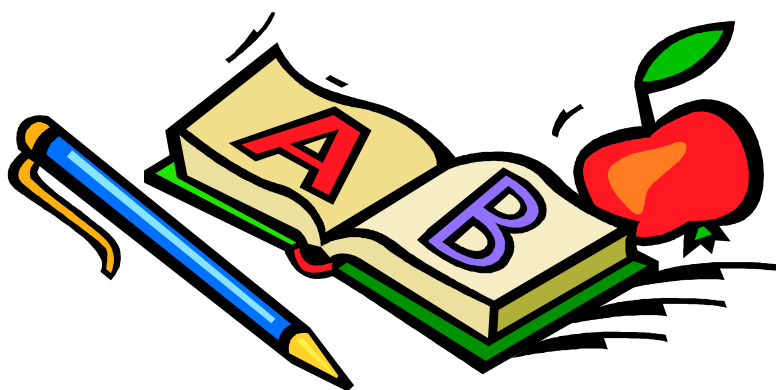


New Mexico Action for Healthy Kids

Wellness Toolkit



Part I: Nutrition

New Mexico Public Schools

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Introduction

Purpose: This toolkit is offered to you by New Mexico Action for Healthy Kids. It was created by the Albuquerque Public Schools Physical Activity & Nutrition Advisory Committee, and adapted to meet the needs of all New Mexico Schools. It is designed to help schools provide healthier food and beverages to students and staff. It targets venues within an individual school's control, but outside the federally regulated child nutrition programs (ex. school lunch and breakfast programs). Venues include but are not limited to vending machines, a-la-carte sales, food rewards, fundraisers, school stores, concessions, school parties, activities, and meetings.

Use this Tool Kit for:

Vending machines

Fundraising

Classroom snacks

School stores

Activities and meetings

Concessions

A la carte sales

Classroom parties

School rewards

Pages of this nutrition toolkit are modeled after several resources, including CSPI's School Foods Toolkit, USDA Team Nutrition materials, AFHK's Healthy Fundraisers for Schools, CA Project Lean, and several AFHK state team guidelines.

Overview

Local Wellness Policy Requirement

As of June 2004, every school district that receives funding for child nutrition programs, including school meals and after-school snacks, is required to adopt a school wellness policy. This new requirement is a part of the Child Nutrition and WIC Reauthorization Act and requires school districts to develop and implement a wellness policy by the 2006-07 school year.

New Mexico Action for Healthy Kids (AFHK) is offering you this toolkit as a resource to help you get started with policy development. The good news is that you don't need to reinvent the wheel. There are several schools and districts that have blazed the trail, and we have included these sample wellness policies as a starting point for your district.

FOOD . . .

Every human being needs food to survive. We need regular meals and snacks to provide our bodies with the energy and building blocks required for growth, development, and mental and physical functioning. Nourishment from food is extremely important for student's academic and physical success. It is not hard for school staff members to recall an instance when a student who did not eat breakfast felt sick and could not concentrate on the morning's lesson.

Unfortunately there are millions of different foods and some help the body function optimally and others do not. While not enough food is a problem, too much food over time can contribute to being overweight. Being overweight can lead to serious chronic diseases like diabetes, heart disease, high blood pressure, stroke, and certain cancers.

The dramatic rise in overweight and obesity rates in the last 15 years is not limited to adults. Today, approximately 15% of children and teens in the US are overweight; more than double the rate in 1990. Unpublished data from a study on the body compositions of New Mexico school aged students classified 37% as overweight. Clearly, the increasing number of overweight children and adolescents is a problem in New Mexico.

In school, students are taught about good nutrition and the value of healthy food choices. However, many times foods available at school, in the case of vending, snack bars, class parties, and snacks, are low in nutrients and high in calories. This sends students a mixed message - that good nutrition is just a school lesson and not important to their health or education. To send the right message, school administrators, teachers, parents and students need to promote healthy lifestyles by replacing unhealthy food choices with healthy ones.

School Wellness Advisory Councils

Building a Team and Keeping It Going

To create meaningful change in the school community, students, their parents and teachers, school officials, community and business leaders must be actively involved. The purpose of a School Wellness Advisory Council is to coordinate and guide the school toward improving or implementing health policies and programs, including nutrition education, physical education and a healthy school environment. This section is a guide to help create a team at your school and to recharge your enthusiasm for taking the next steps.

Creating the Team...

1. *Is there already a team in your school addressing health, nutrition or physical activity issues?* Consider working with an existing committee, council or group at your school. Some schools have had success turning their safety committee into the health and safety committee. Recruit individuals - you cannot do it alone. Include a wide variety of members:
 - Principal or assistant principal
 - Foodservice manager
 - Teachers and other staff
 - Physical educators
 - School nurse
 - Parents
 - Students
 - Dietitians and nutritionists
 - Health professionals
 - Cooperative Extension educators
 - Coordinators of other committees or programs at your school
 - Community and business members. *There are many people in your community concerned and willing to be a part of your team, such as Join-A-School partners and Partners in Education.*
2. Spread the word! Use event calendars, daily announcements, bulletin boards and e-mail to communicate with others.

3. **Get buy-in.** Research clearly shows that good nutrition and physical activity benefits learning and academic achievement. Creating improvements in the school health environment is a positive step and an opportunity to be a model school/district. Use resources, such as the *Learning Connection* report, from the AFHK to build your argument: www.actionforhealthykids.org.

The FIRST Steps...

1. **Assess your school's needs.** Even if you know areas that need improvement and what your team wants to work on, a pre-assessment will help you prioritize and is also good documentation. Use the pre-assessment tool developed by New Mexico Action for Healthy Kids (see appendix). Other resources include *Changing the Scene Checklist*, www.fns.usda.gov/tn/healthy/changing.html and the *School Health Index* www.cdc.gov/nccdphp/dash/SHI/index.htm.
2. **Educate school staff, parents and students to get their support.** See resource page for help in creating your argument.

The NEXT Steps...

1. **Develop a Plan.** Based on your team's pre-assessment, decide where to build on existing strengths and where to create new activities. Using this plan as a guide, develop strategies and activities to support student academic success.
2. **Keep your plan "do-able".** Start slow and decide what to tackle first and what to save for later. Determine resources you will need, who will be responsible and what your timeframe will be. Set times to review your plan as it may need to be revised as you put it into action.
3. **Get Feedback.** As your plan is put into action, evaluate the effectiveness of your efforts. The results will support your work and improve your program.
4. **Use available resources.** Incorporate new projects and ideas into existing programs. Network with other school districts to share and get ideas. You can use New Mexico Action for Healthy Kids as a resource.

5. Celebrate and share success! Let others know about your activities. This will help you gain recognition for your school and encourage others to join the team.

Keeping It Going...

Creating a team and keeping the momentum going is a challenge. However, with planning and teamwork you can do it successfully. Remember the reasons for your time and hard work - the students! As you begin, focus on one small goal and achieve it. Nothing motivates more than early success!

Join USDA Team Nutrition for inspiration and ideas (see resource page). Talk with other schools; share your successes and struggles in order to get ideas from others.

Finally, reassess school policies, programs and your school team's progress on a regular basis using provided resources.

School Wellness Council & Policy Web Resources

- Action for Healthy Kids, www.actionforhealthykids.org,
Special Report: The Learning Connection,
www.actionforhealthykids.org/AFHK/specialreports/index.php
- School Nutrition Association,
<http://www.asfsa.org/childnutrition/wellnesspolicies/districtsamples.asp>
- USDA Team Nutrition, www.fns.usda.gov/tn, Wellness Policy page
http://www.fns.usda.gov/tn/Healthy/wellness_samplepolicies.html,
USDA School Meals, www.fns.usda.gov
- *Making It Happen!* School Nutrition Success Stories,
<http://www.fns.usda.gov/tn/resources/makingithappen.html>
- National Alliance for Nutrition & Physical Activity Model Policies,
<http://www.schoolwellnesspolicies.org/>
- *Changing the Scene: Improving the School Nutrition Environment* Toolkit,
www.fns.usda.gov/tn/changing
- *Fit, Healthy and Ready to Learn: A School Health Policy Guide* - NASBE,
www.nasbe.org/HealthySchools/fithealthy.html
- *The School Health Index: A Self-Assessment and Planning Guide* - CDC,
www.cdc.gov/nccdphp/dash/SHI/index/htm
- *School Foods Tool Kit, CSPI*, www.cspinet.org/schoolfoods
- *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, <http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>
- *PE4Life*, www.pe4life.org
- Healthier Schools of New Mexico, <http://www.healthierschools.org/>

Student Wellness Councils

Getting Students Involved

The best way to create positive change in the school community is by involving students. Student Wellness Councils are similar to other school clubs and organizations, but bring students together to learn and spread the word about the impact of good nutrition and physical activity on health and wellness. This group also serves as the link between students, school foodservice, administration, school staff members, and the community.

Benefits of a Student Wellness Council:

- Leadership opportunities for students and adults.
- Students learn lifelong healthy nutrition and physical activity habits.
- Students contribute to creating and supporting a healthy school environment.

Possible Student Wellness Council Activities:

- Hold monthly meetings to discuss nutrition and physical activity topics.
- Help decorate the cafeteria with nutrition posters.
- Distribute nutrition and physical activity information in the cafeteria or during school events.
- Help foodservice personnel develop menus.
- Taste test new food products.
- Design a school wellness program.
- Survey other students about nutrition and physical activity practices.
- Conduct a school health and wellness fair.
- Hold a walk or run-a-thon to raise money for charity.
- Educate students about the effect of media on food choices.

Ingredients for Creating a Student Wellness Council:

A group of enthusiastic students. Recruit students who are interested in learning about nutrition, physical activity, and promoting wellness in their school. Use Health and PE classes to inform students about the council.

A motivated advisor. This advisor could be a teacher, administrator, foodservice professional, or parent who can dedicate time and energy to advising the student wellness council.

A support administration. The administration should support the formation and activities of the student wellness council and provide recognition of accomplishments.

Fresh ideas and common goals. The activities of the Student Wellness Council are determined by its members. Students learn how to make healthy living fun and easy.

Resources

School Nutrition Association

www.asfsa.org/childnutrition/education/sags.asp

Provides a handbook to assist in developing a Student Wellness Council

Team Nutrition

www.fns.usda.gov/tn

Provides resources for teaching students about sound nutrition and physical activity practices.

Changing the Scene

<http://www.fns.usda.gov/tn/Resources/changing.html>

Provides a guide and toolkit for schools to develop a healthy school environment.

Fundraising

In many schools, students, faculty members, and parent groups use fundraising to generate funding for programs. With school budgets tight, fundraising helps pay for many classroom projects, activities, field trips, school events, athletics, music, and art. Fundraising is also instrumental in building self-esteem, providing community service, and promoting school and community spirit. Unfortunately, many fundraisers involve selling food items of limited nutritional value, such as candy, which do not support a healthful diet. Help halt the increasing rates of overweight youth and adults by planning successful fundraisers that promote a healthy lifestyle.

Use the following resources and the attached list to identify fundraising ideas that contribute to a healthier lifestyle. Choose the one that best meets your group's needs.

To access over 110,000 sites, select a search engine and type in "school fundraisers".

- www.afrds.org/homeframe/html

Association of Fund-Raising Distributors and Suppliers Site includes a Toolbox with "Fundraising Fundamentals, a monthly newsletter, a checklist for evaluating companies, and a resource on product issues and trends.

- www.fundraising-ideas.com

Site has a list of fundraising options, services, programs, and press releases. Links to www.amazon.com with books on fund raising.

- www.PTOtoday.com

Site lists fundraising activities by categories. Also contains a parent sharing section on "What has worked, what doesn't, and why."

- www.americanteachers.com

Site links to fundraising sites and gives information on retailers who will donate a percentage of parent purchase dollars to your school.

- Other Websites

www.marisolblooms.com

www.phonefund.com

www.usamagnetsandmore.com/fundraiser.html

www.zoodog.com/tattoos

www.treasurebooksandgifts.com



Fundraising Ideas



Things that Promote the School

T-shirt/sweat shirt sale
Bumper stickers or decals
Student art sale
Cookbook made by the school
Coffee mugs or cups
Student directories
School Frisbees
License plates or holders with school logo

Things You Can Sell

Candles	Greeting cards	Giftwrap, bags
Coupon books	Holiday items	Cookbooks
Magazine subscriptions	Flowers, bulbs	Balloon bouquets
House decorations	Books, calendars	Buttons, pins
Customized stickers	Football seats	Plants
Animal rides	Pet treats/toys	Tupperware
Ornaments	Crafts, craft kits	Emergency kits
Batteries	Stone memorials	Seasonal flags
Gift baskets	Hats	Jewelry
Valentine flowers	Mistletoe	Stationary
Newspaper space ads	Garage sales	Bath accessories
Music CDs, videos, DVDs	Entertainment books	Engraved bricks
Pedometers		

Things You Can Do

Wrap gifts	Fun runs/jogs	Bike-a-thons
Walk-a-thons	Jump rope-a-thons	Car wash (pre-sell tickets)
Singing telegrams	Carnival	Rent-a-teen helper
Penny wars (collect the most)	Dances	Recycling cans/paper
Festivals	Golf tournament	Bowling night/bowl-a-thon
Skate night/skate-a-thon	Craft fair	Talent show
Grocery refund programs	Recycle cell phones	Family dinners
Silent auction	School job fair	Car magnets

Fundraising Ideas

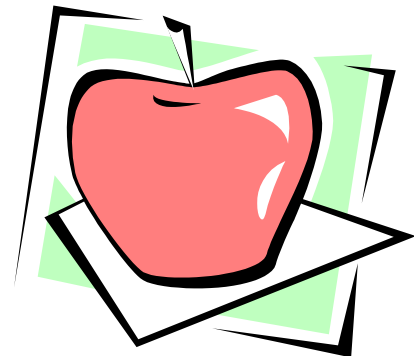
Healthy Food Sales

Fruit smoothies
Unbuttered popcorn
Yogurt
Fruit & nut baskets
Lunch box auctions
Veggie pizza
Trail mix
Chile, chile products

Low-fat pretzels
Cheese
Low-fat milk
Specialty pastas
Bottled water with school logo
100% juice bars
Salsa, sauces

Things to remember if you sell food:

- Prepare and store food properly to prevent food borne illness.
- Remember, severe food allergies affect 4-8% of children. The most common allergies are to cow's milk, egg, soy, wheat, peanuts, tree nuts, fish, and shellfish. All items should be labeled with the name of the product and ingredients.



Alternatives to Using Food as a Reward

Teachers, administration, parents, and the community often offer kids food as a reward for “good” behavior. Typically “food rewards” have little or no nutritional value, but are used because they are easy, inexpensive treats that are thought to bring about short-term behavior change. **Teachers and staff are encouraged to reward students with non-food items.**

Disadvantages of Using Food as a Reward

- ❖ It sends a mixed message that highlights the conflict between nutrition education taught in the classroom and the school environment.
- ❖ It encourages over-consumption of foods high in added sugar and fat that can lead to overweight.
- ❖ It may displace more nutritious foods offered in the school meal program.
- ❖ It teaches kids to eat to reward themselves with food, even when they are not hungry.

Zero Cost Alternatives

Sit at the teacher's desk
Sit by friends
Eat lunch with the teacher/principal
Make a delivery to the office
Be the classroom helper
“No homework pass”
Read outside
Extra recess time
Class walking break
Listen/dance to music
Watch a video
Free choice time
Game day
Listen to a book on tape
Extra computer time
Teacher performs special skill (i.e. sing, dance)
Teacher reads a special book to the class

Low-Cost Alternatives

Books
Enter drawing for donated prizes
Stickers
School supplies
Movie/video coupons
Trading cards
Stamps
Trip to the treasure box
Coloring books
Art supplies
Gift certificates to school store
Physical activity equipment

Healthy Food and Beverage Choices

These are suggestions for healthier vending, a-la-carte sales, fundraisers, schools stores, concessions, school parties, activities & meetings.

Foods of good nutritional content including fruits, vegetables, low-fat dairy, and low-fat whole grains should be available wherever and whenever food is sold or otherwise offered at school during the normal school day.

Beverages containing at least 50% real fruit juice with the goal of only 100% juice.

Portions should resemble the Dietary Guidelines for Americans. Food and beverages sold or offered should be in single-serving packages, except for fresh fruits & vegetables, milk, and water.

Remember . . .

- Federal law prohibits vending machines from being operational and other competing food sales in the cafeteria or anywhere a reimbursable meal is served or eaten during school breakfast and lunch periods.
- Beverage sales (except for fluid milk) may be limited by the terms of beverage vending contracts established by the district.
- Be sure to involve your school's Wellness Advisory Council to help make choices on the foods to be offered.

Healthy Food and Beverage Choices for Competitive Food Sales

These recommendations are based on the Dietary Guidelines for Americans and are appropriate for food and beverages available through vending, a-la-carte sales, fundraisers, school stores, concessions, school parties, activities, meetings.

Note: You will need to give some consideration to the package sizes available in your market area, and adjust accordingly, such as the examples shown.

Food Category	Food Suggestions	Rationale
<p style="text-align: center;">Grains</p> <p><u>Recommended Serving Size (per Dietary Guidelines for Americans) = 1 oz.:</u></p> <p>Examples:</p> <p>Crackers, Popcorn = 1.25 oz Cereal & granola Bars = 1-2 oz Bakery Items (bagels, muffins) = 1-3 oz</p> <p>Choose whole grains that are low in fat, saturated fat, trans fat, and added sugars.</p>	<ul style="list-style-type: none"> • Whole grain muffins • Multi-grain bagel • Baked tortilla, soy, pita, and corn cakes • Rice cakes • Pretzels • Air-popped or low fat popcorn • Low-fat crackers • Low-fat granola bars • Cereal bars • Low sugar cereals 	<ul style="list-style-type: none"> • The Dietary Guidelines for Americans recommends at least 3-one ounce servings of whole grains daily. Half of our total grain intake should be whole grains. • Trans fatty acids or trans fats are found in food products in the form of hydrogenated/partially-hydrogenated oils. They tend to raise cholesterol and LDL cholesterol, similar to saturated fats.
<p style="text-align: center;">Vegetables and Fruits</p> <p><u>Recommended Serving Size = 1 cup:</u></p> <p>Examples:</p> <p>Apple/banana = 1 medium Leafy salad greens = 2 cups Dried Fruits = 1.5 oz Frozen, Canned Fruits/Vegetables = 1 cup Fruit & Vegetable Juices = 6-12 oz.</p> <p>Choose whole fresh vegetables and fruits, 100% dried fruit with no added sugar, canned fruits in natural juices or water, 100% vegetable or fruit juice</p>	<ul style="list-style-type: none"> • 100% vegetable or fruit juice • Whole fresh fruits • Fresh, frozen, canned fruits/vegetables • Cut-up celery or carrot sticks and other vegetables • Fresh baby carrots • Fruit bowls • Unsweetened applesauce • Canned fruits in natural juice • Raisins • Dried Apricots • Salsa 	<ul style="list-style-type: none"> • The Dietary Guidelines for Americans recommends at least 2 ½ cups for young children to 5 cups for teenage boys daily. • Fruits and vegetables provide essential vitamins and minerals, fiber, and other substances that may reduce risks for diabetes, coronary heart disease. • The consumption of whole vegetables and fruits is encouraged to increase fiber consumption and to prevent the over consumption of juices. • Eliminate the sale of fruit drinks, which provide little nutritional value and usually replace more healthful options.

Food Category	Food Suggestions	Rationale
<p style="text-align: center;">Dairy Products</p> <p><u>Recommended Serving Size = 1 cup fat-free or low-fat milk</u></p> <p>Examples: Yogurt = 6-8 oz. Milk = 8-16 oz. Cheese = 1 ½ - 2 oz or less</p> <p>Choose low fat dairy products that are low in added sugars.</p>	<ul style="list-style-type: none"> • Low-fat fruit yogurt • Low-fat cottage cheese • String cheese • Low-fat cheese • Skim, 1%-2% milk, flavored and plain • Low-fat frozen yogurt bars • Low-fat pudding 	<ul style="list-style-type: none"> • The Dietary Guidelines for Americans recommends at least 3 cups daily. • Low calcium intake is one of the most significant nutrient deficiencies identified in Healthy People 2010. Milk and milk products provide calcium, protein, and vitamin D for bone growth and development. • In addition, it supplies 4 of the 7 nutrients adults and children tend to fall short on (calcium, potassium, magnesium, vitamin A) • The American Academy of Pediatrics (AAP) recommends the daily consumption of milk, yogurt, and cheese and other calcium-rich foods for children to help build bone mass in all growing children and adolescents.
<p style="text-align: center;">Meats, Beans, Nuts & Seeds</p> <p><u>Recommended Serving Size = 1 oz.:</u></p> <p>Examples: Trail mix, nuts, seeds = 1 oz. -1.75 oz. Nut butters = 2 Tablespoons or less Meat, poultry or fish = 1-3 oz. Beans/legumes = ½ - 1 cup 1 egg</p> <p>Choose meats, beans, nuts, & seeds that are low in fat, saturated fat, trans fat, and added sugars.</p>	<ul style="list-style-type: none"> • Almonds • Peanuts • Pistachios • Pecans • Sunflower seeds • Soy nuts • Walnuts • Hummus • Bean Dip • Tuna snack pack • Trail mix (mostly nuts) • Nut butters • Beef jerky • Tofu 	<ul style="list-style-type: none"> • The Dietary Guidelines for Americans recommends at least 5 ounces daily. • Meats, beans, nuts offer protein and other valuable nutrients such as zinc, iron, and B vitamins • Protein supplies amino acids that build, repair, and maintain body tissues. • Non-hydrogenated nut butters e.g. all natural peanut butter or almond butter will have no trans fat and minimal saturated fat. They provide healthy unsaturated fats. • USDA recommends 2-3 servings from the meat and bean group every day.

Food Category	Food Suggestions	Rationale
<p style="text-align: center;">Combination Foods</p> <p>Foods that have main ingredients from two or more food groups from the Food Guide Pyramid.</p> <p><u>Recommended Serving Size:</u> Single serving packages</p>	<ul style="list-style-type: none"> • Fresh vegetables or fruits with low fat dip or salad dressings • Hummus with whole wheat pita bread • Low-fat cheese with crackers • Peanut butter with crackers • Yogurt with granola • Bagels with low-fat cream cheese • Sandwiches made with whole grain bread, lean meats, low-fat cheese and/or vegetables • Trail mix that contains granola, nuts, seeds, and/or dried fruit 	<ul style="list-style-type: none"> • Check to see how many servings are in the package. Combination foods should contain only one serving in the entire package and contain 300 or fewer calories. • Ingredients are listed according to relative weight. It is recommended that the first ingredients listed are from the major food groups ex. whole grains, fruits, vegetables, milk, cheese, yogurt, nuts or seeds. • If sugar or high fructose corn syrup is one of the first two ingredients the product may be high in added sugars. • If fat or oil is listed as one of the first two ingredients, the product may be high in fat. If the fat is listed as hydrogenated or partially hydrogenated oil the product contains trans fatty acids which are associated with negative health effects.
<p style="text-align: center;">Other Foods</p> <p>Examples: Baked Chips = 1- 1 ¼ oz. Soy or Rice beverage = 12 oz or less Cookies = 1-2 oz. Ice cream = 4 oz.</p> <p>Choose low-fat or non-fat dairy and non-dairy beverages. Choose beverages that are low in added sugars and do not contain artificial sweeteners.</p>	<ul style="list-style-type: none"> • Water • Water without added sugar • Baked chips • Low-fat dip • Soy or rice beverage • Cookies, such as animal crackers • Ice cream 	<ul style="list-style-type: none"> • Many sweetened beverages are high in calories. Some are fortified with unnecessary and potentially harmful additives to children. • Sports drinks are only recommended for times of vigorous physical activity that last longer than 60 minutes. • Diet drinks, while not a source of calories, should be excluded, as they may displace consumption of healthier beverages. • Potential health problems associated with high intake of sweetened drinks are: <ol style="list-style-type: none"> 1. overweight or obesity attributable to additional calories in the diet; 2. displacement of milk consumption, resulting in calcium deficiency with the attendant risk of osteoporosis and fractures; and 3. dental caries and potential enamel erosion.

Healthy Ideas for Classroom Snacks and Parties

Snacks are important for providing children with nutrients to support growth and learning. Parties are a fun opportunity to celebrate. However, school snacks and parties are not required to be cupcakes, ice cream, potato chips, and soda pop. With a little imagination, snacks and parties can be fun and still provide healthy, nutrient-rich foods. Give healthy partying and snacking a try with the following foods:

- ☺ Low-fat milk (plain or flavored) – plain, chocolate, strawberry, vanilla
- ☺ 100% juice – orange, apple, grape, cranberry
- ☺ Water (flavored)
- ☺ Fresh fruit with yogurt dipping sauce
- ☺ Apples with caramel dip
- ☺ Fruit and cheese kabobs
- ☺ Fruit with whipped topping – strawberries with whip cream
- ☺ 100% fruit snacks
- ☺ Fruit crisps or bakes (made with little added sugar and whole grain toppings)
- ☺ Vegetable tray with low-fat dip
- ☺ Celery sticks with peanut butter
- ☺ String cheese
- ☺ Low-fat pretzels or popcorn
- ☺ Graham or animal crackers
- ☺ Pizza with low-fat toppings – veggies, lean ham
- ☺ Sandwiches – ham, turkey, cheese (low fat condiments)
- ☺ Low-fat pudding cups
- ☺ Low-fat yogurt – Dannon Light 'n Fit, Trix, Yoplait Yumsters
- ☺ Yogurt smoothies – low-fat
- ☺ Yogurt parfaits – layered fruit, yogurt, and granola
- ☺ Quesadillas with salsa
- ☺ Granola bars or breakfast bars
- ☺ Trail mix or cereal mixes
- ☺ Angel food cake with fruit toppings
- ☺ Nuts, seeds

What about Cake?

Once in awhile a piece of birthday cake can fit into a healthy diet. However, if each student brings in cake for their birthday, eating cake becomes a regular occurrence. Keep cake a “sometimes” food by having all students with birthdays in the same month celebrate on one day. Try to limit parties with cake and other sugary or high fat foods to less than once per month.

Classroom Food Safety

During the school year food may be frequently stored, prepared, or eaten in the classroom. Snacks are important for providing children energy for learning. In addition, preparing or tasting foods can be valuable teaching activities. However, improper handling of food can cause food borne illness. Symptoms may resemble the stomach flu and are caused by eating contaminated food. Help protect your students . . .

FOLLOW SIMPLE RULES

- **Keep all food clean**
- **Keep hot foods hot**
- **Keep cold foods cold**

KEEP ALL FOOD CLEAN!

Keep everything that comes in contact with food clean.

- **Always wash hands before eating and handling foods!** Wash your hands thoroughly in warm, sudsy water (at least 20 seconds). Repeat washing between food handling.
- Use clean towels, dish cloths, cooking dishes, and utensils.
- Scrub work surfaces and disinfect cutting boards.
- Avoid cross contamination of foods by using separate cutting boards and cutting utensils for meat and fruits/vegetables.
- Never taste with the stirring spoon!
- Wash dishes in hot (140° F) soapy water, then rinse well.
- Avoid chipped or cracked dishes that can harbor bacteria.

Have you ever heard that life begins at 40? Between 40° and 140° F, single bacteria will double every 20 to 30 minutes.



KEEP HOT FOODS HOT

- Cooked foods should be held at temperatures higher than 140°F. Temperatures between 140° and 159°F prevent bacteria growth.
- High temperatures (160° to 212°F), kill most bacteria. That is the reason that meats, such as ground meat and poultry, should register an internal temperature of 160°F.

KEEP COLD FOODS COLD

- Foods should be refrigerated at a temperature between 34° and 40° F.
- Rapidly cool any cooked foods and never leave foods at room temperature.
- Below 32°F, which is freezing, bacteria will not grow, but will survive. Frozen foods should be stored at 0°F for long-term storage.

For more classroom information and **educational activities** for the classroom on food safety:

www.cfsan.fda.gov/~dms/educate.html

Parent Guide to Healthy Snacks at School and Home

Snacks are important to provide nutrients for growing children. Use the following guidelines and the A to Z Snack List to plan snacks at home and school.

- ✓ Create a home environment that encourages healthful eating -- have healthful snacks at your child's eye level in the pantry and refrigerator.
- ✓ For snacks in packages, look at the "Nutrition Facts" label. Choose those that have less than 5 grams of fat in a serving. Show your child how to use the serving size on the label as a guide for how much to eat. For example, if the label says the serving size is 8 crackers or $\frac{1}{2}$ cup fruit, show your child what these amounts look like.
- ✓ Try low-fat versions of milk, ice cream, crackers, and chips.
- ✓ Avoid using food as a reward or punishment.
- ✓ Be a good role model by eating healthful snacks with your children.
- ✓ Choose cut-up fruits and vegetables as snacks so your family can meet the goal of 5 or more servings of fruits and vegetables (combined total) a day.
- ✓ Involve your children in planning and shopping for snacks.
- ✓ Keep snacking fun by keeping a list of new foods you have tried.
- ✓ If children did not like food the first time, continue to offer it - it takes time.

A - Apples, Apricots, Ants on a log*

B - Banana*, Bean Dip*, Blueberry Bagels*

C - Cantaloupe*, Carrots*, Celery, Cheese+, Cucumbers

D - Dried Cereal, Dried Fruit Chips

E - Eggs

F - Fig Cookies*, Frozen Fruit Bar, Fruit Kabobs

G - Graham Crackers*, Granola Bars, Grapes*

H - Honeydew Melon, Hot Chocolate+

I - Iced fruit (frozen grapes or melon cubes)

J - Juices (100% juice)*, Jell-O with fruit, Jicama

K - Kiwi Fruit, Krispy Rice Treats*

L - Low-fat Pudding*

M - Milk+, Muffins+, Mangoes*

N - Nectarine, Nuts

O - Orange Wedges*, Oatmeal

P - Pasta, Peaches, Pita Bread, Pretzels*

Q - Quick Carrot Sticks*

R - Raisins, Rice Cakes (any flavor)*

S - Strawberries*, Salsa Dip*, Smoothie (with fruit)

T - Tortillas with filling, Trail Mix*

U - Unbuttered Popcorn*

V - Vanilla Wafers*, Vegetables*

W - Watermelon

X - eXciting Fruits and Vegetables*

Y - Yogurt

Z - Zucchini Slices, Zesty Crackers*

** Easy school party snacks*

+ Use low fat versions

Nutrition Education

Behaviorally-focused nutrition education that is integrated into curriculum, Pre-K through grade 12, will equip students with the knowledge, skills and motivation to support a lifetime of healthy eating.

- Nutrition education should be delivered as part of a comprehensive school health education curriculum. Nutrition topics can be integrated into other subject areas to reinforce and support messages. Nutrition education can also be provided in after school programs.
- Nutrition education activities should stress the appealing aspects of healthy eating. Positive messages motivate students to make a change.
- Professional development opportunities focusing on nutrition education should be made available for staff providing nutrition education.
- Nutrition education activities and programs should involve families and home activities as often as possible.
- Teachers are encouraged to collaborate with cafeteria staff in nutrition education activities and programs.
- Teachers are encouraged to collaborate with agencies and groups conducting quality nutrition education in the community. These organizations may also provide opportunities for student volunteer work related to nutrition (see resource page).

Nutrition Education Resources

Nutrition education programs should focus on students' eating behaviors and be based on theories and methods proven effective by published research. Below is a list of resources and materials that are available for free or for purchase. New Mexico offers the following training opportunities to learn more about incorporating nutrition into existing curriculum: *Health is Elementary Institute* for elementary teachers, *School Health Education Institute (SHEI)* for secondary teachers and *Head to Toe* for teachers and staff.

Elementary Schools

- *Cooking with Kids™* - Hands-on food and nutrition education lessons with fresh and healthy foods from diverse cultures. K-6 Integrated Curriculum available at www.cookingwithkids.net (beginning August 2005) or walters@osogrande.com
- Kids Cook! in APS. A multicultural food education program that involves hands-on classroom cooking lessons. Hope Miner, Coordinator - www.aps.edu.
- CATCH, Coordinated Approach to Child Health - NM Department of Health, Chronic Disease Prevention & Control Bureau, Carol Marr, RD, LD at (505) 841-5864 or carolma@doh.state.nm.us
- *Eat Well. Keep Moving.* A program with classroom and physical education lessons, http://www.hsph.harvard.edu/prc/proj_eat.html
- *Eat Smart. Play Hard.™* Promotional Kit - USDA Team Nutrition, www.fns.usda.gov/eatsmartplayhard
- *Nutrition Explorations* - National Dairy Council. Lessons and activity ideas available at www.nutritionexplorations.com.
- *5 A Day - The New Mexico Way.* NM Department of Health, 5 A Day Program, NM Department of Health, Linda Cryer, RD, LD at (505) 841-4554 or Linda.Cryer@doh.state.nm.us.
- *5 A day for Better Health.* Lessons available at www.5aday.com, www.5aday.gov and *There's a Rainbow on My Plate* www.dole5aday.com.

Middle Schools

- *Planet Health* interdisciplinary curriculum. Classroom and physical education activities designed to fit within existing curricula, www.hsph.harvard.edu/prc/proj_planet.html
- *YourSelf* Nutrition Kit is full of activities to help students learn the power of personal choice. To order call the National Food Service Management Institute (NFSMI) at (800) 321-3054, www.fns.usda.gov/tn/resources.
- *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions* - USDA Team Nutrition. Lessons and activity ideas intended for after-school programs. Available at www.fns.usda.gov/tn/Resources/power_of_choice.html
- Food and Nutrition Resources for Grades 7-12 - Food and Nutrition Information Center. Available at <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html#Curriculum>
- *Eat Smart. Play Hard.*™ Promotional Kit - USDA Team Nutrition. Available at www.fns.usda.gov/eatsmartplayhard
- *Body Talk: Teens Talk about Their Bodies, Eating Disorders and Activism.* Available at www.durrinproductions.com.

High Schools

- Food and Nutrition Resources for Grades 7-12 - Food and Nutrition Information Center. Available at <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html#Curriculum>
- *Body Talk: Teens Talk about Their Bodies, Eating Disorders and Activism.* Available at www.durrinproductions.com.

General Resources

- Team Nutrition. www.fns.usda.gov/tn
- Food and Nutrition Information Center (FNIC) has nutrition education materials and AV resources, (301) 504-5719, www.nal.usda.gov/fnic.
- Scholastic, Inc. offers an activity-based curriculum program. Kits are available for pre-K-5th grade. To order, call NFSMI at (800) 321-3054.
- The American Heart Association has curriculum materials that address heart healthy eating. www.americanheart.org, (800) AHA-USA1.
- The American Cancer Society, www.cancer.org, (800) ACS-2345.
- Tufts University Nutrition Navigator. Use this online rating and review guide to quickly find accurate, useful nutrition information, <http://navigator.tufts.edu/index.html>
- Farm to Schools. <http://schoolmeals.nal.usda.gov/Resource/farmentoschool.htm>
http://www.foodsecurity.org/farm_to_school.html
- Gardening - www.kidsgardening.com/ and www.edibleschoolyard.org/homepage.html and CelluGRO® gardens, Bridgit Martin bridgitmartin@cs.com or www.cellugro.com
- Slow Food USA. <http://slowfoodusa.org/education/index.html>

Community Resources

- NMSU Cooperative Extension Service's KIDs CAN Program (Kids' Ideas for Cooking and Nutrition) offers a series of food and nutrition youth activities, K-9th grade for schools with a student population qualified with 50% or more free and reduced-price school meals. Includes hands-on, fun activities and games, including food preparation. Contact your local County Extension office or call 1-877-003-3637 for further information.
- New Mexico Media Literacy Project promotes media literacy through teacher trainings, educational materials, multi-media presentations and activist work. Visit www.nmmlp.org to learn more.
- Find a local nutrition professional in your community - New Mexico Dietetic Association, www.eatright.org.

Involving and Educating Parents

It requires a team effort to help students learn how to adopt healthy eating habits. Parents may not know what their kids are eating at school, and getting them involved is a way to help them find out. A parent may be willing to volunteer their time to plan and conduct or assist with school nutrition activities and events or serve on the wellness council. Educating parents helps them teach their own children how to make healthy food choices, and they can urge other parents to focus on nutrition and health issues.

- Send the recommended snack list home to parents.
- Offer nutrition education activities at family nights and other school evening events.
- Include nutrition and physical activity-related topics and articles in school staff and parent newsletters.
 - Daily Tips from the American Dietetic Association are available at www.eatright.org.
 - Nutrition Action Newsletter includes up-to-date relevant food and nutrition information for consumers. This can be accessed at www.cspinet.org.
 - FREE English and Spanish handouts are available from Center for Disease Control and Prevention at <http://www.cdc.gov/healthyyouth/publications/index.htm>, and from USDA Food and Nutrition Services Team Nutrition at www.fns.usda.gov.
- Include home activities in student assignments on food and nutrition. Homework can include: interviewing family members about personal food habits, recording food intake, looking at food labels, creating a snack or meal, talking to kids about media's effect on food choices.
- Identify parents who might be interested in the issue and personally invite them to join your effort.
- Send a general invitation to all parents or the PTA to participate in your school wellness council.

Appendix

Sample AFHK nutrition policies	26-36
http://www.actionforhealthykids.org/docs/hpf_fs_guidelines.pdf	
Assessment Survey	37

Grand Forks School District, Grand Forks, North Dakota

Grand Forks School District Policy 6175
Nutrition Education Practices

Eating habits are learned early in life, and school board interventions are indicated as potential key components in achieving public health improvement goals. Poor nutrition and fitness habits are the root causes of several serious public health problems in America. Therefore, the school board supports a school environment that promotes and encourages lifelong nutritious eating habits.

The board provides the following guidelines for healthy nutrition practices.

- Administrators, staff and extracurricular groups shall ensure that all school activities, including classroom practices and incentives, are consistent with the sound nutrition practices taught in the classroom and implemented in the school meal programs.
- School administrators will monitor fundraising activities in order to ensure that they are not in conflict with sound nutrition messages.
- School personnel serve as nutrition educators and role models for healthy lifestyles.
- The Child Nutrition program will provide meals that comply with or exceed federal and state standards.
- School personnel will collaborate with parents and the community to support these guidelines and the promotion of lifelong healthy nutrition habits.

Legal reference: Federal Regulation 7CFR Sec./210.11

Policy Adopted: January 27, 2003

FAIR School, Crystal, Minnesota

Food and Physical Activity Policy: A Model for the Future
<http://www.mnschoolhealth.com/publications/hhSpring01.pdf>

The Fine Arts Interdisciplinary Resource (FAIR) School, a fourth through eighth grade magnet school in Crystal, Minnesota, has implemented one of the state's first extensive physical activity and nutrition policies. The school was designed as a national model to celebrate diversity, creativity and the arts. It is not only unique in this respect but also in its vision and commitment to provide a healthier physical activity and nutrition environment for its students.

Schools are a natural setting to promote healthy eating and physical activity. With that in mind, the FAIR school staff, the Robbinsdale school food service, the University of Minnesota School of Public Health and the Hennepin County Community Health Department together developed the Healthier School Food and Physical Activity Policy. The goal was to implement a school policy that would:

- Make healthy food selections and physical activity an integral part of the education day
- Foster healthful nutrition and physical activity behaviors in students

Healthier School Food and Physical Activity Policy

School Meals

- School meals will reflect USDA regulations and will contain 30% of calories from fat over five days.
- The school food service staff will work to:
 - Offer breakfast for all students
 - Attractively offer at least two fruits and two vegetables daily
 - Offer a table with extra bread, vegetables and fruit
 - Provide 20 minutes for students to eat lunch and 10 minutes to eat breakfast
 - Exclude fast food vendors from the school food service environment

Other Food Choices at School

- The sale of all foods on school grounds will be under the direction of the school food service program, except those sold for fund-raising activities.
- Food sales, a la carte foods, foods brought into the classroom, and foods offered at school functions will:
 - Contain 7 grams of fat or less per serving
 - Will not be encouraged or promoted if they have sugar listed as the main ingredient
 - Bottled water and fruit juice will be available for sale throughout the school day from the a la carte line.
- Fund-raising activities will emphasize the sale of non-food items.

- If foods are sold for fund-raising activities they will not be sold while school food service meals are served.

Vending Machines

- Vending machines will not be available for student use.

Partnerships

- Partnerships between businesses and the school that influence the school food environment will be designed to meet the identified educational need of the school, not commercial motives.
- The nutrition and physical activity curricula TEENS (Teens Eating for Energy and Nutrition at Schools) and CATCH (Child and Adolescent Trial for Cardiovascular Health) and other pertinent programs will be available for teachers' use in the classroom.

Physical Activity Policies

- Every student will be encouraged to participate in physical education or dance classes.
- Skills and habits for a lifetime of regular physical activity will be emphasized.
- Physical education classes will provide a variety of activities and will meet the needs of all students.
- Physical activity curricula will be designed to encourage all students to be physically active for at least 50% of the physical education class.
- School personnel will not withhold physical education class from students as a punishment.
- Elementary children will have the opportunity to engage in daily recess. Recess will complement -- and not be substituted for -- physical education classes.

Mercedes Independent School District, Mercedes, Texas

Student Nutrition/Wellness Plan
Administrative Policy, March 5, 2002

<http://www.mercedes.k12.tx.us/menus/misdnutritionpolicy.pdf>

Purpose and Goal:

The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults. Schools have a responsibility to help students and staff establish and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits.

All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff are encouraged to model healthy eating and physical activity as a valuable part of daily life. The Mercedes Independent School District shall prepare, adopt and implement a comprehensive plan to encourage healthy eating and physical activity. This plan shall make effective use of school and community resources and equitably serve the needs and interests of all students and staff, taking into consideration differences in cultural norms.

Component 1: A Commitment to Nutrition and Physical Activity

- A. The Mercedes Independent School District administration shall appoint a Comprehensive School Health Committee whose mission shall be to address nutrition and physical activity issues and will develop, implement, and evaluate guidelines that support a healthy school nutrition environment. This committee shall offer revisions to these guidelines annually or more often if necessary.
- B. Principals will address concerns such as kinds of foods available on their campus, sufficient mealtime, nutrition education and physical activity.
- C. Nutrition education shall be integrated across the curriculum and physical activity will be encouraged daily.
- D. The school food service staff will participate in making decisions and guidelines that will affect the school nutrition environment.

Component 2: Quality School Meals

- A. The Mercedes Independent School District will offer breakfast, lunch, and after school snack programs and will participate in a district-wide universal feeding program providing meals at no charge to all students. Students and staff are highly encouraged to promote and participate in these programs.
- B. School foodservice staff that is properly qualified according to current professional standards and regularly participate in professional development activities will administer the Child Nutrition Programs.
- C. Food safety will be a key part of the school foodservice operation.
- D. Menus will meet the nutrition standards established by the U.S. Department of Agriculture, conforming to good menu planning principles, and featuring a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.
- E. Students will be given the opportunity to provide input on local, cultural, and ethnic favorites of the students.

- F. School personnel, along with parents, will encourage students to choose and consume full meals. Positive nutrition statements will be provided to students on a daily basis.

Component 3: Other Healthy Food Options

- A. The Comprehensive School Health Committee will develop and recommend to the administration guidelines on nutrition standards for food and beverages offered through parties, celebrations, social events and any school functions. See Attachment A.
- B. All food and beverages available to students anywhere at school will include food items that are low in saturated fat, sodium, and sugar which should be marketed to encourage selection by students. See Attachment A.
- C. Food and beverages of minimal nutritional value should not be sold in competition with school meals during school meal service hours. At elementary schools any vending machines must be located in teacher lounges. See Attachment B.
- D. School staff shall use food as a reward for student accomplishment sparingly, and at the elementary level only after 2:00 p.m. during the school day. The withholding of food as punishment for students is prohibited. For example, restricting a child's selection of flavored milk due to misbehavior in the classroom.
- E. The school district will provide nutritional information to parents that will encourage parents to provide safe and nutritious foods for their children.
- F. The Mercedes Independent School District highly encourages organizations to use non-food items or foods designed for delivery and consumption after school hours (i.e., barbecue plates) as a means to raise funds.

Component 4: Pleasant Eating Experiences

- A. Facility design will be given priority in renovations and new construction.
- B. Drinking fountains will be available for students to get water at meals and throughout the day.
- C. A short snack-free recess for elementary campuses is encouraged to be scheduled sometime before lunch so that children will come to lunch less distracted and ready to eat.
- D. School personnel will assist all students in developing the healthy practice of washing hands before eating.
- E. School personnel will schedule enough time so students do not have to spend too much time waiting in line.
- F. Schools should not schedule tutoring, pep rallies, assemblies, club/organization meetings and other activities during meal times.
- G. A minimum 30-minute uninterrupted lunch period should be scheduled to allow students to eat, relax and socialize.
- H. Schools will encourage socializing among students, and between students and adults. Adults will properly supervise dining rooms and serve as role models to students by demonstrating proper conduct and voice level, and by eating with the students. Parents are highly encouraged to dine with students in the cafeteria.
- I. Creative, innovative methods will be used to keep noise levels appropriate.

Component 5: Nutrition Education

- A. Mercedes Independent School District will follow health education curriculum standards and guidelines as stated by the Texas Education Agency. Schools will link nutrition education activities with the coordinated school health program.
- B. Students in pre-kindergarten through grade 12 will receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies and language arts as applicable.

- C. Nutrition education will be offered in the school dining room and in the classroom, with coordination between school foodservice staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.
- D. Mercedes ISD campuses will participate in USDA nutrition programs such as "Team Nutrition" and conduct nutrition education activities and promotions that involve students, parents and the community. The school nutrition team responsible for these activities will be composed of Child Nutrition Services staff, Student Services staff, school nurses, health teachers and physical education coaches.

Component 6: Marketing

- A. Students will receive positive, motivating messages, both verbal and non-verbal, about healthy eating and physical activity throughout the school setting. All school personnel will help reinforce these positive messages.
- B. Schools will consider student need in planning for a healthy school nutrition environment. Students will be asked for input and feedback through the use of student surveys, and attention will be given to their comments.
- C. Schools will promote healthy food choices and will not allow advertising that promotes less nutritious food choices.
- D. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, Open Houses, Health Fairs, teacher in-services, etc.
- E. Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

+++++

Attachment A

**Mercedes Independent School District
Student Nutrition/Wellness Plan**

Guidelines for Food and Beverages Offered to Students at School Functions

At any school function (parties, celebrations, receptions, festivals, sporting events, etc.) healthy food choice options should be available to students. Some suggested foods are listed below to include on refreshment tables, price lists, etc.

- Raw vegetable sticks/slices with low-fat dressing or yogurt dip
- Fresh fruit and 100% fruit juices
- Frozen fruit juice pops
- Dried fruits (raisins, banana chips, etc.)
- Trail Mix (dried fruits and nuts)
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts)
- Low-fat meats and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)
- Party Mix (variety of cereals, nuts, pretzels, etc.)
- Low-sodium crackers
- Baked corn chips & fat-free potato chips with salsa and low-fat dips (Ranch, French Onion, bean, etc.)
- Low-fat muffins, granola bars and cookies

- Angel food and sponge cakes
- Flavored yogurt & fruit parfaits
- Jell-O and low-fat pudding cups
- Low-fat ice creams, frozen yogurts, sherbets
- Low-fat and skim milk products
- Pure ice cold water

Foods to avoid – Consume only occasionally

- Carbonate and caffeinated beverages (soft drinks, tea, & coffee)
- High sugar content candies and desserts
- High fat foods (fried foods like French fries, fatty meats, most cheeses, buttery popcorn)
- High sodium foods (luncheon meats, cheeses, chips, salty popcorn, pickles)

In selecting food items to offer keep in mind the numerous students and adults who are on special diets and their consumption of sugar, fat, sodium, etc. is restricted.

The use of foods of minimal nutritional value as learning incentives should be kept to a minimum, and healthy food choices or non-food items should be substituted.

Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

Attachment B

Mercedes Independent School District

Student Nutrition/Wellness Plan

Foods of Minimal Nutritional Value as Defined by USDA

These foods may not be sold to students on a school campus during meal service hours (breakfast and lunch):

- Soda Water – any carbonated beverage (even water). No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.
- Water Ices – any frozen, sweetened water such as “...sicles” and flavored ice with the exception of products that contain fruit or fruit juice.
- Chewing Gum – any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
- Certain Candies – any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types:
- Hard Candy – A product made predominantly from sugar (sucrose) and corn syrup that may be flavored and colored, is characterized by a hard, brittle texture and includes such

items as sour balls, lollipops, fruit balls, candy sticks, starlight mints, after dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints and cough drops.

- Jellies and Gums – A mixture of carbohydrates that are combined to form a stable gelatinous system of jellylike character and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
- Marshmallow Candies – An aerated confection composed of sugar, corn syrup, invert sugar 20 percent water and gelatin or egg white to which flavors and colors may be added.
- Fondant – A product consisting of microscopic-sized sugar crystals that are separated by a thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
- Licorice – A product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.
- Spun Candy – A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
- Candy Coated Popcorn – Popcorn that is coated with a mixture made predominantly from sugar and corn syrup.

School Physical Activity and Nutrition Assessment Survey*

Use this checklist to evaluate the physical activity and nutrition environment of your school district. Use the following scoring criteria to assess your school district's performance for each definition of success. Add up the points for each component and compare to the total number of possible points.

Scoring Criteria: 4=District-wide; 3=50%or more campuses; 2=Less than 50% of campuses, 1=No. √=Don't know, NA=Not applicable to our district

Component 1: Commitment to Nutrition and Physical Activity Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education	4	3	2	1	Don't know (√)
Definitions of Success					
1.1 NE and PA are included in the school's daily education program from pre-K through grade 12.					
1.2 Administrators support the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; eating space and atmosphere; NE and PA.					
1.3 School Food Service Staff, school staff, students and parents are part of the policy-making process and support a healthy school nutrition environment.					
1.4 Has or is in the process of developing a nutrition policy.					
1.5 The school has a health council to address nutrition and physical activity issues.					
COMPONENT #1 SCORE (Total for 1.1 – 1.5) = _____ Possible points: 20					

Notes:

Component 2: Quality School Meals Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education	4	3	2	1	Don't know (√)
Definitions of Success					
2.1 Schools offer lunch, breakfast and after-school snack programs and students are encouraged to participate.					
2.2 The Child Nutrition Programs are administered by SFS staff that is properly qualified according to current professional standards.					
2.3 All SFS staff have appropriate pre-service training and regularly participate in professional development activities.					
2.4 School meals are offered at prices students can afford.					
2.5 Menus are planned with input from students and include local, cultural and ethnic favorites of the students.					
2.6 Menus meet nutrition standards established by the USDA, conform to good menu planning principles and feature a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.					
2.7 SFS staff use food preparation techniques to provide meals that are lower in saturated fat, sodium and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains & low-fat or non-fat milk.					
2.8 School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.					
2.9 School meal participation rates are approximately the same for paying students as for students eligible for free and reduced price meals.					
2.10 Food safety is a key part of the school foodservice operation.					
COMPONENT #2 SCORE (Total for 2.1 – 2.10) = _____ Possible points: 40					
Notes:					

Component 3: Other Healthy Food Options Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education	4	3	2	1	Don't know (√)
Definitions of Success					
3.1 All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid.					
3.2 School policies include nutrition standards for foods and beverages offered at parties, celebrations, and social events.					
3.3 If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford.					
3.4 If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.					
3.5 If foods and beverages are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals.					
3.6 There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available. For example: no access in elementary schools, no access until after the end of the school day for middle and junior high schools, and no access until after the end of the last lunch period in senior high schools.					
3.7 School staff does not use food as a reward or punishment for students. Ex: they don't give coupons for fast food as a reward for an "A" or withhold snacks as punishment for misbehaving.					
3.8 The school encourages parents to provide a variety of nutritious foods if students bring lunches from home.					
3.9 The school encourages organizations to raise funds by selling non-food items.					
COMPONENT #3 SCORE (Total for 3.1 – 3.9) = _____ Possible points: 36					
Notes:					

Component 4: Pleasant Eating Experiences Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education	4	3	2	1	Don't know (√)
Definitions of Success					
4.1 Meal periods are scheduled at appropriate times; schools do not schedule other activities during meal times.					
4.2 Meal periods are long enough for students to eat and socialize.					
4.3 There are enough serving areas so that students don't have to spend too much time waiting in line.					
4.4 Eating areas are attractive and have enough space for seating; tables and chairs are the right size for the students.					
4.5 Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.					
4.6 Schools encourage socializing among students, and between students and adults. Adults properly supervise dining rooms and serve as role models to students.					
4.7 Creative, innovative methods are used to keep noise levels appropriate---no "eat in silence".					
4.8 Facility design (including size and location of the eating/kitchen area, lighting, building materials, windows, open space, adequate foodservice equipment for food preparation and service, and food and staff safety), is given priority in renovations or new construction.					
4.9 Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.					
4.10 Drinking fountains are available for students to get water at meals and throughout the day.					
4.11 Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.					
COMPONENT #4 SCORE (Total for 4.1 – 4.11) = _____ Possible points: 44					
Notes:					

Component 5: Nutrition Education Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education	4	3	2	1	Don't know (√)
5.1 Students in pre-K through grade 12 receive NE that is interactive and teaches the skills they need to adopt healthy eating behaviors.					
5.2 NE is offered in the school cafeteria and classroom with coordination between SFS staff & teachers					
5.3 Students receive nutrition messages throughout school that are consistent & reinforce each other.					
5.4 State & district health education curriculum standards/guidelines include NE and physical education.					
5.5 Nutrition is integrated into core curriculum areas such as math, science, and language arts.					
5.6 The school links nutrition education activities with the coordinated school health program.					
5.7 The school is enrolled as a Team Nutrition School and conducts NE activities and promotions that involve students, parents and the community.					
COMPONENT #5 SCORE (Total for 5.1 – 5.7) = _____ Possible points: 28					
Notes:					

Component 6: Marketing Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education, HE=Healthy Eating	4	3	2	1	Don't know (√)
6.1 HE and PA are actively promoted to students, parents, teachers, administrators and the community.					
6.2 Schools consider student needs in planning for a healthy school nutrition environment. They ask students for input and feedback, and listen to what they have to say.					
6.3 Students receive positive, motivating messages about healthy eating and PA throughout the school.					
6.4 Schools promote healthy food choices and don't allow advertising promoting less nutritious choices.					
6.5 Schools work with a variety of media to spread the word to the community about a healthy school nutrition environment.					
COMPONENT #6 SCORE (Total for 6.1 – 6.5) = _____ Possible points: 20					
Notes:					

Component 7: Physical Activity/Education Abbreviations: PA=Physical Activity, SFS=School Food Service, NE=Nutrition Education, HE=Healthy Eating	4	3	2	1	Don't know (√)
7.1 District has instructional periods totaling 150 minutes for elementary students and 225 minutes for secondary school students..					
7.2 District has a sequential physical education curriculum that is consistent with State and National Standards for physical education..					
7.3 District prohibits the substitution of other courses or activities for physical education.					
7.4 District provides a physical education program that helps ALL students develop the knowledge and skills needed to design and implement their own individualized physical activity/fitness plan.					
7.5 District provides instruction that is adequate, safe and age-appropriate following safety standards: (i.e., adequate supervision, protective clothing and equipment, appropriate dress, regular equipment inspection and avoiding risks from environmental or health hazards					
7.6 District encourages physical education/activity that is enjoyable and involves the community.					
7.7 District requires certified physical education teachers and continuing education					
COMPONENT #7 SCORE (Total for 7.1 - 7.7) = _____ Possible points: 28					
Notes:					

* Survey Adapted from “Changing the Scene”, USDA Team Nutrition Publication and “School Health Index for Physical Activity and Healthy Eating”, CDC 2002 Publication