared and well-supported teachers;
  - professional development for all school staff on basic asthma information, asthma management practices, and emergency response procedures;
  - procedures to identify students with diagnosed asthma;
  - procedures to use existing or develop individualized asthma action plans;
  - provisions of appropriate school health services by qualified personnel;
  - procedures for the secure storage and correct administration by school staff of students' prescribed medications;
  - allowance for competent students to possess and self-administer prescribed medications (if permitted by state law);
  - the complete elimination of tobacco smoke from school buildings and school grounds at all times;
  - procedures to identify and minimize other asthma triggers in and around school buildings; and
  - procedures for the ongoing evaluation of policies, procedures, and services.

☐ Specific school personnel are designated to implement the comprehensive asthma plan and conduct ongoing evaluation activities.

☐ Progress reports and recommendations for program improvement are regularly submitted to school nurses.
Education and staff development about chronic health conditions (see page H-18)

☐ Lessons on common chronic health conditions, how students can support classmates with such conditions, and critical steps anyone should take in a medical emergency are incorporated into K-12 comprehensive health education.

☐ Lessons on human body systems and chronic health conditions are appropriately integrated into science, physical education, and other subject areas.

☐ Students are encouraged to become involved with community activities and events that promote public awareness of chronic health conditions.

☐ Students with chronic health conditions are taught the knowledge and skills necessary to adhere to self-care disease management plans.

☐ All school personnel participate in professional development to provide appropriate support for students with chronic health conditions and to respond appropriately to health emergencies.

Individual student plans (see page H-25)

☐ Students who have chronic health conditions that can affect their academic performance or who have a record of experiencing health problems at school are systematically identified and monitored by the school nurse.

☐ The educational placement, health services, and special accommodations needed by students with chronic health conditions are determined on a case-by-case basis and documented in periodically updated written plans.

☐ Information about students’ educational support and emergency response needs is shared with appropriate school staff on a “need to know” basis, with due concern for medical Confidentiality and respect for parents’ and students’ privacy rights.

☐ Professional development opportunities, support, and supervision necessary to implement the above procedures with fidelity are provided to school personnel.

School health services (see page H-36)

☐ Appropriate school personnel are authorized to administer basic first aid, urgent care, medications, health status monitoring, and other routine health care services.

☐ School personnel who administer health care services are appropriately qualified, licensed (if applicable), trained, equipped, supported, and supervised.

☐ School nurses coordinate the provision of health care services with students’ primary health care providers and home caregivers.

☐ Prescribed medications and medical procedures are administered to students in a safe, reliable, effective, and timely manner.

☐ Authorized students are permitted to carry and self-administer prescribed medications and perform prescribed medical procedures without adult supervision (if permitted by state law).

☐ Medications and medical equipment are safely, securely, and confidentially stored with due regard for expiration dates and safe disposal procedures.

☐ Necessary equipment and medications for the rapid response of properly trained school personnel to cases of anaphylactic shock and other health emergencies at school are procured, safely stored, and maintained.

☐ All medications administered and medical procedures performed at school are thoroughly documented.

☐ The confidentiality of personal health and mental health information is maintained in accordance with state and federal laws and the ethical standards of medical practice.

☐ School health personnel implement strategies to recover reimbursable health services costs.
Environmental factors are systematically and periodically assessed that can enhance or detract from student learning and comfort, including lighting, ventilation, temperature, noise, availability of drinking water, and sanitation facilities.

Environmental factors are systematically and periodically assessed that are potentially hazardous to human health, including tobacco smoke, pests, mold, pollen, dust mites, animal dander, chalk dust, cleaning agents, personal care products, volatile organic chemicals (VOCs), laboratory chemicals, unvented fumes, vehicle exhaust, asbestos, lead and other substances in drinking water, arsenic-treated lumber, and radon.

Maintenance schedules for the clean and efficient operation of heating, ventilation, and plumbing systems are complied with.

Cleaning agents and other hazardous chemicals are stored in physically isolated locations, used safely, and properly disposed of.

Integrated pest management (IPM) and control programs designed to prevent pest infestations and minimize human exposure to pesticides are implemented in school buildings and on school grounds.

Live animals with fur or feathers are not allowed inside classroom buildings (except for assistive animals such as seeing-eye-dogs).

Human exposure to diesel exhaust from school buses and other vehicles is minimized.

Outdoor air quality is monitored daily and students are provided indoor alternatives for physical activity on days of poor air quality.

Mechanisms are established to resolve cases of hazardous chemical exposure and air and water quality problems as they occur.

Environmental quality standards have been established for school construction and renovation projects.

No student, staff member or school visitor is permitted to smoke, inhale, dip or chew tobacco at any time, including non-school hours, in any building, facility, or vehicle that is owned, leased, rented or chartered; on any school grounds including athletic fields and parking lots; or at any off campus school-sponsored event.

Students are not permitted to pass a tobacco product or promotional item while on school property or to leave the school campus during the school day to use a tobacco product.

Students, families, education personnel, and school visitors are notified of the tobacco-free policy in handbooks and newsletters and via posted notice or signs.

Students and staff who violate tobacco-free policies are subject to disciplinary action.
Administrative Guidelines Recommendations for Psychologists, Social Workers, Counselors, Therapists or other related staff:

- Resource coordinating team
- Bereavement team
- Crisis intervention
- Court diversion programs
- Special education and rehabilitation
- Mentoring programs
- Dropout recovery
- Family preservation programs and services
- Referral, triage, placement guidance and assistance, case management, and resource coordination
- Services for chronic psychosocial, mental and physical health problems
- Enhancing classroom-based efforts to enable learning
- Providing prescribed student and family assistance
- Supporting transitions
- Increasing home involvement in schooling
- Reaching out to develop greater community involvement and support-including volunteers and mentors

Administrative Guideline Recommendations for Parents, Students, Family members, Friends, Community members:

- Supporting student involvement in activities that support health
- Referring students and their families to needed health service
- Developing relevant and appropriate health related messages and service
- Delivering clear, consistent messages that support health and offer role modeling
- Sharing facilities and encouraging participation by all relevant individuals and groups
- Encouraging the value of diversity, accommodating differing views
- Overcoming language barriers
- Adjusting to grade level differences
- Improving access to services
- Reducing mistrust or discomfort
- Addressing family health choices
- Supporting student involvement
- Encouraging participation on the Health Advisory, Taylor Coordinated School Health Councils, Superintendents Parents Advisory Committee
- Information sheets sent home with report cards
- PTA meetings
- Cable channel, Chalkboard, newspaper articles to promote health education
- Lending library and website
- Before and after school programs-walking clubs, safe routes to school
- Parent education groups and workshops
- Crisis intervention cards
- Community resource lists and referrals
A la Carte Food & Beverage Nutrition Standards
Taylor School District
Adopted by Taylor Board of Education, Nov 11, 2008

Taylor School District is committed to providing a school environment that enhances learning and the development of lifelong learning practices. All food and beverage items sold are required to follow the Institute of Medicine (IOM) standards as set forth in the following addendum titled “Nutrition Standards for Foods in School.”

To accomplish these goals and in accordance with federal public law (PL 108.265, section 204) the district adopted a school wellness policy that will support student and staff populations to become fit, healthy, and ready to learn. Through implementation of the wellness policy, students, staff, families, and community members will become knowledgeable and skilled in making healthy choices that support optimum health and learning.
**APPENDIX G**

*Adopted by Taylor Board of Education, Nov 11, 2008*

**School Nutrition – Drinking Water**

Children establish drinking patterns early in childhood, so it is vital to teach them about the importance of good hydration at an early age. Good hydration benefits children’s health now and in the future.

Water is one of the most important basic nutrients required by the body. Even mild dehydration can reduce mental functioning, alertness, and energy levels. Mental performance deteriorates progressively as the degree of dehydration increases.

Taylor Public Schools is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

1. Schools will ensure students and staff have access to potable water during the school day.
2. Teachers and administrators will encourage students to drink water and can facilitate this by allowing water bottles into the classroom.
3. Students should be encouraged to increase water consumption during hot weather and periods of increased activity.
4. Water bottles or other containers containing liquids are NOT permitted near computers or in the close vicinity of any technology equipment such as computers, monitors, keyboards, TVs, phones, radios, amplifiers, projectors or sewing machines.
Taylor School District Wellness Policy
Physical Education and Physical Activities
Adopted by Taylor Board of Education, Nov 11, 2008

- Taylor schools will implement a high-quality physical education program for students in grades K-8. The program will align curriculum, instruction and assessment in order to positively impact students’ physical, social, and mental health. It will be consistently implemented by all instructors in the district so students across the district have equal opportunity to learn. Curriculum resources are available through Michigan’s Exemplary Physical Education Curriculum (EPEC), including professional development and training opportunities.

- Instruction will address the most current Physical Education Standards and Grade Level Content Expectations K-8 (http://www.michigan.gov/mde/0,1607,7-140-28753_38684_29234-162275--,00.html), while also remaining consistent with the Michigan State Board of Education’s adopted policy for Quality Physical Education (http://www.michigan.gov/documents/HealthPolicyPE_77380_7.pdf)