



MAKING IT HAPPEN!

**SCHOOL NUTRITION
SUCCESS STORIES**





Because increasing personal fitness and becoming healthier is critical to achieving a better and longer life, President George W. Bush established the *HealthierUS* initiative. The initiative is designed to help Americans, especially children, improve their overall health by making small adjustments and improvements in the activities of daily life. The President's *HealthierUS* initiative encourages all Americans to:

- Be physically active every day;
- Eat a nutritious diet;
- Get preventive screenings; and
- Make healthy choices.

For more information on *HealthierUS*, go to www.healthierus.gov.

To support the President's *HealthierUS* initiative, the United States Departments of Agriculture, Health and Human Services, and Education officially agreed to work together to encourage all youth to adopt healthy eating and physical activity behaviors in order to curb the increasing rate of overweight, particularly in children and youth, as well as promote better health status to improve educational attainment.

Making It Happen! supports the President's *HealthierUS* initiative and efforts to help children and youth adopt healthy behaviors. It was developed by:



Team Nutrition

Child Nutrition Division, Food and Nutrition Service
U.S. Department of Agriculture
3101 Park Center Drive, 6th Floor
Alexandria, Virginia 22302



Division of Adolescent and School Health

National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention
U.S. Department of Health and Human Services
4770 Buford Highway, NE, MS-K12
Atlanta, Georgia 30341

United States Department of Agriculture
Food and Nutrition Service FNS 374
January 2005

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, S.W., Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD).
"USDA is an equal opportunity provider and employer."

MAKING IT HAPPEN!

SCHOOL NUTRITION SUCCESS STORIES



United States Department of Agriculture
Food and Nutrition Service



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention



U.S. Department of Education

MAKING IT HAPPEN!

SCHOOL NUTRITION SUCCESS STORIES



The information included in *Making It Happen!* is self-reported and based on interviews with the key contact(s) for each success story.

USDA does not endorse any products, services, or organizations mentioned in this document.

Copies can be obtained from the USDA Team Nutrition Web site: www.fns.usda.gov/tn and the CDC Web site www.cdc.gov/HealthyYouth/Nutrition/Making-It-Happen.

January 2005

Suggested Citation

Food and Nutrition Service, U.S. Department of Agriculture; Centers for Disease Control and Prevention, U.S. Department of Health and Human Services; and U.S. Department of Education. FNS-374, *Making It Happen! School Nutrition Success Stories*. Alexandria, VA, January 2005.

ACKNOWLEDGEMENTS

The U.S. Department of Agriculture's (USDA) Food and Nutrition Service (FNS), and the U.S. Department of Health and Human Services' Centers for Disease Control and Prevention (CDC) wish to thank the schools, school districts, and individuals that shared their success stories about how they made positive changes in their school nutrition environments. They have set an example for all schools to follow.

FNS and CDC also acknowledge and thank the many individuals from organizations and institutions who shared their expertise and assisted in the development of *Making It Happen!* The following persons participated in an advisory panel that reviewed this document as it was developed and helped make it a useful resource for those at the local level.

Advisory Panel Members

Jennifer Anderson, PhD, RD

Professor and Extension Specialist
Department of Food Science and Human
Nutrition
Colorado State University
Fort Collins, Colorado

James F. Bogden, MPH

Safe and Healthy Schools Project Director
National Association of State Boards of
Education
Alexandria, Virginia

Donna M. Cartwright

Food Service Director
Farrell Area School District
Farrell, Pennsylvania

Carole Clemente

Director, School Education
National Dairy Council
Rosemont, Illinois

Crystelle Fogle, MS, RD

Representing the Association of State and Territorial Public Health Nutrition

Directors

Program Manager, Cardiovascular Health
Program
Montana Department of Public Health and
Human Services
Shepherd, Montana

Brenda Z. Greene

Director, School Health Programs
National School Boards Association
Alexandria, Virginia

Martha Hardison, RD

Child Nutrition Director
Craven County Schools
New Bern, North Carolina

Karen Kettlewell, MS, RD

Past Director of Nutrition and Education
American School Food Service Association
(Now School Nutrition Association)
Alexandria, Virginia

Leslie Lytle, PhD

Professor
University of Minnesota
Minneapolis, Minnesota

Alicia Moag-Stahlberg, MS, RD

Executive Director
Action for Healthy Kids
Skokie, Illinois

Robert D. Murray, MD, FAAP

**Representing the American Academy of
Pediatrics**

Pediatric Medical Director, Pediatric Affairs
Ross Labs/Abbott Labs
Columbus, Ohio

Amanda N. Purcell, MPH

California Project LEAN
Evaluation Specialist
Public Health Institute
Sacramento, California

SeAnne Safaij, MS, RD

Team Nutrition State Director
Idaho Department of Education
Boise, Idaho

Susan B. Solleder, MS, RD

**Representing the American Dietetic
Association**

Executive Director Cafeteria Services
Jersey City Public Schools
Jersey City, New Jersey

Food and Nutrition Service contributors:

**Lori French, Vicky Urcuyo, Stephanie
McGill, and regional FNS staff**

**Centers for Disease Control and Prevention
contributors: Carrie Yamamura, So Kuen
(Janice) Yue**

**CDC project co-leaders: Howell Wechsler,
EdD, MPH, and Mary L. McKenna, PhD**

**FNS project co-leader: Julie A. Stauss Fort,
MPH, RD**

This document was researched and prepared
through a contract with:

Dayle Hayes, MS, RD
Nutrition for the Future, Inc.
Billings, Montana

Photo Credits: The Food and Nutrition
Service thanks The Food Trust in
Philadelphia, Pennsylvania for the use of
their photos in this document.





TABLE OF CONTENTS

Executive Summary	9
--------------------------------	---

Background to the Success Stories

Introduction	13
Lessons from the <i>Making It Happen!</i> Success Stories	14
Why a Healthy School Nutrition Environment Is Important	16
Tips for “Making It Happen”	22
Nutrition Policies	24

Success Stories

1. Establish Nutrition Standards for Competitive Foods	27
Austin Independent School District, Austin, Texas	33
Grand Forks Public Schools, Grand Forks, North Dakota	37
Mercedes Independent School District, Mercedes, Texas	41
Old Orchard Beach School Department, Old Orchard Beach, Maine	45
School Union #106, Calais, Maine	49
2. Influence Food and Beverage Contracts	51
Fairfax County Public Schools, Fairfax, Virginia	55
Fayette County Public Schools, Lexington, Kentucky	59
Richland One School District, Columbia, South Carolina	63
Vista Unified School District, Oceanside, California	67
3. Make More Healthful Foods and Beverages Available	71
Aptos Middle School, San Francisco, California	77
Byfield Elementary School, Bristol, Rhode Island	81
Central Middle School, Whitefish, Montana	85
Cortland Enlarged City School District, Cortland, New York	89
Ennis Public Schools, Ennis, Montana	93
Green Bay Area Public School District, Green Bay, Wisconsin	97
Hampden Academy (public high school), Hampden, Maine	101
Ronan School District #30, Ronan, Montana	103
Southington School Lunch Program, Southington, Connecticut	107
Stratford Public Schools, Stratford, Connecticut	109

4. Adopt Marketing Techniques to Promote Healthful Choices	113
Dairy Vending Pilot, Swiss Valley Farms, Quad Cities, Iowa/Illinois	119
East Middle School, Great Falls, Montana	123
Kingsley Middle School, Kingsley, Michigan.....	127
South Windsor Schools, South Windsor, Connecticut.....	131
Tolland Public Schools, Tolland, Connecticut.....	135
Waiakea High School, Hilo, Hawai'i	137
Westlake Middle School, Adams 12 Five Star School District, Thornton, Colorado	141
5. Limit Student Access to Competitive Foods	145
Bozeman High School, Bozeman, Montana	149
Cambridge School District, Cambridge, New York.....	153
Nash–Rocky Mount Schools, Nash County, North Carolina	155
6. Use Fundraising Activities and Rewards that Support Student Health	159
Louise Archer Elementary School, Vienna, Virginia	163
McComb School District, McComb, Mississippi	167
Williston Junior High School, Williston, North Dakota	169
References	173
Quick Reference Guide - Stories that provide information on:	
À La Carte Ideas	179
Fundraising and/or Student Rewards	179
Limiting Student Access to Competitive Foods	180
More Healthful Foods and Beverages	180
Marketing Techniques	180
Nutrition Policies and/or Standards	181
Parental Leadership	181
Pricing Changes as a Marketing Technique	181
Resources Used as Part of the Change	181
Revenue	182
Staff Wellenss	182
Student Input Into Change	183
Vending Contracts	183

Success Stories Support Materials

1. Establish Nutrition Standards for Competitive Foods	187
Austin Independent School District, Austin, Texas	189
● Campus Wellness Teams—5-Year Plan.....	191
● Food Services Memo	201
● Summary of Nutrition Regulations.....	203
Grand Forks Public Schools, Grand Forks, North Dakota	205
● Grand Forks School District: Policy 6175.....	207
● Teacher Packet: Nutrition Policy Practices 6175	209
● Healthy Snack Policy Made Easy!.....	223
● Letter to Parents on Snack Guidelines	225
● Skit: 5 A Day Gives You Power to Play!	227
Mercedes Independent School District, Mercedes, Texas	233
● Student Nutrition/Wellness Plan	235
Old Orchard Beach Schools, Old Orchard Beach, Maine	243
● Vending Machine Policy	245
School Union #106, Calais, Maine	247
● Vending Policy	249
2. Influence Food and Beverage Contracts	
Fairfax County Public Schools, Fairfax, Virginia	257
● Mission, Vision, and Statement of Nutrition Integrity	259
Fayette County Public Schools	261
● Two Posters	263
Richland One School District, Columbia, South Carolina	265
● Student Nutrition Policy	267
Vista Unified School District, Oceanside, California	273
● Vending Partnerships	275
3. Make More Healthful Foods and Beverages Available	
Aptos Middle School, San Francisco, California	279
● Healthy School Nutrition and Physical Exercise Policy	281
Cortland Enlarged City School District, Cortland, New York	283
● Nutrition Policy	285
● Health Report Card	287
● Position Paper: Improving School Foods and Beverages (Excerpts)	291
● Nutrition Standards	295
● Healthier Snack Options	297
● Competitive Food Standards Recommendations	301

Ronan School District #30, Ronan, Montana	305
● Photos	307
Massachusetts Action for Healthy Kids	309
● A La Carte Food and Beverage Standards to Promote a Healthier School Environment.....	311
4. Adopt Marketing Techniques to Promote Healthful Choices	
South Windsor Schools, South Windsor, Connecticut	331
● Flyer.....	333
5. Limit Student Access to Competitive Foods	
Nash–Rocky Mount Schools, Nash County, North Carolina	337
● Winner’s Circle Healthy Dining Program SM	339
6. Use Fundraising Activities and Rewards that Support Student Health	
Fayette County Public Schools, Lexington, Kentucky	347
● Alternatives to Using Food As Rewards	348
Shasta County Public Health, California Department of Health Services, California Project LEAN, Contract #01-15285	351
● Creative Financing and Fun Fundraising.....	352

How to Share Your *Making It Happen* Success Story

User Response Card

Executive Summary

Poor eating habits, along with physical inactivity, contribute to obesity and other serious health problems. In the past 20 years, the prevalence of overweight has more than doubled among American children and tripled among adolescents. Concern has been raised about the nutritional quality of foods and beverages sold in schools outside of federally regulated meal programs. The good news is that many schools are making changes that make healthy choices the easy choice for students.

Making It Happen! School Nutrition Success Stories tells the stories of 32 such schools and school districts from across the United States. K-12 schools, reflecting broad diversity in geographical location and demographics of the communities served, have implemented innovative strategies to improve the nutritional quality of foods and beverages sold outside of Federal meal programs. *Making It Happen!* is a joint project of the Food and Nutrition Service of the United States Department of Agriculture the Division of Adolescent and School Health of the Centers for Disease Control and Prevention, Department of Health and Human Services and the United States Department of Education.

A key insight from *Making It Happen!* is that **students will buy and consume healthful foods and beverages—and schools can make money from selling healthful options.** Of the 17 schools and school districts that reported income data, 12 increased their revenue as a

result of the changes and four reported no change.

Themes from *Making It Happen!* include:

1. One champion, such as a parent, foodservice manager, or school principal, is usually the driving force behind the change.
2. Improving school nutrition involves multiple steps; teams with diverse skills and backgrounds are well-positioned to undertake such change.
3. A useful starting point is to assess the current nutrition environment of the school to identify strengths and weaknesses.
4. Attention to the change process is important in order to help sustain the change.
5. Improvements are occurring, but more data are needed to document their impact.
6. Change is occurring at **all** levels: school, school district, State, and national.

Making It Happen! begins by describing the importance of healthy eating for young people and how schools can support good nutrition, and provides information on the change process and school nutrition policies. The success stories are divided into six chapters based on the primary approach used to promote healthy eating, although in most cases schools and school districts used more than one of the following approaches:

1. Establish nutrition standards for competitive foods.

2. Influence food and beverage contracts.
3. Make more healthful foods and beverages available.
4. Adopt marketing techniques to promote healthful choices.
5. Limit student access to competitive foods.
6. Use fundraising activities and rewards that support student health.

Establish nutrition standards for competitive foods

Nutrition standards list criteria that determine which foods and beverages can and cannot be offered on a school campus.

Schools and districts featured in *Making It Happen!* established nutrition standards to:

- Ensure that foods available adhere to healthful nutrient and portion size specifications.
- Prohibit the use of “foods of minimal nutritional value” (e.g., soft drinks, gum, and some types of candy) in schools or as fundraisers.
- Adopt a “fruits and vegetables only” snack policy for snacks brought from home.

In a number of cases, nutrition standards were instituted as part of a comprehensive nutrition policy. Such policies addressed nutrition education, healthy school nutrition environments, staff development on nutrition, parent and community involvement, and school-based screening, counseling, and referrals for nutrition.

Influence food and beverage contracts

Food and beverage contracts give vendors selling rights in return for cash and non-cash benefits to the school or district. Schools and school districts can influence vending contracts by canceling them, not signing them, not renewing them, or negotiating contracts that promote healthful eating.

Examples of approaches used to influence food and beverage contracts in *Making It Happen!* include:

- Transfer the management of vending machines to the school foodservice program, giving it the opportunity to improve the nutritional quality and increase revenue without external contracts.
- Improve the nutritional quality of beverages available under an existing contract.
- Write a request for proposals for vending that pays a higher commission to the district for healthful beverages, increases the percentage of healthful items available, charges a lower price for the healthier beverages, and uses machines with fronts that depict children being physically active.

Make more healthful foods and beverages available

Making more healthful foods and beverages available makes it easier for students to make healthful food choices. *Making It Happen!* shows that healthful foods and beverages can be added wherever food is available, including à la carte lines, vending machines,

snack bars, student stores, concession stands at extra-curricular events, and school parties.

Making It Happen! is filled with examples of schools and school districts that made more healthful foods and beverages available, including:

- water
- 100% fruit juices
- milk
- cheese
- yogurt
- fresh fruits and vegetables
- vegetables and dip
- vegetable salads
- fruit salads
- whole grain breads
- bagels
- trail mix
- granola bars
- air-popped popcorn

At the same time they removed items such as candy, soft drinks, sweetened drinks, fried chips, deep-fried foods, and snack cakes.

Adopt marketing techniques to promote healthful choices

Schools can promote the consumption of healthful foods and beverages by using the following marketing principles: (1) identify and offer healthful **products** that are appealing and meet student needs, (2) use product **placement** to make healthful products easy to choose, (3) use **promotion** strategies so that students know about these products and are motivated to try them, and (4) set their **price** at a level that encourages students to purchase them.

Making It Happen! schools and school districts adopted a variety of marketing techniques, such as:

- Conduct surveys to determine student opinions about healthful products.
- Offer samples of potential items to assess student response.
- Install state of the art vending machines and place them in high traffic locations.
- Place healthier items in vending machines at eye level and less healthful items on the bottom row.
- Involve students and staff in promotional activities using signs, contests, games, health fairs, advertisements, flyers, banners, and other means.
- Price healthful foods lower than the less healthful items.

Limit student access to competitive foods

Limiting access means making it more difficult for students to obtain competitive foods or beverages sold outside of Federal meal programs. Schools can limit access by reducing the number of places where students can obtain the foods, changing the location where food is sold so it is less accessible, or prohibiting the sale of foods and beverages at certain times during the school day.

Currently, Federal regulations only require that a school prohibit access to “foods of minimal nutritional value” in foodservice areas during meal times. Approximately 23 states have adopted more stringent regulations.

The *Making It Happen!* schools and school districts limited access in a number of ways, such as:

- Limit the number of snacks that elementary students can purchase.
- Reduce the portion size of dessert items.
- Reduce the number of soft drink vending machines.
- End student access to “foods of minimal nutritional value” in all school locations throughout the school day.
- Have vending machine-free elementary schools.

Use fundraising activities and rewards that support student health

Fundraising supports student health when it involves selling nutritious foods and beverages or selling non-food items. Reward programs support student health when they use non-food items or activities to recognize students for their achievements or good behavior.

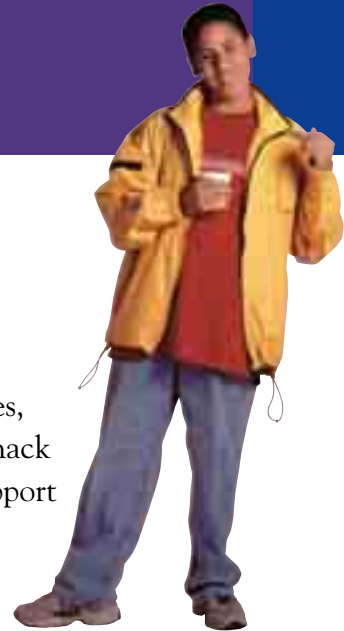
Making It Happen! schools and school districts implemented alternatives such as:

- Reward students by organizing walks with the principal rather than holding pizza parties.
- Sell fruit and gift wrap rather than candy or non-nutritious items as a fundraiser.

- Add juice, water, cheese trays, and fresh fruit and vegetable trays to classroom parties, and remove soft drinks and chips.
- Switch from selling items from a candy cart to selling items from a breakfast cart to raise money for a school student council.

The *Making It Happen!* stories are supported by examples of actual policies, regulations, letters to parents, nutrition standards, nutrition resources, and contact information from the schools and districts. All the information is designed to establish healthy school nutrition environments as a normal expectation of schools. *Making It Happen!* includes a form that invites readers to send in their success stories as a source of inspiration and motivation to others.

Improving the school nutrition environment is critically important because, as one principal said, “You cannot put a price on the benefits of good nutrition.” While initiating and implementing change may seem challenging, *Making It Happen!* shows that it can be done, with positive results. A student from one of the *Making It Happen!* schools captured the spirit when she said, “We can do anything! If we have a goal, we can meet it.”



Introduction

Parents, students, teachers, school administrators, foodservice staff, and concerned citizens across the nation are taking action to promote healthy eating in schools. Their motives are simple. They know that many American children have poor eating habits that are contributing to the epidemic of childhood overweight and other health problems. They understand that good nutrition is essential to help children:

- Stay healthy now and into the future,
- Reach their full academic potential, and
- Be fully prepared for athletics and other activities, in and out of school.

Since the U.S. Department of Agriculture (USDA) began the School Meals Initiative for Healthy Children in 1995, the quality of school breakfasts and lunches has improved substantially. Today's school meals:

- Have less fat and saturated fat,
- Include more fruits and vegetables, and
- Continue to satisfy program standards for key nutrients.¹

Meanwhile, the number of students participating in school meals has stayed about the same.¹

However, concerns about the nutritional quality of other foods and beverages sold in schools have increased.^{2,4} Students today have greater access to snack foods and beverages high in fat and/or added sugars that are not part of Federally regulated school meal programs.^{4,5} Many schools have come to rely

on profits from à la carte offerings, vending machines, student stores, canteens, snack bars, and fundraisers to support a variety of activities.^{6,7}

The good news is that many schools and districts across the United States are improving their nutrition environments—while maintaining a profitable bottom line.^{8,9} *Making It Happen!* tells the stories of schools—urban, suburban, rural, elementary, middle, and high schools—that have successfully implemented innovative approaches to offer and sell more nutritious foods and beverages to students and staff.

The 32 success stories in *Making It Happen!* show:

- The types of changes made by schools and school districts,
- How they made the changes, and
- The results of the changes.

Each story is unique, just as each school is unique. Together, these stories provide inspiration—and a wealth of practical ideas—for anyone who wants to make healthy nutrition environments happen for students and schools everywhere.

Making It Happen! describes six specific approaches for improving the nutritional quality of “competitive foods,” the foods and beverages schools offer other than the meals served through the USDA’s school meal



Lessons from the *Making It Happen! Success Stories*

Although no two schools or districts made exactly the same changes or followed exactly the same path in making their changes, several themes emerge from their stories.

Students will buy and consume healthful foods and beverages—and schools can make money from healthful options.

Schools across the country have proved that they can make money by selling more nutritious foods and beverages. Of the 17 *Making It Happen!* schools and districts that reported sales data, 12 made more money and four made the same amount of money after making nutrition improvements.

programs. These approaches evolved as a result of input from schools and school districts on the types of changes they were making. The approaches are complementary; schools can use one or two approaches—or all six.

The Six Approaches

- 1 Establish nutrition standards for competitive foods**
- 2 Influence food and beverage contracts**
- 3 Make more healthful foods and beverages available**
- 4 Adopt marketing techniques to promote healthful choices**
- 5 Limit student access to competitive foods**
- 6 Use fundraising activities and rewards that support student health**

Anyone can be a champion for changing school nutrition environments—anyone can make it happen!

The “champions” for change varied from school to school and district to district; they included parents, students, foodservice managers, teachers, principals, and superintendents. The reasons for change also varied. They included concerns about food waste at lunch time, childhood obesity statistics, and the types of foods available in school. Many were motivated by materials such as *Changing the Scene*¹⁰ or presentations funded by the USDA Team Nutrition Initiative.

Teams are essential for creating healthy school nutrition environments.

Every success story involved a **group of people** who worked together, often with helpful support from principals and superintendents and often with student input. Although the idea for change might have originated with an individual, it was a group of people with diverse skills and backgrounds that made it happen.

Assessing the current environment is the first step to changing school nutrition.

A common first step was for schools and districts to assess their current situation and use the results to create awareness and a plan of action. Some schools gathered information using surveys or focus groups with students, parents, and staff.

Change is a destination, and a process.

Adopting a nutrition policy does not guarantee that it will be implemented. A successful marketing campaign one year does

not guarantee the same level of sales in subsequent years. Ongoing attention to school nutrition is needed to achieve and sustain change.

Change is occurring at all levels: school, district, State, and national.

Although the impact of these *Making It Happen!* stories is at the school and district level, increasingly States are working to improve the nutrition environments of schools, and a variety of Federal programs support change. The *Making It Happen!* stories can inform nutrition initiatives at all levels.

Data are needed to document the impact of change.

Most of the changes reported in the success stories were made recently, making it difficult to assess their impact. More work is needed to collect data before and after changes are made to document their effects on eating behaviors, revenues from food and beverage sales, and the overall impact on children’s health.

What’s in Making It Happen!?

Making It Happen! provides the following background information:

- *Why a Healthy School Nutrition Environment is Important* (pages 16-21) provides data on eating behaviors of young people and the types of foods and beverages available at schools.
- *Tips for Making It Happen!* (pages 22-23) features guidance on how to implement change.
- *Nutrition Policies* (pages 24-26) provides tips on how to develop and implement school nutrition policies.

The remaining sections feature the success stories from schools and districts and introduce six approaches that they used to make changes. Supporting documents for the stories are found on pages 187-350. A form follows that invites readers to send in their success stories for future online editions of *Making It Happen!* And, finally, a User Response Card to send back to Team Nutrition after you have used *Making It Happen!*.

The Quick Reference Guide on page 179 lists each approach and all of the stories in which the approaches were used. This list is helpful because most cases used more than one approach. The guide also lists each of the stories that exemplify other characteristics of interest, such as stories that reported information on school revenue, stories with significant parental or student involvement, and stories in which nutrition policies were developed.

The success stories featured in *Making It Happen!* were collected between September 2002 and October 2003 and were identified through a scan of media coverage, responses to queries on electronic listservs, and recommendations from the project contractor, CDC and USDA staff, and members of the *Making It Happen!* advisory panel. Stories were updated in the spring of 2004. The information included is self-reported and based on interviews with the key contact(s) for each case.

Why a Healthy School Nutrition Environment Is Important

What is a healthy school nutrition environment?

USDA's *Changing the Scene*¹⁰ tool kit identifies six components of a healthy school nutrition environment:

- A commitment to nutrition and physical activity
- Quality school meals
- Other healthful food options
- Pleasant eating experiences
- Nutrition education
- Marketing healthful foods and beverages

A healthy school nutrition environment gives students consistent, reliable health information and ample opportunity to use it.

What are American children eating today?

Good nutrition during the school years is vitally important for helping children grow strong, succeed in school, and establish healthy habits for a lifetime. Sadly, the current eating habits of some American children are falling short of the mark.

- More than 60 percent of children and adolescents in the United States eat too much fat and saturated fat and not enough fruits and vegetables.¹¹
- Only 39 percent of children eat enough fiber (found in fruits and vegetables, whole grains, and legumes such as lentils, chick peas, and black beans).¹²

- 85 percent of adolescent females do not consume enough calcium.¹³ During the past 25 years, consumption of milk, the largest source of calcium, decreased 36 percent among adolescent females.¹⁴ At the same time, average daily soft drink consumption almost doubled among adolescent girls, increasing from 6 to 11 ounces, and almost tripled among adolescent boys, from 7 to 19 ounces.^{11,15}
- Between 18 and 20 percent of calories consumed by children and adolescents come from added sugars.¹⁶ The Dietary Guidelines for Americans express concern that consuming excess calories from foods high in added sugars may “contribute to weight gain or lower consumption of more nutritious foods.”¹⁷

What are the effects of poor eating habits?

Poor eating habits may prevent American children from reaching their full potential. For example, research suggests that skipping breakfast can affect children’s intellectual performance.^{18,19} Studies also have shown that students who participated in a school breakfast program were more likely to improve their school grades, classroom behavior, and psychological well-being than their peers who did not participate in the program.¹⁹

Poor eating habits, along with physical inactivity, contribute to obesity and other serious health problems. Almost 9 million children and adolescents in the United States are overweight.²⁰ The prevalence of overweight among children aged 6 to 11 years has more than doubled in the past 20



years, increasing from 7 percent in 1980 to 16 percent in 2002. Overweight among adolescents aged 12 to 19 years has tripled in the same time period, rising from 5 percent to 16 percent.²⁰ African American and Hispanic American children and adolescents have even higher rates.²¹

Health consequences of poor eating habits include:

- Overweight children have higher rates of type 2 diabetes, high levels of blood lipids, high blood pressure, early maturation, bone and joint problems, and are more likely to experience discrimination and low self-esteem.²²
- Overweight children and teens are more likely to become overweight or obese adults, who are at increased risk for heart disease, high blood pressure, stroke, diabetes, some types of cancer, and gallbladder disease.²³
- Type 2 diabetes, normally seen among adults, is increasingly found in children, especially among African American, Hispanic American, Native American, and Asian American populations.²⁴
- Atherosclerosis, the most common cause of heart disease, begins during childhood and is related to blood cholesterol levels, which can be affected by what children eat.²⁵

- Young people who do not get enough calcium are at greater risk for later development of osteoporosis.¹³
- Too many young people are adopting unsafe or harmful weight loss practices, such as inducing vomiting, using laxatives, or smoking.²⁶
- It has been estimated that as many as 7 to 8 percent of females in the United States suffer from anorexia nervosa and/or bulimia nervosa in their lifetime.²⁷ These two eating disorders can cause many severe complications and have among the highest mortality rates for any psychiatric disorder.²⁷
- Poor eating habits can contribute to dental caries, which remains a major cause of school absences.²⁸

Why focus on nutrition changes in schools?

Schools alone cannot solve the nutritional problems of children. It will take the combined efforts of families, schools, communities, government agencies, health providers, the food industry, and the media to make significant progress. Schools, however, have especially critical roles to play.

- More than 97 percent of young people are enrolled in schools.²⁹
- Based on USDA Fiscal Year 2002 data, on a typical day, 53 percent of students in the 93,388 public and private schools that participate in the National School Lunch Program (NSLP) ate an NSLP lunch; and 19 percent of students in the 71,147 public and private schools that participate in the School Breakfast Program (SBP) ate a SBP breakfast.

- Research shows that well-designed educational programs can improve the eating habits of students.^{30,31}
- Schools provide a valuable opportunity for students to practice nutrition skills in an environment supported by nutrition education and positive role modeling by adults.³²

What are the Federal regulations on competitive foods and beverages in schools?

USDA has many regulations on the foods and beverages offered as **part of school meals**.³³ However, the only Federal limit on the sale of foods and beverages apart from school meal programs (e.g., foods or beverages sold à la carte or in vending machines) is the following:

- Schools cannot sell foods of minimal nutritional value (FMNV) in foodservice areas during meal periods.³



FMNV can be sold during the entire school day, including meal periods, anywhere else on campus, including right outside the cafeteria doors.³

FMNV are defined as items that provide less than 5 percent of the U.S. recommended daily allowance (RDA) per serving for each of eight essential nutrients.³⁴ FMNV include:

- Carbonated soft drinks
- Water ices
- Chewing gum
- Certain candies made largely from sweeteners, such as hard candy and jelly beans

The term FMNV does not include foods such as potato chips, chocolate bars, and doughnuts, which can be sold in the cafeteria or elsewhere in the school at any time. States, districts, or schools can impose additional nutrition standards; as of fall 2002, 21 States had done so.³⁵ It is unclear to what extent the Federal and State regulations are enforced at the local level.

Table 1: Types of foods offered in school vending machines or stores³⁶

Food	Percent of schools*
High-fat salty snacks	64
High-fat baked goods	63
Low-fat salty snacks	53
Non-chocolate candy	53
Chocolate candy	47
Fruits or vegetables	18

* Among the 61 percent of schools with a vending machine or store

Foods and beverages sold outside of school meal programs, regardless of their nutritional value, are sometimes called “competitive foods,” because they compete with school meals.³

What foods and beverages are currently available at schools?

The Centers for Disease Control and Prevention’s (CDC) School Health Policies and Programs Study (SHPPS), conducted in 2000,³⁶ found that U.S. students could purchase foods and beverages from vending machines, school stores, canteens, and/or snack bars in:

- 98 percent of high schools,
- 74 percent of middle/junior high schools, and
- 43 percent of elementary schools.

The types of foods and beverages most commonly available in school vending machines or stores are shown in Tables 1 and 2.

Table 2: Types of beverages offered in school vending machines or stores³⁶

Beverages	Percent of schools*
Soft drinks, sport drinks, and fruit drinks	76
100% fruit juices	55
Bottled water	49
Vegetable juices	13

* Among the 61 percent of schools with a vending machine or store

The USDA's School Nutrition Dietary Assessment Study II,¹ conducted in 1998-1999, found that at lunch time more than 9 out of 10 schools sold foods or beverages à la carte (individual items sold by school foodservices that are not part of school meals).

SHPPS 2000³⁶ found the following foods were most commonly sold à la carte:

- Fruits or vegetables (73 percent of schools)
- 100% fruit or vegetable juice (63 percent)
- Cookies or other baked good that were not low in fat (59 percent)
- Pizza, hamburgers, or sandwiches (56 percent)

Several studies at the local level have documented that the majority of food and beverage items sold in vending machines or à la carte settings are high in fat and/or added sugars.^{5, 37, 38}

The portion size of food and beverage snack items is also a concern. For example, between 1977 and 1996 the average portion size of salty snacks (e.g., potato chips) increased by 60 percent and the size of soft drinks by 52 percent.³⁹

The Massachusetts Action for Healthy Kids developed the *Massachusetts A La Carte Food & Beverage Standards to Promote a Healthier School Environment* (see page 309). It includes guidelines for elementary schools and for secondary schools as well as a reference list for their standards.

How much money do schools make from à la carte and vending machine sales?

Many public schools are facing budget crises. This is one obvious reason why selling foods

and beverages for profit is so common in American schools. Earnings from these sales vary greatly from one school district to another.

During a typical week in the 1998-99 school year, à la carte sales in public schools that participated in the National School Lunch Program generated:

- \$375 per 1000 students for elementary schools,
- \$1,760 per 1000 students for middle schools, and
- \$1,985 per 1000 students for high schools.¹

A survey conducted in 2000 in California school districts with high schools found that à la carte items contributed up to 70 percent of all food sales in the school districts surveyed.⁴⁰

Studies have shown that, as income from à la carte sales increases, student participation in meal programs decreases.¹ Child nutrition officials are concerned that the increase in à la carte sales may result in stigmatizing participants in meal programs if it is perceived that the programs are targeted to poor children rather than seen as a nutrition program for all children.³

No national data are available on the income that schools earn from selling food and beverage items in vending machines. A 2003 survey of all 1,256 school districts in Texas, conducted by the State's Department of Agriculture,⁴¹ estimated that the total annual income from vending machines was over \$54 million. However, sales of competitive foods resulted in up to \$60 million dollars in lost income from school meals. In 2001, the total deficit for school food operations in these Texas school districts was \$23.7 million, which had to be subsidized from other district funds.⁴¹

Who gets the profit from food and beverage sales, and how is it used?

Food and beverage sales at school generate profit not only for schools and districts but for community-based businesses, and regional and national food and beverage companies. As *Making It Happen!* demonstrates, schools and businesses can make money selling **healthful** items (see Quick Reference Guide, page 182 for stories that report revenue).

In a 2001 national survey, 832 school principals⁶ reported using income from beverage sales in six key areas:

- Sports and physical education equipment (66 percent of principals),
- After school student activities (59 percent),
- Instructional materials (48 percent),
- Field trips (46 percent),
- Arts and theater programs (44 percent), and
- Computers/technology equipment (42 percent).

Profits from food and beverage sales are usually under school and school district control. Groups most likely to manage the money earned include district administrators, foodservice managers, principals, teachers, athletic directors, parent groups, and student councils.

National nutrition groups have expressed concern about the sale of competitive foods and beverages in schools and their effects on student health. According to a joint position paper² from the American Dietetic Association (ADA), Society for Nutrition Education (SNE), and American School

Food Service Association (now School Nutrition Association):

Schools' child nutrition programs should serve as a learning laboratory for developing healthful eating habits and should not be driven by profit-making ventures that may undermine nutrition goals.

What resources can help “make it happen” in every school?

- USDA's *Changing the Scene: Improving the School Nutrition Environment*, a tool kit that addresses all aspects of the school nutrition environment, including school meals, the nutritional quality of other foods, nutrition education, and nutrition marketing. www.fns.usda.gov/tn/Resources/changing.html.
- CDC's *School Health Index*, a self-assessment and planning tool that helps school groups identify strengths and weaknesses of their health programs and develop a plan for change. www.cdc.gov/healthyouth/SHI/.
- The National Association of State Boards of Education's *Fit, Healthy, and Ready to Learn*, a school health policy guide that features sample policies for school nutrition and supportive information. <http://nasbe.org/healthyschools/fithealthy.mgi>.
- The School Nutrition Association (SNA), formerly American School Food Service Association's *Keys to Excellence*, a self-assessment tool for child nutrition programs available in document form at www.schoolnutrition.org/childnutrition/keys/downloads/keysclassic.pdf. SNA members can access an on-line version at: www.schoolnutrition.org/keys/.

Tips for “Making It Happen!”

Create a team.

Change often starts when one person sees a need for change and is willing to take action. An effective first step is to bring together a group of interested people and discuss shared concerns. It may be most efficient to start with an existing team such as a school health committee or parent-teacher group.

Assess the existing situation.

Learn more about the strengths and weaknesses of the existing school environment by asking the following questions:

- Do nutrition standards and/or policies exist at the school, district, or State level?
- Is there an existing food and/or beverage contract? When does it expire?
- What nutritious foods and beverages are available, and how are they currently marketed?
- What approaches are used to limit students’ access to high-fat/high-sugar foods and beverages?
- What foods, beverages, and other items are used as fundraisers and rewards?
- Who is already taking action, and are there other key players who need to become involved?

Plan for change.

Local schools and/or districts are well-positioned to select the changes needed and to develop a plan that works for their situation. A team can provide direction for change and help build awareness of the need for change.

Implement change.

No absolutely wrong or right way exists to implement changes in school foods and beverages. The situation in each school or school district will be different. Here are some important aspects to consider.

Timing: Students may be less resistant to change if new items are added before taking away old favorites. For this reason, an easy first step may be to add and promote a variety of nutritious items. It may then be easier to eliminate items during a school break (such as summer vacation), so that memories of “what was” will be less vivid.

Pace of change: Some schools may opt to make changes all at once, while others may opt to implement change gradually.

Communication: To minimize misunderstandings, inform students, school and foodservice staff, parents, and the community about the changes and the reasons for making them. Ideally, the decision to change will not come as a big surprise, because all key stakeholders will have participated in planning the changes.

Student involvement: Ongoing student participation is critical to gaining students' acceptance of changes. Ways to involve students include:

- Ask for their help in identifying foods that meet nutrition criteria.
- Involve them in tasting potential food and beverage items.
- Discuss their concerns openly and thoroughly.
- Get their feedback on the packaging, pricing, and placement of the new foods.

Patience: Change takes time, and time means patience. Students often need to see and taste new items several times before they begin to choose them readily.

Links with education: Linking classroom education to school nutrition changes is a valuable way to get student buy-in to changes. For example, teachers can involve students in helping to analyze the nutritional quality of various food and beverage items—and to design promotional materials for new items.

Modeling healthy eating: School administrators and staff can “walk the talk” by choosing and enjoying the more nutritious choices; foodservice staff can promote the changes with a positive “try it” attitude.



Monitor the changes.

It is always important to collect baseline information before the changes occur and to measure the reaction to changes by:

- Tracking sales of individual food/beverage items,
- Collecting student opinions about individual items, and
- Assessing the impact on school meal program participation and revenues.

Adjust as needed.

A school nutrition action committee, a school health council, or another interested group can help oversee adjustments and help sustain the change. It is useful to continue to obtain input and feedback from students and others, so that key players feel involved.

Celebrate success along the way.

Celebrating successes, big and small, is a way to motivate people to keep up their good work—and to maintain the momentum for change!

Nutrition Policies

What is a school nutrition policy?

A nutrition policy is a written document that provides the rationale, goals, and standards for the activities that a school, district, or State will implement to promote healthy eating among students and staff. Policies may outline the responsibilities of individuals and the institution, budgetary requirements, and the rules of operation.

Several of the schools and school districts featured in *Making It Happen!* adopted nutrition policies (see Quick Reference Guide, page 181). A review of these and other nutrition policies reveals some important facts:

- No two nutrition policies are the same. The most effective policies are those tailored to the specific needs of a school, district, or State. Policies vary from brief to comprehensive. Some contain detailed guidance on many aspects of school nutrition; others provide general guidance and an overall vision; still others focus on specific areas such as nutrient standards for foods and beverages.
- School nutrition policies change over time. They may start with a few simple goals and later expand. In the best-case scenario, a school nutrition policy is aligned with policies related to physical activity—and becomes part of a coordinated school health policy.
- Political influence is a consideration. The potential influence of groups with an interest in nutrition policies should be considered throughout the policy process.

Why develop a school nutrition policy?

A school nutrition policy helps create an environment in which nutritious choices are easy choices for students and staff. It offers a framework for coordinating all aspects of the school nutrition environment.^{30,42}

In addition to improving the health and well-being of students and staff, school nutrition policies can do the following:

- Make change less dependent on individual “champions.”
- Demonstrate support for nutrition in a tangible way.
- Summarize need-to-know information about school nutrition in a single document.
- Serve as a marketing tool for change, as the policy is “sold” to supporters and opponents throughout the school and community.
- Focus attention on health concerns and provide leverage for nutrition advocates.
- Increase the priority given to nutrition by making it part of the overall policy infrastructure of schools, districts, and/or States.
- Provide concrete direction, guidance, and accountability for food and nutrition-related decisions.
- Serve as a basis for continuous evaluation and improvement.

Who can develop a school nutrition policy?

The process may be led by a State education agency, school district, or individual school staff; administrators or school board members; a school health or nutrition committee; community advocates; parents; and/or students. The team that develops a policy should include representatives from both education and public health agencies. It may also be helpful to involve representatives from the private sector.

What should be included in a school nutrition policy?

Policies are comprehensive documents and can address **all** aspects of school nutrition, including the six approaches described in *Making It Happen!* In addition to providing a rationale for the policy, policies can address the following:

- Coordination of nutrition education, school foodservices, nutrition-related health services, staff wellness, family and community outreach, and other components of coordinated school health programs (e.g., physical education and activity).
- Nutritional quality of food in schools, including meals and all other outlets where food is available.
- Links that extend nutrition education beyond the classroom to meal programs and other food and beverage outlets, families, and communities.
- Support for school meal programs to enable them to provide access to nutritious food for all children.

- Quality of the school dining experience (e.g., length of meal times and cafeteria environments).
- Marketing activities to promote healthy eating.
- Food-related practices within the school (e.g., use of food as a reward or punishment).
- Use of food and beverages for fundraising and healthful alternatives.
- Contracts related to food and/or beverage sales.
- Protocols for addressing student nutrition problems, such as referrals to nutrition and health professionals in the community.
- Staff training to support implementation of the policy.

Fit, Healthy and Ready to Learn: A School Health Policy Guide,⁴² published by the National Association of State Boards of Education (www.nasbe.org/HealthySchools/fithealthy.mgi), provides a sample, comprehensive nutrition policy and background information to support it.

Even the most comprehensive policy cannot mandate all aspects of good nutrition without the support of the school community. The best situation is one in which schools understand and implement the letter *and* the spirit of the policy.

What are the key steps in creating a school nutrition policy?

Timing is an important consideration. While some schools might develop a policy as a first step, others find it useful to begin with a simpler task, such as an assessment of the school's existing policies and practices.

Assessment tools include CDC's *School Health Index*⁴³ and USDA's *Changing the Scene*.¹⁰

These actions can help a team learn more about working together before tackling policy development.

The process of policy development described in *Fit, Healthy, and Ready to Learn* identifies the following series of inter-related steps:

- **Lay the groundwork** to prepare for a policy initiative by determining what policies already exist and clarifying the need for a new policy.
 - **Build awareness and support** for policy goals and strategies by involving groups likely to be affected by the policy in making the case for change.
 - **Draft the policy** and advocate for approval. Anticipate sources of opposition, likely arguments to be made against it, possible responses to the arguments, and begin to plan for policy implementation.
 - **Adopt the policy** by presenting it to the policymaking group and by providing support during the adoption process.
 - **Administer the policy** by implementing it and promoting it to others.
- Implementation can be one of the most challenging steps in the policy process.

- **Monitor the entire process and evaluate the impact of the policy.** Evaluation may lead to a revised policy or to additional interventions to improve student nutrition.

The policy-creation “dance” may involve compromise and failure. Compromise may sometimes be necessary to move forward. If failure occurs at some point, it may be necessary to enlist additional partners. In the policy process, it is important to learn that no means no for now, not forever.

The following publications from the National Association of State Boards of Education contain more information on influencing the school policy making process:

- *Fit, Healthy, and Ready to Learn: A School Health Policy Guide*⁴² www.nasbe.org/HealthySchools/fithealthy.mgi
- *How Schools Work and How to Work with Schools: A Primer for Education Professionals*⁴⁴ www.nasbe.org/Educational_Issues/Safe_Healthy.html

Additional publications may also be useful.

- The California School Board Association offers a guide, *Successful Students Through Healthy Food Policies: Act Now for Academic Excellence*.⁴⁵ www.csba.org/PS/hf.htm.
- *Comprehensive School Nutrition Policy*, developed by the Comprehensive School Nutrition Policy Task Force, 1201 Chestnut Street, 4th floor, Philadelphia, Pennsylvania 19107. (215-568-0830), (www.thefoodtrust.org/policy.html).



What does it mean to establish nutrition standards?

Nutrition standards list criteria that determine which foods and beverages can and cannot be offered on a school campus. One approach to setting standards is to increase options, such as requiring that schools offer fruits or vegetables at all locations where snacks are available. A second approach is to limit options, such as stipulating that schools cannot sell foods with more than a specified number of grams of fat per serving, or cannot deep-fry foods. Nutrition standards can address a variety of issues as illustrated by Table 3.

Nutrition standards are often incorporated into the written policies of a State agency, school district, or school. They can be mandatory or voluntary. When appropriate, they can be accompanied by information on brand name products that meet the nutrition standards.

Table 3. Options for nutrition standards

Issue	Option 1	Option 2	Option 3
Location	Food and beverages anywhere on campus	Foods and beverages in specified settings, e.g., school parties	
Grade level	All grades	Specified grade levels	
Time	Entire school day	Part of the school day	
Foods and beverages restricted	All competitive foods and beverages or all foods of minimal nutritional value	Specified items such as carbonated soft drinks, snack cakes, or deep-fried foods	Specified items based on <u>nutrient criteria</u> : e.g., limits on the amount of fat, saturated fat, added sugars, or sodium
Portion size	Beverages, e.g., maximum 12 ounces	Snack items, e.g., maximum one serving size	À la carte items, e.g., no larger than Federal meal specifications

Why develop nutrition standards?

With today’s complex food supply, it can be challenging to identify the most appropriate food and beverage options. Standards make it easier by providing objective criteria that can be applied consistently.

Setting nutrition standards reflects the “healthy choice” perspective that schools

should give students a wide array of choices that are all nutritious. In contrast, the “personal choice” perspective holds that schools should give students a wider variety of choices, similar to those they will find in stores, and educate them to make wise choices. Table 4 compares the healthy-choice and personal-choice view of school foods and beverages.

Table 4. What types of foods should be accessible to students?

Healthy-choice perspective	Personal-choice perspective
<p>Schools have a responsibility to provide only those foods that are consistent with the education they provide.</p>	<p>It is pointless to prohibit the sale of certain foods and beverages, because students can get those items outside of school.</p>
<p>Offering only nutritious choices can help reinforce a positive nutrition message every day of school.</p>	<p>Students will learn to make better decisions in their day-to-day lives if they are provided with a wide assortment of food choices.</p>
<p>Research shows that children, especially young children, are less likely to make nutritious choices when other choices are available.</p>	<p>There is no such thing as a “bad” food or beverage. All foods can fit into a healthy eating pattern; therefore, there is no reason to prohibit the availability of certain foods.</p>
<p>The current state of children’s eating habits proves that they could benefit from assistance that guides their eating choices.</p>	<p>Banning specific food and beverage items in schools is counter-productive; students will see them as “forbidden fruit” and be more likely to desire them.</p>
<p>Schools establish students’ course of study, dress codes, and rules for behavior. These decisions are based on educational principles; the same should apply to food and beverage options.</p>	<p>Prohibiting less nutritious items from schools will have little impact on students’ overall dietary intake, but will decrease school revenues raised from food and beverage sales.</p>
<p>Even small improvements in students’ eating habits can have an important impact on their health. Young people will choose nutritious products when they are presented in appealing, attractive packages and are appropriately priced. Schools can continue to make money by selling these products.</p>	

What is the current situation?

The CDC's School Health Policies and Programs Study (SHPPS) 2000³⁶ found that few States or school districts had specific nutrition standards.



Table 5. Percentage of States and school districts with nutrition standards, by setting (SHPPS 2000)³⁶

Setting	States requiring schools to offer fruits and vegetables (percent)	States requiring schools to prohibit "junk foods"* (percent)	Districts requiring schools to offer fruits and vegetables (percent)	Districts requiring schools to prohibit "junk foods" (percent)
À la carte during breakfast or lunch	0	20.0	19.4	23.1
At concession stands	0	2.0	0.5	1.4
At meetings attended by students' family members	0	0	0.8	0.5
At staff meetings	0	0	0.2	0.5
At student parties	0	2.0	0.2	1.4
In afterschool or extended day programs	4.0	8.0	6.7	7.3
In school stores, canteens, or snack bars	0	6.0	3.7	3.8
In vending machines	0	8.0	1.7	4.1

* Foods that provide calories primarily through fats or added sugars and have minimal amounts of vitamins and minerals.



At the State level, the most comprehensive nutrition standards have been developed by West Virginia, California, and Texas. The West Virginia Board of Education prohibits the sale or serving of the following foods and beverages at school during the school day (e.g., between the arrival of the first child at school and the end of the last scheduled instructional period):

- Chewing gum, flavored ice bars, and candy bars,
- Foods or drinks containing 40 percent or more, by weight, of sugar or other sweeteners,
- Juice or juice products containing less than 20 percent real fruit or vegetable juice, and
- Foods with more than 8 grams of fat per 1-ounce serving.

In addition, soft drinks are prohibited at elementary and middle schools; soft drinks may be sold in high schools but not during breakfast and lunch periods. The complete West Virginia policy can be found at <http://wvde.state.wv.us/policies/p4321.1.html>. A California law passed in 2003 ([www.leginfo.](http://www.leginfo.ca.gov/pub/bill/sen/sb_0651-0700/sb_677_bill_20030917_chaptered.pdf)

[ca.gov/pub/bill/sen/sb_0651-0700/sb_677_bill_20030917_chaptered.pdf](http://www.leginfo.ca.gov/pub/bill/sen/sb_0651-0700/sb_677_bill_20030917_chaptered.pdf)) allows elementary, junior high, and middle schools to sell only “healthy” beverages. Effective July 2004, the only beverages that can be sold in those schools during the school day (e.g., from half an hour before school begins to half an hour after school ends) are:

- Water
- Milk
- 100% fruit juice
- Fruit-based drinks with no less than 50% fruit juice and no added sweeteners.

In addition, middle and junior high schools can sell electrolyte replacement beverages with no more than 42 grams of added sweetener per 20-ounce serving.

A previously passed California law required elementary schools to adopt strong nutrition standards (www.leginfo.ca.gov/pub/01-02/bill/sen/sb_0001-0050/sb_19_bill_20011014_chaptered.pdf). However, it is not clear whether these standards will actually be implemented, because implementation is conditional upon increases in State reimbursement rates for school meal programs that have not yet been approved. A report of the expert panel that influenced California’s school nutrition standards legislation can be found at www.publichealthadvocacy.org/resources/resources.html.

In March 2004, the Texas Department of Agriculture (TDA) issued the Texas Public School Nutrition Policy to promote a healthier environment in schools. Effective August 1, 2004, all Texas public schools

participating in the Federal child nutrition programs (National School Lunch Program, School Breakfast Program and the Afterschool Snack Program) must comply with the new nutrition policy. The policy affects all grade levels and sets limits on Foods of Minimal Nutrition Value (FMNV), competitive foods, types and frequency some foods can be offered, portion sizes, and beverage contracts.

www.agr.state.tx.us/foodnutrition/policy/food_nutrition_policy.pdf.

Three state agencies in North Carolina—the North Carolina Division of Public Health, the North Carolina Department of Public Instruction, and the North Carolina Cooperative Extension Service—collaborated to create *Eat Smart Move More: North Carolina's Recommended Standards for All Foods Available in School*. The Standards were released in May 2004 and are voluntary, sequential, and flexible. They address foods and beverages found in traditional cafeteria meals, à la carte items, vending machines drinks and snacks, and foods and beverages served in afterschool programs and at school functions.

(www.eatsmartmovemorenc.com/index2.php)

Cities and counties across the Nation also are adopting school nutrition standards. In 2003, the Los Angeles Unified School District (LAUSD), which had previously adopted a policy prohibiting the sale of soft drinks in LAUSD schools, adopted more comprehensive nutrition standards

(www.lausd.k12.ca.us/lausd/board/secretary/html/agendas/mt/mt10-28-03.html).

In Philadelphia and San Antonio, community-based coalitions have developed optional school nutrition standards. Philadelphia's standards (www.thefoodtrust.org/pdfs/snpolicy.pdf), which are being pilot-tested in a number of city schools, are similar to those of West Virginia. San Antonio's standards (www.healthcollaborative.net/assets/pdf/vendingcriteria.pdf), which were developed as part of the Fit City/Fit Schools campaign, identify specific foods and beverages that should be excluded from schools and two categories that can be included: healthier (e.g., 5 or fewer grams total fat per serving) and healthiest (e.g., 3 or fewer grams total fat per serving).

In February 2004, the Philadelphia School District's School Reform Commission (SRC) gave final approval to a new District-wide Beverage Policy that eliminates the sale of all carbonated sodas to School District of Philadelphia elementary, middle, and high school students starting July 1, 2004.



The new beverage policy will only allow juices that are 100% fruit juice; drinking water with no artificial sweeteners, flavorings, or colors; milk and flavored milk drinks to be sold in District schools. The policy applies to the sale of beverages from vending machines and over-the-counter locations www.marketplaceforthemind.state.pa.us/m4m/cwp/view.asp?a=3&q=150573.

How are schools making it happen with nutrition policies and standards?

Following are some of the school districts that developed nutrition standards.

- The Austin Independent School District in Texas prohibited the sale of FMNV in all district schools, including high schools; encouraged schools to stock vending machines with healthier alternatives; and prohibited fried, high-fat chips.
 - The Grand Forks School Board in North Dakota passed a policy on “Nutrition Education Practices” mandating that school nutrition environments be in line with health messages taught in classrooms. One school in the district, Ben Franklin Elementary School, adopted a guideline requiring that only fruits and vegetables could be eaten by students as snacks in the classroom.
 - Mercedes Independent School District in Texas prohibited the sale of FMNV and high-fat snack foods during the school day in elementary and junior high schools. These changes were part of a comprehensive policy, the Student Nutrition/Wellness Plan, which covers all components of a healthy school nutrition environment.
 - Old Orchard Beach School Department and School Union #106 in Maine adopted nutrition standards for vending machines that resulted in the removal of soft drinks, candy, and high-fat snacks and the addition of beverages and snack items lower in added fats and sugars.
 - Richland One School District in Columbia, South Carolina prohibited the sale of FMNV to students in all district schools during the school day and provided a list of recommended snacks and beverages.
- See Quick Reference Guide, page 181, for a list of all schools and school districts that developed nutrition policies and standards.





Austin Independent School District (AISD), Austin, Texas

- 78,000 students in the capital city of Texas
- 54.3 percent of students eligible for free and reduced-price school meals

Approaches

- Establish nutrition standards for competitive foods
- Make more healthful foods and beverages available
- Use fundraising activities and rewards that support student health

Words of wisdom

“We share in the community’s concern about nutrition education awareness, responsible eating habits, and childhood obesity.”

—*Dr. Pat Forgione, AISD Superintendent*

Key changes and results

Reported by Carey Dabney, Parent Volunteer and AISD SHAC Vice Chair

- Texas Senate Bill 19 (SB19), signed into law in 2001, mandated that all Texas schools create a school health advisory council (SHAC). Since it was established in March 2002, the Austin SHAC has been a national leader in promoting healthy school nutrition environments.
- During spring 2003, the AISD’s Initiative for Healthy Children recommended that the district and SHAC work together to create a plan to address student health by focusing on nutrition in the cafeterias, as well as the stocking of and access to snack and soft drink machines.
- In May 2003, AISD adopted a 5-year multi-strategy plan, developed by the SHAC nutrition sub-committee, to help schools create healthy school nutrition environments. The vision for the plan was based on guidance provided in the USDA’s *Changing the Scene* and NASBE’s *Fit, Healthy, and Ready to Learn*. [See Plan, page 191.]
- At a meeting of principals in June 2003, SHAC leaders asked for volunteer schools to pilot the multi-year plan. They had hoped for five schools to step forward—but

instead got 26 volunteers (20 elementary, 3 middle, and 3 high schools), nearly 25 percent of AISD's 103 schools! Staff in the pilot schools received orientation to the program by trained volunteers (including SHAC parents, a school board member, and American Cancer Society leaders).

- In summer 2003, the AISD Board of Trustees voted to make student health one of its top priorities.
- In July 2003, AISD Food Services implemented multiple changes on à la carte lines, including limiting chips sold in secondary schools to reduced-fat and baked chips, eliminating some high-fat entrées, and making fruits and vegetables available on each serving line. [See Food Services Memo, page 201.]
- In July 2003, with input from the SHAC, AISD hired a school health coordinator.
- In July 2003, the Texas Department of Agriculture directed all elementary schools to end student access to foods of minimal nutrition value (FMNV) during the school day and middle schools to do so during meal service. AISD chose to go beyond this directive and, in August 2003, the superintendent instructed all schools, including high schools, to end student access to FMNV during the school day [See summary of AISD regulations, page 203]. The superintendent also directed the contracted vendor to restock middle and high school machines with healthier beverages (water, sports drinks, juice, and milk). The snack vendor was directed to remove FMNV and principals were encouraged to select snacks from a list of healthier alternatives. On opening day 2003 (less than 2 weeks after the new policies), soft drinks and all other FMNV were gone from all 103 AISD schools during the school day.
- AISD policy also prohibits the sale of FMNV, including carbonated beverages, as a fundraising activity on school premises during the instructional day.

Keys to success

- **LAWS:** Texas Senate Bill 19 (SB19) led to the creation of the Austin SHAC. It also allowed the State board of education to mandate minutes for physical activity in all elementary schools, and required all elementary schools to have a coordinated health program in place by 2007. Senate Bill 1357 (2003) broadened the scope of SHACs to include all eight components of the CDC Coordinated School Health model.
- **CHAMPIONS:** A number of champions have contributed to change in Texas. State Senator Eddie Lucio, Jr., is co-chair of a committee designed to guide

future state nutrition policy. Texas Secretary of Agriculture Susan Combs facilitated the move of staff from the Texas Child Nutrition Program to the Department of Agriculture, enhanced and enforced the rule regarding FMNV in Texas schools, and announced a Texas Public School Nutrition Policy in 2004. Dr. Edouardo Sanchez, Commissioner of Public Health, has assisted both Senator Lucio and Commissioner Combs. Dr. Pat Forgione, Superintendent of AISD, with the backing of the AISD Board of Trustees, extended the FMNV policy to cover grades K-12 in order to support the AISD Initiative for Healthy Children.

- **EDUCATION:** The SHAC educated decision-makers and parents about the need to improve nutrition and fitness at home—and at school.
- **PERSISTENCE:** There were, and are, many obstacles to improving the nutrition environments in Austin schools. Concerned parents, AISD administrative staff, and SHAC members will continue to advocate for improvements.
- **COLLABORATION:** Parents, schools, and communities worked together for change.

Description

There were the usual bumps in the road as Austin parents tried to make changes in what their kids were eating. The vending machine and booster club candy sales in front of the cafeteria were of particular concern to many. When parent Carey Dabney tried to enlist support for changes to the nutrition environment of her daughter's school, she was told that "no one was breaking any rules," and things just stayed the same.

When neither the principal nor the PTA was able to address her concerns, Ms. Dabney looked for support elsewhere and found it at the local chapter of the American Cancer Society (ACS). The ACS in Texas is a leader in promoting comprehensive school health education and in helping schools to develop SHACs.

Ms. Dabney received training and logistical support for her efforts from the ACS. She met others who had been working on the same issue for years—and became part of a collaborative effort in which people from different schools, health organizations, and State agencies worked together to make change. This process led to the passage of SB19 and the establishment of the AISD SHAC in March 2002.

The SHAC initially made recommendations on the district's physical education (PE) program. These were met with considerable negativity from the community and the district. It became apparent that, because of scheduling conflicts and budgetary considerations, changes to the PE program were going to have to evolve over time.

However, responses from the community and the school board to the SHAC indicated that nutrition was a primary concern. The district also expressed interest in improving the nutrition environment and made a commitment to work with the SHAC. The SHAC nutrition subcommittee began to review existing nutrition policies and interventions. The subcommittee chose USDA's *Changing the Scene* as the initial intervention.

Nutrition interventions were received more positively. A survey conducted by the food service department during the 2003-2004 school year indicated excellent compliance with the new AISD policy on foods and beverages. These changes, as well as a series of PTA newsletter articles on school nutrition, have helped position AISD to implement the Texas Public School Nutrition Policy.

The AISD "Fit, Healthy, and Ready to Learn" program has led to a variety of changes in schools, including: school gardens, school public service announcements on health and nutrition prepared by students, and improvements to the nutritional quality of food in school cafeterias. For the program, the SHAC received The Texas Department of Health Award for Excellence in Texas School Health.

Future plans

- Continue to implement the SHAC's 5-year strategic plan *Fit, Healthy, and Ready to Learn*.
- Partner with community groups and educational institutions to implement the Steps to a *HealthierUS* grant received in 2003 from the U.S. Department of Health and Human Services to address diabetes, overweight, obesity, and asthma.

For more information, contact:

Carey Dabney, Parent Volunteer
Vice Chair, AISD School Health Advisory Council
dabney@texas.net
12005 Corner Brook Pass
Austin, Texas 78739
Phone: 512-292-1313



Grand Forks Public Schools, Grand Forks, North Dakota

- 7,853 students in North Dakota's third largest city
- 27 percent of students eligible for free and reduced-price school meals

Approaches

- Establish nutrition standards for competitive foods
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices
- Limit student access to competitive foods
- Use fundraising activities and rewards that support student health

Words of wisdom

“We take a common sense approach to issues, and everyone understands that. How can you argue with good nutrition when it makes good sense and it’s the right thing to do?”

—*Dr. Jeff Schatz, Principal, Central High School*

Key changes and results

Reported by the district's Team Nutrition group

- On January 27, 2003, the Grand Forks School Board passed board policy 6175 on Nutrition Education Practices. The goal of the policy, first introduced to the board in 2000, is to assure that school nutrition environments in Grand Forks are in line with health messages being taught in classrooms. It calls on school administrators to monitor fundraising activities and for school personnel to serve as role models for healthy lifestyles. [See Nutrition Education Practices Policy, page 207]
- In March 2003, the first annual community Nutrition Fair was held at South Middle School. Vendors supplied products for tasting that followed nutrition guidelines set by the child nutrition staff. During the fair, cook managers held focus group discussions on school menu items. Educational and wellness booths were set up by area educators and health providers. About 250 people attended the fair, including school staff, families, and students. The Nutrition Fair is now an annual event.

- In fall 2003, 10 soft drink machines were removed from the district's two large high schools. Only two machines remain on each high school campus.
- The nutrition policy helped inspire the principal at Central High School, Dr. Jeff Schatz, to make substantial improvements in his school's nutrition environment. He removed all the school's candy machines. The School Store underwent a "snack makeover," based on research and presentations by its high school marketing class. The store removed all candy and added peanuts, gum, breath mints, and baked chips.
- Dr. Schatz challenged staff and students to find creative ways to fundraise without selling candy bars and other non-nutritive foods, which they did.
- Dr. Schatz reported that he had no negative response from staff or students on these changes.
- Mr. Jim Stenehjem, Principal of Red River High School, removed 50% of the school's vending machines.
- The Child Nutrition Program purchased milk and deli machines, offering healthy options for both high schools.
- Wellness classes for district staff also began in the fall 2003, offering college credits for teachers. The child nutrition director, health department dietitian, and staff from the University of North Dakota coordinated a series of classes in physical, mental, social, emotional, and spiritual wellness. Class attendance has exceeded the expectations of the coordinators.
- Ben Franklin Elementary School adopted an all-school classroom snack policy of "fruits or vegetables" only. Implementing the policy included: an all-staff in-service, an all student in-service with fruit and vegetable taste-testing, and parent letters orienting all parties to the rationale and importance of the policy. This policy has been well received by all involved and is now accepted school practice.
- Ben Franklin's student Team Nutrition group, the *Sunny Side Ups*, promoted the selling of milk, bottled water, and baby carrots at extra-curricular school events. Since only soft drinks were sold previously, this effort helped make healthful choices the norm, and it also increased revenue from the fundraising events.

- In fall 2003, Public Health Department dietitians used a Midwest Dairy Council grant to begin a parent-teacher organization (PTO) campaign encouraging schools to serve milk at extracurricular school events. The effort also included presentations of nutrient-rich event “menus” to the PTOs at individual schools. Now, instead of offering only soft drinks, two schools adopted the “milk on the menu” program.
- In March 2004, information packets on the School Nutrition Policy were prepared for school staff. As each school receives orientation to the policy, more improvements to the school nutrition environment are expected (See page 209).

Keys to success

- **Team approach** to creating the school board policy
- **Attention to the process** in implementing an all-school fruits and vegetables classroom snack policy
- **Reference materials** such as CDC’s *School Health Index*; NASBE’s *Fit, Healthy, and Ready to Learn*; and USDA’s *Changing the Scene* kit
- **Collaborative atmosphere** created by establishing and maintaining positive relationships among school administration, staff, students, and community groups

Description

As a first step in developing the school nutrition policy, the Team Nutrition group brought together educators (from elementary, secondary, and university levels), school nurses, school administrators, foodservice personnel, health care providers, parents, and students. They used *CDC’s School Health Index* as a tool to conduct an in-depth assessment of the status of health policies and programs in the school district. The process helped the district target nutrition and fitness priorities.

At Ben Franklin Elementary School, the fruits and vegetables only policy sprang from a newsletter article written by a dietitian from the Grand Forks Public Health Department. The idea was embraced at Ben Franklin Elementary School, where it was presented at a staff in-service and as an all-school in-service to children (including a skit and taste-testing). All parents received letters orienting them to the changes. [See Snack Guideline materials and skit, page 225.] All staff received in-service on the guideline and all students have the opportunity to taste-test fruits and vegetables.

Future plans

- With passage of Nutrition Education Practices Policy 6175, the Team Nutrition committee will continue efforts to improve the nutritional quality of competitive foods throughout the Grand Forks School District.
- The Public Health Department will continue to promote the “fruits and veggie classroom snack policy” to be adopted on a school-wide basis.
- Foodservice will be involved with the committee deciding on vending contracts.

For more information on Nutrition Education Practices Policy and other school district changes, contact:

Julie Tunseth, Director of Child Nutrition Program
julie_tunseth@fc.grand-forks.k12.nd.us

Kim Dietrich, LRD, Dietitian for Child Nutrition Program
kdietrich@fc.grand-forks.k12.nd.us
2115 6th Avenue North
Grand Forks Public Schools
Grand Forks, North Dakota 58203
Phone: 701-746-2292

For more information on the fruit and vegetable snack guidelines and the PTO dairy promotion at extra-curricular events, contact:

Bev Benda-Moe, LRD *
abcnmoe@gra.midco.net
Phone: 701-775-0204

Melanie Metz, LRD *
710 Woodland Court
Alvarado, MN 56710
Phone: 218-965-4982

* Formerly with the Grand Forks Public Health Department, Grand Forks, North Dakota.



Mercedes Independent School District Mercedes, Texas

- 5,000 total students in the southern tip of Texas
- 90 percent of students eligible for free and reduced-price school meals

Approaches

- Establish nutrition standards for competitive foods
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices
- Limit student access to competitive foods
- Use fundraising activities and rewards that support student health

Words of wisdom

“As one of our committee members stated last year, ‘[I]t has taken a long time for us to have dug ourselves into this deep hole. It will also take time to crawl out of it.’ As I become impatient with our progress, I try to remember his words, and they calm me. We have been successful by taking baby steps toward achieving our goal, rather than bombarding our way through and creating a lot of opposition.”

—Donna Fryar, RD, SFNS, Assistant Director, Child Nutrition Services

Key changes and results

Reported by Donna Fryar, RD, SFNS, Assistant Director, Child Nutrition Services

- The district adopted a comprehensive nutrition policy—the Student Nutrition/Wellness Plan—effective April 15, 2003. [See Student Nutrition/Wellness Plan, page 235.] The policy includes clear directions for action in each of the six components of a healthy school nutrition environment as defined by USDA’s *Changing the Scene*.

- The nutrition policy calls upon the School Health Advisory Committee to develop nutrition standards for foods and beverages offered at school functions; strictly limits the times when students can have access to foods of minimal nutritional value; limits the use of food as a reward for student accomplishment; and prohibits the use of candy as a fundraiser.
- In conjunction with the policy, all soft drinks have been removed from campuses and replaced with water, sport drinks, juice, and juice drinks. Some new options, such as fat-free ice cream bars, yogurt, and string cheese, have been added to the à la carte choices, and sales of these items have been strong.
- During the 2003-2004 school year, there was no significant change in foodservice revenue.
- State Senator Eddie Lucio, Jr., presented the district with a Senate Proclamation in April 2004 to recognize district efforts to create a healthy school environment.
- Nutrition has become a topic of conversation throughout the district, with principals becoming much more aware of the items sold in their schools. Organizations are searching for other sources of income to replace candy sales.

Keys to success

- **RESOURCES:** Use of USDA's *Changing the Scene* to assess the environment and NASBE's *Fit, Healthy, and Ready to Learn* to develop the initial plan
- **SUPPORT:** Backing from central administration and campus principals for the development of a plan focused on concerns for students' overall health
- **INVOLVEMENT:** Commitment of a diverse committee to develop the Student Nutrition/Wellness Plan, including student services coordinator (chair); foodservice director and assistant director; and athletic director, as well as school staff members and three parents from each campus (all appointed by principals)
- **GRADUAL APPROACH:** Willingness to take small, gradual steps toward improving the nutrition environments in Mercedes ISD schools

Description

Mercedes nutrition policy was initiated by the district's 5-year self-improvement plan. The school foodservice director, assistant director, and student service

coordinator used USDA's *Changing the Scene* to conduct a self-assessment and NASBE's *Fit, Healthy, and Ready to Learn* to develop a basic policy. They then organized a diverse committee to modify and fine-tune it.

The assistant superintendent provided important guidance in getting the policy adopted. Rather than a board policy requiring a lot of red tape, he suggested an administrative policy with the same effect—it had to be enforced. The policy, named the Student Nutrition/Wellness Plan, was submitted to the superintendent. With his direction, the committee met with principals individually, got feedback, made revisions, and submitted a final plan for approval. This process began in June 2001, and the Student Nutrition/Wellness Plan was finally approved in March 2002.

The hard work began at this point. The goal of foodservice staff was “implementation without alienation,” that is, to continue positive relationships with other staff and to avoid being perceived as the “Nutrition Patrol.” By spring 2003, however, it was clear to the superintendent that many schools were not truly implementing the plan and he asked the committee to revisit the nutrition plan and make it enforceable. The plan was tightened up and then approved by the board of trustees in April 2003.

In-service training for administrators was intensified at the beginning of the 2003-2004 school year. Most principals also included training for their staff on the effect of the plan's policies for their campuses. Some staff also made efforts to inform parents about how the plan affects what children can bring to school.

In spring 2004, the SHAC met and revised the district policy to make it more consistent with the new Texas Public School Nutrition Policy of the Texas Department of Agriculture. Now, schools need only refer to one document for policy guidance.

Future plans:

- Develop a specific list (e.g., name, brand, grams of fat) of healthier products for campuses to use as a reference and save time in selecting items.
- Work with curriculum specialists on appropriate nutrition education for all grades.
- Provide nutrition education in on-campus parent centers.
- Include the Student Nutrition/Wellness Plan in the student-parent handbook each year.
- Implement the revised district nutrition policy.

For more information, contact:

Donna Fryar, RD, SFNS, Assistant Director, Child Nutrition Services

DFryar@mistdx.net

Mercedes Independent School District

Post Office Box 419

Mercedes, Texas 78570

Phone: 956-514-2037



Mercedes, Texas Committee Members



Old Orchard Beach School Department, Old Orchard Beach, Maine

- 1,200 students in a small coastal town in southern Maine
- 28 percent of students eligible for free and reduced-price school meals

Approaches

- Establish nutrition standards for competitive foods
- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices
- Use fundraising activities and rewards that support student health

Words of wisdom

“Change is all about communication. We all know in our hearts that healthy children are better learners. We need to give them positive choices and a variety of options in all that we teach in our schools. If we model good nutrition in school and offer good tasty food choices, children will start making good choices at home and become involved in better health practices.”

—*Jackie Tselikis, RN, School Health Coordinator*

Key changes and results

Reported by Jackie Tselikis, RN, School Health Coordinator

- After a year and a half of planning and discussion, the Old Orchard Beach School Department gave final approval to a Vending Machine Policy in July 2003. [See Vending Machine Policy, page 245.]
- As a result of the policy, all soft drinks have been removed from vending machines and replaced by milk, water, and juices. Candy and high-fat snacks have been removed from vending machines and replaced by trail mix, pretzels, granola bars, and cereal/fruit snack mixes. Staff are changing the foods available in the staff rooms.

- In addition, the Old Orchard Beach School Department has improved school à la carte offerings, which now include homemade pretzels, bagels, salads, fruit, yogurt, and string cheese. Larger sizes of low-fat milk have been added to à la carte service and vending machines in the middle and high schools.
- Schools have maintained positive relationships with local vendors, with an agreement to purchase nutritious beverages and snacks only. Vendors did not lose contracts and they continue to supply and service school machines.
- Since the changes were made, income from vending and à la carte sales **have stayed the same at the high school and increased at the middle school.**
- School health services now measure students' height and weight in grades K, 1, 2, 3, 5, and 7, from which they calculate the Body Mass Index. They use the information for statistics and health planning.
- The department has an active nutrition education program that features a variety of special activities. Theme days, such as Fifties Day and International Week, feature celebrations with special foods in the cafeteria, music, costumes, and decorations—all designed to boost the morale of staff and students while using a nutrient-rich menu. Elementary students help plan menus for class projects. High school students work with the foodservice director on menus and help teach nutrition classes for elementary students.

Keys to success

- **PARTNERSHIPS:** Collaboration between health services, school health personnel, and foodservices staff, along with support from the School Department administration
- **TEAMWORK:** Establishing a nutrition team
- **ATTITUDE:** Fostering a positive attitude toward health by all staff
- **COORDINATION:** Being a site for the Healthy Maine Partnerships initiative (www.healthymainepartnerships.com/about2.html), which coordinates State and local public health activities, and having a full-time school health coordinator to address issues

Description

The department's five-member nutrition team, which includes the school health coordinator, foodservices director, school nurse, a teacher, and a parent, attended a *Changing the Scene* conference in November 2001, and subsequently adopted a school nutrition plan. After the conference, the team met regularly to carry out its work plan and to educate staff, administrators, parents, and students.

The nutrition team worked closely with others who were implementing the Coordinated Approach to Child Health (CATCH) curriculum in fifth grade classrooms. This curriculum focuses on nutrition, physical activity, and health education. They received several small grants to purchase supplementary nutrition education materials for the existing health curriculum. They also worked with teachers to provide lesson plans and classroom projects.

With unanimous support from administrators and the school health advisory team, the nutrition team drafted a Vending Machine Policy with the Old Orchard Beach Schools' policy committee. The policy was developed after reviewing the sample policies in NASBE's *Fit, Healthy, and Ready to Learn*. Additional guidance was obtained from CDC's *School Health Index* and USDA's *Changing the Scene*.

Future plans

- Continue to expand nutrition education curriculum.
- Add soup, sandwich, and salad options to à la carte sales at the high school.
- Publicize the new vending machine policy in the local community.

For more information, contact:

Jackie Tselikis, R.N., School Health Coordinator

jackiet@oobschools.org

Old Orchard Beach High School

E. Emerson Cummings Boulevard

Old Orchard Beach, Maine 04064

Phone: (207) 934-4461 ext. 18



Water Vending - Old Orchard Beach, ME
Jackie Tselikis and two high school students



School Union #106, Calais, Maine

- 842 total students in northern Maine
- 50.5 percent of students eligible for free and reduced-price school meals

Approaches

- Establish nutrition standards for competitive foods
- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Use fundraising activities and rewards that support student health

Words of wisdom

“Persistence is key when changing the nutritional environment in your school. Go into the process with energy and enthusiasm and armed with the knowledge that you are doing what's best for your students. They all deserve the right to healthier options. When making your case at school committee meetings or student meetings, bring healthy snack options to the staff and students. Let them eat while you plead your case. They'll realize that the proposed snacks and drinks can taste good and still be good for you!”

—*Heather Henry, School Health Coordinator*

Reported by Heather Henry, School Health Coordinator

In February 2003, Maine School Union #106 established a district-wide vending policy. The policy states that the only items recommended for sale in school vending machines are three types of beverages (100% fruit or vegetable juice, low-fat or non-fat milk, and water) and 12 types of snack foods. Schools can sell other items but they must be approved by a school committee assigned to this task, and they must meet the Food and Drug Administration (FDA) definition of a healthy food (namely, low in fat and saturated fat with limited amounts of cholesterol and sodium). Foods of minimal nutritional value (FMNV) are not allowed for sale.

The policy discourages schools from signing beverage contracts that require the sale of items not approved for sale in vending machines. It also discourages the sale of food items for fundraising except for approved items in vending machines.

Following the adoption of the policy, all six schools in the union have removed from their machines soft drinks and snacks that do not meet the definition of a healthy food. More healthful options have been added, including water, 100% fruit juices, breakfast bars, baked chips, and low-fat crackers. The change was implemented as part of a coordinated school health program, overseen by the school health advisory council (which includes parents and teachers) and supported by St. Croix Valley Healthy Communities, a Healthy Maine Partnership. The Healthy Maine Partnerships initiative (www.healthymainepartnerships.com/about2.html) coordinates State and local public health activities.

Changing the contents of vending machines in all six schools took 5 months, from the initial discussion to the replacement. Since making the change, the high school student council has reported an **increase** in revenue from some machines and **no change** in revenue from the other machines. [See Vending Policy, page 249.]

Changes in vending have encouraged gradual changes to meal options. Food service programs now serve low-sugar, whole-grain breakfast cereals instead of high-sugar cereals. Whole-wheat bread has replaced white bread. Changes to school nutrition environments are coordinated with initiatives to promote physical activity.

The changes in Calais are part of a statewide effort to improve school nutrition. One result of these efforts is that a major soft drink company agreed to remove all soft drinks and all associated labeling from all state schools. Soft drink machines are being replaced with water and juice machines.

For more information, contact:

Heather Henry, School Health Coordinator
pokylake@localnet.com
School Union #106
24 Pine Tree Shore
Alexander, Maine 04694
Phone: 207-454-7787



What does it mean to influence vending contracts?

Vending contracts give food and beverage companies selling rights in return for cash and non-cash benefits to the school or district. Schools and school districts can influence vending contracts in several ways. They can cancel contracts, not sign contracts, not renew contracts, or negotiate contracts that encourage healthy eating.

Many existing vending contracts require schools to allow the marketing of products high in added fats and sugars. Others provide incentives for schools to encourage their students to choose those products. Following are some of the provisions that have been found in school vending contracts.^{7,46,47}

- A commission that increases with sales volume; in some contracts, the commission is higher for certain types of products than for others.
- Bonuses paid when sales pass a specified quota.
- Lump sum payments independent of sales volume (known as “sponsorship fees” or “incentive monies”).
- Provision of non-cash benefits such as class parties, sponsorship of field trips, equipment, and scoreboards with company logos or ads for specific products.
- Specifications on the number of vending machines installed on campus, where machines are located, when they are open for use, the types of products offered, the costs of the various items to be sold, and the images on the front of machines.

- Opportunities for the company to advertise its products on campus through free samples, promotional products, and additional signage.
- Exclusivity clauses that forbid the school or district from selling any competing products on campus.
- Confidentiality clauses so that the contents of the contract remain private.
- Contract length (in some cases, 10 years or longer) and the conditions for terminating or revising the contract.

What are the benefits of and concerns about vending contracts?

School food and beverage contracts have become one of the most controversial issues in school governance, as can be seen in Table 6, which summarizes perceived concerns and benefits.⁴⁸⁻⁵⁰ Companies promote vending contracts because they can:

- Increase sales,
- Promote product loyalty, and
- Develop climates favorable to their products.⁷



Table 6. Vending contract issues

Issue	Perceived concern	Perceived benefit
Profit	Raises money at the expense of students' nutrition habits	Provides a source of money that involves relatively little labor and time, with local control over profits
Education	Contradicts nutrition and health messages taught in classrooms	Allows the purchase of equipment, supplies, and products for student education, athletics, and extra-curricular activities
Commercialization	Contributes to the over-commercialization of school	Reflects real world conditions
Choice	Influences students who are ill-equipped to evaluate persuasive messages	Allows students to make decisions in a real world context

What is the current situation?

CDC's School Health Policies and Programs Study (SHPPS)³⁶, conducted in 2000, reported that half of U.S. school districts had contracts that gave a company rights to sell soft drinks. Among these districts:

- 79 percent received a specified percentage of the soft drink sales receipts,
- 63 percent received incentives such as cash awards or donations of equipment or supplies once receipts totaled a specified amount,
- 35 percent allowed the company to place advertisements on school buildings, and
- 43 percent allowed the company to place advertisements on school grounds.

A 2003 survey by the Texas Department of Agriculture⁴¹ found that 52 percent of Texas's

school districts had exclusive contracts with soft drink companies. The estimated total annual revenue from the contracts was over \$54 million, including both cash receipts and the value of non-cash benefits. Non-cash benefits included scoreboards, scholarships, computer software, sponsorship of athletic events, and merchandise, such as trophies, sports bags, clocks, soft drinks, tanks of pre-mix for soft drinks, hats, equipment for booster clubs, movie tickets, and fountain drink dispensers. All merchandise was prominently branded with company logos.

The Texas survey concluded:

The funds and other benefits received from these contracts are not regulated and may be used at the discretion of local school district officials. This is not 'free'

*money because it comes directly from the pockets of students and the family income of their parents.*⁴¹

A 2000 report by the U.S. General Accounting Office (GAO) on commercial activities in schools⁷ found that revenue derived from beverage contracts represented a very small percentage of the overall budget of school districts. Income varied considerably in the six schools in the study with contracts, but four of the six made less than \$7 per student per year.

The effect of vending contracts on product sales is not widely documented. A Florida school district reported a 75 percent increase in sales by the end of the second year of its vending contract, mostly of soft drinks and high-sugar fruit and sport drinks.⁵¹ School vending accounts for approximately one percent of the total revenue of beverage companies.^{52, 53}

What actions can schools take to influence food and beverage contracts?

In recent years, some schools and school districts have rejected food and beverage contracts altogether. For example, the school board in Sacramento, California, rejected a multi-million dollar contract after parents expressed concern about its nutritional implications.⁴⁶ Madison, Wisconsin, one of the first school districts in the country to sign an exclusive vending contract in 1997, became one of the first not to renew a contract in 2000 because of nutrition concerns.⁵⁴



An alternative approach has been to negotiate with vendors so that contracts include provisions that promote healthful choices (see the success story from Fayette County Public Schools, page 59). For example, contracts might include:

- Incentives for the sale of nutritious beverages
- Limits on advertising for less nutritious products
- Allowances for contract renegotiations if conditions change
- School decision-making in product placement, hours of service, and prices.

The North Carolina School Nutrition Action Committee (SNAC) developed guidelines to help schools address nutrition concerns in contract negotiations, (www.asu.edu/educ/eps/CERU/Articles/CERU-0203-41-OWI.pdf). They suggest that vending contracts include guidelines to increase the availability of healthful beverages, so that 100% fruit or vegetable juice, low-fat and skim milks, and bottled water are readily available throughout the day at attractive prices.

How are soft drink companies responding?

Soft drink companies have adopted new policies on school-based contracts. In November 2003, the Coca-Cola Company and its U.S. bottling system issued their Model Guidelines for School Beverage Partnerships⁵⁵ with the following specifications:

- Schools have the right to choose which beverages to make available.
- Coca-Cola will not sell carbonated soft drinks in elementary schools during the school day.
- Juices, water, and other products will be available wherever soft drinks are sold.
- Water will be sold at the same price and in comparable packaging as soft drinks.
- Schools will decide the use of logos and signage.
- No logos will be placed on textbooks, instructional materials, or book covers.
- New vending machines will feature images of noncarbonated beverage choices, physical activity, or educational activities.
- Product promotions and programs will be responsive to school wishes and will support only academic achievement or physical activity.

PepsiCo's Health and Wellness Philosophy makes a commitment to "offering healthy product choices in schools, by developing healthy products that appeal to kids and by promoting programs that encourage kids to lead active lives."⁵⁶ PepsiCo states that it allows schools to choose their own products and advises bottlers not to sell carbonated drinks in elementary schools.⁵⁷

How are schools *making it happen* by influencing food and beverage contracts?

- Fayette County Public Schools in Lexington, Kentucky, designed a vending contract proposal that rewarded bidders who emphasized nutrient-rich products and promoted healthy lifestyles. Under the winning bid, an increased number of healthful beverages are available, at competitive prices, and the sale of these products yields a higher commission.
- School districts in Fairfax, Virginia, and Oceanside, California, have refused vending contracts in order to operate their own vending programs. They increased the number of healthier choices, and the schools make more money than they did with their previous contracts.
- Old Orchard Beach, Maine, adopted a policy on vending machines and worked with vendors to incorporate more nutritious products—all within an existing vending contract.
- Richland One School District in Columbia, South Carolina, decided not to sign a lucrative soft drink contract after the superintendent watched a TV documentary about the health problems of overweight children. The district then developed a nutrition policy with strong standards.

—See Quick Reference Guide, page 179, for a list of all schools and school districts that influenced food and beverage contracts.



Fairfax County Public Schools, Fairfax, Virginia

- 166,000 students in a diverse district near Washington, DC
- 19 percent of students eligible for free and reduced-price school meals

Approaches

- Influence food and beverage contracts
- Establish nutrition standards for competitive foods
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices
- Limit student access to competitive foods

Words of wisdom

“Our vision drives all the decisions for our program: The Office of Food and Nutrition Services, Fairfax County Public Schools, will assist in developing excellence in each and every student. In an atmosphere that values diversity and human resources, we will be the best Food and Nutrition Services program in the nation by providing students food and nutrition knowledge, skills, and values they will need for a healthy body in an ever-changing global society.”

—Penny McConnell, MS, RD, SFNS, Director, Food and Nutrition Services

Key changes and results

Reported by Penny McConnell, MS, RD, SFNS, Director, Food and Nutrition Services

Since the beginning of the foodservice operations in the 1940s, Fairfax County has had a strong foundation in nutrition. This means that they have not had to make major changes to insure that students have access to healthful food and beverage options.

- Healthful vending and à la carte options are part of Fairfax’s nutrition vision. Since the 1980s, the district has had a strict competitive foods policy: “Nothing can be sold in competition with the school foodservice program during the entire school day.”

- All vending in Fairfax schools is done through the Department of Food and Nutrition Services – in partnership with the school administration. The department determined that it was necessary to manage its own vending in order to preserve the nutrition integrity of its program. [See Mission, Vision and Nutrition Integrity, page 259.]
- The Fairfax County Public Schools (FCPS) vending program (\$3 million in yearly sales) includes 1,200 machines in 239 schools and offices, and 14 community recreation centers for afterschool sales. The program, which constantly searches for healthier products to vend in its machines, has introduced baked chips, fruit/granola bars, milk, and 100% juices.
- FCPS foodservice has developed its own brand, Energy Zone, complete with a mascot (EZ Bear), official colors (fuchsia, teal, and black), and label for all its packaged products (such as EZ sandwich wraps and EZ water). For example, Energy Zone bottled water has become a business itself with 40,000 cases sold in 2002.
- Nutrient analysis and ingredient information are integral parts of the Energy Zone offerings. The nutrient analyses (calories, protein, and fat) of the most popular items are posted in the cafeterias. All other details are available upon request. FCPS is currently working with its suppliers to address trans fatty acid content in products.

Keys to success

- **INNOVATIVE ATTITUDE:** Be fluid and flexible to meet the challenges of a diverse student body and a constantly changing food marketplace.
- **CUSTOMER FOCUS:** Remember that students eat with their eyes; they will eat what they are served if it is attractive, colorful, and offered in a friendly atmosphere.
- **POSITIVE PARTNERSHIPS:** Everything depends on partnerships and rapport with students and their parents, the school community, and the food industry.
- **NUTRITION INTEGRITY:** Always “walk the talk” to provide customers with the most nutritious choices possible. As the Office of Food and Nutrition Services motto says: “We Talk Nutrition. We Serve Nutrition. We Teach Nutrition.”

Description

The FCPS District is the twelfth largest in the United States. The Department of Food and Nutrition Services is a nonprofit \$50 million business, serving approximately 150,000 customers daily at 238 schools, as well as day care centers, private schools, senior citizen programs, School-Age Child Care (SACC) programs, and Family and Early Childhood Education Programs (Head Start). Lunch and à la carte items are available in all schools, and breakfast is offered in 154 schools.

Director Penny McConnell is constantly searching for innovative ways to meet the needs of her customers and to help them be healthier. The Energy Zone brand itself was designed to be kid-friendly and to promote positive choices at the same time. According to McConnell, a good rapport with the food industry is essential if you want to offer students the healthiest possible choices at a reasonable price. For example, she had a student request for calcium-fortified juice. At first, she was able to find just a couple of 100% juices with calcium. Now, after working with the supplier, all FCPS juice products are calcium-fortified.

Education is an important part of the Energy Zone concept. Foodservice complements classroom lessons with kids' cooking classes, and the EZ Bear is working hard to promote physical activity.

Future plans

- Continue to be recognized as the voice of child nutrition for the district by working with other departments and being visible at all times.
- Collaborate with school administrators to find alternative solutions to problems (such as trying to feed 1,200 high school students in one lunch period).
- Become a more effective nutrition resource for families by providing nutrition columns for parent newsletters and expanding website information for families.
- Examine vending options in depth to investigate what new products are available or could be developed.

For more information, contact:

Penny McConnell, MS, RD, SFNS, Director, Food and Nutrition Services

Penny.McConnell@fcps.edu

Fairfax County Schools, Energy Zone Center

Food and Nutrition Services

6840 Industrial Boulevard

Springfield, Virginia 22151

Phone: 703-813-4800

www.fcps.edu/fs/food





Fayette County Public Schools, Lexington, Kentucky

- 32,000 students in Kentucky's second-largest city near the center of the State
- 38.6 percent of students eligible for free and reduced-price school meals

Approaches

- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“Keep on plugging and don't get discouraged. Bring a non-emotional, well-spoken attitude to the table and seek first to understand where other people are coming from. Keep speaking your truth, over and over and over again.”

—*Anita Courtney, MS, RD, Lexington Fayette County Health Department*

Key changes and results

Reported by Anita Courtney, MS, RD, Director of Health Promotion, Lexington Fayette County Health Department

- Utilizing a competitive bidding process, the Fayette County School District negotiated new vending contracts in June 2003 that increased both revenue and healthy options for students.
- Terms of the new beverage contract include the following:
 - a) The vendor will pay \$900,000 for the exclusive right to all beverage sales in the school district for 5 years. This is an increase from the \$500,000 specified in the previous contract.
 - b) The number of “healthy beverages” will increase from 21 percent of machine offerings to 72 percent. “Healthy beverages” will include water, 100% juice, and sports drinks (with 40 percent less sugar and less than half of the calories of soft drinks).

- c) Soft drinks will sell for \$1.25; juice, water, and sports drinks for \$1.00. Commission to schools for “healthy beverages” will be 50 percent versus 47 percent for soft drinks.
 - d) Donated products for school activities will consist of 50 percent “healthy beverages” and 50 percent soft drinks (compared to 100 percent soft drinks in the previous contract).
 - e) Images of young people engaged in physical activity will replace company logos on beverage machine facades. The company will also sponsor a President's Fitness Challenge-Field Day and offer five mountain bikes as prizes.
- Terms of the snack vending contract include these provisions:
 - a) Percentage of items meeting established nutrition criteria for a healthy snack (no more than 6 grams of fat per serving and no more than 40 percent added sugar by weight) will increase from 1 percent to 40 percent of items vended.
 - b) Healthier snacks will be priced at 60 cents, other snacks at 65 cents. Schools will receive a 9 percent commission on snack sales compared to no commission in the previous contract.
- Changes were in evidence during the first weeks of the 2003-2004 school year, just 3 months after the new contracts were signed. Healthier options now in machines include choices from 100% orange juice to low-fat, calcium-fortified snacks.
 - Health Department staff promoted the healthful changes by visiting random high school classes and distributing free healthful snacks to students, giving a short promotion and doing a presentation on vending in health classes.
 - They formed a Student Advisory Vending Committee to obtain student feedback and conducted an end-of-year survey with principals for their input.
 - During the first half of the 2003-2004 school year, the school district earned \$13,000 more in revenue than the previous year. Bottled water and healthier snacks were particularly popular. Although some students expressed disappointment at the higher price for soft drinks, many students, parents, teachers, and administrators say they are glad to have more healthy choices in the machines.

Keys to success

- **JOINING HANDS INSTEAD OF POINTING FINGERS:** Keeping the focus on creating win-win situations to balance revenue to schools and healthful options for students
- **COMMUNITY INVOLVEMENT:** Involving different players with different perspectives and different skills, especially someone with expertise in the food industry
- **INTENSIVE FOLLOW-UP:** Monitoring to insure that vendors adhere to contract terms

Description

The dramatic changes in Fayette County schools' vending contracts were the result of both hard work and serendipity. For 2 years, nutrition and education professionals had worked to establish State standards for vending in schools. Although State legislation did not pass, the "junk food bill" became a household phrase in Kentucky. This heightened level of awareness helped create support for a different process when the Fayette County School District was in a position to negotiate new beverage and snack vending contracts.

The serendipity, or "dumb luck," came in finding parent and district PTA vice-president Roger Kirk at a meeting where a Health Department nutritionist, Anita Courtney, spoke about the issue. Mr. Kirk, who had 20 years of experience in the food industry, worked with the district's auditor to design a request for proposal (RFP) that awarded competing companies points for what they did to shift sales to healthier items. Approximately half of the bid points were based on revenue and half were awarded for ways that the companies proposed to encourage the sales of healthier items, e.g., by offering more nutrient-rich items, lower prices for healthy items, and strategies to promote active lifestyles.

This innovative RFP design greatly strengthened the school district's negotiating position and allowed competing companies to use their marketing expertise to become part of the solution. Mr. Kirk's attendance at meetings with industry representatives was also key to the success of the process. Having someone who spoke the language, understood industry psychology, and knew how to "play the game" was a significant asset to the district.

Compromise was also important to the process. For example, "healthy beverages" were originally defined as only water and 100% juice. However, during the negotiations, sports drinks were added to the "healthy" category. Since sports drinks have 40 percent less sugar and less than half of the calories of soft drinks, it was a compromise the district could accept.

Future plans

- Organize vending committees in each school (with student, teacher, and parent members) to promote the healthier options and to monitor machines.
- Track sales and revenue to ensure that healthier products are acceptable to students.
- Use student focus groups to find the best strategies to market healthier foods, including possible presentations for middle and high school health classes.
- Work with vendors to maximize the number of healthy options available for vending.
- Work with school principals to place machines selling the most healthful options in the most prominent locations.

For more information, contact:

Anita Courtney, MS, RD, Director of Health Promotion
anitah.courtney@ky.gov
Phone: 859-288-2350

Carolyn Dennis, MS, RD, Health Promotion Manager
CarolynL.Dennis@ky.gov
Phone: 859-288-2485
Lexington Fayette County Health Department
650 Newtown Pike
Lexington, Kentucky 40508-1197



Richland One School District, Columbia, South Carolina

- 26,000 students in South Carolina's capital city
- 62 percent of students eligible for free and reduced-price school meals

Approaches

- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Establish nutrition standards for competitive foods
- Limit student access to competitive foods
- Use fundraising activities and rewards that support student health

Words of wisdom

“Nutrition is central to our children’s physical and academic development. Therefore, it is essential to academic achievement.”

—*Ronald L. Epps, District Superintendent*

Key changes and results

Reported by Imogene F. Clarke, Director, Student Nutrition Services

- Richland One developed and implemented a district-wide Student Nutrition Policy that prohibits the sale of foods of minimal nutritional value (FMNV) throughout all district schools: in vending machines, snack bars, school stores, and concession stands and as à la carte offerings in the foodservice program. The policy specifically prohibits access by all students to carbonated beverages and prohibits access by elementary students to vending machines.
- The policy establishes nutrition standards for foods and beverages sold or served at school. They may contain no more than 40 percent by weight of sugar or artificial sweeteners and 8 grams or less of fat per 1-ounce serving. Juice products must contain 20 percent or more of real fruit or vegetable juices. A list of acceptable snacks was provided to district schools.

- The policy prohibits the sale of FMNV and encourages the sale of either non-food items or food items that meet the new nutrition standards for class fundraisers. [See Student Nutrition Policy, page 267.]
- While the nutrition policy was being implemented, cafeteria menus were revamped to become more appealing to students. New choices include combo lunches with Richland's own brand of chicken sandwich, and food courts in several high schools that offer eight daily menu choices.
- After implementation of the Student Nutrition Policy, à la carte sales in the cafeteria dropped by 30 percent. However, increased revenue from greater participation in the school lunch and breakfast programs more than made up for this shortfall. À la carte sales are now beginning to increase, as new healthier choices, requested by students, are also being offered.
- The sales in cafeteria vending machines also dropped initially, when healthier, more expensive beverages were placed in the machines. By contrast, the sales of water and flavored water have increased significantly.

Keys to success

- **A guiding philosophy** that "student health is not for sale"
- **Strong leadership** from school district administration and broad support in the school community
- **Student input**, which has helped improve cafeteria options by involving students in menu selections

Description

In July 2000, the Richland One School District was poised to sign a lucrative, exclusive contract with a soft drink company. Just before the scheduled signing, Superintendent Dr. Ronald Epps watched a television special on the prevalence of type 2 diabetes in South Carolina school children. As a result, Dr. Epps changed his mind about the contract.

To develop support for a district-wide nutrition policy, Richland One used the concerns of parents and staff at Crayton Middle School as a test case. They involved community health leaders in designing a presentation on the importance of a wholesome diet on the long term health and academic

performance of young people. Their idea was that if students in the district supported the change, the school board and individual school administrators would as well. This is, in fact, exactly what happened.

Student input and support have been important to successful changes in Richland One. Middle and high school nutrition advisory councils and the superintendent's student advisory council (representing student government leaders for all high schools) met with the administration and shared their concerns about the meal programs. The students asked for more variety in the cafeterias and requested food that looked good and tasted good as well. They also suggested that any needed changes should be made during the summer months, if at all possible. They wanted to come back from summer vacation with everything in place.

The staff of Student Nutrition Services worked hard to make student suggestions a daily reality in district cafeterias. They worked with vendors to get the food items that students liked at taste tests. They continue to meet with members of the nutrition council and to bring back their concerns for action.

School funding remains an ongoing challenge, mainly because Richland One had been using an exclusive beverage contract as one means to generate revenue for school programs. The district, however, remains committed to its Student Nutrition Policy and to the principle that the health of its students is not for sale. Richland One has received national and local recognition for its policies, including the 2001 Outstanding Contribution to Health Education Award from the South Carolina Association for the Advancement of Health Education.

Future plans

- The district is currently testing bottled milk in vending machines. Initial taste testing showed that flavored milk was a big hit in high schools.
- The district's annual food fair will be expanded and refocused. Schools, and the community, will be invited to participate in a Healthy Food and Lifestyle Expo at the Carolina Coliseum on the campus of the University of South Carolina. During the Expo, students and parents can sample new food and beverage items being considered for school offerings and vote for their favorite choices. The Expo will also include representatives from local hospitals, colleges, and other agencies offering health information, screenings, and services. District schools have been invited to participate by sharing student work related to health and nutrition.

For more information, contact:

Imogene F. Clarke, Director, Student Nutrition Services

iclarke@richlandone.org

Richland School District One

201 Park Street

Columbia, South Carolina 29201

Phone: 803-231-6953





Vista Unified School District (VUSD), Oceanside, California

- 25,000 students on the southern California coast, near San Diego
- 45 percent of students eligible for free and reduced-price school meals

Approaches

- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“Remember the saying ‘If you can't beat em, join em?’ At Vista Unified School District we did just that, and we have created a successful partnership within our district community. Looking through the eyes of our competition, we thought how could we do this and do it bigger, better, and with more profits. How can we share the profits with the schools and offer better choices, better nutrition, and better prices?”

—*Enid Hohn, Director of Child Nutrition Services*

Key changes and results

Reported by Enid Hohn, RD, Director of Child Nutrition Services

- After a careful review of existing vending options, programs, and contracts, the VUSD Child Nutrition Services (CNS) became the sole provider of vending services on the campus of Vista High School on July 1, 2001.
- CNS eliminated all candy and chips, and replaced them with crackers, pretzels, granola bars, corn nuts, peanuts, dried apricots, and beef jerky. They also brought in food machines with new options: bagels with cream cheese, cereal and milk, yogurt and granola, fresh fruit salad, shaker salads, fresh veggies with light ranch dressing, whole fresh fruit, and muffins.

- Soft drink machines were removed and replaced with display beverage units featuring a variety of types of milk, four different types of 100% juice, smoothies, bottled water, sports drinks, and three types of soft drinks.
- In these beverage machines, milk, juice, and water were placed at eye level and sold for \$1.00. Sports drinks and soft drinks were at the lower levels and sold for \$1.25.
- During the first year, only 12 percent of the beverage sales was from soft drinks; 68 percent from water and sports drinks; and 20 percent from milk and juice. Toward the end of the second year, the inventory of soft drinks was depleted and never replaced. There were very few student comments and few teacher complaints.
- Since CNS took control of the vending machines, students have access to healthier foods, and **the school makes significantly more money than under contracts with vendors.**
- The school site (Vista High School) received over \$20,000 in commissions and bonuses. This amount was more than double what the district had received in the previous year, before CNS took over the vending operation.
- In the first full year of business, the CNS vending operation grossed \$187,000. As the department captured new business, sales in all other foodservice operations on the campus increased as well.
- During the second year of operation, the school site received over \$25,000 in commissions and bonuses and at the end of the 2003-2004 school year, it received over \$31,000.
- As a result of making changes in the VUSD vending program, the nutrition integrity of the Child Nutrition Program has been restored. The long-range effect is that the students have healthier choices throughout their school day. Students who previously had made the choice not to eat all day and students who did not want to stand in long lunch lines are now eating. This change has contributed to their overall good health and readiness to learn.
- The initial investment made by CNS, mainly to obtain the vending machines, was approximately \$100,000. It took the department only 30 months to recoup its initial investment.

- CNS recently moved vending machines into the middle schools through use of a third party supplier (products and machines are specified by CNS). Bottled water and milk have both been popular with the middle school students.
- At one middle school CNS has converted an old cafeteria room to a fitness and nutrition center. The department purchased 12 stationary bikes and a dance machine. Students have access to the fitness equipment at breakfast and during lunch. The center has been very popular with both students and staff.

Keys to success

- **SUPPORT:** Without the wholehearted backing of the superintendent, this partnership would not have succeeded. The superintendent directed the secondary principals to work with the child nutrition department.
- **MARKET RESEARCH:** Focus groups and student surveys with various student groups including athletes, club members, student leaders, and the vegetarian club
- **CUSTOMER SERVICE:** New attractive machines with a good selection of items, fair prices, and fast service

Description

The VUSD CNS was looking for ways to recapture business that nutrition programs had lost over the years to multiple competitors, including vending companies and fundraising by campus groups. They also wanted to create a partnership with high school students who had come to view CNS as “the enemy.”

One of the main challenges was working with the district’s principals who were very reluctant to change how they were doing business. They were accustomed to working with the bottling companies or outside third-party vendors. Because their bottom line was financial, CNS had to convince them that a partnership with the CNS department would be better for them. That meant designing contracts that read just like their current ones, only better. CNS offered a bigger signing bonus, an annual renewing bonus, and a higher commission. CNS agreed to be responsible for installing, operating, cleaning, and securing the machines, and for handling refunds. The high school agreed to assign their security people the added duty of monitoring the machines to insure student access and report any problems or vandalism to CNS. [See Vending Partnerships, page 275.]

The machines were purchased and installed during the less busy summer school months. The distributor trained the CNS staff on the operation and repair of the machines. The machines were filled; announcements were made over the school's public speakers and in the daily bulletin—CNS was “in business.”

From the beginning of the CNS vending operation, the department received constant positive feedback with no complaints. There was so much business when the busy school year started that CNS was filling the machines three times per day.

Because the CNS vending operation is a partnership with the schools, even the custodial staff and campus security helped to make it a win-win venture. They knew that the school received money from another department within the district, and they did their part to help the program succeed.

The partnership with the school means that the machines are allowed to be open all day. The students can grab something nutritious before school, between classes, at nutrition break, at lunch, after school, and after practice. Adults attending night classes can access the machines before their classes begin.

Future plans

- Work with software vendors to enable students who participate in the National School Lunch Program to access the vending machines for reimbursable meals.
- Develop a Fitness and Nutrition Center at two middle schools.
- Extend the Healthy Vending program to the other comprehensive high schools in the district. As a first step, CNS is already conducting focus groups and deciding on which machines to select.

For more information, contact:

Enid Hohn, Director of Child Nutrition Services
ehohn@vusd.k12.ca.us
www.vusd.k12.ca.us/cns/healthyvending.htm
Vista Unified School District
4680 North Avenue
Oceanside, California 92056
Phone: 760-726-2170 ext. 2217





What does it mean to make more healthful foods and beverages available?

Making more healthful foods and beverages available is all about making nutritious choices easy for students. Schools can add more nutrient-rich items to à la carte lines, vending machines, snack bars, and student stores. Or they can reduce the number of high-fat/high-sugar items, and replace them with more nutritious choices.

All 32 success stories made more healthful foods and beverages available. There are many options that schools are offering:

- Low-fat milk
- Bottled water and water from drinking fountains
- 100% fruit juices
- Soy products such as soy milk
- Low-fat yogurt
- Fresh fruits, such as apples, strawberries, and bananas
- Dried fruit such as apricots and apples
- Raw vegetables such as carrots, celery, and cucumbers
- Salads and salad bars, with a variety of vegetables and legumes such as chick peas

- Animal crackers or graham crackers
- Whole grain breads and deli sandwiches
- Trail mix
- Low-fat popcorn

Why offer more healthful food and beverage choices?

Obviously students cannot make healthful choices if nutritious foods and beverages are not available. Students will make healthful choices when nutritious products are appealing and attractively packaged and priced.^{58,59} Increasing the variety of nutritious choices makes it more likely that students will make nutrient-rich choices—more items are available to satisfy a wider range of taste preferences.

Food choices can be influenced by what is seen as “the norm.”⁶⁰ Students who see a vending machine stocked with nutrient-rich items might be more likely to see healthful choices as normal choices.



What is the current situation?

Studies have found that most of the items sold outside school meals are high in fat and sugar.³⁴ However, many schools now offer at least some healthful options in à la carte settings, vending machines, stores, and snack bars. CDC's 2000 School Health Policies and Programs Study (SHPPS)³⁶ found that the healthful items most commonly offered à la carte were:

- Fruits or vegetables (73 percent of schools)
- 100% fruit or vegetable juice (63 percent)
- Lettuce, vegetable, or bean salads (53 percent)
- Low-fat baked goods (40 percent)
- Low-fat salty snacks (38 percent)
- Low-fat or non-fat yogurt (36 percent)

The better choices most commonly offered in vending machines, stores, and snack bars were:³⁶

- 100% fruit or vegetable juice (56 percent of schools)
- Low-fat salty snacks (53 percent)
- Bottled water (49 percent)
- Low-fat baked goods (36 percent)
- 1% or non-fat milk (24 percent)
- Fruits or vegetables (18 percent)
- Low-fat or non-fat yogurt (15 percent)



How can schools increase the availability of healthful foods and beverages?

Work with food and beverage companies and suppliers to increase the availability of more nutritious choices. It is much easier today to offer nutritious choices than it was in the past. The food industry recognizes and is striving to meet the increasing demand for products that are convenient, appealing, AND nutritious. Many examples have been developed in recent years:

- The dairy industry has redesigned its products and packaging, and has increased its efforts to sell milk, yogurt, and cheese in schools⁶¹ (see the Quad Cities success story, page 119).
- Bottled water has become a top-selling product for beverage companies.⁶²
- Companies are offering "healthy vending machines" that sell only products that meet specified nutrition standards.⁶³
- Companies are offering more snack items that are baked rather than fried.

Increase the availability of fruits and vegetables in schools.

There are many ways to encourage students to eat more fruits and vegetables:

- Have students grow vegetables in a school garden.
- Offer vegetables and dip on à la carte lines.
- Work with local farmers' markets and with the Department of Defense Fresh Fruit and Vegetable Purchasing Program (www.dscp.dla.mil/subs/produce/school.htm) to maximize the freshness and quality of produce offered at school.

- Implement innovative nutrition education programs that promote fruit and vegetable consumption.

The National Cancer Institute's website (www.5aday.gov) and the Produce for Better Health Foundation's websites (www.5aday.org and www.aboutproduce.com) provide creative ideas for serving and promoting fruits and vegetables. Strategies for promoting fruit and vegetable consumption in schools are also highlighted in USDA's *Fruits and Vegetables Galore: Helping Kids Eat More* (www.fns.usda.gov/tn/resources/fv_galore.html).

Modify à la carte recipes to make popular food choices more nutritious. Foodservice programs can make many changes (often without students noticing the difference) such as:

- Slip an extra vegetable into an à la carte dish.
- Decrease the amount of fat and sodium added in food preparation.
- Bake sliced potatoes instead of frying them.
- Use vegetable oil instead of shortening, butter, or margarine.
- Use seasonings other than salt.
- Use low-fat or non-fat yogurt, mayonnaise, or sour cream instead of regular mayonnaise, sour cream, or creamy salad dressings.

More information on these types of techniques is available from the USDA's Team Nutrition Healthy School Meals Resource System (<http://schoolmeals.nal.usda.gov>).

Identify nutritious versions of food and beverage items. With so many choices on the market, it can be a challenge to offer the most nutritious versions of products.

Attention to product specifications, such as the amount of fat, added sugar, and sodium can help, as can the assistance of a dietitian. This consideration is especially important with foods that vary widely in their nutritional value, such as pizza, muffins, flavored milks, and smoothies.

Educate schools about the importance of having working water fountains available to students. Well-placed, functional, and sanitary fountains help students meet their daily water needs.

How are schools making it happen by increasing the availability of healthful foods and beverages?

As shown in Table 7 below, the schools profiled in *Making It Happen!* have taken bold steps to reduce the number of high-fat/high-sugar items available to students and replace them with more nutritious foods and beverages.



Table 7. Changes to food and beverage offerings

School	Foods/beverages added	Foods/beverages removed
Aptos Middle School, San Francisco, CA	<ul style="list-style-type: none"> ● Water ● Milk ● 100% juice ● Pasta ● Soup ● Submarine sandwiches ● Sushi 	<ul style="list-style-type: none"> ● Soft drinks
Byfield Elementary School, Bristol, RI	<ul style="list-style-type: none"> ● Water ● 100% juice ● Air-popped popcorn ● Animal and graham crackers ● Cheese/cracker trays ● Fresh fruit ● Pretzels ● Vegetables with dip 	<ul style="list-style-type: none"> ● Sweetened drinks ● Chips ● Water ices ● Ice cream
Central Middle School, Whitefish, MT	<ul style="list-style-type: none"> ● Milk ● Bagels ● Baked chips ● Beef jerky ● Fruit ● Homemade pretzels ● Pudding ● Salads ● Sandwiches ● String cheese ● Yogurt 	<ul style="list-style-type: none"> ● Soft drinks ● Candy

School	Foods/beverages added	Foods/beverages removed
Ennis Public Schools, Ennis, MT	<ul style="list-style-type: none"> ● Water ● 100% juice ● Deli bar ● Fruit bar ● Salad bar ● Specialty bar (taco bar, soup bar, pasta bar) 	<ul style="list-style-type: none"> ● Soft drinks ● Fried foods
Green Bay Public Schools, Green Bay, WI	<ul style="list-style-type: none"> ● Bagels ● Baked chips ● Fresh fruit and vegetable trays 	<ul style="list-style-type: none"> ● Deep-fried food (deep-fat fryers were removed)
Hampden Academy, Hampden, ME	<ul style="list-style-type: none"> ● Bottled water ● 100% fruit juice ● Sport drinks ● Baked chips ● Canned fruit ● Fresh fruit ● Multigrain bars ● Raisins/dried fruit ● Yogurt 	<ul style="list-style-type: none"> ● Candy ● Fried snacks ● Soft drinks
Ronan School District, Ronan, MT	<ul style="list-style-type: none"> ● 100% juice ● Low-fat milk ● Apple wedges with cheese sticks ● Carrot sticks with ranch dressing ● Fresh fruit bar ● Homemade banana bread ● Pretzels ● Salad bar 	

School	Foods/beverages added	Foods/beverages removed
Southington School Lunch Program, Southington, CT	<ul style="list-style-type: none"> ● Baked chips ● Fresh fruit ● Low-fat yogurt ● Sunflower seeds ● Trail mix ● Vegetables 	<ul style="list-style-type: none"> ● Snack cakes
Stratford Public Schools, Stratford, CT	<ul style="list-style-type: none"> ● Baked chips ● Carrot and celery sticks ● Granola/yogurt parfaits ● Vegetable pizzas ● Whole grain breads 	<ul style="list-style-type: none"> ● Beverage portions greater than 12 ounces



**APPROACH 3 Make More Healthful Foods and Beverages Available****Aptos Middle School, San Francisco, California**

- 860 to 900 students in San Francisco's most racially diverse middle school
- 36.5 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Establish nutrition standards for competitive foods

Words of wisdom

“It’s not enough to have foods that aren’t bad for kids; we want foods and beverages to actually be good for them. Our motto is: No empty calories!!”

— **Dana Woldow**, Parent and Chair, Aptos Student Nutrition Committee

Key changes and results**Reported by Dana Woldow, Parent and Chair, Aptos Student Nutrition Committee**

As a pilot project for San Francisco Unified School District (SFUSD), Aptos Middle School has made significant changes in its vending and à la carte foodservice programs:

- All soft drinks have been removed from the vending machines located in the physical education (PE) department and replaced with bottled water. Students are buying more units of water than they used to buy soft drinks. Since the larger water bottles sell at a higher price, vending machine revenues in the PE department have increased since the change was made. [See article *Waistlines and Bottom Lines* at <http://pasaorg.tripod.com/nutrition/pdfs/science.pdf>.]
- Soft drinks have been removed from the à la carte line in the cafeteria and replaced with water, milk, and 100% juice (no more than 12 ounces per serving).
- Foods of minimal nutritional value (FMNV) and high-fat foods, such as French fries and nachos, have been removed from cafeteria meals. During the 2002-2003 school year, high-fat/high-sugar foods were also removed from the à la carte line and replaced with fresh, healthier options and more appropriate portion sizes.

- New food options include turkey sandwiches, sushi, homemade soup, salads, and baked chicken with rice.
- Since the changes, à la carte sales have remained similar to sales before the changes. Net revenues have increased, however, because food costs are lower for the healthier items. The Aptos cafeteria ended the 2002-2003 year with a surplus of \$6,000.
- Since the nutrition changes were implemented, administrators and teachers report better student behavior after lunch, fewer afternoon visits to the counseling office, less litter in the school yard, and more students sitting down to eat. Aptos Middle School also reported higher scores on standardized tests.
- The “Healthy Food, Healthy Kids” policy at Aptos won an award from the State of California.
- Changes made at Aptos have been implemented throughout the SFUSD for the school year 2003-2004.

Keys to success

- **ADMINISTRATIVE SUPPORT:** Many high level administrators are now aware of nutrition issues and are supportive of innovative solutions.
- **BUY-IN FROM STUDENTS:** It is essential to consider student customers and to educate them on what is realistic and possible—given the constraints of budget, space, and personnel.
- **PROVIDING POPULAR ITEMS:** When asked, students will identify nutritious foods that they want to buy and eat.
- **CAFETERIA STAFF:** They were willing to work hard at making creative changes. They reported a sense of relief at being able to serve more health-enhancing items.
- **ELECTRONIC MEETINGS:** E-mail communication united the parent-teacher committee. It increased participation and allowed the group to reach consensus quickly and easily.

Description

The impetus for change at Aptos Middle School came from a new principal, a new physical education department head, and a dedicated group of parent and teacher volunteers. Their efforts came together and with the support of the San Francisco superintendent of schools, became a pilot study for district-wide changes. [See school board resolution, page 281.]

According to parent volunteer Dana Woldow, Aptos principal Linal Ishibashi deserves most of the credit. Her vision for a new and improved nutrition program provided the motivation for other steps to take place. For example, the new PE department head decided to remove soft drinks from the machines in her department and replace them with water.

Ms. Woldow discussed the quality of cafeteria food with the SFUSD superintendent, who suggested that she write up a proposal for a pilot project. With strong support from the administration, a committee on nutrition composed of parents and teachers was formed to lead the changes. This group met electronically (via e-mail) to share concerns and data and to reach consensus on appropriate changes for Aptos Middle School. The committee conducted a student survey to find out what foods the kids wanted to see in à la carte lines. Their preferences closely matched the parents' vision of "more fresh foods." The most popular choices were submarine sandwiches, California roll (sushi), soup, pasta, and smoothies.

In close collaboration with a creative cafeteria supervisor, the committee researched products and ingredients to offer students healthful versions of the foods they wanted to purchase. This process presented both opportunities and challenges. In several cases, food suppliers and manufacturers were willing to adapt their products to meet the nutrition committee's standards (for example, sushi). However, it has not been possible, at least so far, to find some options with appropriate ingredients at an acceptable price (for example, smoothies).

Fruit options for students, beyond apples, oranges, and bananas, were expanded. Students were very receptive to kiwifruit, as well as grapes, strawberries, and melons. Jicama, raw broccoli, spinach, and romaine lettuce appeared in salads.

The sample plan used at Aptos has been implemented district-wide. All food served or sold in cafeterias (meal and à la carte) had to meet new standards by August 2003, while all vending machines, fundraising sales, and any other food sold outside cafeterias had to meet the standards by January 2004.

To implement the changes, the district formed a student nutrition and physical activity committee in spring 2003 to develop a plan to improve school foods by August 2003; several members of the Aptos nutrition committee were on the district committee. District-wide, the trend appears to be a move away from à la carte purchases and toward the National School Lunch Program.

Future plans

- The ultimate goal is to combine the à la carte line with reimbursable meal service to eliminate the stigma of “free lunch” and to improve overall nutrient intake.
- Another goal is to add more fruits and vegetables to à la carte options. Students want a salad bar, but concerns about food sanitation and food fights have kept this from becoming a reality.
- The plan is to phase out empty-calorie juice drinks by using exotic or blended juices (e.g., mango, passion fruit) as a way to help introduce more variety in whole fruits.

For more information, contact:

Dana Woldow, Parent and Chair, Aptos Student Nutrition Committee
nestwife@owlbaby.com
Phone: 415-664-1278





Byfield Elementary School, Bristol, Rhode Island

- 186 students (K-3) on East Bay in southeastern Rhode Island
- 32 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“It’s important to look outside the box. Prior to initiating this program, people thought that students would never eat rice cakes or yogurt as a snack. After almost two years in our program, students cannot get enough of them.”

—*Maggie Giunta, Foodservice Director, Aramark Food Services*

“Take baby steps, rather than trying to change everything at once. Start by adding one nutrient-rich snack at every event, like a fresh fruit tray at parent meetings. Involve students in any change you make, like sample days when kids can try out the healthier choices.”

—*Stewart Armstrong, Principal (2002-2003)*

Key changes and results

Reported by Stewart Armstrong, former Principal and Maggie Giunta, RD, LDN, Foodservice Director, Aramark Food Services, Bristol Warren School District

With the help of parents, teachers, and administrators, Byfield Elementary School focused on incorporating healthier snacks into their school nutrition environment.

- Classroom parties have switched to 100% juice or water, cheese/cracker trays, and vegetables with dip, as well as items such as animal and graham crackers, fruit cups, and multi-grain bars. Chips and sweetened drinks are no longer allowed at classroom events.

- Byfield School worked with its foodservice company to sell only 100% juice, water, and milk in all district elementary schools. The company holds “sample” days each year, a popular event, so students can try healthful items. They replaced water ices and ice cream with 100% juice freezes and frozen yogurt. All high-fat snacks have been replaced with bagel chips, popcorn, and animal crackers. The afterschool program now serves 100% juice, milk, fresh fruit, and air-popped popcorn.
- Each classroom has supplies of pretzels and/or animal crackers stored in a plastic container for any student without food at group snack time.
- Meetings and programs involving parents offer fresh fruits and vegetables and have featured a chef at the evening meetings. The school provides parents with suggestions for nutrient-dense snacks to send to school. Nutrient-rich snacks are encouraged with stickers and rewards.
- During the first year of the program, income from à la carte items did decrease \$5 to \$10 per day. However, the school felt that the benefit of a wholesome snack program (increased nutrition awareness, decreased fat and sugar intake, and overall healthier diets) outweighed the first-year deficit. During the second year, sales recovered and average daily revenue increased slightly above original levels. This higher level was maintained during the third year.

Keys to success

- **TEAMWORK:** Comprehensive school health committee providing multi-disciplinary commitment to improving the nutrition environment
- **COOPERATION:** Mutual support from the administration and school food director (contract company)
- **PARENT INVOLVEMENT:** Generous parent group in a small school community

Description

Over the past two years, Byfield Elementary has tackled snacking on many fronts. With support from parents, teachers, administrators, and the community, the school established a comprehensive school health committee to review current practices and make changes as necessary. After setting goals for a nutritious

snack program, an extensive marketing campaign was implemented, including new signs, health information on the backs of menus, Nutrition Month snack sampling events, and food advisory sub-committee meetings.

Recognizing the importance of school stakeholders in the process of improving nutrition, Byfield provided opportunities to educate and involve staff, parents, and students about healthier snacking. Here are some of the ways that the school reached out to key groups.

- **STAFF:** The opportunities for staff involvement included a Team Nutrition Wellness workshop, a presentation on “Healthy Eating Across the Curriculum,” and a health fair for the entire school.
- **PARENTS:** Family involvement in the healthy snacking program took place on multiple levels. Healthful options were offered at regular parent meetings and parents were invited to join the district food advisory council. Evening parent programs also featured nutrition: breakfast was the focus of a parent nutrition show at math/science night, and milk moustaches were part of a calcium promotion at family book night.
- **STUDENTS:** Physical education and nutrition activities are an integral part of all grade levels at Byfield Elementary. Special events and targeted programs have also become part of the regular curriculum, including a nutrition education curriculum called “Snack Attack” for grades 1 and 3, a Hispanic foods and nutrition unit for grade 3, and Jazzercise classes for grade 2.

Future plans

- Continue commitment to the comprehensive school health committee, the district-wide nutrition advisory committee, and to nutrition education in the cafeteria and classroom.
- Introduce a “Dairy Dollars” incentive program linked to the mathematics curriculum, featuring coupons redeemable for milk and yogurt (grant application in progress).
- Implement policies for food-related fundraising programs and healthy classroom snacks, along with a “Caught Eating Healthy” program with rewards.
- Increase options in school meals programs with grab-and-go breakfasts and soup-and-salad lunches, as well as a morning milk service in classrooms.

For more information, contact:

Maggie Giunta, RD, LDN, Foodservice Director
Aramark Food Service
giunta-maggie@aramark.com

Mary Lero, RN, School Nurse
Byfield Elementary School
220 High Street
Bristol, Rhode Island 02809
Phone: 401-247-3745





APPROACH 3 Make More Healthful Foods and Beverages Available

Central Middle School, Whitefish, Montana

- 660 to 700 students in northwest Montana
- 25 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available

Words of wisdom

“You cannot put a price on the benefits of good nutrition. I have supported these changes in our school nutrition environment because I believe that this could be the missing link to a better learning environment and improved academic achievement. If we want our kids to do better on a regular basis, we need to offer them healthier choices.”

—Kim Anderson, Principal

Key changes and results**Reported by Kim Anderson, Principal**

Over the past 3 years, Central Middle School has made substantial changes in its school nutrition environment, including major changes in school vending.

- All soft drinks have been removed from vending machines and replaced with bottled water and 100% juices. Candy has been removed from vending machines and à la carte sales. No candy is available for sale to students during school hours.
- The Parent Teacher Association (PTA) purchased a \$4,000 vending machine for the school’s foodservice program. The machine is stocked daily with milk, yogurt, pudding, string cheese, beef jerky, baked chips, and fruit. All profits go to the school’s foodservice program.
- Healthful à la carte offerings in the lunchroom now include homemade pretzels, bagels, and salads, as well as sandwiches, baked chips, and fresh fruit.
- The lunchtime recess schedule was changed in 2002-2003. All students now have recess before lunch, with noted improvements in afternoon academics.

- Net proceeds from vending and à la carte sales have stayed the same, or increased slightly. Total sales dollars have decreased. However, the higher profit margins for healthier items (as compared to candy and soft drinks) mean that the net proceeds to the school's foodservice program are higher than before the changes were made.
- Lunchroom discipline problems have decreased—from 183 per year (before changes) to only 36 in the first 8 months of the 2002-2003 school year.
- After-lunch referrals to the principal's office (for classroom and other behavior problems) have also decreased—from 96 referrals (in 2001-2002) to just 22 referrals in the first 8 months of the 2002-2003 school year.
- Teachers report improved student behavior and attentiveness during fifth period classes (immediately after lunch). According to one teacher, "Students are now rested, relaxed, and ready to learn." One math teacher reports that she has "gained 10 minutes in instruction time" per class period (equal to 30 hours per year).

Keys to success

- **DATA COLLECTION:** Collected evidence (garbage) and data (numbers of discipline and behavior problems reported in the lunchroom and after lunch)
- **INVOLVEMENT OF SCHOOL COMMUNITY:** Built awareness and involved stakeholders (parents, foodservice staff, and students)

Description

According to Principal Kim Anderson, "It all started with the garbage." While looking into concerns about trash on the school grounds, Anderson realized that Central students were consuming large amounts of candy, chips, soft drinks, and snacks instead of eating the nutritious school breakfast and lunch meals served in the cafeteria.

Around the same time, Mr. Anderson was introduced to the Healthy School Nutrition Environment concept at a Team Nutrition presentation. He saw the link between nutrition—what students were, and were not, eating and drinking—and school behavior: discipline issues, classroom management, and the overall learning environment.

As principal, Mr. Anderson first introduced parents to *Changing the Scene* by building awareness. He involved the PTA in identifying the problem (foods and beverages of minimal nutritional value) and providing a solution (purchase of a vending machine to be stocked with positive choices by Central's foodservice program).

Over the past 3 years, there has been a complete overhaul of Central Middle School's nutrition philosophy and environment. The changes include healthful options in vending machines and à la carte lines, active promotion of breakfast, recess before lunch, and a cafeteria recycling program (to solve the garbage and trash problem).

Mr. Anderson recognizes the importance of developing written policies and standards to ensure a healthy school nutrition environment. He notes that changes cannot be based on the leadership of just one person or the commitment of a few parents and staff: "It has to become part of who you are as a school community."

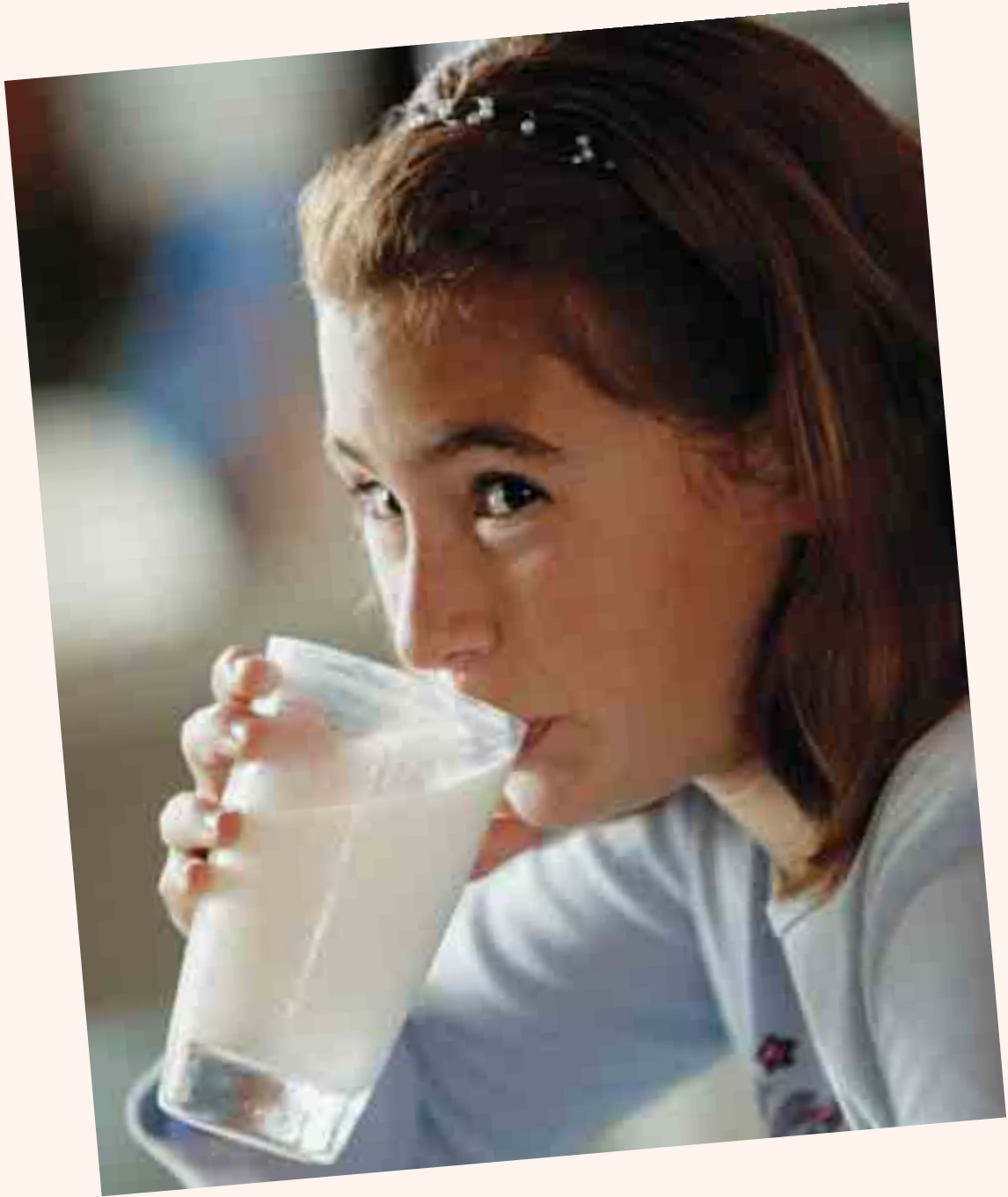
Future plans

- Develop a written nutrition policy to be included in student handbooks distributed to every family at the beginning of the school year.
- Develop nutrition standards for vending and à la carte options.
- Possible purchase of more vending machines (based on sales and market analysis).

For more information, contact:

Kim Anderson, Principal
andersonk@wfps.k12.mt.us
Central Middle School
600 East 2nd Street
Whitefish, Montana 59937
Phone: 406-862-8650

SUCCESS STORY





Cortland Enlarged City School District, Cortland, New York

- 2,859 students in central New York State, south of Syracuse
- 38 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Limit student access to competitive foods
- Establish nutrition standards for competitive foods
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“Nutritional messages throughout the entire school environment must be consistent. Dissonant nutritional messages lead to disregard of the health messages. This means that everything from foodservice to vending machines to fundraisers must broadcast the same message. The only way this can be achieved is through ongoing teamwork.”

—*Jeanette Dippo, Health Education and Wellness Coordinator*

Key changes and results

Reported by Jeanette Dippo, Health Education and Wellness Coordinator

- In 2001, the board of education approved the district’s first comprehensive nutrition policy. The policy includes provisions in support of nutrition education, a healthy school nutrition environment, staff development on nutrition issues, quality of school meals, parent and community involvement, and school-based screening, counseling, and referral for nutrition-related problems. [See Nutrition Policy, page 285.]
- Improvements have been made in the quality of snacks and vending machine fare available in all district buildings. For example, pretzels, trail mix, and granola bars have been substituted for chips. Milk machines with low-fat items will be available to students at the beginning of the 2004-2005 school year.

- Fruit and Veggie Sampling Days are available in all elementary schools and to participants in Club PED programs, a walking club for secondary students who do not participate in other school activities.
- The foodservice program posts the nutritional value of meals and snacks and provides fresh fruits and veggies for the Wednesday Wellness Wagon offered to elementary students. A section of the cafeteria at the secondary school, named the Health Bar, is reserved for more nutritious fare.
- None of the elementary schools have student vending machines, and most limit student access to high-fat/high-sugar snacks in their buildings, such as limiting ice cream to one day per week. Elementary teachers provide lists of healthier choices for parents to consider when sending snacks to school.
- Students developed a color-code system for identifying healthful and less healthful snacks.
- Students display nutrition-related projects from their junior and senior high health classes in display cases outside the cafeteria.
- A school nurse and a social worker in the secondary building were specially trained to work with students with nutrition-related problems such as eating disorders.
- The District Wellness Team offered weight management programs to staff all year round.
- Cortland Schools believe that improving physical fitness goes hand in hand with a sound nutrition program. On-going programs include Club PED, community walking programs, Jazzercise and yoga classes for staff, family fun nights in the elementary schools, and fitness room facilities for staff and students.
- The district is partnering with the State University of Cortland in a research project funded by the National Institutes of Health to provide an accurate picture of the K-6 population in New York State regarding problems of weight.
- In 2004, the district, in partnership with the Parent Teacher Awareness Group prepared a position paper and PowerPoint presentation on "Improving School Foods and Beverages". [See excerpts from the position paper, page 291.]
- The Healthy School Teams in all schools completed their second school report card (conducted every three years) on the district-wide Comprehensive School Health and Wellness Program, using the Mariner Model planning system

(www.marinermodel.com). From 2000 to 2003, the district's overall score on its efforts to improve nutritional choices improved 19 points or 27 percent. The school foodservices score improved 15 points or 21 percent during the same time period. Efforts to promote physical fitness and wellness improved 17 points or 19 percent. [See Health Report Card, page 287.]

- Cortland received an Eat Well Play Hard Award from the New York State Department of Health for increasing the consumption of 1% or less milk for low-fat dairy products, increasing fruit and vegetable consumption among students, and increasing developmentally appropriate physical activity.

Keys to success

- **Vision** of a coordinated school health program
- **Administrative support** from the board of education, superintendent, and principals
- **Partnerships** with community agencies, staff, parents, and students
- **Teamwork** in each building and district-wide
- **Baseline data** to demonstrate improvements upon repeat assessment
- **Financial support** through mini-grants such as the Healthy Heart Coalition

Description

In 1999, the district's health coordinator participated in the National School Health Coordinator Leadership Institute, a training program sponsored by the American Cancer Society. This training cemented the district's commitment to a coordinated school health program in which the school and community worked together to help young people avoid risky behaviors and become better learners and higher achievers. The vision was further developed using CDC's *School Health Index* as an assessment tool and NASBE's *Fit, Healthy, and Ready to Learn* for sample policies.

The key changes and results described above indicate the impact that the coordinated school health program has had on nutrition policies and practices across the district. In addition to district-wide changes, specific schools have implemented their own programs:

- Third grade students from one school visit a culinary arts program to observe how meals are planned and prepared. They simulate eating in a fine restaurant,

ordering from the menu, taste testing a variety of items, practicing table manners, and while dining, discussing the whole experience.

- Another elementary school implemented a student hydration program that provides water bottles to all students. The school also limits snacks of minimal nutritional value, offers only 1% or skim milk, and uses whole-wheat bread for all sandwiches.

Future plans

- Expand fitness/walking programs for students and staff.
- Complete the CDC's *School Health Index*.
- Install low-fat milk vending machines and promote with a "Got Milk?" campaign.
- Offer workshops so staff can analyze their own dietary and activity levels just as students do in health classes.
- Consult with Cornell Cooperative Extension and Cortland Memorial Hospital dietary services to continue enhancing Cortland schools' foodservices programs.

For more information, contact:

Jeanette Dippo, Health Education and Wellness Coordinator
jdippo@cortlandschools.org
Cortland Enlarged City School District
8 Valley View Drive
Cortland, New York 13045
Phone: 607-758-4100 ext. 1387



Ennis Public Schools, Ennis, Montana

- 370 students, northwest of Yellowstone National Park on the Madison River
- 28 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“Kids come first and whatever benefits their learning activity should be a priority.”

—*Doug Walsh, Superintendent*

“The kids are our customers. Our goals are to keep them happy, to help them learn how to eat healthier, and to feed their bodies so that their minds can grow. No one can learn on an empty stomach.”

—*Tammy Wham, Foodservice Supervisor*

Key changes and results

Reported by Doug Walsh, Superintendent

In the summer of 2002, the Ennis School Board made a decision to improve its school nutrition environment by removing candy and soft drinks from vending machines.

- At the beginning of the 2002-2003 school year, candy vending machines were removed from all school buildings. Soft drinks were removed from beverage vending machines, which were then stocked with water and juice.
- All vending machine signs were changed to remove soft drink company logos and to highlight generic pictures of active kids.
- School meals have also been improved by making them more appealing to students and by offering a wider variety of healthful choices, such as homemade

pasta, taco, and salad bars. The school foodservice program has focused on promoting a friendly, customer-oriented environment in the cafeteria.

- Since the changes were made, high school student participation in the school lunch program has increased, and students and parents report greater satisfaction with the foodservice program. Students are happier and more at ease in the cafeteria. Parents feel confident that their children are getting a wholesome, delicious meal.
- Although the revenue from the vending machines is less than in the past (due to the absence of the candy machine), the overall revenue from the school nutrition programs has grown substantially. This increase is due to greater participation in school breakfast and lunch programs.

Keys to success

- **COMMITMENT:** The school board did not entertain any other options regarding changes in the contents of vending machines. Thus everyone, including teachers and staff, knew that soft drinks and candy were out.
- **ROLE MODELING:** Adults “walk the talk” in terms of positive behaviors.
- **ADMINISTRATIVE SUPPORT:** The superintendent was a champion for school meal programs.
- **EXCELLENCE IN FOODSERVICE:** The foodservice program used a four-point plan to achieve change:
 1. Kids are involved; ask them what they would like.
 2. Offer nutritious choices.
 3. Have a fun atmosphere.
 4. Make the kids feel welcome and wanted.

Description

In the summer of 2002, the Ennis School Board decided to remove soft drink and candy machines from Ennis schools. Their action was based on the connection between student achievement and nutrition. The school board asked the question: do high-fat/high-sugar, caffeine-containing foods and beverages contribute to the learning process? Since the answer was “no,” the board decided to remove them from Ennis schools.

At the beginning of the 2002-2003 school year, candy machines were removed from all Ennis schools. Beverage vending machines were stocked with water and juice, and machine signs were changed to remove brand logos. The board decided not to replace the candy machines because they wanted to promote participation in the school nutrition programs and the candy machines were in direct competition with that effort.

The Ennis school foodservice program took the initiative to offer exceptional school meals to their students. With the goal of providing more healthful choices, they wanted to go beyond the “ordinary” choices and to focus on creative, appealing, kid-friendly options. The reason is obvious: “Kids eat with their eyes first,” says Tammy Wham, foodservice manager.

At Ennis schools, students are now offered choices on daily food bars, including a deli bar where students can make their own fresh sandwiches; a salad bar that looks like it is “out of a gourmet magazine” (no iceberg lettuce in a bag here!); and a specialty bar on Fridays (e.g., taco bar, soup bar, pasta bar). At breakfast a fruit bar is offered daily. There are no fried foods in the Ennis cafeteria. Everything is baked fresh daily, including sandwich rolls, dinner rolls, buns, and homemade desserts.

The Ennis cafeteria is focused on the needs of its customers. Foodservice employees are friendly and attentive to students’ needs. They ask for student input on menu items while kids are going through the line—so that students know their feedback is important and taken seriously by the staff.

Future plans

- Increase fresh fruit and vegetable options.
- Continual self-assessment for continual improvement.

For more information, contact:

Doug Walsh, Superintendent

dwalsh@montanavision.net

Ennis School District No. 52

Post Office Box 517

Ennis, Montana 59729

Phone: 406-682-4258





APPROACH 3 Make More Healthful Foods and Beverages Available

Green Bay Area Public School District, Green Bay, Wisconsin

- 20,000 students district-wide in northeastern Wisconsin
- 39 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“Foodservice departments are many times hesitant to stop serving ‘junk’ à la carte items because there is the misconception that these are the only foods that bring in revenue. When appealing, healthful alternatives are offered, students do purchase these items, which contribute revenue to school meal programs. When à la carte options are limited, students have a greater incentive to participate in the school meal program, which can bring in significant revenue to school foodservice operations and enhance student nutrition.”

—**Sara Schmitz, RD, Quality Assurance Specialist, Green Bay Public Schools (GBPS)**

Key changes and results

Reported by Sara Schmitz, RD, Quality Assurance Specialist, GBPS

- To enhance the school nutrition environment, the Green Bay foodservice department has incorporated many nutrient-rich options into their offerings. Low-nutrient items have been removed from à la carte lines and replaced with healthful alternatives such as fresh fruit and veggie trays, baked chips, and bagels. At the same time, à la carte space has been turned into additional school lunch lines with an increased emphasis on nutritious, appealing school meals.
- All foods sold in the cafeteria (school meals and à la carte) have been analyzed for nutrient content. Nutrition fact cards have been created for all items served and

are posted on the serving line. Students can easily access this information while making food choices. Nutrition lessons were presented to students to educate them about using the fact cards and to encourage them to make smarter choices.

- Deep-fat fryers have been removed from all middle schools. High school menu items are prepared by baking instead of frying whenever possible.
- The central kitchen introduced whole-wheat flour blends in baked products to increase student intake of fiber and unrefined carbohydrates.
- When low-nutrient foods were removed from à la carte lines and replaced with healthful alternatives, daily à la carte revenue decreased by an average of 18 percent. However, the decreased emphasis on à la carte sales prompted a 15 percent increase in school meal participation! The revenue generated by the additional school meals more than **doubled** the lost à la carte revenue. Therefore, bottom-line dollars for school foodservice have increased overall.
- Students have been observed using the nutrition cards to make positive food choices in the cafeteria. Foodservice workers report student remarks such as *"I'm not going to choose this as often because it has more fat in it"* or *"Today I'm picking a food with a few more calories because I'm playing in a basketball game tonight."*
- A pilot project using a refrigerated vending machine in one high school sells sandwiches, salads, wraps, fresh fruits and vegetables, yogurt, bagels, and milk. Depending on the level of sales, such machines may be introduced to all secondary schools.
- The foodservice department partnered with a local hospital and other community partners to fund "The Opera of Health," a nutrition education assembly program, for 20 elementary schools.
- Fifty percent of employees participated in a staff wellness challenge for the school foodservice department. The challenges included eating five fruits and vegetables per day, drinking eight glasses of water, eating breakfast, walking 10,000 or more steps per day, and exercising. The program has become a model program for all staff members in the Green Bay Public School District.

Keys to success

- **STAFF SUPPORT:** Willingness of head cooks to offer new menu items
- **PRODUCT INNOVATION:** Proactive response from food and beverage vendors developing alternative products to meet student needs (favorable taste profile PLUS nutritious)
- **ADMINISTRATIVE SUPPORT:** Backing of administration and principals
- **STUDENT INVOLVEMENT:** Input from student advisory boards

Description

In planning for the 2002-2003 school year, the Green Bay school foodservice department decided to revise its mission statement to state that “positive nutrition habits have a direct impact on both student health and student learning.” Its mission now includes serving healthy meals, as well as “providing all students with the knowledge and skills necessary to make life-long and enjoyable food choices.” To live up to this statement, personnel needed to make some key changes in the foods served and to provide education that teaches students how to make smart food choices.

They started by making small changes, using one middle school as a pilot. Working with student advisory boards gave them an opportunity to explain the reasons for making food and beverage choices and to solicit input from students. Their biggest concern was that the removal of high-fat/high-sugar à la carte items would result in a significant loss of revenue.

However, through monitoring of meal participation and à la carte sales, they were able to document an **overall increase** in school foodservice revenue. The students benefited from healthier choices—and the foodservice program benefited from a healthier bottom line. Now, the changes are in effect in all nine secondary schools throughout the district.

The on-going changes in Green Bay schools are supported by a number of key players, including the foodservice staff, who are working through changes in food and beverage offerings and providing insights on how and what to serve; student leaders, who provide suggestions for potential menu items and explain cafeteria changes to their peers; administrators, who support the decision to improve the school nutrition environment and encourage students to make good choices; and parents, who help to model these positive eating behaviors at home.

Future plans

- Track quantitative data to assess the impact of the improved school nutrition environment on student behavior and academic performance.
- Collaborate with administrators to promote positive eating experiences (e.g., enough time to eat lunch, appropriate ways to control noise, recess before lunch).

For more information, contact:

Sara Schmitz, RD, Quality Assurance Specialist, GBPS
sschmitz@greenbay.k12.wi.us
Green Bay Public Schools Food Service
1210 Guns Road
Green Bay, Wisconsin 54311
Phone: 920-391-2565 ext. 6628

Nutrition Cards

Cinnamon Raisin Bagel	
Portion	1
Calories	290
Fat	3 g
Carbohydrates	57 g
Fiber	3 g

Chicken Fajita Salad	
Portion	1
Calories	172
Fat	5 g
Carbohydrates	16 g
Fiber	2 g

Chili	
Portion	8 oz.
Calories	216
Fat	7.5 g
Carbohydrates	21 g
Fiber	4 g



Hampden Academy (public high school), Hampden, Maine

- 740 students, just south of Bangor in eastern Maine
- 10 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available

Key changes and results

Reported by Chris Greenier, MS, RD, LD, Food Service Director and John Plourde, School Health Coordinator

The school health coordinator and foodservice director collaborated to incorporate healthier vending options at the Hampden Academy. They began in spring 2002 by making a presentation to administrators. Their next step was to work with student council representatives as a “taste test” panel, using samples provided by local vendors from a list of healthier snacks and beverages. This process was fun for the students and beneficial for developing an appealing product line for the entire student body.

All candy, fried snacks, and soft drinks were eliminated from vending machines at the beginning of the 2002 school year. Machines now feature bottled water, 100% juices, sport drinks, baked chips, multigrain bars, raisins/dried fruit, canned fruit, fresh fruit, and yogurt. Although sales decreased initially, they have returned to the same level as previous years. There has been no negative feedback from students or staff on the nutrition changes made at Hampden Academy.

For more information, contact:

Christine Greenier, MS, RD, LD, Food Service Director

cgreenier@sad22.us

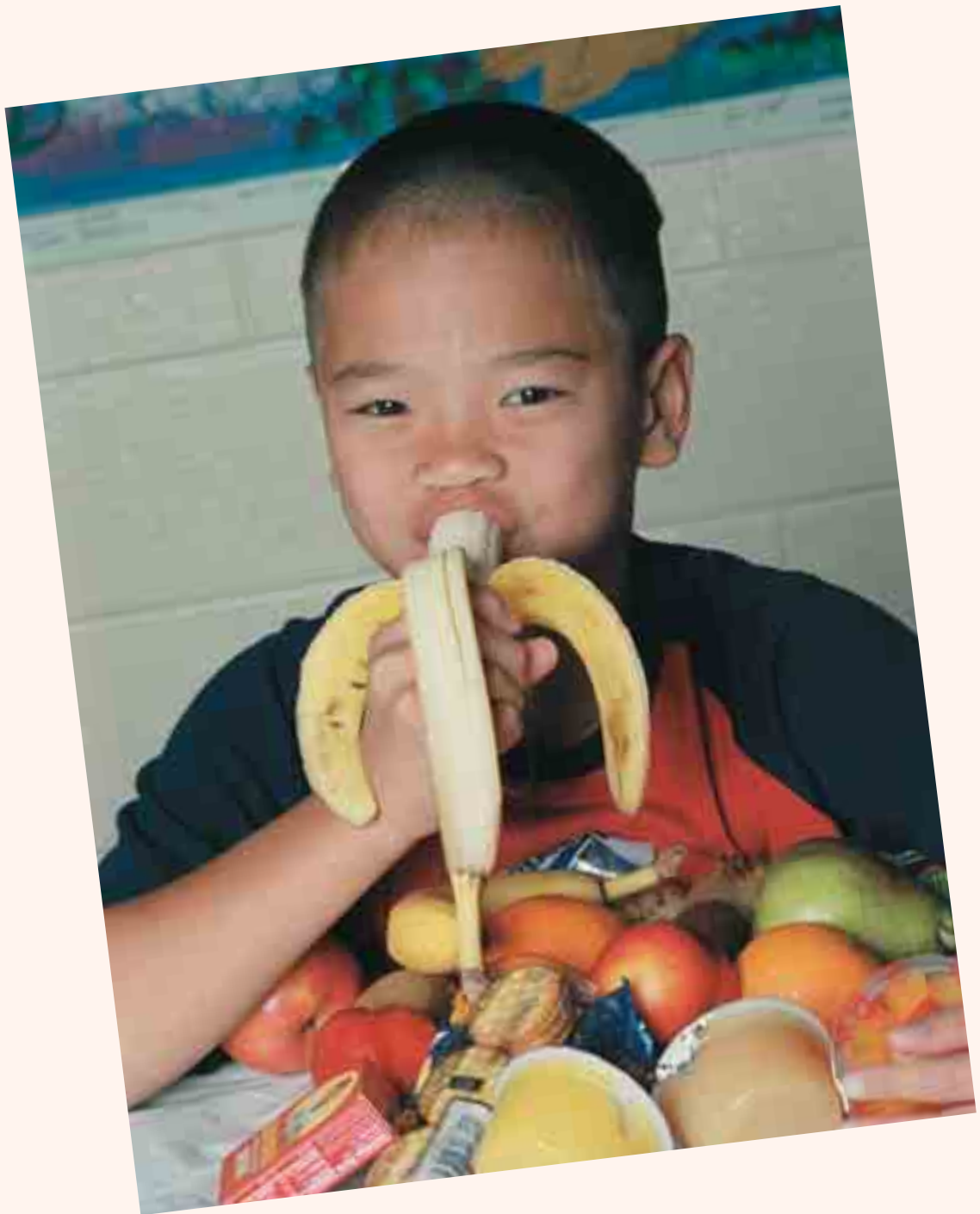
MSAD #22

28a Main Road South

Hampden, Maine 04444

Phone: 207-862-3543

SUCCESS STORY





Ronan School District #30, Ronan, Montana

- 1,352 students on the Flathead Indian Reservation
- 64 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available

Words of wisdom

“Use what is given to you the best way that you can. Children eat with their eyes, so provide foods that are colorful and fun for them. Serve fresh fruits and vegetables in a way that children will enjoy them.”

—*Marsha Wartick, Food Service Supervisor*

Key changes and results

Reported by Marsha Wartick, Food Service Supervisor

- By using commodity food dollars to purchase fruits and vegetables through the Department of Defense (DoD) Fresh Fruit and Vegetable Purchasing Program, Ronan schools have been able to offer a wide variety of nutritious options to elementary, middle, and high school students.
- A fresh fruit bar at breakfast and a salad bar at lunch are now served daily at the middle and high schools.
- Ronan students, especially those in middle and high school, have dramatically increased their fresh fruit and vegetable intake. After signing up for the program, Ronan schools initially received small amounts of produce, but they have increased their orders as demand by students has increased.
- The students are very enthusiastic about the changes. For example, since the inception of the breakfast fruit bar, participation in the Breakfast Program has increased about 10 percent (a total of 300 to 475 students eat breakfast daily). The number of students taking fruit each day has increased from around 25 to around 150, with middle and high school students accounting for most of the increase.

- Recent improvements in the cafeteria serving line allow students to select their own food. Allowing students this freedom of choice has decreased average daily food waste from 30 percent to 10 percent.
- Because of the high percentage of free and reduced-price meals, the Afterschool Snack Program is free to all students in Ronan schools, and approximately 150 to 200 children participate each day. Healthful snacks—such as 1% milk, yogurt, cheese, apple wedges, and banana bread—are now offered daily.

Keys to success

- **USDA PROGRAM:** Ability to use commodity dollars for fruits and vegetables
- **CUSTOMER FOCUS:** Involving the students in the changes, asking for their input, and providing them with the opportunity to make their own choices
- **STAFF SUPPORT:** Encouragement and support from administrators and teachers

Description

Before the inception of the DoD Fresh Fruit and Vegetable Purchasing Program, middle and high school students who participated in the Breakfast Program took fruit only 10 to 20 percent of the time, whereas elementary students ate fruit 70 percent of the time. Older students, who wanted their food “to go” since they rarely had time to sit and eat, did not like the canned fruits eaten by the younger children.

The foodservice staff decided to address this issue by providing more options. Fresh fruit is served every morning, either as whole fruit (apples, oranges, bananas) or in a 4-ounce soufflé cup (kiwi, pineapple, pears). Fruit is arranged in baskets or on baking sheets. Special care is taken to ensure that the fruit is attractively arranged using different colors and shapes. Fruit that turns brown when cut and exposed to air (e.g., apples and pears) is dipped in a solution to maintain its fresh appearance longer.

At lunchtime, Ronan added a third service line for students with a reimbursable meal in the à la carte format. This line is designed to better serve the high percentage of Ronan students who qualify for free and reduced-price meals and

provide them with the same opportunity that other students have to enjoy the à la carte program. The new option gave students an extra incentive to stay on campus to eat.

In the Afterschool Snack Program, children are provided with a snack during the “power hour” when students read or study. Afterschool menus are varied, but 100% juice or 1% milk is offered almost every day. Student favorites include frozen yogurt, homemade chocolate chip muffins, pretzels with a peanut butter cup, homemade banana bread, branded peanut butter and jelly sandwiches, and apple wedges with cheese sticks.

Ronan’s Afterschool Snack Program relies on a balance of no-cost, low-cost, and high-cost items to control expenses. Ronan uses commodities whenever possible, including fresh fruits and vegetables, salsa, trail mix, and peanut butter. Banana bread and homemade muffins are also low-cost options, especially when leftover bananas and commodity flour are used. Using lower-cost items makes it possible to provide some higher-priced favorites such as the branded peanut butter and jelly sandwiches.

The Ronan School District encourages the community to become involved with the Afterschool Snack Program by having special events that include parents, teachers, and other interested community members. These events raise community awareness and support for the program. The Afterschool Snack Program allows the district to provide children with essential nutrition to get through the long wait from lunch to dinner. It also offers sustenance to the many students who might not otherwise receive a balanced meal after their school lunch.

For more information, contact:

Marsha Wartick, Food Service Supervisor

marsha.wartick@ronank12.edu

Ronan School District #30

421 Andrew Street, NW

Ronan, Montana 59864

Phone: 406-676-3390 ext. 3602

SUCCESS STORY

Ronan School District #30, Ronan, Montana



Ronan fruit and vegetable choices.





Southington School Lunch Program, Southington, Connecticut

- 6,500 total students between Hartford and New Haven
- 7 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“The way students eat today will set the precedent for the quality of health/life they will have as adults.”

—*Nya Worth, School Lunch Director*

Key changes and results

Reported by Nya Worth, School Lunch Director

Southington High School has improved the nutritional quality of foods and beverages offered to students in several ways.

- The school installed a milk vending machine in the cafeteria, with low-fat and fat-free choices, stocked by the vending company. The Child Nutrition Program keeps 20 percent of monthly sales, thus providing extra income without any added labor costs.
- At the end of the 2003 school year, the school was winding down orders of snack cakes and planned to eliminate them for the 2003-2004 school year.
- The school offers baked chips and corn chips, sunflower seeds, low-fat yogurt, trail mix, and an expanded variety of fresh fruit on the à la carte line.
- Changes occurred without financial loss and were well accepted by students.
- In 2004-2005, Southington High School and Derynoski Elementary School will participate in a Healthy Vending and Snack Pilot organized by Connecticut’s Team Nutrition Program. The goal is to promote healthier snacks without negatively impacting school revenue (www.endhungerct.org/Vending%20Policies%20Announcement.pdf).

South End Elementary School promotes vegetable consumption by using a guessing game. The foodservice director purchases different vegetables at a local farm. A vegetable is displayed in the cafeteria, and students guess its identity. The vegetable is cooked, and samples are served to students and staff. The foodservice director reports that they have stumped many adults and children and that students are more apt to try something new like kale, because it is presented in a fun way.

For more information, contact:

Nya Worth, School Lunch Director
nworth@southingtonschools.org
Southington School Lunch Program
49 Beecher Street
Southington, Connecticut 06489
Phone: 860-628-3286 ext. 221





APPROACH 3 Make More Healthful Foods and Beverages Available

Stratford Public Schools, Stratford, Connecticut

- 7,567 total students near Bridgeport in southwestern Connecticut
- 23 percent of students eligible for free and reduced-price school meals

Approaches

- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

"Collaboration and 'buy-in' of students and staff helped foster changes and sparked enthusiasm. This helped encourage students to try new and healthy food items."

—*Robin Rivet, General Manager, Sodexo School Services*

Key changes and results

Reported by Robin Rivet, General Manager, Sodexo School Services, Stratford Schools

As part of a comprehensive effort involving a foodservice contractor and others, Stratford Schools has made the following changes to enhance the nutrition environment:

- In secondary schools, students are buying the new items on the à la carte lines: premade salads, granola/yogurt parfaits, whole-grain breads at deli bars, vegetable pizzas, and a full line of baked chips.
- Secondary schools offered a successful program, "salad creations," where students customize their salads by choosing their toppings and dressings.
- One secondary school replaced a soft drink machine with a water and juice machine, and all beverages in the district have been reduced to 12-ounce portions.
- In elementary schools, snacks are now limited to nutrient-rich options. Carrot and celery sticks with ranch dressing were added to the menu, and special promotions were used to increase the intake of fruits and vegetables.

Keys to success

- **COMPREHENSIVE SCHOOL HEALTH COMMITTEE:** This committee, of which the foodservice company hired by the school is a member, has been an effective example of doing more together. The group meets monthly to share ideas and provide support for positive changes.
- **FOODSERVICE COMPANY RESOURCES:** Corporate resources have been used to augment local efforts, including a visit by a corporate chef to local schools, colorful nutrition and physical activity banners and posters, and nutrition/activity tips on every menu.
- **MATERIALS FROM USDA TEAM NUTRITION AND CONNECTICUT CHILD NUTRITION PROGRAM:** Free resources from these agencies, such as posters of produce and the Food Guide Pyramid, have provided marketing and educational tools.

Description

After a training session offered by the Connecticut Child Nutrition Program, the Stratford public schools formed a comprehensive school health committee. Members include the health department director, community health service administrator, director of school nursing, director of public health nursing, high school nurse, high school health educator, director of the school-based health facility, physical education teacher, dairy council nutrition specialist, and school foodservice director. One of the committee's goals has been to limit student access to high-fat/high-sugar foods in the school setting.

As part of efforts to create healthier nutrition environments, a chef from the foodservice company spent a day at each high school demonstrating nutritious meals and introducing new menu and à la carte items to students. The event featured a grilled veggie wrap with fruit cobbler and introduced premade salads (e.g., chicken Caesar, chef), a fruit/granola/yogurt parfait, and pizza with vegetable toppings. New items are now on the à la carte line, whole-grain breads are now offered at the deli bar, and all beverages have been reduced to 12-ounce serving sizes.

In the Stratford elementary schools, snacks are now limited to healthier, lower-fat choices, such as a wide variety of baked chips. During March 2003, one elementary cafeteria conducted a fruit and vegetable challenge. Each teacher kept a running tally of the fruits and vegetables that kids ate during lunch.

According to the foodservice director, “The enthusiasm among the kids was more than I could have ever imagined. On some days, we sold eight times the usual numbers of apples! This program was the most successful that I have ever seen. I hope that it will have a lasting impact on students.”

Future plans

- Reevaluate vending and explore vending options for milk and healthier snack items. Work with athletic departments to reduce, or eliminate, availability of soft drinks in secondary schools.
- Form a committee of secondary students to discuss school cafeterias and to serve as a focus group for evaluating new menu and vending options.
- Repeat the fruit and vegetable challenge at a minimum of two elementary schools.
- Introduce a nutrition education CD-ROM to elementary schools.
- Bring the corporate chef to middle schools to promote nutrient-rich combo meals—grab-and-go items such as soup and salad, sandwich and soup, or yogurt and sandwich.
- Continue working with the school health committee to plan improvements in food offerings and to educate parents with such events as a forum on childhood obesity.

For more information, contact:

Robin Rivet, General Manager, Sodexo School Services, Stratford Schools

SSStratfordCT@sodexoUSA.com

robin.rivet@sodexoUSA.com

Flood Middle School

490 Chapel Street

Stratford, Connecticut 06614

Phone: 203-385-4214





What does it mean to market healthful choices?

Offering healthful foods and beverages in schools does not guarantee that students will choose them. To help young people improve their eating habits, schools must promote healthful choices by adopting some of the effective techniques used by the food industry.

Effective marketing involves more than just communication. Marketing means focusing on the target audience and learning how to satisfy its needs and wants. Effective marketing centers on designing the best marketing mix, also known as the 4 Ps:

- Identifying and offering **PRODUCTS** that meet student needs.
- **PLACEMENT** of products in locations so they are easy to choose.
- **PROMOTION** of products so that students know about them and are motivated to try them.
- Setting the **PRICE** of products so that students will want to buy them.

Products

Effective marketing begins with identifying which healthful products students will buy and enjoy. The best way to find out what products students like is to ask them: taste tests, focus groups, and surveys are all good ways to collect this information.

These resources outline how to involve students in identifying potential products:

- A California guide explains how to develop salad bars with student input:

<http://socialmarketing-nutrition.ucdavis.edu/Downloads/SaladBarDev.PDF>.

- The Generation Fit Action Packet explains how to involve students in trying new cafeteria recipes (available from local chapters of the American Cancer Society or 1-800-ACS-2345).

To maximize sales, all products need to be packaged and presented in an appealing way. Fruits and vegetables need to be fresh, ripe, and attractive; hot foods need to be hot; and cold foods need to be cold. The colorful new milk containers are an excellent example of how packaging helps to make a product more appealing to students.

Placement

Placement is about making it easier for students to make healthful choices; it is about finding out where students are most likely to buy foods and beverages at school and placing healthful products in those areas. For example, vending machines with healthier choices might be placed in high-traffic areas, whereas vending machines selling high-fat/high-sugar items might be placed in more remote areas.

Placement within a food outlet is another way to market healthful items. Placing bottled water and 100% juice products at eye level in a vending machine makes it easier for students to choose these beverages.

Moving fruits and vegetables from the end of an à la carte line to the front is a way to increase sales of these nutrient-rich items.

Promotion

School staff members, especially foodservice staff, can make a big difference in students' perceptions of nutritious choices. Their enthusiasm for these options, along with role modeling and customer service, are important keys to promoting nutrition at school.

Schools also can promote healthful food choices through the following activities:

- Advertising (e.g., posters, information on menus, public address system announcements)
- Public relations (e.g., articles in school newsletter, press releases to generate media coverage)
- Point-of-purchase promotions (e.g., sampling near sales locations, displays, contests)
- Other promotional activities (e.g., school contests or classroom activities promoting fruit and vegetable snacks).

A 2001 school marketing report by the National Food Service Management Institute⁶⁴ (www.cde.state.co.us/cdenutritran/download/pdf/Marketmiddlegrade.pdf) concluded that promotional messages targeted to middle school students are more effective when they:

- Identify the explicit rewards and barriers that are perceived by the target audience.
- Are simple, strong, repetitive, consistent, and specific about desired behavior.

- Promote benefits in terms of taste instead of nutrition.
- Are upbeat to engage and excite children and teenagers.
- Convince children and teens that selecting nutritious foods is simple to do.
- Are presented in a catchy and easily remembered format.

Price

Price is an under-appreciated component of the marketing mix, particularly for young people, who are very sensitive to price differentials. For example, temporary discounts (e.g., discount coupons and introductory sales) can be used to motivate students to try new products. Schools can also vary prices based on nutritional quality; for example, they can charge less for healthful choices than for products high in fat and added sugars.

A series of studies conducted by University of Minnesota researchers⁶⁵ illustrates the power of pricing. When schools reduced the price of



healthful food and beverage products and, at the same time, raised the price of products high in fat and added sugars, students bought significantly more of the healthful items. Even with the price variations, schools still maintained their overall vending revenues (www.ajph.org/cgi/content/abstract/91/1/112).

What marketing techniques can schools and districts use?

The following questions can help schools and districts improve the marketing mix:

- How can staff learn more about student needs and wants related to healthy eating?
- How can customer service be better used to help market school nutrition?
- What can be done to maximize the attractiveness, appeal, and convenience of healthful products?
- Would students prefer products different from those currently available?
- Is the packaging of the products attractive?
- Are product containers easy to open?
- How can price be used as an incentive?
- What promotions can market the good taste, fun, increased energy, and other benefits of eating well?
- How can students and other influencers, such as athletes, help in product promotion?
- What are the most strategic placements for food outlets that offer healthful foods and beverages?
- Within food outlets, could the placement of healthful food items be more prominent?

How do schools market healthful options?

CDC's 2000 School Health Policies and Programs Study (SHPPS)³⁶ found that schools use a variety of marketing activities to promote school meals and nutritious food and beverage choices:

- 91 percent of schools promoted the school foodservice program by giving menus to students.
- 86 percent placed posters or other materials promoting healthy eating habits in the cafeteria, and 35 percent placed such materials in parts of the school besides the cafeteria.
- 61 percent included articles about the school foodservice program in a school newsletter, newspaper, or other publication.
- 55 percent included foodservice topics during school announcements.
- 55 percent collected suggestions from students about the school foodservice program.
- 35 percent conducted taste tests with students.

How are schools making it happen with marketing techniques?

Table 8 shows how schools and districts have used a variety of marketing techniques to promote healthful foods (see Quick Reference Guide, page 180, for a complete listing of schools and school districts that have adopted marketing techniques).

Table 8. Marketing techniques used by *Making It Happen!* schools and districts

School	Product	Promotion	Placement	Price
East Middle School, MT	<ul style="list-style-type: none"> ● Conducted a survey to find out what students liked 	<ul style="list-style-type: none"> ● Students promoted healthful food choices sold in school store as a class project ● Held a public forum on nutrition ● Received coverage of school policy changes from the local TV station and newspaper ● Advertised healthful choices during school announcements ● Offered food samples to students 	<ul style="list-style-type: none"> ● Sold snacks before and after school 	<ul style="list-style-type: none"> ● Priced healthful items lower than less healthful items
Kingsley Middle School, MI	<ul style="list-style-type: none"> ● Installed a milk vending machine 	<ul style="list-style-type: none"> ● Conducted a school-wide calcium promotion campaign ● Took milk moustache photos to create interest ● Involved principal in promotion campaign ● Offered food samples to students ● Received media publicity for campaign kick-off 		
Dairy Vending Pilot, Swiss Valley Farms, IA, and IL	<ul style="list-style-type: none"> ● Offered easily opened, attractively packaged milk, cheese, and yogurt in vending machines 	<ul style="list-style-type: none"> ● Offered food samples to students ● Used signs, contests, and games to promote products ● Obtained feedback about changes to determine next actions 	<ul style="list-style-type: none"> ● Installed state-of-the-art, dairy vending machines ● Placed vending machines in high traffic locations 	

School	Product	Promotion	Placement	Price
South Windsor Schools, CT	<ul style="list-style-type: none"> ● Installed milk vending machine ● Increased healthful snack items and fruits and vegetables 	<ul style="list-style-type: none"> ● Used big, colorful menus to attract attention ● Linked marketing efforts to physical education program to promote nutrition and physical activity 	<ul style="list-style-type: none"> ● Placed milk machines in cafeterias 	<ul style="list-style-type: none"> ● Offered discount coupons for healthful foods ● Increased price for less healthful items
Tolland Public Schools, CT		<ul style="list-style-type: none"> ● Invited a celebrity athlete to promote healthy eating ● Held a class with students to brainstorm a list of healthful snacks ● Posted snack ideas in classroom ● Rewarded (non-food rewards) students for eating healthful snacks 		<ul style="list-style-type: none"> ● Obtained lower price for healthful foods
Waiakea High School, HI	<ul style="list-style-type: none"> ● Increased types of healthful beverages and snack items sold 	<ul style="list-style-type: none"> ● Used flyers, banners, and announcements to promote healthful choices 		
Westlake Middle School, CO	<ul style="list-style-type: none"> ● Conducted student focus groups to identify potential snack products ● Increased availability of healthful snacks 	<ul style="list-style-type: none"> ● Used a nutrition logo, "Eat Smart," on menus, posters, and newsletter articles ● Held an Eat Smart. Play Hard.™ essay contest to promote the campaign 		

Where can schools and districts find information about marketing techniques?

Information and resources on marketing healthful choices to students can be found at the following websites:

- USDA's *Changing the Scene* kit features a guide to local action with tips on marketing and sample activities: www.fns.usda.gov/tn/Resources/changing.html.
- The National Cancer Institute's 5 A Day For Better Health Program uses marketing to promote the consumption of fruits and vegetables at www.5aday.gov, as does the Produce for Better Health Foundation at www.5aday.org.
- The School Nutrition Association (SNA) showcases a number of examples of school-based food marketing activities and research at www.schoolnutrition.org/childnutrition/research. The SNA resource, *Target Your Market*, teaches skills necessary for marketing school foodservice and increasing student participation.
- The Center for Science in the Public Interest's *1% or Less Campaign* uses marketing to encourage the consumption of low-fat milk: <http://cspinet.org/nutrition/1less.htm>.
- The Minnesota Team Nutrition Toolkit, <https://fns.state.mn.us/FNSProg/NSLP/NSLPResource.htm#toolkit> provides dozens of tools for enhancing school nutrition environments including handouts for parents and students, strategies for improving vending machine options, and resources.



"I could have a"

- Water
- 100% Fruit Juice
- 100% Vegetable Juice
- 1% or Less Milk



Dairy Vending Pilot, Swiss Valley Farms, Quad Cities (Iowa/Illinois)

- 17 middle and high schools, average enrollment = 1,090, range = 462 to 2,344
- 18,546 total students
- 24 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make more healthful foods and beverages available

Words of wisdom

“Cafeteria staff asked, ‘Are the students going to buy the items?’ Then after it got started, some staff could not believe what we were selling.”

—School Foodservice Manager

“Very positive and lots of thank yous for bringing it into the school.”

—Student feedback

Key changes and results

Reported by Kevin Stiles, Vice President of Marketing and Industry Coordination, Midwest Dairy Association

- Dairy vending machines selling milk, cheese, and yogurt were installed in 17 middle and high schools at the beginning of the 2002-2003 school year.
- Machines were stocked and maintained by school foodservice staff, who also collected sales data.
- Machine placements varied, but most were in or near cafeterias. Times that machines were available to students also varied, but they were consistently available prior to school and during lunch periods.

- Promotions and sampling sessions increased student interest and customer awareness. Examples include product sampling during student lunch periods; Press Your Luck, in which purchasers of select milk bottles with a sticker on the bottom received a prize; and Lotto Free Vend, a promotion in which machines were set to dispense a free product at every twenty-fifth sale.
- Total milk sales increased 5.1 percent by volume per school over the previous year when dairy vending machines were not in the schools.
- Although more dairy units were sold through high school vending than through junior high school vending, more product moved through junior high than high schools on a per student basis.
- In terms of total sales, milk accounted for 60 percent, followed by cheeses at 24 percent and yogurt at 16 percent.
- Junior high students were more interested than high school students in vending machine purchases of yogurt (24 percent versus 10 percent of sales) and cheese (31 percent versus 18 percent of sales).
- Availability of 16-ounce units (versus 8-ounce units in the cafeteria line) increased the total amount of milk sold.
- Yogurt and cheese sales from vending added to total sales, rather than displacing sales that would have occurred from the lunch line.
- Nearly half (49 percent) of all the milk purchased through the vending pilot was reduced-fat varieties (non-fat white, 2% white, 1% chocolate, and 2% strawberry).
- Feedback from the school administration, parents, and the community indicated that the healthier vending choices were appreciated. Twelve of the 19 schools kept the machines, and several of the other schools are now exploring options for maintaining dairy vending machines in their schools.
- Over the 2003-2004 school year, the dairy involved with the pilot noted an “explosion” in milk vending in Iowa, with more than 80 milk and/or dairy vending machines placed in schools, and more additions expected for 2004-2005.

Keys to success

- **PLACEMENT:** Vending machines were placed in high-traffic areas with a variety of products and frequent rotation of items.
- **PROMOTION:** Marketing efforts added excitement and helped to sustain sales with signs, contests, games, and product sampling.
- **STAFF:** Enthusiastic and knowledgeable foodservice staffs at the individual schools were essential to the project's success.

Description

The Midwest Dairy Association and Dairy Management Inc., partnered with Davenport, Iowa-based Swiss Valley Farms to place state-of-the-art vending machines in 17 Quad Cities schools (middle and high schools in Bettendorf, Davenport, Pleasant Valley, Eldridge, and Iowa City, Iowa along with Rock Island, Illinois). The black-and-white spotted vending machines, which serve milk and dairy products exclusively, were installed in schools at the beginning of the 2002-2003 school year.

An earlier milk-only vending test completed in 2001 demonstrated that students would choose milk over other beverages such as juice and soda if it were readily available in attractive, easy-to-open containers, and in additional flavors. This test went a step further to see if cheese and yogurt could have marketing success if included alongside milk.

The test was designed to achieve three related goals:

1. To understand better the challenges faced in instituting a viable vending program under "real world" conditions.
2. To assess students' response to greater product availability via vending (milk, cheese, and yogurt).
3. To determine if school foodservice could successfully manage a dairy vending effort.

The test showed that school foodservice can meet the challenge and be successful in vending dairy as a positive alternative to other vended products, with the required labor, time, and commitment. Training, good location with all-day access, and promotion are essential to assure a profitable operation. School foodservice, if committed, can implement dairy vending. The following Web site contains information on a variety of milk vending machines:
www.nutritionexplorations.org/pdf/sfs/VendingFlyer.pdf.

Most schools will need a “learning curve” to become proficient in operating a vending business. Issues include offering the right product mix, ordering according to established sales patterns, stocking the right amount of product to optimize sales without excess out-of-date products, and properly executing promotions and sampling. Because cheese and yogurt products have a longer shelf life than milk, these products allow for more flexibility in ordering.

Future plans

- Continue to work with schools to supply dairy vending machines.

For more information, contact:

**Kevin Stiles, Vice President of Marketing
and Industry Coordination**
kstiles@midwestdairy.com
Midwest Dairy Association
101 NE Trilein Drive
Ankeny, Iowa 50021
Phone: 515-964-0696

**Pat Rheel, Director of School
Business Development**
PatR@rosedmi.com
National Dairy Council
10255 West Higgins Road, Suite 900
Rosemont, Illinois 60018
Phone: 847-627-3224





East Middle School, Great Falls, Montana

- 912 students in central Montana
- 43 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make more healthful foods and beverages available
- Limit student access to competitive foods

Words of wisdom

“We can do anything! If we have a goal, we can meet it.”

—*Cassie G., Student, 7th grade*

“When young people speak, adults listen, and it was our student leaders who pulled our school and community together on this project. Led by the voice of our students, help and contributions from the community were major factors in making this project successful.”

—*Jenny Rygg, Teacher, Project Nutrition Leader*

Key changes and results

Reported by Jenny Rygg, Teacher and Project Nutrition Leader, and student leaders

- Students at East Middle School have provided the motivation and leadership for improving their school nutrition environment. As part of a school-wide Project Nutrition, the students and their faculty advisor (a music teacher) have marketed nutrient-rich choices through a student store and also helped to influence changes in school vending and foodservice.
- With the help of a Montana Team Nutrition *Nutrition \$ENSE* project mini-grant of \$500, the student-run store added healthier snacks and drinks.
- In addition to school supplies, the school store now sells 16 healthier snacks and drinks before and after school every day, including bagels, fruit muffins, trail mix,

pretzels, granola bars, breakfast squares, crackers, beef jerky, string cheese, pudding, fruit cups, and yogurt. The snacks are sold at lower prices than vending machine items, but at equal or higher prices than foodservice items offered at breakfast and lunch. For example, beef jerky in the vending machine is 65 cents, but in the school store it is only 50 cents. Similarly, string cheese is only 30 cents in the school store, the same price as the string cheese the foodservice sells in the cafeteria.

- The students developed daily nutrition announcements and other advertising for the snacks, such as announcing store selections over the school-wide PA system. Sales have continued to increase steadily. Beef jerky is the most popular item with students; string cheese is the biggest seller with teachers.
- Because of the students' leadership and the increasing consumer demand, the cafeteria à la carte line now offers healthier snacks during lunch as well, including trail mix, baked chips, cheese, beef jerky, granola bars, and yogurt. According to school foodservice staff, there was no change in à la carte profits when they switched to healthier options.
- The students also approached the school's vending company about offering more nutritious options in their machines. After discovering that some of the healthier snacks in the vending machines sold just as well as candy and chips, the company traded one of their candy machines for a "healthy choices" snack machine, with nuts, crackers, snack mix, and other nutrient-rich items.
- Again, because of student influence, four of the school's vending machines—all of them except the "healthy choices" machine—were turned off during the school day.
- The students have helped create a significant change in overall attitudes toward the healthier food choices at East Middle School. Although some students were skeptical at first, they became interested, respectful, responsive and, most importantly, customers!

Keys to success

- **CUSTOMER FOCUS:** Surveying students about preferences to find out what nutritious snacks they liked most. These are the best-selling items in the store.
- **LIMITING ACCESS:** Turning off most of the vending machines for the entire school day, including the store hours before school, after school, and during lunch
- **PRICING:** Selling the healthier school store items for less than those of the vending machine for similar, but less nutritious items
- **MARKETING:** Advertising the new snack selections over the school PA system

Description

East Middle School has initiated a quest, dubbed Project Nutrition, by students, staff, and community members to improve healthy food and drink choices that students make in school. The project started with an action plan developed by students who attended a teen health workshop offered by the Montana Office of Public Instruction. The faculty advisor, a music teacher, actively supported the project.

Community support for the project included a public nutrition forum with student leaders, the mayor of Great Falls, school foodservice supervisors, the City/County Health Department, and Assistant Superintendent Dick Kuntz. This forum was featured on the evening news and in the *Great Falls Tribune* newspaper.

The teens, with help from their faculty advisor, applied for and received a \$500 *Nutrition \$ENSE* grant from the Montana Team Nutrition Program. They also received an anonymous \$400 donation and a refrigerator and napkin dispenser donated by local businesses.

Students involved in the store learned business skills, leadership, and teamwork. They had numerous media interviews and are now giving presentations about their project to other schools and at statewide conferences.

Future plans

- A poster contest to advertise the tasty, nutritious choices available in the store, with a \$20 gift certificate to a bookstore as the prize.
- Upgrade the student store to expand selection, including remodeling to fit a new freezer and microwave.
- A joint project involving the student store, teachers, and funding from the PTA that rewards students with coupons for 50 cents off healthy snacks in the store. Students earn the coupons for positive behaviors and study habits in the classroom.
- Switching times for recess and lunch so that lunch is after recess.
- Continuing the project in another school after East Middle School closes at the end of the 2004-2005 school year.

For more information, contact:

Jenny Rygg, Teacher, Project Nutrition Leader

jenny_rygg@gfps.k12.mt.us

East Middle School

4040 Central Avenue

Great Falls, Montana 59405

Phone: 406-268-7535



Nate and Jessica - School Store - Great Falls, MT

Appliances in the EMS student store like the glass front refrigerator, microwave, freezer, and hot water urn are important new additions to the school store. Without them, the store would not be able to sell string cheese, pudding, frozen yogurt, warm bagels, or hot chocolate.



Kingsley Middle School, Kingsley, Michigan

- 460 total students in northern Michigan
- 40 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make more healthful foods and beverages available

Words of wisdom

“We worked with twelve schools this year, including Kingsley Middle School, using *Changing the Scene*. All of them were amazed at the overall awareness that was raised by using the School Improvement Checklist in the kit. Bringing the foodservice staff, teachers, administrators, students, and parents together helped them recognize the challenges they faced – and how they could work together to improve their school’s environment.”

—Ann Guyer, RD, Michigan State University Extension

Key changes and results

Reported by Ann Guyer, RD, Associate Program Leader Michigan State University Extension

- Removed soft drink machine before the start of the 2002-2003 school year; during the school year, only one student asked where the machine was.
- Purchased a milk vending machine with a grant from United Dairy Industries of Michigan-Michigan Team Nutrition.
- Held a school-wide calcium campaign to kick off the installation of the new vending machine, which generated coverage from television and print media.
- Used the vending machine as a teaching tool and learning experience for special education classes.

- Used an outside facilitator from the Michigan State University Team Nutrition program and USDA's *Changing the Scene* kit to promote a healthy school nutrition and physical activity environment. The physical education teacher also used parts of the kit in health classes.
- The school has focused on the importance of physical education (it received a Governor's Council Award for exemplary physical education programs) and physical activity (it raised \$14,000 for the American Heart Association through the Hoops for Heart program).

Keys to success

- **RESOURCES:** Using USDA's *Changing the Scene* with the help of an outside facilitator
- **TEAMWORK:** Supportive Nutrition Action Team led by the school's physical education teacher

Description

Students were instrumental in the success of a milk vending project at Kingsley Middle School. The soft drink machine was removed from the building before the start of the 2002-2003 school year. With a grant of \$3,000 from United Dairy Industries of Michigan-Michigan Team Nutrition, a milk vending machine was purchased through a half-price offer. A school-wide calcium nutrition campaign was conducted to introduce the vending machine. This kick-off event included milk mustache photos and sampling stations for other "bone building snacks" such as smoothies (made by the principal!), yogurt, and cheese. Dairy nutrition information was also available. The kick-off was featured on local television stations and in the newspaper.

Management of the milk vending machine has become a learning experience for the special education class at the school. They work with the school foodservice department rotating the stock and re-stocking the machine—which sells out every day!

The Nutrition Action Team at Kingsley responsible for the milk vending machine project was led by a physical education teacher, Jolie King. Team members

included other teachers, along with a student, an administrator, and the foodservice director. The team wrapped up their grant project by identifying the next steps toward improving the school nutrition environment.

Future plans

- Continue meetings of the Nutrition Action Team – with the addition of more parents.
- Focus on the importance of breakfast during the 2003-2004 school year.
- Continue operation of the milk vending machine.

For more information, contact:

Ann Guyer, Healthy School Nutrition Environment Coordinator
Associate Program Leader MSUE
guyera@msue.msu.edu
Michigan Team Nutrition
Michigan State University Extension
240 Agriculture Hall
East Lansing, Michigan 48824
Phone: 517-432-5252

SUCCESS STORY





South Windsor Schools, South Windsor, Connecticut

- 5,500 students (seven schools K-12) in a suburban area of Hartford, Connecticut
- 4.3 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make more healthful foods and beverages available

Words of wisdom

“Quality brings quantity. Don’t be afraid to buy the best, prepare it with pizzazz and offer it with great service. The rewards will astound you! I believe in creativity and thinking outside the box. We do a lot of that and are really successful in our efforts.”

—*Mary Ann Lopez, SFNS, Director of Food Service*

Key changes and results

Reported by Mary Ann Lopez, SFNS, Director of Food Service

Vision, a strategic planning process, and creative marketing efforts have been essential to the numerous improvements in South Windsor School nutrition environments:

- Milk machines were successfully introduced into middle and high school cafeterias for the 2002-2003 school year. Machines vend flavored milks, waters, and 100% juices, as well as bottled smoothies. They are open all day, including for afterschool activities. The company responsible for stocking them says it “can hardly keep them filled.”
- Milk in 10-ounce plastic bottles was introduced to grades 6 through 12 in September 2003. Middle school milk purchases increased by 2000 bottles compared to September 2002 sales, and this change helped to increase meal calories to acceptable levels and to increase calcium intake as well. There is less waste of milk in the bottles.

- Snack items, especially those in the high school, have been reviewed for nutritive value. Those low in nutrients have either been eliminated or priced to reduce sales. For example, the price of doughnuts was raised to 90 cents; while smaller bagels are sold for 60 cents and larger bagels for 75 cents. Unsold breakfast bagels are sold at lunch along with soft pretzels. The sale of cookies is limited to certain days each week, and all fried chips have been replaced with baked products.
- Beginning in September 2003, cookies and brownies were no longer served daily to send the message that they are not everyday foods. Frozen dessert choices have been limited to frozen yogurt and ice cream in age-appropriate portion sizes. **All** chips sold at the secondary school level are now baked versions.
- In reimbursable lunches, daily produce choices have been expanded to include two to three vegetables and at least five fruits, both fresh and canned. Fresh produce is purchased from local farmers whenever possible.
- The overall fat content of the menus has also been reduced by limiting the number of times that high-fat items are served. Chicken fries have been eliminated and many breaded and fried meats are now offered in lower-fat, baked versions. More salads and lighter toppings for pizza are being introduced and promoted.
- The sales of healthier à la carte items have also been strong. For example, doughnut sales have dwindled while bagel sales are “very hot.”
- The South Windsor School District has been able to make gradual improvements in the school nutrition environment and maintain a financially sound program at the same time. In the early 1980’s when Mrs. Lopez started, the program participation rate was 32 percent. They now serve reimbursable meals to about 60 percent of district students—and almost 100 percent of district students participate in the foodservice’s total offerings.
- During October 2003, Nutrition Services offered a series of employee workshops on wellness and the links between obesity and diseases. These classes helped to focus the department on healthy lifestyles and the importance of role modeling.

Keys to success

- **MARKETING, MARKETING, MARKETING**
- **PLANNING:** Creating a strategic plan for the foodservice department
- **CUSTOMER FOCUS:** Meeting unique needs of individual schools
- **COLLABORATION:** Working with athletic coaches and physical education (PE) departments

Description

Innovative marketing has been the main key to success in South Windsor schools. With a fiscally strong program, the foodservice director was able to make gradual changes in the school nutrition environment without worrying about loss of income. The marketing efforts have also created strong relationships with important school and community groups such as teachers, parents, and school board members. Here are just a few ways that the foodservice program markets nutrition and school meals:

- Giant, colorful menus in the elementary schools allow students and visitors to see what is served. Elementary schools have four daily menu choices; secondary schools have 10 to 15 choices. The menus sent home to families resemble restaurant menus, instead of the traditional school calendar menus.
- Special coupons (in the shape of a large yellow school bus) offer \$1 off their first meal to all first graders; a free-meal coupon is given to transfer students (this helps provide a meal if the child has no funds or needs assistance).
- A new catering program (with a retired chef as manager) received rave reviews and increased revenues. This program has expanded catering to the town council and police, senior programs, teacher training sessions, and board of education meetings.

Strong relationships between cafeteria managers and their schools help facilitate changes in nutrition environments. Managers are encouraged to create unique programs for their schools, from visits of USDA's Power Panther costumed character to Halloween haunted houses. In December 2002, kitchen managers identified the need for school breakfast as part of strategic planning. They then worked with principals to start breakfast programs in two schools. For the 2003-2004 school year, all five elementary schools are offering breakfast with small but steadily increasing interest.

Connecting with the physical education department and athletic coaches has helped create links between nutrition and physical activity in South Windsor schools. In March 2003, child nutrition and physical education joined together for a CT at PLAY program that encourages Connecticut children to eat healthfully and be active.

Future plans

- Introduce a fresh serving line—with salads, wraps, and sandwich choices—as part of a redesign in elementary school kitchens.

For more information, contact:

Mary Ann Lopez, SFNS, Director of Food Service

malopez@swindsor.k12.ct.us

South Windsor Schools, Food Services

1737 Main Street

South Windsor, Connecticut 06074

Phone: 860-291-1231





Tolland Public Schools, Tolland, Connecticut

- 3,100 total students, northeast of Hartford
- 3 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make more healthful foods and beverages available

Words of wisdom

“If you distribute a notice asking parents to provide a ‘healthy’ snack for their child, more often than not, they send in something that is considered junk food. Therefore, a caring teacher has the responsibility of being a strong role model for children, by eating nourishing snacks in front of them. Teachers should also bring in healthy snacks for kids to sample and set up incentive programs in the classroom to reward children for healthful eating. Children will take the nutritional message home and this way, teachers can educate the parents through the children.”

—*Carol Goodrow, Teacher, elementary school*

Key changes and results

Reported by Carol Goodrow, Teacher, elementary school

Teacher Carol Goodrow turned her passion for nutrition and physical activity into a successful program for her Parker Memorial Elementary School special education resource room. Her Healthy Snackers Ultra-Marathon generated enthusiasm among students and parents. To get the program up and running, the classroom chose their favorite snack time (morning) and brainstormed a list of 50 nutritious snack items. Large wall charts of the healthy snacks were posted in the classroom; students received rewards (name on chart and small toy trinkets) for being the first person to bring an item and recognition (stickers) for bringing any healthy snack food to school. The program was designed to encourage classroom teamwork, to get children invested in healthier eating, and to teach the value of snacks from all food groups.

More information and photos of the program can be found online at www.kidsrunning.com/columns/whatkidsneed2.html.

This focus on healthful eating and physical activity was extended into other activities, including an end-of-the-year classroom family fun run (Run Spot Run) and a school-wide visit from elite athlete Mr. Eddy Hellebuyck, the first runner from the USA to cross the finish line at the 2003 Boston Marathon. Ms. Goodrow worked with the school foodservice director to serve a brown bag lunch, suggested by Mr. Hellebuyck, for the whole school during the athlete's daylong visit. Lunch participation was at record levels as children and their parents enjoyed a bean burrito with salsa, corn or fresh veggies, assorted fresh fruits, and low-fat milk. Using healthy doses of fun and student involvement, these programs provided positive nutrition experiences in both the classroom and cafeteria. The success of "Eddy's lunch menu" also opened the door for future collaborations with the school foodservice program.

For more information, contact:

Carol Goodrow, teacher
goodrow@infionline.net
Birch Grove Primary School
247 Rhodes Road
Tolland, Connecticut 06084
Phone: 860-870-6750





Waiakea High School, Hilo, Hawai'i

- 1,290 students, on the Big Island of Hawai'i
- 26 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make more healthful foods and beverages available

Words of wisdom

“When you make learning fun, students are eager, enthusiastic, and willing to do ANYTHING! Build partnerships in the community, they are a crucial part of your success. Planning and commitment are the keys to a successful program. Keep smiling, even when things don't work out the way you plan, since we are ALWAYS LEARNING!”

—*Sheri Kojima, Marketing Instructor/DECA Advisor*

Key changes and results

Reported by Sheri Kojima, Marketing Instructor/DECA Advisor

As part of Waiakea High School's Start.Living.Healthy program, students in a marketing class developed a program to offer healthier food and beverage choices.

- A local company donated a machine to vend flavored and low-fat milks, bottled water, passion-orange guava fruit juice, and 100% orange juice. As the owner of the machine, the student store was responsible for marketing and selling the products and for managing its finances and product stock. Information about the dairy's involvement is at www.lanimoo.com/emooschool/projectthehealthy.html.
- Through a partnership with a local food company, the class negotiated lower prices on food options to be sold in the student-managed store. Products included healthier items such as cereal cups, low-fat frozen meals, breakfast bars, and lower fat, lower calorie microwavable meals.

- Students created flyers, school-wide PA announcements, school newspaper articles and ads, banners, and commercials to market the water and milk products sold in their vending machine. The commercials have aired on local television and radio stations.
- Since the introduction of the milk/juice/water machine, sales in the student store have gradually increased and now equal one to two cases per day.
- Students are more aware of the importance of health as a result of this program. As part of the marketing class, students developed skills in teamwork, market research, planning, purchasing, and pricing through their management of the student store.

Keys to success

- **STUDENT INVOLVEMENT:** Energetic and enthusiastic students enrolled in the high school marketing class
- **COMMUNITY SUPPORT:** Support from local businesses and school administration
- **STRATEGIC PLANNING:** Long hours of planning and long-term commitment

Description

Since 1999, the Healthy Hawai'i Initiative has promoted health awareness through radio, television, and print media with the Start.Living.Healthy campaign. Students in Waiakea High's marketing class developed the school-based Start.Living. Healthy program, which was led by students, advised by a teacher, and supported by community business partnerships.

In June 2000 the marketing class worked with a local businessman to develop a campaign to raise awareness of the long-term effects of poor eating habits. A local dairy company donated a vending machine that could dispense milk, water, and juice. In October 2001 the program expanded to include healthier foods, when Sheri Kojima, the marketing class teacher, and the food company negotiated prices on food items to be sold in the student-run store.

The students focused their efforts on marketing their products. As part of the class, the students were responsible for the maintenance of the vending machine, thereby developing their skills in purchasing, pricing, financing, and promoting

products. Their promotional efforts featured flyers, school-wide PA announcements, bulletins, advertisements, school newspaper articles, and banners.

With the financial support of a local businessman, the students produced television commercials and radio announcements. They recorded a song, *Who Let the Cows Out, Moo, Moo, Moo, Moo-Moo*, which was broadcast on local radio to promote milk consumption. A commercial was created to promote the purchase and consumption of water. The project received substantial attention from State and local newspapers that highlighted the students' efforts to offer healthier alternatives to soft drinks.

The marketing class developed two additional campaigns to promote healthy lifestyle choices:

- An annual Dare to Drink Milk tug-of-war competition encourages teamwork, strong bones, and physical strength. Participants receive free milk and the name of the winning class is engraved on Waiakea High School's Perpetual Cow trophy.
- *EAT LUNCH and WIN BIG* promotes eating school lunch. Students who eat the lunch in the school cafeteria are eligible to participate in a raffle, and the winners receive gift certificates for local shopping centers and supermarkets. The business community has actively supported the program with prize donations.

Future plans

- Promote the project to statewide media to highlight the program and encourage other schools to participate in health projects.
- Continue selling milk, juice, and water on campus.

For more information, contact:

Sheri S. Kojima, Marketing Instructor/DECA advisor
Sheri_Kojima/WAIAKEAH/HIDOE@notes.k12.hi.us
Waiakea High School
155 West Kawili Street
Hilo, Hawai'i 96720
Phone: 808-974-4888 ext. 245

SUCCESS STORY

Waiakea High School, Hilo, Hawai'i





Westlake Middle School, Adams 12 Five Star School District, Thornton, Colorado

- 1,153 students in a northern suburb of Denver
- 14.8 percent of students eligible for free and reduced-price school meals

Approaches

- Adopt marketing techniques to promote healthful choices
- Make healthful foods and beverages available

Words of wisdom

“Involve students in making changes and decisions. When students know they can make a difference in terms of menu and à la carte choices, they are more likely to support school foodservice and give honest feedback. Also, we need to stay away from promoting the idea of good foods versus bad foods. Our role, and responsibility, is to teach appropriate portion sizes and sensible choices. Bottom line: We need to help students understand that all foods can be enjoyed in moderation.”

—*Melissa Jackson, MS, RD, Field Supervisor for Nutrition Services*

Key changes and results

Reported by Melissa Jackson, MS, RD, Field Supervisor for Nutrition Services

- In fall 2003, Nutrition Services implemented “eat smart” à la carte options at Westlake Middle School, replacing many of their usual items with more sensible snacks.
- Nutrition Services is promoting USDA's *Eat Smart. Play Hard.*[™] campaign (www.fns.usda.gov/eatsmartplayhard) with logos on menus, posters, and newsletter articles, which are coordinated with the “eat smart” snacks.
- The nutrition program has implemented a new policy requiring the purchase of an entrée before any snack or drink can be purchased.

- An attractive fruit and vegetable bar is offered daily. Produce is pre-portioned for food safety and to keep the line moving at a reasonable speed.
- Nutrition Services worked with the vending machine company to ensure that vending machine options are similar to the à la carte “eat smart” snacks.
- Initial figures since implementing “eat smart” options and the policy requiring the purchase of an entrée before snacks and beverages indicate that à la carte sales increased by 13.7 percent since the previous year, an increase of 11 cents per child. There was an 8-percent increase in reimbursable meal participation. In the second year, there was a 10.2 percent increase in a la carte sales and a 13.9 percent increase in average daily reimbursable meals served.
- Reaction from students, parents, teachers, and staff is very positive.

Keys to success

- **MARKET RESEARCH:** Conducting extensive research before making changes, collecting data, and documenting staff observations
- **EFFECTIVE COLLABORATION:** Finding many partners to support and guide changes

Description

Observational studies by the Nutrition Services staff, combined with support in the school community, led to a pilot project at the Westlake Middle School in the Adams 12 Five-Star School District. If the à la carte and vending changes are successful in Westlake—and all indicators suggest that they will be—the program will be extended to all district elementary and middle schools in 2004-2005

During the 2002-2003 school year, Nutrition Services staff observed à la carte purchasing patterns. They discovered that kids were not buying nutritious lunches from à la carte lines. Sample lunches included a fruit drink and four brownies, a bag of chips and a fruit drink, or a fruit drink by itself. Recognizing the epidemic of childhood overweight, the nutrition staff decided to make several changes in their food offerings.

The first step was to conduct focus groups with 6th and 7th graders in spring 2002. The goal of the focus groups was to determine types of “eat smart” snacks that would be acceptable to students. Armed with ideas from the focus groups, Nutrition Services also decided to implement a policy change: An entrée must be purchased before students can purchase a snack or drink. An entrée can be a school lunch meal, or it can be an à la carte choice such as a pretzel with cheese sauce, a burrito, a slice of pizza, chicken nuggets, or a sandwich. At least three entrée choices are available every day on à la carte lines.

A fruit and vegetable bar is served daily as part of the reimbursable school meal and the à la carte line. All vegetables and fruits are pre-cupped and pre-portioned to keep food safe, increase line speed, use fewer servers, and provide more cashiers. Salads and fresh relishes are daily vegetable features. Featured fruits include fresh fruit, canned fruit, and a variety of 100% fruit juices.

From the outset, Nutrition Services decided not to set strict, specific nutrition criteria for à la carte choices. They chose to use an “eat smart” approach, offering sensible foods with appropriate portion sizes, and applying general “good judgment” about snack choices.

The pilot program was made possible with the support of multiple partners:

- Nutrition Services Director (Carol Miller, RD) who said, “Let’s do it!”
- Students who actively participated in focus groups and helped to identify nutritious snack products that taste good
- Parents who participated in a children’s nutrition interest committee and were concerned about the kinds of foods being offered at Westlake
- Kitchen staff who modeled health by wearing pedometers and promoted fitness by giving away bikes in an Eat Smart. Play Hard.™ essay contest
- A vice principal who supported more sensible food choices at school and agreed to the use of Westlake as a pilot site for the “eat smart” snacks
- A vending company that identified vending machine snacks similar to the approved snacks offered on Westlake à la carte lines

Future plans

- Maintain financial stability and implement “eat smart” changes in all district schools.
- Conduct more student focus groups to determine additional nutritious snacks.

For more information, contact:

Melissa Jackson, MS, RD, Field Supervisor for Nutrition Services

Melissa.Jackson@adams12.org

Adams 12 Five Star School District

1500 East 128th Avenue

Thornton, Colorado 80241

Phone: 720-972-6061





What does it mean to limit student access to competitive foods?

Limiting access means making it more difficult for students to obtain competitive foods and beverages. The term competitive foods refers to any food or beverage served outside of Federal meal programs, regardless of nutritional value. Some school districts limit student access to competitive foods in all schools, while others do so only in some schools (e.g., elementary schools).

Schools can limit student access to competitive foods by several means:

- Reducing the number of places where students can obtain competitive foods. For example, schools can restrict all competitive sales in the cafeteria or vending machines. Or they can reduce the total number of vending machines with competitive items or the number of competitive items sold à la carte.
- Changing the locations where foods and beverages are sold. For example, they can move a vending machine from just outside the cafeteria to a more isolated location.
- Prohibiting the sale of competitive foods during specified times, such as during lunch periods, from 1 hour before until 1 hour after lunch, or from the beginning of the school day until the end of the last lunch period.

Why should schools or districts limit access to specific foods and beverages?

The presence of food can be a prompt to eat. The constant availability of foods and beverages may increase the likelihood of impulse buying and contribute to overeating by some students.

Limiting access, however, can pose challenges to schools. First, limiting access may reduce revenues from food and beverage sales. Second, some people may oppose the approach because they believe that students should have access to a wide selection of foods. Third, reduced access to food outlets may require adjustments to meal programs to ensure that all students have enough time to eat.



What is the current situation?

Current U.S. Department of Agriculture (USDA) regulations place limits only on the availability of foods of minimal nutritional value (FMNV) in foodservice areas during meal times.³ The Federal regulations allow States and local school districts to adopt stricter policies on access to competitive foods.³⁴ As of 2004, 23 States had done so, using a variety of approaches.³⁵

- Some States limit access to all competitive foods, while others only limit access to FMNV, and others only limit access to soft drinks.
- Some States limit access in all schools, while other States only limit access in elementary and/or middle schools.
- Policies in different States limit access for different times of day.
- Some States prohibit specific channels of distribution or outlets for competitive items (e.g., vending machines or à la carte sales).

Alabama prohibits sales of FMNV in all locations during meal service; New Jersey does not allow sales of FMNV on campus until the end of the last lunch period. Nebraska does not allow competitive foods anywhere on campus from a half hour before until a half hour after breakfast or lunch. Arkansas prohibits sales of food and beverages through vending machines in elementary schools. Louisiana prohibits à la carte sales in all schools.³⁵

More information about specific State policies on access to competitive foods can

be found on the following websites:

- CDC's Division of Adolescent and School Health:
www.cdc.gov/HealthyYouth/shpps/index.htm
- USDA's Food and Nutrition Service:
www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm
- Action for Healthy Kids:
www.actionforhealthykids.org/tools/profiles.htm

How are schools and districts making it happen by limiting access?

All of the schools and school districts in the success stories retained some competitive food and beverage items, but restricted access to less nutritious items.

- Bozeman High School, Bozeman, Montana, eliminated student access to soft drinks during the school day in vending machines and the school store.
- In the Cambridge, New York, school district snacks are not available to kindergarten students, and students in



grades 1 to 4 may purchase only one item per day. At the high school, the only beverage machine turned on throughout the school day is the milk vending machine.

- Mercedes Independent School District, Mercedes, Texas, adopted a policy that prohibits the sale of FMNV in elementary schools, until the end of the school day in junior high schools, and until the end of the last lunch period in high schools.
- Nash-Rocky Mount Schools in Nash County, North Carolina, limits access to fat and sugar by controlling the portion sizes of dessert items.

- Richland One School District, Columbia, South Carolina, adopted a policy that prohibits the sale of FMNV in vending machines, snack bars, school stores, concession stands, and à la carte offerings during the school day in all district schools.

—See Quick Reference Guide, page 180, for a complete list of schools and districts that limited access to competitive foods.







Bozeman High School, Bozeman, Montana

- 1,800 students in the Gallatin Valley just north of Yellowstone National Park
- 7 percent of students eligible for free and reduced-price school meals

Approaches

- Limit student access to competitive foods
- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices

Words of wisdom

“When school administrators and community members focus on what is the best thing for kids’ health and well-being, solutions to financial demands can be met and new educational opportunities are created.”

—*Katie Bark, RD, Parent and Montana Team Nutrition Coordinator*

Key changes and results

Reported by Katie Bark, RD, Parent and Montana Team Nutrition Coordinator

- As of September 2003 carbonated soft drinks are not sold during the school day in vending machines or the student-run store. All vending signs promote the more nutritious beverages that are in the machines.
- Water, fruit juice, sports drinks, and bottled teas have replaced carbonated soft drinks in the vending machines. The cafeteria vending machines also sell flavored milk and nutrient-rich food items such as fruit, bagels, yogurt, string cheese, and sack lunches.
- The student store now sells healthier items such as locally produced bagels, beef jerky, and drinks such as water, fruit juice, and sports drinks.
- It is too early to assess the effects of these changes on beverage vending sales. Food vending sales in the cafeteria are increasing slowly; yogurt, milk, and small sandwiches are outpacing all other choices. Most sales occur before noon each day.

- Anecdotal reports suggest that students are reducing their soft drink consumption. Teachers have also reported that students seem calmer and more attentive. Additional data collection will be needed to verify these observations.

Keys to success

- **CONCERNED CITIZENS:** Parents, health professionals, community members, and a school board willing to address and discuss the “health versus profits” and “personal choice” issues related to the sale of non-nutritious beverages in schools
- **MEDIA COVERAGE:** A local newspaper willing to cover the story in depth and to publish national wire-service stories on the issue throughout the year
- **SUPPORTIVE ADMINISTRATION:** School administrators willing to back changes in vending and student store offerings
- **FLEXIBLE VENDORS:** A beverage vendor willing to allow the school board and administration to change what was sold in the machines, even with an existing, exclusive vending contract

Description

In spring 2002, a local dietitian asked the school board to modify the exclusive vending contract (scheduled to be re-bid in July 2002) to improve access to, and promotion of, nutritious beverage options. In July, the district awarded a 3-year exclusive contract to a local distributor with the stipulation that the issue would be brought back to the board to discuss ways to better promote nutritious beverages in the vending machines.

Throughout the 2002-2003 school year, local nutritionists, physicians, parents, business owners, and community members educated the board on health concerns related to excessive consumption of carbonated soft drinks by using USDA's *Changing the Scene* and NASBE's *Fit, Healthy and Ready to Learn*. The local newspaper, the *Bozeman Chronicle*, ran several articles on the problem of childhood obesity, health consequences related to obesity, and current eating habits of Americans.

After much debate about the fiscal ramifications, the administration decided that it was not reasonable for the school district to engage in the sale of carbonated soft drinks to students. At the March 2003 school board meeting, the superintendent recommended that the nutrition policy be revised to eliminate the sale of carbonated soft drinks to students. The beverages in question would not be banned from campus but would not be sold during the school day. They could continue to be sold at school sporting events and other activities after school hours.

The school board voted five to three to accept the recommendation, as a resolution. There were not sufficient votes to pass a new policy. The issue applies only to Bozeman High School; the school district has never allowed carbonated soft drinks to be available to kindergarten through 8th grade students. The resolution adopted by the school board on March 24, 2003, called for the "elimination of the sale of carbonated beverages to students during the school day and that administration procedures be developed to promote the availability of foods that are both healthy and appealing to the student consumer."

As of the start of the 2003-2004 school year, all vending machines are stocked with some nutritious beverages and all signs on the machines promote lower-sugar options. Only nutritious beverages are sold in the student-run store.

Future plans

- Addition of a "snack food cart" with nutritious lunchtime options for students who choose not to go to the cafeteria
- Development of a nutrition advisory council to address food-related issues at all the schools in the district
- Future training for the school staff on nutrition education and "best practices" concerning school nutrition policies and practices

For more information, contact:

Dr. Michael Redburn, Superintendent

mredburn@bozeman.k12.mt.us

Bozeman School District

Post Office Box 520

Bozeman, Montana 59715

Phone: 406-522-6001





Cambridge School District, Cambridge, New York

- 1,120 students, just north of Albany in upstate New York
- 32.2 percent of students eligible for free and reduced-price school meals

Approaches

- Limit student access to competitive foods
- Make more healthful foods and beverages available

Words of wisdom

“...my plan is to teach them when they are young, and they will learn a valuable lesson about healthy eating for many years to come.”

Katherine Powers, Foodservice Manager

Reported by Kay Powers, Foodservice Manager, Cambridge Central School

With strong support from the Cambridge School District (CSD) superintendent, faculty, and staff, foodservice director Kay Powers and the foodservice staff have made several changes to improve their school nutrition environment. Five years ago, they established a deli bar for 5th, 6th, 10th, 11th, and 12th grade students. The deli meal, also available as a reimbursable lunch, includes made-to-order deli sandwiches, pretzels, fresh fruit, and milk. The program was initially started with three grades; two more grades were added after the success of the first year. The deli bar now serves over 100 students per day from the five grades.

CSD has also changed its policy for vending beverages and snacks. The only beverage machine on all day is a milk machine (for high school students only). Juice and snack machines are available during school hours. According to the district's snack policy, snacks are not available to kindergarten students, and students in grades 1 through 4 can purchase only one snack per day. Although foodservice revenues have decreased with fewer snack sales, the department is still operating in the black. The foodservice director attributes the successful changes in the Cambridge School to the strengths within the department: a positive attitude, the willingness to change, and an ability to take risks, along with flexibility and organization.

Future plans

- CSD will introduce “Choose Sensibly” in September 2004. This campaign was launched in 2003 by the New York State School Food Service Association and is designed to educate students about nutritious choices and help foodservice staff market these choices more effectively (See www.nyssfsa.org/indnews_item.cfm?itemid=3246).

For more information, contact:

Kay Powers, Foodservice Manager, Cambridge Central School
powersk@nycap.rr.com
Cambridge School District
24 South Park Street
Cambridge, New York 12816
Phone: 518-677-8527 ext. 427





Nash-Rocky Mount Schools, Nash County, North Carolina

- 18,190 total students in eastern North Carolina
- 55 percent of students eligible for free and reduced-price school meals

Approaches

- Limit student access to competitive foods
- Make more healthful foods and beverages available

Words of wisdom

“We have made gradual changes over time with success. As Edna Strickland, a school nurse and member of our Healthy School Nutrition Environment Team, said after working on the team for two years – don’t go into a china store like a bull!”

—Patty Green, RD, LDN, Child Nutrition Supervisor

Key changes and results

Reported by Patty Green, RD, LDN, Child Nutrition Supervisor

In spring 2002, the Child Nutrition Department of Nash-Rocky Mount Schools began looking for ways to create healthier school nutrition environments. Departmental efforts have included trainings for school staff using both CDC’s *School Health Index* and USDA’s *Changing the Scene* kit.

Careful monitoring of portion sizes has been one key to success in the Nash-Rocky Mount Schools. Nutrition staff noticed that some cafeterias were serving enormous desserts. In some cases, the homemade cookies were as big as an adult’s face. The child nutrition staff implemented a policy for the 2002-2003 school year requiring that all dessert portions be appropriate for the ages of the students being served.

To ensure the success of the policy, the nutrition department met with all cafeteria managers and staff during back-to-school training. The training session began with an educational component on the importance of nutrition for students and a discussion of the childhood obesity epidemic. The staff was reminded that school

meals may be the only meals available for some students and were asked, “Shouldn’t we make these meals as nutritious as possible?” The nutrition staff was provided with sample containers depicting appropriate dessert portion sizes. Subsequently, staff adopted the new policy. Periodically throughout the year, the child nutrition administrative staff checked desserts to make sure the portion sizes were appropriate in all schools.

Nash-Rocky Mount Schools also looked closely at the products offered via the à la carte service and the Child Nutrition vending program. The schools eliminated several products for the 2003-2004 school year and replaced them with healthier options and smaller portion-sized items—using the North Carolina Winner’s Circle Healthy Dining Program snack criteria (www.ncwinnerscircle.org or www.winnerscirclehealthydining.org). [See Winner’s Circle Nutrition Criteria, page 339.] For example, à la carte items available to students now include 100% fruit juices, water, flavored water, vitamin-fortified fruit beverages, flavored milk, baked chips, pretzels, and other low-fat products such as pudding, brownies, cookies, and yogurt.

For more information, contact:

Patty Green, RD, LDN, Child Nutrition Supervisor

pmgreen@nrms.k12.nc.us

Nash-Rocky Mount Schools

Post Office Box 1260

Rocky Mount, North Carolina 27802

Phone: 252-446-2931

NOTE:

State Departments of Education, local school districts, as well as State Departments of Health have the opportunity to use the Winner's Circle program, materials, name, and logo by participating in a training Institute, and paying an annual fee for rights to use the program. The program is available through NC Prevention Partners. For information about opportunities and the ready to use Winner's Circle kit, contact NC Prevention Partners:

- **Kim Shovelin, MPH, RD**
National Winner's Circle Manager
kim@ncpreventionpartners.org
Phone: 252-749-4646
- **Meg Molloy, DrPH, MPH, RD**
Executive Director
meg@ncpreventionpartners.org
Phone: 919-966-8213

Snack Criteria



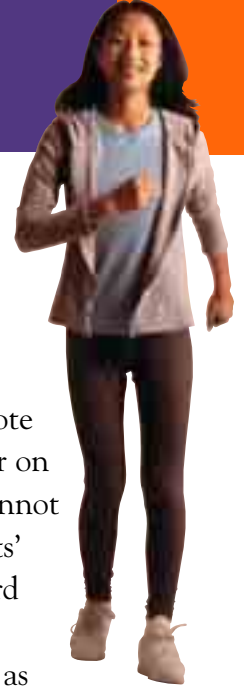
- less than 30% fat
- less than 480 mg sodium
- no more than 35% sugar by weight (keep in mind that fruit qualifies under side item)
- For dairy snacks, 4 oz servings must have at least 120 mg Calcium, 6 oz servings must have at least 150 mg Calcium, 8 oz servings must have 245 mg Calcium and must adhere to above guidelines for fat, sodium, and sugar





Making Change
East Middle School, Great Falls, MT

Learning to count change is one of the skills students learn when they sell items such as jerky, one of the most popular snacks in the East Middle School Store, and fruit cups, shown here.



What does it mean to use fundraising activities and rewards that support student health?

Fundraising supports student health when it involves selling nutritious foods and beverages (e.g., fruits, vegetables, 100% fruit juice, low-fat milk) or selling non-food items, such as wrapping paper, candles, or student artwork. Schools can also raise money and promote health at the same time through, for example, a walk-a-thon or jump rope contest.

Rewards support student health when they involve using non-food items or activities to recognize students for their achievements or good behavior, if an extrinsic reward system is used. These types of rewards include stickers, books, or extra time for recess.

Why use fundraising activities and rewards that support student health?

Fundraising supportive of student health becomes part of a school's consistent, positive health message. It is a public demonstration of the school's commitment to promoting healthy behaviors among students, families, and the community at large. By contrast, selling less nutritious food items contradicts nutrition messages taught in the classroom. The use of non-food rewards supports classroom nutrition education, does not tempt students to over-consume food, and provides no reason for students to reward themselves by eating when they are not hungry.^{66,67} Foods that are used as rewards are viewed as more desirable by children.⁶⁷ The practice of using foods as a reward may create the risk that children tie them to emotions, such as feelings of accomplishment.

Advocates of candy and bake sales note that these sales typically do not occur on a regular basis and they, therefore, cannot have an important impact on students' overall food intake. Those who reward students with candy argue that it is highly motivational and not harmful as an occasional treat.

What is the current situation with fundraising and rewards in schools?

No specific Federal regulations exist on fundraising or the use of food as a reward in schools, although CDC guidelines to promote healthy eating recommend that school staff be discouraged from using food rewards.³⁰

The CDC's School Health Policies and Programs Study (SHPPS), conducted in 2000, reported that 82 percent of schools used food and beverages for fundraising activities³⁶ In these schools, the following foods were sold:

- Chocolate candy (76 percent of the schools)
- Cookies, crackers, cakes, pastries, or other baked goods (67 percent)
- Candy other than chocolate candy (63 percent)
- Soft drinks, sports drinks, or fruit drinks (37 percent)
- Fruits or vegetables (28 percent)

The SHPPS found that 16 percent of States and 23 percent of school districts prohibited or discouraged schools from using food or food coupons as a reward for good behavior or academic performance. Twenty-five percent of schools reported that they prohibited or discouraged faculty and staff from using food or food coupons as rewards. A 2000 General Accounting Office report on commercial activities in schools found that elementary schools commonly rewarded students with free pizza for reading a required number of books.⁷

A 2002 survey of 339 Kentucky schools found that 81 percent used food as a reward for behavior, attendance, or academic achievement, and 90 percent used non-food rewards.⁶⁸ The rewards commonly used are listed in Table 9. Food rewards were most common in elementary and middle schools (almost 90 percent) and less common in high schools (57 percent). Table 9 also shows the types of food served at school parties. More than 90 percent of the schools had celebrations, but only 15 percent had policies on the types of food that could be served.

What are alternatives for school fundraising activities and rewards?

Fundraising

Many new school fundraising strategies are being developed with both school financial needs *and* concerns about student nutrition in mind. Schools are selling products other than candy:

- Fresh and exotic fruit
- High quality potatoes and onions
- Nuts
- Popcorn

Schools sell an expanding variety of non-food items such as the following:

- Gift wrap
- Magazine subscriptions
- Garden seeds
- Candles
- Discount coupon books
- Raffles of gift baskets
- Temporary tattoos
- Plants

Table 9. Types of rewards and foods served at parties in Kentucky schools⁶⁸

Type of food reward	Percent schools	Type of non-food reward	Percent schools	Food served at school parties	Percent serving
Pizza	83	Non-food prize	69	Pizza	96
Candy	67	Stickers	64	Soft drinks	87
Soft drinks	47	No homework pass	56	Chips	74
Ice Cream	44	Special task	55	Candy	66
Fruit	12	Meeting with principal	38	Ice Cream	63
		Eat lunch with teacher	36	Fruit	40

Schools use a wide variety of traditional and non-traditional fundraising events:

- Car washes
- Walk-a-thons, bike-a-thons, jog-a-thons, skate-a-thons, etc.
- Family bingo nights
- “Hire a student day” for odd jobs (with proceeds going to the school)
- 3-on-3 basketball tournaments
- Silent auctions
- Talent shows

The California Project LEAN developed a guide to healthful fundraising entitled "Creative Financing and Fun Fundraising" (www.opi.state.mt.us/pdf/MBI/fundraiser.pdf), or see pages 352-353.

Rewards

The options for non-food rewards are limited only by imagination, time, and resources. Matching the reward with the action is an appropriate place to start. For example:

- Children who complete reading assignments can be rewarded with a book, magazine, or word-play activity book;
- Students who complete a class project can receive a pencil or eraser; and
- Classes who behave well can be given extra time to play outside.

Several documents have been developed by States or others that provide easy and fun alternatives to non-food rewards. The Texas Department of Agriculture has published *Non-Food Ways to Raise Funds and Reward a Job Well Done, A Quick and Easy Idea List to Inspire Schools and Parents* as they face the challenges of fundraising and rewarding students in today's school environment (www.agr.state.tx.us/foodnutrition/newsletter/NonFoodRewards.pdf).

Michigan's Team Nutrition and Michigan State University Extension have *Alternatives to Using Food as a Reward* at www.msue.msu.edu/fnh/tn/foodrewards.pdf. In addition, the Lexington Fayette County Health Department in Kentucky published “Food for Thought – Healthy Food Guidelines for Schools” that includes fun alternatives to food rewards, as well as other topics that are covered in *Making It Happen!* (see pages 348 and 349).



How are schools making it happen with fundraising and rewards?

- The Louise Archer Elementary School in Vienna, Virginia, uses a walk with the principal to reward students who work hard.
- The McComb School District in Mississippi bans fundraising with candy or non-nutritious food items at the K-8 level.
- The student council at Williston Junior High School in Williston, North Dakota stopped selling high-sugar, high-fat foods as its primary fundraising activity. It now raises the same amount of money but sells only healthier options.
- Austin Independent School District in Texas has prohibited the sale of foods of minimal nutritional value for fundraisers on school campus during the school day.
- The Mercedes Independent School District in Texas adopted a policy that prohibits the sale of candy as a fundraiser; directs school staff to use food as a reward for student accomplishment sparingly and, at the elementary school level, only after 2 p.m.; prohibits the withholding of food as punishment for students; and provides a list of recommended foods and beverages for school functions.
- School Union #106 in Maine recommends the sale of only non-food items for fundraising activities. When schools decide to offer foods and beverages for celebrations or in support of school fundraising activities, they are encouraged to offer items from a list of nutritious choices.

—See Quick Reference Guide, page 179, for a complete listing of schools and schools districts that used fundraisers or rewards supportive of student health.





Louise Archer Elementary School, Vienna, Virginia

- 663 students, in northern Virginia near the District of Columbia
- 3 to 10 percent of students eligible for free and reduced-price school meals

Approaches

- Use fundraising activities and rewards that support student health

Words of wisdom

“There are lots of simple things that we can do to improve our lives. Walking is one of the best. Our walking program is such an easy way to recognize and reward kids – and to provide health benefits at the same time. My goal is to find many ways of melding the science of learning with ongoing school programs. Walking around the school area helps our students’ brains and bodies. It also gets them outside and provides tactile, real-life experiences that are sometimes missing in our world of technology and television.”

—Dwayne Young, Principal

Key changes and results

Reported by Dwayne Young, Principal

- Friday afternoon “reward walks” with the principal and pedometers replaced pizza parties as the school’s recognition program for hard-working students.
- Teachers and other staff received pedometers and were encouraged to develop personal walking programs with the goal of achieving 10,000 steps per day.
- Louise Archer administrators and educators have also focused attention on the importance of hydration for brain function. Children are encouraged to have water bottles throughout the school day, including in the classroom.
- Students look forward to walking, both with the principal and at other times of the school day. Some kids say that walking helps them focus better. Teachers have integrated pedometer-related activities into classroom lessons, such as math and health. Some classes also walk together for short periods before tests or other important activities.

- School staff logged over 8,000,000 cumulative steps during the 2002-2003 school year.
- For the first year the costs of the walking/pedometer program were similar to the costs of pizza parties in previous years. The expected future costs will be less since the initial investment in the pedometers has already been made.

Keys to success

- **EFFECTIVE LEADERSHIP:** Time and commitment and leadership by administrators and other staff
- **AGE-APPROPRIATE EQUIPMENT:** Fun, kid-oriented pedometers
- **ENVIRONMENTAL SHIFTS:** Creation of an environment in which physical activity, such as walking, is an honor
- **STAFF INVOLVEMENT:** Staff collaborating to support the reward program and staff receiving support for their own fitness.

Description

Like principals all across the country, Dwayne Young wanted to reward those students who work hard, but may not be recognized by making high grades and honor roll lists. Like many others, he relied on pizza parties to reward deserving students.

In fall 2002 several factors converged to completely change the “On a Roll” reward program at Louise Archer Elementary, an historically African American elementary school. First, Mr. Young became more aware of childhood overweight and its associated health concerns in his school and around the country. Second, at a national staff development conference he heard a presentation on “walking for little children” and learned more about the connection between physical activity and academic achievement. He realized that he didn’t feel very energetic after the weekly pizza party—and that his students probably didn’t either!

Mr. Young presented his observations to the Louise Archer staff and enlisted their support in developing a new recognition program. The school invested in bright yellow, kid-friendly pedometers that were distributed to teachers and other staff.

Every Friday teachers select one student from each class for outstanding effort. Students are given a bright-yellow pedometer for the reward walk and can keep it for 1 week. Weather permitting, the recognized students meet the principal and take a 1-mile walk around the neighborhood. Photos of the walkers are posted. Teachers and other staff were quick to embrace the new "On a Roll" program by nominating deserving students and by "walking the talk" about fitness themselves.

According to Principal Young, the program has been a genuine success, and no one misses the pizza parties! Students value the recognition and are proud to walk around the neighborhood with the principal. Mr. Young values his time with students and reports that they are often more willing to share personal stories while walking. As an added benefit, everyone returns to school energized for the afternoon, rather than ready for a nap after a heavy pizza lunch. This is truly a win-win program: worthy students get needed encouragement to work hard in school, and everybody actively learns about the benefits of physical fitness.

Future plans

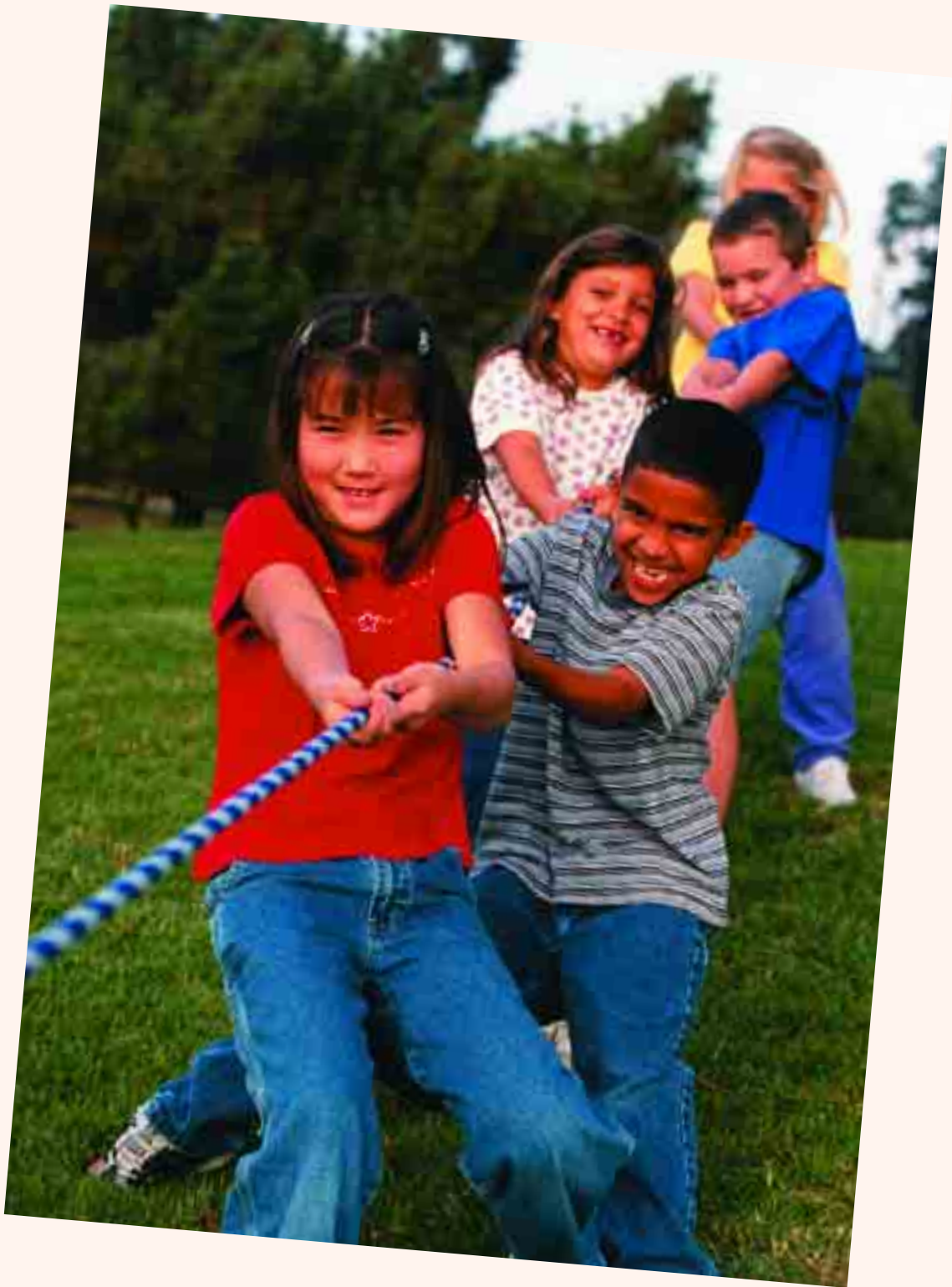
- Continue recognizing student effort with a walking program next year.
- Implement additional cross-curricular programs, linking physical activity to the classroom. One plan is to install an educational climbing wall, which includes lessons on geography, math, and other subjects.

For more information, contact:

Dwayne Young, Principal
dwayne.young@fcps.edu
Louise Archer Elementary School
324 Nutley Street
Vienna, Virginia 22180
Phone: 703-937-6200



SUCCESS STORY





McComb School District, McComb, Mississippi

- 3,000 total students (K-12) south of Jackson
- 85 percent of students eligible for free and reduced-price school meals

Approaches

- Use fundraising activities and rewards that support student health
- Make more healthful foods and beverages available

Words of wisdom

“So often in education what we know and what we actually do are far too distant. In McComb, we have taken ‘Maslow’s Hierarchy of Needs’ very seriously, which reinforces the needs for both a quality physical education program and complete nutrition offerings for our children. We accomplish this through the provision of a nine-component school health program. All of our children in this country deserve what only some of our children are receiving now. We intend to do our part in McComb.”

—*Pat Cooper, EdD, Superintendent*

Key changes and results

Reported by Pat Cooper, EdD, Superintendent

A few years into a 10-year implementation of a coordinated school health program, many changes have been made in the McComb School District’s nutrition environment:

- At the K-8 level the district-banned fundraising with candy or other less nutritious food items (students now sell fruit and wrapping paper) and set guidelines on what snacks can be brought to school.
- Water, 100% juices, milk, and sports drinks are the only beverages available in vending machines; soft drinks are sold after school hours only. According to the superintendent, “Kids will buy whatever is there.” There has been no loss of revenue from these changes; in fact, income is up slightly.

- School meals have improved with pre-packaged salads added at lunch and fewer high-fat/high-sugar items at breakfast.
- Teachers and students have been involved in the process of improving nutrition through surveys about food preferences and the integration of nutrition into classroom curricula.
- Partnerships have been developed with local pediatricians, who have testified on childhood obesity, diabetes, and cardiovascular disease at school board meetings, and the State dairy council affiliate, which has supported nutrition education and milk vending initiatives.

In the remaining years of the plan, the district will develop more specific nutrient standards and offer healthier food and beverage options in all schools.

For more information, contact:

Pat Cooper, EdD, Superintendent
pcooper@mde.k12.ms.us
McComb School District
695 Minnesota Avenue
McComb, Mississippi 39648
Phone: 601-684-4661





Williston Junior High School, Williston, North Dakota

- 356 students in northwestern North Dakota near the Montana border
- 27 percent of students eligible for free and reduced-price school meals

Approaches

- Use fundraising activities and rewards that support student health
- Make more healthful foods and beverages available
- Limit student access to competitive foods

Words of wisdom

“Progress or change can begin with a single observation or conversation. Acting on a small change can be the beginning of something bigger—you never know how big the impact can be. Offering healthy alternatives in just one environment such as the breakfast cart can motivate the student to look for other nutritious food choices throughout the day. We feel it’s important to get the students off to a healthy start in the morning.”

—*Sue Grundstad, LRD, Public Health Nutritionist*

Key changes and results

Reported by Sue Grundstad, LRD, Public Health Nutritionist

- A morning “candy cart” was replaced with a “breakfast cart” to offer more nutritious foods for student purchase. With this change, no candy was sold at the junior high before school begins.
- Revenue to the student council, which operated the cart as a fundraiser, stayed the same.
- Soft drink vending machines were turned off for the morning hours before school, but juice vending machines were left on and available for student use.

Keys to success

- **PARENT INVOLVEMENT:** Parents approached the principal with suggestions for change and the reasons for the change.
- **STUDENT INVOLVEMENT:** Student council members decided which foods to offer and came up with the new name, “breakfast cart.”
- **ADMINISTRATIVE SUPPORT:** The principal and the student council advisor (the school counselor) actively supported changes.

Description

Junior high students had the option of purchasing candy from the candy cart in the morning before classes. This began as part of a fundraising effort for the student council.

Changes to the candy cart began with a parent’s comment. The parent, also a nutritionist at the Upper Missouri District Health Unit, had a discussion with her 7th grade son. She realized that the money he was taking to school was to purchase candy from the cart. Knowing that good nutrition affected the learning ability of students, she and other nutritionists at the Health Unit discussed possible alternatives to the candy cart.

As a group they had several meetings with the junior high principal. He eventually agreed that the nutritionists could make a presentation on healthier options to the student council, and a meeting was set up by the council advisor.

The presentation included reasons for the proposed change and suggestions for healthier options. The nutritionists offered student council members the chance to taste a variety of items, including “Grip n’ Go” milks (regular and chocolate), 100% orange juice, and multigrain bars.

The students enjoyed the taste testing and decided to sell the milk, juice, and breakfast bars. They also decided to rename their fundraiser the “breakfast cart.” To increase sales of the new items, the Health Unit provided stickers, flying discs, and pencils as promotional incentives, and these were well received by the students.

At the same time as the changes in the morning cart, the principal and school counselor decided to turn off all soft drink machines during the morning hours before school. Machines selling 100% juice were left on for student purchase.

Sales at the new breakfast cart have remained the same as previous sales with the candy cart. These changes have significantly reduced student access to high-fat/high-sugar foods at Williston Junior High. Students now have the opportunity to start the school day with more nutritious foods and beverages.

Future plans

- Health department nutritionists and other school health staff will continue to support the breakfast cart concept. Regular meetings will continue between the school principal and staff from the Upper Missouri Health Unit.
- Nutritionists will provide additional information on healthier vending options as requested by the school administration.

For more information, contact:

Sue Grundstad, LRD, Public Health Nutritionist

sgumdh@yahoo.com

Upper Missouri District Health Unit

110 West Broadway, Suite 101

Williston, North Dakota 58801-6032

Phone: 701-577-3763

SUCCESS STORY



REFERENCES

1. U.S. Department of Agriculture, Food and Nutrition Service, Office of Analysis, Nutrition and Evaluation. *School Nutrition Dietary Assessment Study-II Summary of Findings*. Fox MK, Crepinsek MK, Connor P, Battaglia M. Project Officer, McKinney P, Alexandria, VA: 2001.
2. Position of the American Dietetic Association, Society for Nutrition Education, and American School Food Service Association. Nutrition services: an essential component of comprehensive school health programs. *Journal of the American Dietetic Association*. 2003;103(4):505-514.
3. U.S. Department of Agriculture. Foods sold in competition with USDA school meal programs: a report to Congress, 2001. www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/report_congress.htm. Accessed December 8, 2003.
4. Kramer-Atwood JL, Dwyer J, Hoelscher DM, Nicklas TA, Johnson RK, Schulz GK. Fostering healthy food consumption in schools: focusing on the challenges of competitive foods. *Journal of the American Dietetic Association*. 2002;102(9)1228-1233.
5. Story M, Neumark-Sztainer D. Foods available outside the school cafeteria: issues, trends and future directions. *Topics in Clinical Nutrition*.1999;15:37-46.
6. Trust to Reach Education Excellence, National Association of Secondary School Principals. *Strategic business partnerships with public schools*. Harris Interactive: study no.13127. 2000.
7. U.S. General Accounting Office Report to Congressional Requesters. *Public education: commercial activities in schools*: GAO/HEHS-00-156, 2000. www.gao.gov/archive/2000/he00156.pdf. Accessed July 8, 2003.
8. Action for Healthy Kids. *Healthy foods and healthy finances: how schools are making nutrition changes that make financial sense*. 2003. www.actionforhealthykids.org/docs/hpf_fs_finances.pdf. Accessed January 12, 2004.
9. Lexington Fayette County Health Department, Kentucky, Vending machines: The buzz in schools across the nation, Lexington, Kentucky (no date). <http://ltgov.state.ky.us/nutrition/vendingmach.htm>. Accessed December 8, 2003. (See pages 59-62)
10. U.S. Department of Agriculture. *Changing the Scene: Improving the School Nutrition Environment*. Washington, DC, 2000.
11. U.S. Department of Agriculture, Agricultural Research Service. Food and nutrient intakes by children 1994-96, 1998. www.barc.usda.gov/bhnrc/foodsurvey/pdf/scs_all.pdf. Accessed October 15, 2003.

12. Lin BH, Guthrie J, Frazao E. American children's diets not making the grade. *Food Review*. 2001;24(2):8-17.
13. National Institutes of Health. Preventing osteoporosis . . . why milk matters now for female teens. *News and Features* 1997:23 www.nih.gov/news/nf/womenshealth/23.html. Accessed October 15, 2003.
14. Cavadini C, Siega-Riz AM, Popkin BM. U.S. adolescent food intake trends from 1965 to 1996. *Archives of Disease in Childhood* 2000;83(1):18-24.
15. U.S. Department of Agriculture. Continuing Survey of Food Intakes by Individuals, 1987-88, Appendix A.
16. U.S. Department of Agriculture, Agricultural Research Service. Pyramid servings intakes by U.S. children and adults 1994-1996, 1998. 2000. www.barc.usda.gov/bhnrc/cnrg/tables.pdf. Accessed November 3, 2003.
17. U.S. Department of Agriculture, U.S. Department of Health and Human Services. *Nutrition and your health: Dietary guidelines for Americans* (5th edition). Home and Garden Bulletin No 232, Washington, DC, 2000.
18. Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998;67(suppl 4):804S-813S.
19. Kleinman RE, Hall S, Green H, Korzec-Ramirez K, Patton K, Pagano ME, Murphy JM. Diet, breakfast, and academic performance in children. *Annals of Nutrition and Metabolism*. 2002;46(suppl 1):24-30.
20. Centers for Disease Control and Prevention (CDC). National Center for Health Statistics (NCHS), National Health and Nutrition Examination Survey (NHANES): NHANES 1999-2002. Prevalence of overweight among children and adolescents: United States, 1999-2002. www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm. Accessed December 17, 2004.
21. Ogden CL, Flegal KM, Carroll MD, Johnson CL. Prevalence and trends in overweight among U.S. children and adolescents, 1999-2000. *Journal of the American Medical Association*. 2002;288(14):1728-1732.
22. U.S. Department of Health and Human Services. *The Surgeon General's call to action to prevent and decrease overweight and obesity*. U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, Rockville, MD, 2001.
23. National Institutes of Health, National Heart Lung and Blood Institute. *Clinical guidelines on the identification, evaluation, and treatment of overweight and obesity in adults*. U.S. Department of Health and Human Services, Public Health Service;1998:12-19.
24. Fagot-Campagna, A. Emergence of Type 2 diabetes mellitus in children: Epidemiological evidence. *Journal of Pediatric Endocrinology & Metabolism*. 2000;13:1395-1402.

25. Kavey RE, Daniels SR, Lauer RM, Atkins DL, Hayman LL, Taubert K; American Heart Association. American Heart Association guidelines for primary prevention of atherosclerotic cardiovascular disease beginning in childhood. *Journal of Pediatrics*. 2003;142(4):368-372.
26. Centers for Disease Control and Prevention (CDC). Youth risk behavior surveillance – United States, 2001. *MMWR Morbidity and Mortality Weekly Report*. 2002;51:SS-4:1-64.
27. American Psychiatric Association. Practice guideline for the treatment of patients with eating disorders (revision). *American Journal of Psychiatry*. 2000;157(1 suppl):1-39.
28. U.S. Department of Health and Human Services. *Oral health in America: a Report of the surgeon general*. Rockville, MD: U.S. Department of Health and Human Services, National Institute of Dental and Craniofacial Research, National Institutes of Health, 2000.
29. Single grade of enrollment and high school graduation status for people 3 years old and over, by age. 2001. www.nces.ed.gov. Accessed December 10, 2003.
30. Centers for Disease Control and Prevention. Guidelines for school health programs to promote lifelong healthy eating. U.S. Department of Health and Human Services. *MMWR Morbidity and Mortality Weekly Report*. 1996;45(RR-9):1-41.
31. Contento I, Balch G, Bronner Y, Lytle L, Maloney S, Olson C, Swadener S, Randell J. Nutrition education for school-aged children. *Journal of Nutrition Education*. 1995;27(6):298-311.
32. Marx E, Wooley SF, Northrop D. *Health is academic: A guide to coordinated school health programs*. New York: Teachers College Press, 1998.
33. U.S. Department of Agriculture. National school lunch program and school breakfast program nutrition objectives for school meals (from 7 CFR parts 210,220). Vol 59; 1994. www.fns.usda.gov/cnd/Governance/regulations.htm. Accessed December 9, 2003.
34. U.S. Department of Agriculture. Foods of minimal nutritional value, 2003. (www.fns.usda.gov/cnd/menu/fmnv.htm). Accessed December 4, 2003.
35. U.S. Department of Agriculture. State competitive foods policies. 2002 www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/state_policies_2002.htm Accessed November 7, 2003.
36. Wechsler H, Brener ND, Kuester S, Miller C. Food service and foods and beverages available at school: results from the School Health Policies and Programs Study 2000. *Journal of School Health*. 2001;71(7):313-324.
37. Harnack L, Snyder P, Story M, Holliday R, Lytle L, Neumark-Sztainer D. Availability of à la carte food items in junior and senior high schools: a needs assessment. *Journal of the American Dietetic Association*. 2000;100(6):701-703.

38. Wildey MB, Pampalone SZ, Pelletier RL, Zive MM, Elder JP, Sallis JF. Fat and sugar levels are high in snacks purchased from student stores in middle schools. *Journal of the American Dietetic Association*. 2000;100(3):319-322.
39. Nielsen SJ, Popkin BM. Patterns and trends in food portion sizes, 1977-1998. *Journal of the American Medical Association*. 2003;289:450-453.
40. Public Health Institute. *California high school fast food survey: findings and recommendations, 2000*. www.californiaprojectlean.org/popups/pdfs/ffsurvey.pdf (Accessed November 5, 2003).
41. Texas Department of Agriculture. *School District Vending Contract Survey, 2003*. www.agr.state.tx.us/foodnutiriton/survey/ntn_survey.htm. Accessed November 14, 2003.
42. National Association of State Boards of Education. *Fit, Healthy, and Ready to Learn: A School Health Policy Guide*. Alexandria, Virginia. 2002.
43. Centers for Disease Control and Prevention. *School health index for physical activity, healthy eating, and a tobacco-free lifestyle: a self-assessment and planning guide*. Middle school/High school version. Atlanta, GA. 2002.
44. Bogden, JF. *How schools work and how to work with schools: a primer for professionals who serve children and youth*. National Association of State Boards of Education. Alexandria, VA, 2000.
45. California School Board Association, California Project LEAN, California Department of Health Services. *Successful students through healthy food policies: act now for academic excellence: healthy food policy resource guide*. 2003.
46. California Project LEAN. *Taking the fizz out of soda contracts: A guide to community action*. Sacramento, CA, 2002.
47. Dunsmore D. Cola vending machines: 'Rich' contracts that may not be so 'sweet'. *Teacher Newsmagazine*. 2001;13(5) www.bctf.ca/ezine/archive/2000-2001/2001-03/support/15Richcontracts.html. Accessed December 8, 2003.
48. National Soft Drink Association. *Business partnerships between beverage companies and schools*. www.nstda.org/Issues/Partnerships/index.html. Accessed December 12, 2003.
49. Nestle M. Soft drink pouring rights. *Public Health Reports*. 2000;115:308-319.
50. Larson K. *Commercialism in schools*. ERIC Digest 158, 2002. <http://eric.uoregon.edu/publications/digests/digest158.html>. Accessed August 7, 2003.
51. Fischer K. The Pepsi generation. *St. Petersburg Times*, 2001. www.sptimes.com/News/070101/TampaBay/The_Pepsi_Generation_.shtml. Accessed August 14, 2003.

52. King P. New Coca-Cola marketing pours it on for education. Nation's Restaurant News, 2001. www.findarticles.com/cf_dls/m3190/13_35/72891565/print.jhtml. Accessed January 16, 2004.
53. Reuters. School vending machines 'out' with health advocates, 2003. <http://12.31.13.48/HealthNews/reuters/NewsStory071420031.htm>. Accessed January 16, 2004.
54. Erickson D. School board ditches contract with Coca-Cola; Madison may be the first district in the country to reject such a lucrative vending agreement. Wisconsin State Journal, August 29, 2000. www.commercialalert.org/WICoke.htm. Accessed December 10, 2003.
55. Coca-Cola Company. Model guidelines for school beverage partnerships. 2003. www2.coca-cola.com/ourcompany/hal_school_beverage_guidelines.pdf. Accessed December 10, 2003.
56. PepsiCo. PepsiCo's health and wellness philosophy. www.pepsico.com/citizenship/health-wellness.shtml. Accessed December 8, 2003.
57. PepsiCo. Community information. Pepsi-Cola North America school policy. www.pepsi.com/help/faqs/faq.php?viewall=yes&category=community_info. Accessed December 10, 2003.
58. Kubik MY, Lytle LA, Hannan PJ, Perry CL, Story M. The association of the school food environment with dietary behaviors of young adolescents. *American Journal of Public Health*. 2003;93(7):1168-1173.
59. French SA, Jeffrey RW, Story M, Breitlow KK, Baxter JS, Hannan P, Snyder, MP. Pricing and promotion effects on low-fat vending snack purchases: the CHIPS study. *American Journal of Public Health*. 2001;91:112-117.
60. Bordi PL, Park HE, Watkins S, Caldwell D, DeVitis CA. Impact of the environment on food choices and eating habits of school-age children: a USDA-sponsored research agenda conference. *The Journal of Child Nutrition & Management-American School Food Service Association 2, 2002*. www.asfsa.org/childnutrition/jcnm/02fall/bordil/. Accessed January 21, 2004.
61. Dairy Foods. Vending machine test scores: milk from vending machines sells well to middle school students, 2001. www.findarticles.com/cf_dls/m3301/11_102/79759357/print.html. Accessed December 10, 2003.
62. Fuller F. Bottled water goes to school. Restaurants and Institutions, 2003. www.rimag.com/2003/0401/bev.htm. Accessed November 9, 2003.
63. First healthy vending machines launched in schools. *Supermarket Guru*, 2003. www.supermarketguru.com/page.cfm/3884. Accessed December 10, 2003.

64. Mixon HH. *Marketing nutrition in the middle grades: adolescent food habits and marketing strategies that work*. National Food Service Management Institute. Oxford, MS, 2001.
65. French SA. Pricing effects on food choices. *Journal of Nutrition*. 2003; 133(3): 841S-843S.
66. Michigan State University Extension. Alternatives to using food as a reward. www.msue.msu.edu/fnh/tn/foodrewards.pdf. Accessed January 16, 2004.
67. Baxter SD. Are elementary schools teaching children to prefer candy but not vegetables? *Journal of School Health*.1998;68(3):111-113.
68. Tietzen J. Kentucky School Nutrition Environment Survey, 2002. www.ca.uky.edu/fcs/healthykids/PDF/survey.Tietzen.report.pdf. Accessed December 1, 2003.

À la carte ideas

Aptos Middle School, San Francisco, California	77
Byfield Elementary School, Bristol, Rhode Island	81
Cambridge School District, Cambridge, New York	153
Central Middle School, Whitefish, Montana	85
East Middle School, Great Falls, Montana	123
Ennis Public Schools, Ennis, Montana	93
Fairfax County Public Schools, Fairfax, Virginia	55
Green Bay Area Public School District, Green Bay, Wisconsin	97
Mercedes Independent School District, Mercedes, Texas	41
Nash-Rocky Mount Schools, Nash County, North Carolina.....	155
Old Orchard Beach School Department, Old Orchard Beach, Maine	45
Richland One School District, Columbia, South Carolina	63
Southington School Lunch Program, Southington, Connecticut.....	107
South Windsor Schools, South Windsor, Connecticut	131
Stratford Public Schools, Stratford, Connecticut	109
Vista Unified School District, Oceanside, California	67
Westlake Middle School, Adams 12 Five Star School District, Thornton, Colorado	141

Fundraising and/or student rewards

Austin Independent School District, Austin, Texas	33
Grand Forks Public Schools, Grand Forks, North Dakota	37
Louise Archer Elementary School, Vienna, Virginia.....	163
McComb School District, McComb, Mississippi.....	167
Mercedes Independent School District, Mercedes, Texas	41
Old Orchard Beach School Department, Old Orchard Beach, Maine	45
Richland One School District, Columbia, South Carolina	63
School Union #106, Calais, Maine	49
Williston Junior High School, Williston, North Dakota	169

Limiting student access to competitive foods

Bozeman High School, Bozeman, Montana 149
Cambridge School District, Cambridge, New York 153
Cortland Enlarged City School District, Cortland, New York..... 89
East Middle School, Great Falls, Montana 123
Fairfax County Public Schools, Fairfax, Virginia 55
Grand Forks Public Schools, Grand Forks, North Dakota 37
Mercedes Independent School District, Mercedes, Texas 41
Nash-Rocky Mount Schools, Nash County, North Carolina..... 155
Richland One School District, Columbia, South Carolina 63
Williston Junior High School, Williston, North Dakota 169

More healthful foods and beverages

All 32 success stories!

Marketing techniques

Bozeman High School, Bozeman, Montana 149
Byfield Elementary School, Bristol, Rhode Island 81
Cortland Enlarged City School District, Cortland, New York..... 89
Dairy Vending Pilot, Swiss Valley Farms, Quad Cities, Iowa/Illinois..... 119
East Middle School, Great Falls, Montana 123
Ennis Public Schools, Ennis, Montana 93
Fairfax County Public Schools, Fairfax, Virginia 55
Fayette County Public Schools, Lexington, Kentucky 59
Grand Forks Public Schools, Grand Forks, North Dakota 37
Green Bay Area Public School District, Green Bay, Wisconsin 97
Kingsley Middle School, Kingsley, Michigan 127
Old Orchard Beach School Department, Old Orchard Beach, Maine 45
Richland One School District, Columbia, South Carolina 63
South Windsor Schools, South Windsor, Connecticut 131
Southington School Lunch Program, Southington, Connecticut..... 107
Stratford Public Schools, Stratford, Connecticut 109
Vista Unified School District, Oceanside, California 67
Waiakea High School, Hilo, Hawai'i 137
Williston Junior High School, Williston, North Dakota 169

Nutrition policies and/or standards

Aptos Middle School, San Francisco, California 77
Austin Independent School District, Austin, Texas 33
Cortland Enlarged City School District, Cortland, New York..... 89
Fairfax County Public Schools, Fairfax, Virginia 55
Grand Forks Public Schools, Grand Forks, North Dakota 37
Mercedes Independent School District, Mercedes, Texas 41
Old Orchard Beach School Department, Old Orchard Beach, Maine 45
Richland One School District, Columbia, South Carolina 63
School Union #106, Calais, Maine 49

Parental leadership

Aptos Middle School, San Francisco, California 77
Austin Independent School District, Austin, Texas 33
Central Middle School, Whitefish, Montana 85
Fayette County Public Schools, Lexington, Kentucky 59
Williston Junior High School, Williston, North Dakota 169

Pricing changes as a marketing technique

East Middle School, Great Falls, Montana 123
Fayette County Public Schools, Lexington, Kentucky 59
South Windsor Schools, South Windsor, Connecticut 131
Vista Unified School District, Oceanside, California 67
Waiakea High School, Hilo, Hawai'i 137

Resources used as part of the change (Changing the Scene, School Health Index, and/or Fit, Healthy, and Ready to Learn)

Bozeman High School, Bozeman, Montana 149
Cortland Enlarged City School District, Cortland, New York..... 89
Grand Forks Public Schools, Grand Forks, North Dakota 37
Kingsley Middle School, Kingsley, Michigan 127
Mercedes Independent School District, Mercedes, Texas 41
Old Orchard Beach School Department, Old Orchard Beach, Maine 45
Nash-Rocky Mount Schools, Nash County, North Carolina..... 155

Revenue

Report an increase in revenue

Byfield Elementary School, Bristol, Rhode Island 81

Central Middle School, Whitefish, Montana 85

Ennis Public Schools, Ennis, Montana 93

Fayette County Public Schools, Lexington, Kentucky 59

Grand Forks Public Schools, Grand Forks, North Dakota 37

Green Bay Area Public School District, Green Bay, Wisconsin 97

McComb School District, McComb, Mississippi..... 167

Old Orchard Beach School Department, Old Orchard Beach, Maine 45

School Union #106, Calais, Maine 49

Southington School Lunch Program, Southington, Connecticut..... 107

Vista Unified School District, Oceanside, California 67

Report no change in revenue

East Middle School, Great Falls, Montana 123

Hampden Academy (public high school), Hampden, Maine 101

Mercedes Independent School District, Mercedes, Texas 41

Williston Junior High School, Williston, North Dakota 169

Report a decrease in revenue

Cambridge School District, Cambridge, New York 153

Staff wellness

Cortland Enlarged City School District, Cortland, New York..... 89

Grand Forks Public Schools, Grand Forks, North Dakota 37

Green Bay Area Public School District, Green Bay, Wisconsin 97

Louise Archer Elementary School, Vienna, Virginia..... 163

Old Orchard Beach School Department, Old Orchard Beach, Maine 45

South Windsor Schools, South Windsor, Connecticut 131

Student input into change

Aptos Middle School, San Francisco, California 77
Dairy Vending Pilot, Swiss Valley Farms, Quad Cities, Iowa/Illinois..... 119
East Middle School, Great Falls, Montana 123
Ennis Public Schools, Ennis, Montana 93
Grand Forks Public Schools, Grand Forks, North Dakota 37
Green Bay Area Public School District, Green Bay, Wisconsin 97
Hampden Academy (public high school), Hampden, Maine 101
Kingsley Middle School, Kingsley, Michigan 127
McComb School District, McComb, Mississippi..... 167
Old Orchard Beach School Department, Old Orchard Beach, Maine 45
Richland One School District, Columbia, South Carolina 63
Stratford Public Schools, Stratford, Connecticut 109
Tolland Public Schools, Tolland, Connecticut 135
Waiakea High School, Hilo, Hawai'i 137
Westlake Middle School, Adams 12 Five Star School District, Thornton, Colorado 141
Williston Junior High School, Williston, North Dakota 169

Vending contracts

Bozeman High School, Bozeman, Montana 149
Fairfax County Public Schools, Fairfax, Virginia 55
Fayette County Public Schools, Lexington, Kentucky 59
Old Orchard Beach School Department, Old Orchard Beach, Maine 45
Richland One School District, Columbia, South Carolina 63
School Union #106, Calais, Maine 49
Vista Unified School District, Oceanside, California 67



1. Establish Nutrition Standards for Competitive Foods

Austin Independent School District, Austin, Texas	189
● Campus Wellness Teams—5-Year Plan.....	191
● Food Services Memo	201
● Summary of Nutrition Regulations.....	203
Grand Forks Public Schools, Grand Forks, North Dakota	205
● Grand Forks School District: Policy 6175.....	207
● Teacher Packet: Nutrition Policy Practices 6175	209
● Healthy Snack Policy Made Easy!.....	223
● Letter to Parents on Snack Guidelines	225
● Skit: 5 A Day Gives You Power to Play!	227
Mercedes Independent School District, Mercedes, Texas	233
● Student Nutrition/Wellness Plan	235
Old Orchard Beach Schools, Old Orchard Beach, Maine	243
● Vending Machine Policy	245
School Union #106, Calais, Maine	247
● Vending Policy	249

2. Influence Food and Beverage Contracts

Fairfax County Public Schools, Fairfax, Virginia	257
● Mission, Vision, and Statement of Nutrition Integrity	259
Fayette County Public Schools	261
● Two Posters	263
Richland One School District, Columbia, South Carolina	265
● Student Nutrition Policy	267
Vista Unified School District, Oceanside, California	273
● Vending Partnerships	275

Table of Contents

3. Make More Healthful Foods and Beverages Available

Aptos Middle School, San Francisco, California	279
● Healthy School Nutrition and Physical Exercise Policy	281
Cortland Enlarged City School District, Cortland, New York	283
● Nutrition Policy	285
● Health Report Card	287
● Position Paper: Improving School Foods and Beverages (Excerpts)	291
● Nutrition Standards	295
● Healthier Snack Options	297
● Competitive Food Standards Recommendations	301
Ronan School District #30, Ronan, Montana	305
● Photos	307
Massachusetts Action for Healthy Kids	309
● A La Carte Food and Beverage Standards to Promote a Healthier School Environment.....	311

4. Adopt Marketing Techniques to Promote Healthful Choices

South Windsor Schools, South Windsor, Connecticut	331
● Flyer.....	333

5. Limit Student Access to Competitive Foods

Nash–Rocky Mount Schools, Nash County, North Carolina	337
● Winner’s Circle Healthy Dining Program SM	339

6. Use Fundraising Activities and Rewards that Support Student Health

Fayette County Public Schools, Lexington, Kentucky	347
● Alternatives to Using Food As Rewards	348
Shasta County Public Health, California Department of Health Services, California Project LEAN, Contract #01-15285	351
● Creative Financing and Fun Fundraising.....	352



APPROACH 1

ESTABLISH NUTRITION STANDARDS FOR COMPETITIVE FOODS

- Austin Independent School District, Austin, Texas
- Grand Forks Public Schools, Grand Forks, North Dakota
- Mercedes Independent School District, Mercedes, Texas
- Old Orchard Beach School Department, Old Orchard Beach, Maine
- School Union #106, Calais, Maine

MAKING IT HAPPEN!
SCHOOL NUTRITION
SUCCESS STORIES



Austin Independent School District, Austin, Texas

- 74,000 students in the capital city of Texas
- 54.3 percent of students eligible for free and reduced-price school meals

For more information:

Carey Dabney, Parent Volunteer, Vice Chair, AISD School Health Advisory Council

dabney@texas.net

12005 Corner Brook Pass

Austin, Texas 78739

Phone: 512-292-1313





**Austin Independent School District
School Health Advisory Council
Nutrition Committee**



AISD
School Health
Advisory Council

**Multi-Year Strategic Plan to Improve the
Nutrition Environment in Grades K-12**

2004-2005

Campus Wellness Plan - Five-Year Plan

SHAC NUTRITION COMMITTEE MISSION STATEMENT

To work cooperatively with school personnel, food service, parents, and community organizations to find ways to improve the nutritional environment of schools and promote children's health and academic success.

Goal

In support of the District's HEALTHY CHILDREN'S INITIATIVE, all schools in AISD will have a healthy school nutrition environment that helps all children be **Fit, Healthy and Ready to Learn**.

The Nutrition Committee of the AISD SHAC is committed to the goal of a healthy school nutrition environment for all children. We realize that this will involve attitudinal changes as well as policy changes to accomplish. The SHAC Nutrition Committee has drafted an initial multi-year strategic plan beginning in SY2003-2004. In drafting this plan, the SHAC Nutrition Committee felt that the most appropriate first step was to raise awareness in our schools and community about the relationship between healthy students and academics, and the need for creating a healthy school nutrition environment to support this relationship.

Once parents and schools become educated about the importance of supporting a healthy school nutrition environment, they will need additional resources and materials to help them move forward toward realizing that goal.

In addition, the AISD SHAC recognizes that by September 1, 2007, Senate Bill 19 (2001) requires all school districts in Texas to have had appropriate training for the implementation of a coordinated health program for elementary school students. This program must provide for coordinating: health education; physical education and physical activity; nutrition services; parental involvement; and instruction to prevent the use of tobacco. Senate Bill 1357 (2003) broadens the scope of SHAC's to include: school health services; counseling and guidance services; a safe and healthy school environment; and school employee wellness.

The AISD SHAC feels that by investing now in educating parents, teachers and administrators on nutrition issues, the District will be taking positive steps towards providing every student with access to a healthy school nutrition environment and towards planning for the changes that Senate Bill 19 requires in all elementary schools.

The multi-year strategic plan is based on materials provided by the U.S. Department of Agriculture including: a nutrition education initiative called Team Nutrition, a community awareness component of Team Nutrition – a local action kit called *Changing the Scene*, and a school nutrition policy guide (Chapter E from NASBE's *Fit Healthy, and Ready to Learn*). These are supplied free of charge to help schools improve their nutrition programs.

Campus Wellness Plan - Five-Year Plan

The USDA defines a healthy school nutrition environment as one that gives students consistent, reliable health information—and ample opportunity to use it. There are six components of a healthy school nutrition environment:

- **A Commitment to Nutrition and Physical Activity**
- **Quality School Meals**
- **Other Healthy Food Choices**
- **Pleasant Eating Experiences**
- **Nutrition Education**
- **Marketing to Increase Community Awareness**

During the implementation of our program, each of the areas will be assessed on a campus-by-campus basis as well as at the district level to determine where improvements might be warranted. Some campuses may already have identified and be addressing specific issues. We feel those campuses can still benefit from increased awareness among staff and parents. Other schools will be starting from scratch. We have developed the program to accommodate different starting points and levels as we progress. We will use a continuous quality improvement process to track progress at each school.

About Team Nutrition

Team Nutrition is an integrated, behavior-based, comprehensive plan for promoting the nutritional health of the Nation's children. This plan involves schools, parents, and the community in efforts to continuously improve school meals, and to promote the health and education of 50 million school children in more than 96,000 schools nationwide.

In 1995, the School Meals Initiative for Healthy Children regulations updated nutrition standards to ensure school meals were consistent with the Dietary Guidelines for Americans. USDA recognized that schools needed help to put the rules into action. To help meet the goal of healthier children, USDA launched Team Nutrition, an initiative designed to help make implementation of the new policy in schools easier and more successful.

The U.S. Department of Agriculture's Food and Nutrition Service developed Team Nutrition.

About Changing the Scene

Changing the Scene - Improving the School Nutrition Environment is a tool kit for helping those at the local level take action to improve school nutrition environments. It addresses the entire school nutrition environment that encompasses a commitment to healthy nutrition practices and physical activity, pleasant eating experiences, quality school meals, other healthy food options, nutrition education and public awareness. This kit helps school staff, parents, and the community to take action to improve their school's nutrition environment. The kit includes a variety of tools for use at the local level to raise awareness and address school environment issues that influence students' eating and physical activity practices.

Campus Wellness Plan - Five-Year Plan

USDA's Food and Nutrition Service developed the kit with input from the following education, nutrition and health organizations:

National PTA, National Association of Secondary School Principals, National School Boards Association, National Association of State Boards of Education, USDA Center for Nutrition Policy and Promotion, USDA Cooperative State Research, Education, and Extension Service - Families, 4-H, and Nutrition; National Association of Elementary School Principals, American School Food Service Association, Centers for Disease Control and Prevention, Council of Chief State School Officers, Association for Supervision and Curriculum Development, U.S. Department of Education, American Dietetic Association, Association of School Business Officials International, Society of State Directors of Health, Physical Education and Recreation, and the Society for Nutrition Education.

About *Fit, Healthy, and Ready to Learn*

The National Association of State Boards of Education developed this school health policy guide to provide guidance on developing a comprehensive, integrated policy aimed at promoting lifelong healthy eating among students and school staff. There are also policy guidelines available for physical activity and tobacco-use prevention.

The sample policy on healthy eating incorporates statements of recommended practice that all states, districts, and schools should endeavor to adopt. What is reasonable, feasible, and acceptable in a given state, school district, or school depends on local circumstances and the results of the policymaking process.

Team Nutrition Website: www.fns.usda.gov/tn

USDA's Team Nutrition Website is all about empowering children to make healthy food and physical activity choices. Anyone involved in healthy meals and nutrition education for children (parents, students, educators, foodservice workers, community groups) should visit the site.

What will you find on the site?

For Schools:

- Team Nutrition enrollment form
- Highlights of Team Nutrition School activities
- Database of Team Nutrition Schools around the Nation
- On-line catalog of resource materials many of which are available to download
- Listing of all supporting organizations that are willing to help with activities in your school
- Resource page created for nutrition educators

For Parents:

- Seasonal and healthy recipes from some of the Nation's top chefs
- Ten steps for parents to encourage healthy eating at school and making physical activity a part of their children's life.
- Fun nutrition-related activities for the whole family

Campus Wellness Plan - Five-Year Plan

For Students:

- Interactive website created by and for middle school students
- Find out today...are you Normal?
- Calculates your Body Mass Index
- Take the quiz yourself!

FIT, HEALTHY and READY to LEARN

YEAR 1

During SY2003-2004:

A minimum of (5) Early Adopter Schools (K-12) will conduct **parent education and community awareness campaigns** on the need for good nutrition and the academic value of good nutrition and physical activity based on USDA's Team Nutrition local action kit, *Changing the Scene*.

Action Items

District (Year 1):

- AISD Superintendent and Director of School Food Services will endorse the use of Team Nutrition's *Changing the Scene* kit as a first step in improving the school nutrition environment on AISD campuses. They will instruct appropriate personnel to work with SHAC Nutrition Committee for successful implementation.
- Superintendent will provide an opportunity for SHAC to do a district-wide principal orientation on Team Nutrition's *Changing the Scene* prior to the start of SY2003-2004.
- District will work with SHAC on identifying Early Adopter Schools to enroll as Team Nutrition Schools and receive applications for *Changing the Scene* kit.
- Superintendent will have principals or principal's representative identify a **Campus Wellness Team** that will consist of parents (interested parents, PTA, CAC, Parent Support Specialist), Food Service Supervisor, P.E. Specialist, RN, and at least one teacher (each campus can expand on this list as they feel appropriate) to work on improving the school nutrition environment using Team Nutrition's local action kit, *Changing the Scene*.
- Superintendent will identify nutrition as a core component of the Healthy Children's Initiative.
- AISD School Health Coordinator will provide technical assistance as needed for **Campus Wellness Teams**.
- District will provide access and assistance in developing SHAC Nutrition Committee web page.

Campus Wellness Plan - Five-Year Plan

SHAC Nutrition Committee (Year 1):

- Collaborate with District on a press release to announce District's adoption of Team Nutrition and the goal of becoming a **Fit, Healthy and Ready to Learn** school district using Team Nutrition's *Changing the Scene* local action kit that can help promote community involvement.
- Conduct a district-wide principal orientation on Team Nutrition's *Changing the Scene*.
- Work with District in identifying Early Adopter Schools for Team Nutrition membership and use of the *Changing the Scene* kit.
- Provide principals or principal's representative with order forms for Team Nutrition's *Changing the Scene* local action kit.
- Orient **Campus Wellness Team** leaders to resources available to them.
- Communicate with principals or principals' representative and **Campus Wellness Team** leaders to support their efforts to improve the school nutrition environment.
- Provide technical assistance and free health related materials to campuses as needed.
- Develop marketing plan to promote **Fit, Healthy, and Ready to Learn** campaign community wide to educate and raise community awareness about the importance of healthy school nutrition environments and physical activity.
- Collaborate with Children's/AISD Student Health Services when appropriate.
- Collaborate with organizations that conduct school or community programs that address child nutrition and health.
- Develop incentive program with ACPTA, DAC, AISD to recognize schools for programs / activities which promote a healthy school environment.
- Encourage school participation in the Texas Department of Health's School Health Program, AWARDS FOR EXCELLENCE IN TEXAS SCHOOLS.
- Communicate individual campus and district-wide success stories to the community using the media.
- Develop SHAC Nutrition Committee web page.
- Adapt *Changing the Scene* Campus Assessment Checklist so that it serves as a baseline and follow-up tool for evaluating improvement.
- Provide technical assistance to campuses as needed so that the checklist can function as the core guide for campus improvement.

Campus Wellness Team (Year 1):

- Early Adopter School principals or principal's representative will identify a **Campus Wellness Team** that will consist of parents (interested parents, PTA, CAC, Parent Support Specialist), Food Service Supervisor, P.E. Specialist, RN, and at least one teacher (each campus can expand on this list as they feel appropriate) to work on the Team Nutrition Community Awareness Campaign / *Changing the Scene* to help create awareness for a healthy school nutrition environment.

Campus Wellness Plan - Five-Year Plan

Campus Wellness Team

- Will be expected to:
 - 1) Assess beginning of the year nutritional environment on campus using AISD adapted *Changing the Scene* assessment tool.
 - 2) Prioritize (high/medium/low) areas of need.
 - 3) Identify a few focus areas for the school year.
 - 4) Plan and implement for at least one focus area.
 - 5) Review baseline assessment for progress at the end of the school year and identify resource needs, barriers to progress, and focus areas for the coming school year.
 - 6) Submit copies of initial assessment to the School Health Coordinator as well as end of year assessment.

Suggested Actions for Campus Wellness Teams:

- Survey parents to determine their level of awareness of issues and their concerns about the school's nutrition environment.
- Seek student involvement/input in identifying nutrition issues.
- Distribute nutrition and physical activity information to parents using *Changing the Scene*/Team Nutrition materials and other free resources.
- Encourage teachers to incorporate nutrition/physical activity into daily curriculum.
- Communicate nutrition and physical activity goals to community to gain support and recognition for school efforts.
- Work with PTA to host a health fair or other health related activity.

YEAR 2

During SY2004-2005:

Early Adopter Schools will begin to **develop and implement an action plan** to create a healthy school nutrition environment using USDA Team Nutrition materials.

Newly identified Adopter Schools (K-12) will conduct **community awareness campaigns** on the need for good nutrition and the academic value of good nutrition and physical activity based on USDA's Team Nutrition local action kit, *Changing the Scene* using YEAR 1 strategies.
Action Items

District (Year 2):

- District will work with SHAC on identifying additional Adopter Schools to become members of Team Nutrition and receive applications for *Changing the Scene* kit.
- Superintendent will have Adopter School principals or principal's representative identify a **Campus Wellness Team** that will consist of parents (interested parents, PTA, CAC, Parent Support Specialist), Food Service Supervisor, P.E. Specialist, RN, and at least one teacher (each campus can expand on this list as they feel appropriate) to work on the Team Nutrition Community Awareness Campaign / *Changing the Scene*.
- AISD School Health Coordinator will provide technical assistance, as needed to **Campus Wellness Teams**.
- District will assist SHAC Nutrition Committee to keep web page current.

Campus Wellness Plan - Five-Year Plan

SHAC Nutrition Committee (Year 2):

- Work with District in identifying additional Adopter Schools for Team Nutrition school enrollment.
- Provide Adopter School principals or principal's representative with order forms for Team Nutrition's *Changing the Scene* local action kit.
- Orient **Campus Wellness Team** leaders to resources available to them.
- Communicate with principals and **Campus Wellness Teams** to support their efforts to improve the school nutrition environment.
- Provide technical assistance and free health related materials to campuses as needed.
- Continue implementation of community-wide **Fit Healthy, and Ready to Learn** campaign to raise community awareness about the importance of healthy school nutrition environments and physical activity.
- Collaborate with Children's/AISD Student Health Services when appropriate.
- Collaborate with organizations that conduct school or community programs that address child nutrition and health.
- Continue to recognize exceptional programs through incentive programs with ACPTA that recognize schools for programs / activities which promote a healthy school environment.
- Encourage school participation in the Texas Department of Health's School Health Program, AWARDS FOR EXCELLENCE IN TEXAS SCHOOLS.
- Communicate individual campus and district-wide success stories to the community using the media.
- Use the adapted *Changing the Scene* Campus Assessment Checklist so that it serves as a baseline and follow-up tool for evaluating improvement.
- Provide technical assistance to campuses as needed so that the checklist can function as the core guide for campus improvement.
- Maintain SHAC Nutrition Committee web page.

Campus Wellness Team (Year 2):

- Early Adopter School principals or principal's representative working with the Campus Wellness Team will **begin to develop and implement an action plan** to create a healthy school nutrition environment using USDA Team Nutrition materials.

Campus Wellness Team

- Will be expected to:
 - 1) Review end of year assessment.
 - 2) Review identified areas of need and priority of need.
 - 3) Identify focus areas for the school year.
 - 4) Plan and implement for those focus areas.
 - 5) Review baseline assessment for progress at the end of the school year and identify resource needs, barriers to progress, and focus areas for the coming school year.
 - 6) Submit end of year assessment to the AISD School Health Coordinator.

Campus Wellness Plan - Five-Year Plan

Suggested actions for Campus Wellness Teams:

- Continue to work on year 1 suggested actions.
- Identify and recruit additional parents and community members with an interest in creating healthy school nutrition environments to help attain goals.
- Consider recommending the action plan and expected outcomes to the CAC for incorporation into the CIP.

YEAR 3

During SY 2005-2006:—

Early Adopter Schools will **begin to develop campus nutrition policy** using National Association of State Boards of Education (NASBE) Fit, Healthy and Ready to Learn School Health Policy Guide.

Adopter Schools will move from Year 1 strategies to Year 2 strategies.

New Adopter Schools will begin using Year 1 strategies.

YEAR 4

During SY2006-2007:

Remaining Schools that have not begun the program will begin implementation of *Changing the Scene*, following Year 1 strategies.

Early Adopter Schools will implement campus nutrition policy.

Adopter Schools will move to Year 3 strategies.

New Adopter Schools will move to Year 2 strategies.

YEAR 5

During SY2007-2008:

Senate Bill 19 requires full implementation of a Coordinated School Health Program in all elementary schools. AISD will continue support for all schools as they progress towards creating healthy school nutrition environments. **AISD will implement district wide school nutrition policy.**



Food Services Memo

AISD Food Services Memo

DOCUMENT
2

July 31, 2003

To: Person Addressed
Re: Changes to the AISD Food Service Program

With the start of the 2003 school year, the Food Services Department will implement the following changes in the AISD cafeterias. These changes are the first steps in helping to achieve the goals of the School Health Advisory Council (SHAC) and Dr. Forgione's Initiative for Healthy Children.

- Only reduced fat and baked chips will be available in secondary schools. (Chips are not available in elementary schools.)
- No commercially prepared prepackaged sweets will be available (i.e. Little Debbie's, Hostess). Instead granola bars, low fat baked goods and similar products will be substituted.
- Elimination of some high fat a la carte entrees in secondary schools (i.e. chili pie, chili cheese nachos).
- Only the following a la carte beverages will be offered: flavored and unflavored bottled water, sports drinks (no more than 50 cal/serving), and fruit juices.
- Larger variety of entrée salads and wrap type sandwiches.
- Fruits and vegetables to be offered on each serving line, including a la carte lines.
- Nutrition will be marketed to students on a regular basis.

Please contact the AISD Food Services Department at 414-0251 if you have questions.



Summary of Nutrition Regulations

DOCUMENT
3

Summary of Austin Independent School District Nutrition Regulations

- All AISD schools may not serve or provide access for students to FMNV or carbonated beverages at any time anywhere on school premises during the school day.
- FMNV foods and carbonated beverages may not be sold or given away on school premises by the school, school or non-school organizations (PTA groups, fundraisers, booster clubs, etc), teachers, parents, or any other person or group during the school day.
- Vending machines do not have to be removed or relocated if they are stocked with appropriate healthy choices.
- A student may bring FMNV foods or beverages from home as long as the student is not selling, or providing the items to other students.
- FMNV foods and beverages may not be made available to students on field trips.
- The policy does not include sports drinks, tea, or juices. The policy only covers prohibited carbonated beverages and foods of minimal nutritional value.

Examples of Prohibited Food Items:

Foods of minimal nutritional value include:

- (1) Soda Water—Carbonated Beverages, which may include the following; but not limited to: Coca-Cola, Dr. Pepper, Sprite, Diet Coke, Root Beer, Mountain Dew, Pepsi, etc.
- (2) Water Ices—Snow cones, Slurpies, Slushies, etc. (This does not include snow cones, etc made with 100 percent fruit juices.)
- (3) Chewing Gum—Bubble Yum, Hubba Bubba, Wrigley's chewing gum, Blow Pops,
- (4) Certain Candies--Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:
 - (i) Hard Candy—Jolly Ranchers, Mega Warheads Black Cherry, Cherry Sours, Nerds, Runts, Gobstoppers, Sweetarts, (sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.)

Summary of Nutrition Regulations

- (ii) Jellies and Gums—Gummy Apple Rings, Sour Worms, Orange Slices, Itsy Bitsy Gourmet Jelly Beans, Berry Fruit Snacks, Mike & Ike Original, Mike & Ike Zours, Hot Tamales, Gum drops, (jelly beans, jellied and fruit-flavored slices), etc.
- (iii) Marshmallow Candies—Marshmallow crèmes, Peeps, etc.
- (iv) Fondant--Candy corn, Soft mints, Lemonheads, Cherryheads, Grapeheads, etc.
- (v) Licorice—Twizzlers (any flavor or filling), etc.
- (vi) Spun Candy—Cotton candy, etc.
- (vii) Candy Coated Popcorn—Poppycock, Cracker Jacks, etc.

Example of Healthiest/Healthier Vending Machine Products:

HEALTHIEST	HEALTHIER
Animal crackers, graham crackers *Austin animal crackers, Nabisco graham crackers	Granola bars, whole grain fruit bars *Nature Valley granola bars (any flavor), Nutri-Grain Apple/Blueberry/Strawberry, Snackwells Fat-Free Cereal Bars
Nuts and seeds-plain or with spices *Mr. Nature Unsalted Nut Mix	Baked chips, corn nuts, rice cakes, cereal/nut mix *Ritz Air Crisps, Ritz Air Crisps Crackers, Wheatables Original/Honey Wheat, Wheat Thins
Trail mix-plain *Kar Nut Trail Mix Original/All Energy, Mr. Nature Unsalted Trail Mix, Unsalted Energizer Mix	Popcorn/nut mix *Mr. Nature Mix 'n Yogurt
Dried fruit-raisins, cranberries *Mr. Nature Dried Fruit Mix, Raisins	Fruit flavored snacks *Mr. Nature Dried Fruit Mix
Fat-free popcorn	Pretzels-any flavor
Beef jerky - 95 percent fat free	Light popcorn

*Example items from Accent Food Services Vending Product List, contract with AISD, May 31, 2001. RFP No. P01-084.

Grand Forks Public Schools, Grand Forks, North Dakota

- 7,862 students in North Dakota's third largest city
- 27 percent of students eligible for free and reduced-price school meals

For more information on Nutrition Education Practices Policy and other school district changes, contact:

Julie Tunseth, Director of Child Nutrition Program
julie_tunseth@fc.grand-forks.k12.nd.us

Kim Dietrich, LRD, Dietitian for Child Nutrition Program
kdietrich@fc.grand-forks.k12.nd.us
2115 6th Avenue North
Grand Forks Public Schools
Grand Forks, North Dakota 58203
Phone: 701-746-2292

For more information on the fruit and vegetable snack guidelines and the PTO dairy promotion at extra-curricular events, contact:

Bev Benda-Moe, LRD *
abcmoe@gra.midco.net
Phone: 701-775-0204

Melanie Metz, LRD *
710 Woodland Court
Alvarado, MN 56710
Phone: 218-965-4982

* Formerly with the Grand Forks Public Health Department, Grand Forks, North Dakota.





Nutrition Education Practices Policy

Grand Forks School District: Policy 6175

DOCUMENT
1

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



DOCUMENT
2

Grand Forks Public Schools CHILD NUTRITION PROGRAM



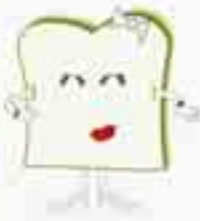
Teacher Packet: Nutrition Policy Practices 6175

The GF Child Nutrition PROGRAM

Since 1946, the National School Lunch Program has provided financial support and commodities to help schools serve nourishing, well-balanced meals to children. There have been significant changes since the early days of school lunch...in the 40's, meals provided enough calories but were low in nutrients...



Today, school lunches are rich in nutrients and low in fat, but alone can't counter the problems of over consumption and lack of physical activity in children.



Grand Forks Public Schools serve 9,500 meals daily; 29% are free or reduced priced meals.

did you know?

Today's GFPS meals do:

1. Meet the Dietary Guidelines for Americans.
2. Meet nutrient standards for protein, Vitamin A, Vitamin C, iron, calcium, and sodium.
3. Not exceed 30% of a child's daily value of fat or 10% of saturated fat.



This explains what to do if you believe you have been treated unfairly. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410 or call 202-720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Teacher Packet: Nutrition Policy Practices 6175

check out

WHAT'S ON THE MENU



Foods/Menu Items
Now Appearing in School Menus

Age appropriate serving sizes.




Here's where you can do us together great healthy nutrition environment!

Teachers:

- Encourage parents to apply for free/reduced meals if applicable.
- Invite parents to eat school lunch or breakfast with their child at school.
- Encourage parents to participate on a nutrition advisory committee.
- Support school meals in your conversations with students.
- Advocate for meal schedules that allow for sufficient time to eat (30 minutes or more) and recess before lunch.
- Be a good role model for students by making healthy food choices at school.



Teacher Packet: Nutrition Policy Practices 6175

Snack Guidelines MADE HEALTHY & EASY!

Are you looking for classroom snack guidelines that:

- are easy for parents and children to understand
- are hassle-free
- improve children's nutritional status and
- teach good nutrition habits for a lifetime?



If so, how about:

FRUIT AND VEGGIE SNACKS



- Encourages exploration of various types of fruit and vegetables, including fresh, canned, frozen, and dried.
- Encourages better snack habits at home.
- Encourages a child to go grocery shopping with their parents to choose "snacks for the week".
- Educates entire families about nutrition.
- Reduces disparity by putting all snacks on equal ground.
- Reduces waste by providing low fat, low sugar snacks (prevents teachers for a healthy school lunch).



We encourage entire schools to adopt this guideline to create continuity between schools and grade levels. If a child has the same snack guideline year after year, it is less confusing and more likely to become a lifelong habit.

Encourage your students to stick to the guideline, but be prepared for those "I forgot" or "didn't have any" situations. Suggest students share their snacks or keeping extras on hand. (baby carrots, oranges, apples, etc...)

There are many healthy snacks to choose from like fruit and vegetables. (See teachers who follow a fruit and vegetable classroom snack guideline find that it not only provides healthy eating, it minimizes the confusion of what a "healthy snack" is. Too many people think that "fruit roll ups" are fruit and "string cheese" are dairy food? Since only 1-out of 5 children meet the daily recommendation of 5 fruits and vegetables a day, this guideline helps them increase their consumption of fruits and vegetables automatically. At least The A Diet Recommendation language talks of cancer and heart disease for all populations.

If your school would like a staff inservice on implementing this guideline, please contact Bev Benda-Moe, LRD, 787-8127 or Melanie Metz, RD 787-8128 at Grand Forks Public Health.

Teacher Packet: Nutrition Policy Practices 6175

RX WELLNESS

RED SHEET CLASSES
An opportunity for faculty and staff to earn UND credit(s) and feel great doing it!

1. MISSION
• To promote healthy lifestyles and wellness in the GFPS.

2. WHY?
• 70% of illnesses are preventable.
• A healthy employee is happier and more productive.
• Life-style choices can make a positive difference.
• Earn credit at convenient times in areas that interest you!

3. WHAT?
• Select sessions from the 5 aspects of health: including physical, emotional, mental, social, spiritual, health issues.

4. HOW?
• Email Kim Dietrich at the Child Nutrition Office for a packet to register:
kdietrich@fc.grand-forks.k12.nd.us.

Coordinators:

Kathleen "Tootsie" Gasparini, Health Teacher, GF Central 787.2876 kgasparini@fc.grand-forks.k12.nd.us	Jane Rodacker, Health Teacher, Valley Middle School 746.2360 jrodacker@fc.grand-forks.k12.nd.us
--	---

wellness is a way of life...

Teacher Packet: Nutrition Policy Practices 6175

student involvement
STUDENT TEAM NUTRITION

Nutrition Advisory Councils (NACs). A fun way for students to learn about nutrition, exercise, and wellness. Encourage your students to join their school's group! Become a leader for wellness in your school.

WHAT'S NEEDED TO START A GROUP

- A leader (staff, parent, community member)
- About 10-15 enthusiastic students
- A dedicated school foodservice professional
- Creative ideas and an active imagination



This certificate may be redeemed by the recipient listed below for one school meal.

Enjoy a meal on us and make sure you pick up a milk.

to: you, a GFPS staff employee
from: Child Nutrition Program



Start your year of wellness with a well balanced school meal.

expires May 30th



Teacher Packet: Nutrition Policy Practices 6175

Meals for Field Trips
OR SPECIAL OCCASIONS

Every school year the Grand Forks Public Schools sign an agreement with the North Dakota Department of Public Instruction declaring the Grand Forks Public School Child Nutrition Program to be the sole and exclusive provider of meals for students in the school system during the school day. By following the federal regulations set under the USDA National Breakfast and Lunch Program the Grand Forks Child Nutrition Program receives federal funds for reimbursable student meals.



Two critical regulations must be followed for the district to receive benefits of this federal program.

- 1 Those students who eat free or reduced price meals are not overtly identified.
- 2 The school district ensures there is no competitive food served at the same time the school breakfast and lunch is served.

Violations of this agreement:

Agreement for food from an outside source to be sold to students in lieu of a school meal, whether breakfast or lunch.

HOW TO WORK WITHIN REGULATIONS:

If school teachers or officials want to provide food as a special treat or a change of pace for students, it can be done as follows:



- 1 Request sack lunches or pizza parties from school cafeteria manager. A week's notice along with number of meals, student names and student numbers must be provided.
- 2 Food for treats or parties can be provided by teachers, parents, etc. to students after they have been to lunch.

Teacher Packet: Nutrition Policy Practices 6175

Grand Forks Public Schools
NUTRITION EDUCATION POLICY #6175

What is the new GF Nutrition Policy?

It is a team effort to improve the health of our students/staff through education, good nutrition, and healthy school environments. The GF School Board has adopted this Nutrition Education Practice Policy #6175.

When was it adopted by the GF School Board?

January 27, 2003.

Rationale:

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 good nutrition practices taught in the classroom and implemented in the school meal programs.
- School personnel shall practice consistency of nutrition messages throughout the curriculum and environment.
- 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.

Teacher Packet: Nutrition Policy Practices 6175

teachers:
ARE YOU A ROLE MODEL FOR WELLNESS?

COMPLETE THE CHECKLIST

(✓) Check those that apply.

- Do your students see how active you are around the school?
- Do you encourage your students to move at recess time?
- Do you provide information to parents about safe recreation centers or after-school programs in your area?
- Do your students see you eat nutritious foods?
- Do your students see you drink milk or water instead of pop/coffee?
- Do you serve nutritious food in your classroom?
- Do you refrain from talk about dieting in front of your students?
- Do you encourage your students to eat school breakfast and lunch?
- If you notice a student is hungry or comes to school without breakfast, do you refer them to the breakfast or lunch program?
- Do you help create a healthy school environment?
- Do you incorporate nutrition messages into the curriculum you are teaching?
- Do you eat school meals (breakfast and/or lunch)?

MY WELLNESS GOALS FOR THIS YEAR

My Goals:



Additional Goals/Comments:



Adapted from materials developed by the office of Child Nutrition Services, Ohio Department of Education.

Teacher Packet: Nutrition Policy Practices 6175

Promotion of water as a **HEALTHY BEVERAGE**



Water Promotes Good Health


"Dehydration is a common problem in school classrooms, leading to lethargy and impaired learning. Because the brain is made up of a higher percentage of water than any other organ, dehydration takes a toll quickly. There's a loss of attentiveness, and lethargy sets in. Dehydration means many children need more water, more often. Soft drinks, juice, coffee or teas are diuretics that don't help much. Teachers should encourage students to drink water throughout the day."

-Eric Jensen "Teaching with the Brain in Mind" 1998

- Water is a basic human need; it ensures necessary hydration.
- Water consumption ensures that children's bodies and minds function properly.
- Water helps prevent childhood obesity because water contains no calories.
- Water consumption supports physical activity by replacing fluids lost during activity.

• Children having water at school promotes wellness.

Too many North Dakota children are overweight and unfit. Among North Dakota children, 23 percent of North Dakota 7th-8th graders and 21 percent of 9th-12th graders are overweight or at risk of becoming overweight.



Alternative beverages - usually sodas - contribute to childhood obesity


- Sodas are a leading source of extra calories for children. A 20-ounce bottle of soda contains 16 teaspoons of sugar and 230 calories.
- Each additional daily serving of sweetened soda increases a child's risk for obesity by 40%.

For more information, please contact Grand Forks Public Health, 787-8127 or 787-8128.
Jensen, Eric. Teaching with the Brain in Mind. Alexandria, VA: ASCD Publications, 1998.

Teacher Packet: Nutrition Policy Practices 6175


.....using food as a reward in the classroom.....

using food as a reward **IN THE CLASSROOM**




Using food as reward or punishment is not recommended.

The GFPS Nutrition Education Practice Policy #6175 aims to align the school environment with the health messages that are taught to children. Standard health messages include limiting sweets and other non-nutritive foods for optimal nutritional and dental health. Using candy as a reward sends a conflicting message.



When children are enticed to learn or manage their behavior with the use of candy or other treats:

- They learn to focus on the rewards as the best part of learning or managing behavior. They see learning and managing behavior as "special" and not standard expectations of the school environment;
- They are more focused on external rewards rather than internal rewards (i.e. they move away from the concept that "learning makes me feel proud" to "learning gets me candy.");
- They learn to value candy and treats above other foods, even though they are non-nutritive, and contribute to tooth decay;
- They become confused by the use of "candy as reward", when the health messages in the classroom recommend limiting use of candy and other sweets for both nutritional and dental health.
- When children associate treats as rewards, they may expect candy to be part of every type of achievement. This encourages a lifetime habit of self-rewarding with treats, and sets children up for future dental and medical problems.



References:
Kohn, Alfie. "Punished by Rewards". (Houghton Mifflin.)
Satter, Eilyn, RD, ACSW. "How to Get Your Kid to Eat, But Not Too Much" (Bull Publishing.)
For more information, please contact Grand Forks Public Health (787-8127 or 8128) or Child Nutrition Program (746-2436 or 746-2294.)

Teacher Packet: Nutrition Policy Practices 6175

creative fundraising

creative
FUNDRAISING

Selling non-nutritive foods for school fundraising is not recommended.

here's why:



- Selling candy and pop works against the School Nutrition Policy #6175 that strives to link the school environment with health messages in the classroom.
- Selling door-to-door poses safety risks for children.
- Selling door-to-door is often awkward for students and community members. (Community members feel obligated to buy when they prefer not to, and students feel uncomfortable asking.)
- Fundraising is a time consuming effort for students and leaders.
- Fundraising requires students to spend time selling when they could be studying.
- Fundraising training takes up class time during the school day. Entire class periods, and sometimes entire days, are spent "training" the perspective "employees" that result in a profit for the companies. Children are placed under time-crunches in an effort to be the top seller to get the top prize (CD players, DVD players, etc.)

IDEAS FOR RAISING MONEY WITHOUT SELLING PRODUCTS FOR OTHER COMPANIES:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • ask local business or community members/groups to donate items or theme gift baskets for a school raffle or silent auction. • Elephant auction (people donate weird stuff for auction) • Teacher/student auctions: auction off goods, services, and talents. • Bakeless bake sales (people pay to not have to bake) • Brick sales (sell bricks for new building with engraved donor names) • Trash pick-up events. | <ul style="list-style-type: none"> • Farmer's market (students sell fresh vegetables from home gardens) • Hold a school rummage or clothing sale • Plant sales (have families donate plants from their home gardens) • Singing telegrams for holidays • Town calendars • Walk-a-thons • Emergency car kits sales • Lawn raking services | <ul style="list-style-type: none"> • Fresh fruit sales for classroom snacking • First aid kits sales • Student planner sales (sell school event planners that list all event dates, games, holidays, national tests, dances, etc.) • Raffles • Volunteer to do odd jobs for individuals and businesses. The money raised goes to the school. |
|---|---|---|

Teacher Packet: Nutrition Policy Practices 6175

websites
to CHECK OUT

Healthy Weight Network

www.healthyweight.net/

Francie Berg, MS, publishes *Children and Teens Afraid to Eat* and offers handouts, resources, and links, like *SNE Guidelines for Childhood Obesity Prevention Programs: Promoting Healthy Weight in Children* (2002).

Minnesota Team Nutrition Toolkit

<https://fns.state.mn.us/FNSProg/NSLP/NSLPResource.htm>

This site provides dozens of tools for enhancing school nutrition environments including: handouts for parents and students; strategies for improving vending machine options; and resources for adult role models.

Project LEAN (Leaders Encouraging Activity and Nutrition)

www.californiaprojectlean.org/

California Project LEAN, from The Public Health Institute, supports several youth projects. One is *Food on the Run: Your Energy Wake Up Call*, a web site with simple nutrition and active solutions for teens @ www.caprojectlean.org/.

SPARK: The New PE

www.sparkpe.org/

SPARK's training and tools promise PE classes that are more inclusive, active and fun. SPARK offers programs for Early Childhood, Elementary and Middle School Physical Education, Lifelong Wellness, and After School Recreation.

USDA Team Nutrition (US Department of Agriculture)

www.fns.usda.gov/tn/Default.htm

The Team Nutrition program is a goldmine of materials, kits and local efforts to enhance school nutrition environments. You can download free materials; read about Team Nutrition success stories; and find out what is going on in your state.

VERB: It's What You do

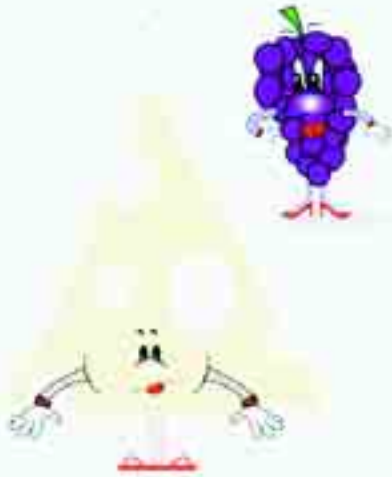
www.verbnow.com/

VERB is CDC's physical activity website aimed at teens (age 8-12). This year, the longest day of the year (Saturday, June 21, 2003) is the longest day of play in the VERB (and, remember, playing isn't just for kids!)

Additional Websites to Visit



www.healthyweight.com/
www.healthykids.com/
www.healthyteens.com/
www.healthykids.com/parents/
www.healthykids.com/teachers/
www.healthykids.com/parents/parents/
www.healthykids.com/teachers/teachers/
www.healthykids.com/parents/parents/parents/
www.healthykids.com/teachers/teachers/teachers/
www.healthykids.com/parents/parents/parents/parents/
www.healthykids.com/teachers/teachers/teachers/teachers/
www.healthykids.com/parents/parents/parents/parents/parents/
www.healthykids.com/teachers/teachers/teachers/teachers/teachers/
www.healthykids.com/parents/parents/parents/parents/parents/parents/
www.healthykids.com/teachers/teachers/teachers/teachers/teachers/teachers/





Classroom Snack Guidelines

Healthy Snack Policy Made Easy!

By Bev Benda-Moe, LRD

DOCUMENT
3

Teachers: are you looking for a healthy classroom snack policy that:

- is easy for parents and children to understand
- is hassle-free
- improves children's nutritional status and
- teaches good nutrition habits for a lifetime?

If so, here it is: **“Our classroom snack policy is this: fruits and vegetables only.”**

Teachers who adopt this policy find that it not only promotes healthy eating, it eliminates the confusion of what constitutes a “healthy snack.” Too many people believe that fruit roll ups are fruit and cheese puffs are dairy foods! Since few children meet the goal of 5 fruits and vegetables a day, this policy helps them to increase their consumption of foods that are high in vitamins, minerals, and fiber, while getting them into a “fruit and veggie” snack habit. Because produce isn't high in calories, it helps children to be hungrier for a hearty lunch. They appreciate nutritious food as they've developed a taste for it!

Several teachers have noted that the students exhibit a more positive view of snacking with fruits and veggies when it becomes the “norm.” One teacher commented, “The children quickly expand their horizons by trying different fruits and veggies. They are more aware of what they eat and how it affects their health. As teachers, we're convinced that we've seen an increase in children's' ability to focus in the classroom. Maybe we see that better because we are eating more fruits and vegetables, too!”

The policy also reduces the disparity of some students having more expensive or larger snacks than others. According to one teacher, “When everyone brings in the same type of snack, all kids are on equal ground.” It helps with self-control, too, when children aren't distracted by a wide variety of packaged snacks. Custodians like the policy, too, because there are less wrappers and crumbs to clean up.

What do children bring most often to school? Common are: apples, oranges, bananas, baby carrots, celery, grapes, and strawberries, but the sky is the limit! Classes can turn snack time into science as they learn about different varieties of fruits and vegetables.

This policy has the power to spread into the home lives of children. Those who get into the habit of eating fruits and veggies at school often get “hooked” on the same at home! Children

Classroom Snack Guidelines

like going shopping with their parents to pick out “snacks for the week” and enjoy educating their own families. While some people think fruits and vegetables are too costly, this isn’t true. Junk food costs more than fruits and vegetables, and provides little nutritional value. If shoppers buy what is in season, it costs less, and tastes best!

We encourage entire schools to adopt this policy to create continuity between grade levels. If a child has the same snack guideline year after year, it is more likely to become a lifelong habit. So there you go... an easy and nutritious classroom snack guideline that has lifetime health effects!

This article is brought to you by _____. If your school would like a staff in-service on adopting a “fruits and veggie” snack policy, or a student introduction to the policy, please contact _____.

Letter to Parents on Snack Guidelines

DOCUMENT
4

Letter to Parents on Snack Guidelines

Dear Parents:

We have a new classroom snack guideline: “fruits and veggies only!”

A fruits and vegetables classroom snack guideline is a great idea! Why? Most children do not get enough fruits and vegetables on a daily basis. Research has shown that 5 fruits and vegetables a day are the minimum required for good health, and years down the road, they can help reduce heart disease and cancer. Fruits and vegetables are loaded with vitamins and minerals, are low in fat, sugar, and salt, and high in fiber. We call them “the original fast food!”

Fruits and vegetables give you the best “bang for your buck.” No other snack food provides as much nutrition as a piece of fruit or a vegetable! (Most processed snack foods, even if they are advertised as healthy, are too high in salt, sugar, fat, and calories.) Most kids consume too much “junk food” elsewhere! If you buy fruits and vegetables in season, you will find that they taste great and cost little! Best of all, this fruit and vegetable snack guideline can help your child get into a fruit and veggie snack habit for a lifetime! You may even find your child encouraging you to eat 5 a Day!

Other teachers who have adopted a fruit and veggie snack guideline have found that it is easy for parents and children to understand. Here are some easy ideas for sending snacks to school:

- | | | |
|-----------------------|---------------|-------------------------------|
| apples | orange slices | mango slices |
| nectarines or peaches | baby carrots | celery sticks w/peanut butter |
| grapes | bananas | cucumber slices w/Ranch Dip |
| pineapple chunks | melon chunks | Clementines (baby oranges) |

Please take the time to discuss the new snack guideline with your child. Your child has been given a Dole 5 A Day Kids’ Cookbook—it is full of great recipes for better health. Our motto is “5 A Day Gives You Power to Play!” I encourage you to take your child to the produce department when you go grocery shopping to let your child pick out “snacks for the week.”

If you have any questions, feel free to contact me at the school!

Your child’s teacher,



5 A Day Gives You Power to Play!

Skit: Introducing the Fruits and Veggie Classroom Snack Policy to students:

DOCUMENT
5

Bev: Hi! My name is Bev Benda-Moe and I'm a dietitian from GF Public Health. Has anyone seen my co-worker, Melanie? She was supposed to be here today to help me!

Oh there she is! Melanie, I've been waiting for you! Where have you been?

Melanie: Here I am! Oh, I'm so sorry I'm late.... (excuses...) And to make matters worse, I'm starving! I didn't have breakfast, I was thinking about stopping for some fast food; does anyone know where I can find some fast food and fast?!

Students: (name fast food places)

Bev: I have a better idea. How about the original fast food, Melanie?

Melanie: What do you mean "original fast food?"

Bev: Here I'll show you. How about one of these for a quick snack? (Pulls fruit and veg snacks out of purse.) Look how fast I can set them up and you'll see why we call them the original fast food!

Melanie: So, what's so great about fruits and vegetables?

(For older students: hold up cards for older students to read with these bullets:)

(For younger students: read bullets)

Bev: Students can you help me out to tell Melanie about fruits and vegetables?

Students:

- They taste great!
- They have carbohydrates, which give us energy and power to play.
- They are low in fat, sugar and salt.
- They're loaded with vitamins and minerals, which help our bodies work best.
- They have fiber, which helps us with digestion.
- They give us more for our money. Compare:
 - Fruit roll-ups: high in sugar, low in vitamins and minerals, sticky for the teeth
 - Pop Tarts: high in sugar and calories (make us less hungry for lunch)
 - Chips: high in fat, salt, calories and low in vitamins and minerals
 - Pop: high in sugar (10 tsp.) with no vitamins and minerals

Melanie: Wow! I didn't know about this!

Bev: It's easy for people to forget about fruits and vegetables since there are so many packaged snack foods in the grocery stores! But most of those foods are too high in sugar, fat, salt and calories – plus they make us less hungry to eat a good lunch.

5 A Day Gives You Power to Play!

Did you hear the great news? Teachers at Ben Franklin Elementary School are going to have their students bring fruits and vegetables to school for their classroom snacks! What a great idea!

Melanie: But what if I don't like fruits and vegetables?

Bev: There are so many choices, I'm sure we'll find something you like! You have to explore the world of fruits and veggies! We have fruit and veggie trays here for students to do some taste testing. There are so many kinds of fruits and veggies, you don't have to like all of them, but I'm sure you'll find some that you like best! Those are the ones you can bring to school!

Each student will get a 5 a Day Cookbook and a letter to take home to your parents. Please share these with your families. 5 A Day makes everyone healthier!

Melanie: All this talk about fruits and vegetables makes me hungry! Let's dig in!

OKAY!

(The end.)

5 A Day Gives You Power to Play!

What is fast food?

It is food that is quick and easy to eat, tastes delicious, and gives you energy!

Do you know what the original fast food is?

It's fruits and vegetables!

To prove it, look how fast I can find and set up this great snack!

(Pull fruits and vegetables out of purse)

So what is so great about fruits and vegetables?

- They taste great!
- They have carbohydrates, which give us energy and power to play.
- They are low in fat, sugar and salt.
- They're loaded with vitamins and minerals which help our bodies work best.
- They have fiber, which helps us with digestion.
- They give us more for our money. Compare:
 - Fruit roll-ups: high in sugar, low in vitamins and minerals, sticky for the teeth
 - Pop Tarts: high in sugar and calories (make us less hungry for lunch)
 - Chips: high in fat, salt, calories and low in vitamins and minerals
 - Pop: high in sugar (10 tsp.) with no vitamins and minerals

What is the best snack?

Fruits and vegetables!

5 A Day Gives You Power to Play!

Here are some ideas for you to bring to school for snack time:

(Share fruits and vegetables list on parent letter. Show pictures of fruits and vegetables.

Play the cassette tape of the rap song for 5 A Day.)

(If there is a classroom refrigerator, the teacher can opt to keep a bag of baby carrots for kids who forget snacks or who forget and bring high-sugar snacks.)

Hand out Dole 5 A Day Kids' cookbooks and parent letters. Ask children to share information with parents.

For more information on this presentation, please contact Grand Forks Public Health, 787-8127.

5 A Day Gives You Power to Play!

5 A Day Gives You Power to Play!

Materials:

- _____ Rubber food models of fruits and vegetables
- _____ Sample packages of Pop Tarts, chips, pop, fruit snacks, etc.
- _____ 5 A Day Jammin' tape
- _____ Fruit and vegetables for kids to sample: banana halves, nectarines, grapes, pineapple, apples, orange slices, mangoes, baby carrots
- _____ Napkins
- _____ Paper plates
- _____ Forks

Placards:

1. They have Carbohydrates for energy!
2. They are loaded with vitamins & minerals!
3. They give you more for your money!
4. They have fiber that helps with digestion!
5. They are low in fat, sugar & salt!
6. They taste great!

Teachers will provide: Dole 5 A Day cookbooks
Parent letter

Optional: 5 A Day handout (what is a serving?)
5 A Day poster (5 A Day Gives you power to play!)

5 A Day Gives You Power to Play!

September 23, 2002

Dear Parents:

Today I was in your child’s classroom presenting “5 A Day Gives You Power to play”. This is the kickoff to the new “fruits and vegetables” classroom snack policy.

A fruits and vegetables classroom snack policy is a great idea! Why? Most children do not get enough fruits and vegetables on a daily basis. Research has shown that 5 fruits and vegetables a day are the minimum required for good health, and years down the road, they can help reduce heart disease and cancer. Fruits and vegetables are loaded with vitamins and minerals, are low in fat, sugar, and salt, and high in fiber. We call them “the original fast food!”

Fruits and vegetables give you the best “bang for your buck.” No other snack food provides as much nutrition as a piece of fruit or a vegetable! (Most processed snack foods, even if they are advertised as healthy, are too high in salt, sugar, fat, and calories.) And most kids get plenty of “junk food” elsewhere!

Best of all, this fruit and vegetable snack policy can help your child get into a fruit and veggie snack habit for a lifetime! You may even find your child encouraging you to eat 5 a Day!

Other teachers who have adopted a fruit and veggie snack policy have found that it is easy for parents and children to understand, and it promotes optimal health. Here are some easy ideas for sending snacks to school:

- | | | |
|------------------------|---------------|------------------------------------|
| apples | orange slices | mango slices |
| nectarine/peach slices | baby carrots | celery sticks with peanut butter |
| grapes | bananas | cucumber slices with Hidden Valley |

Please read through the materials I sent home with your child, including the 5 A Day Cookbook. I encourage you to take your child to the produce department when you go grocery shopping to let your child pick out “snacks for the week.”

If you have any questions, feel free to contact me at 787-8127 or Mr. T!

Sincerely,

Grand Forks Public Health



Mercedes Independent School District, Mercedes, Texas

- 5,000 total students in the southern tip of Texas
- 90 percent of students eligible for free and reduced-price school meals

For more information:

Donna Fryar, RD, SFNS, Assistant Director, Child Nutrition Services

DFryar@misdtx.net

Mercedes Independent School District

Post Office Box 419

Mercedes, Texas 78570

Phone: 956-514-2037





Student Nutrition/Wellness Plan

DOCUMENT
1

Mercedes Independent School District Student Nutrition/Wellness Plan

Mercedes ISD
Administrative Policy
Effective June 8, 2004

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 Board of Trustees shall appoint a School Health Advisory Committee (SHAC). One of its missions 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 participates in professional development activities will administer the Child Nutrition Programs.
- C. Food safety will be a key part of the school foodservice operation.

Student Nutrition/Wellness Plan

- D. Menus will meet the nutrition standards established by the U.S. Department of Agriculture and the Texas 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 SHAC 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 (including concession stands at sporting and academic events). See Attachment A.
- B. Students in possession of foods or beverages of minimal nutritional value will be asked to surrender such items to school staff members, who in turn will follow campus procedures as to disposal or return of them. See Attachment B.
- C. No foods or beverages other than those provided through the school food service department may be made available to elementary school students at anytime. Foods and beverages other than those provided through the school food service department may not be available to junior high students until the end of the regular school day, and may not be available to high school students until the end of the last lunch period. See Attachment A for serving size restrictions.
- D. School staff shall not use food as a reward for student accomplishment. The withholding of food as punishment for students is prohibited. For example, restricting a child's selection of flavored milk at meal time 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. Organizations shall only use non-food items or foods designed for delivery and consumption after school hours as fund-raisers. For example, barbecue plate sales after school hours would be acceptable. The sale of candy as a fund-raiser is prohibited.

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.

Student Nutrition/Wellness Plan

- G. Adequate time to eat in a pleasant dining environment should be provided. The minimum eating time for each child after being served will be 10 minutes for breakfast and 20 minutes for lunch.
- 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.

Student Nutrition/Wellness Plan

Component 7: Implementation

- A. The SHAC shall be composed of parents and school district staff. Each campus principal shall select three parents and one staff member, such as teacher, nurse, counselor, CNS manager, or administrator to represent the campus. Permanent members of the committee shall include the Student Services Coordinator, Athletic Director, and the Food Service Director.
- B. The SHAC members from each campus will conduct a review of their respective campuses in the Fall semester of each year to identify areas for improvement. These groups will report their finding to the campus principal and develop with him/her a plan of action for improvement.
- C. The SHAC will assign campus groups, excluding classroom teachers, to do peer reviews of another campus in the Spring semester of each year.
- D. The SHAC will hear reports from each campus group after each review period. Before the end of each school year the committee will recommend to the Superintendent any revisions to the Student Nutrition/Wellness Plan it deems necessary.
- E. The SHAC, via the Food Service Director, will report quarterly to the Superintendent the progress of the committee and the status of compliance by the campuses.

Student Nutrition/Wellness Plan

Attachment A

Mercedes Independent School District Student Nutrition/Wellness Plan Guidelines for Food and Beverages Offered to Students at School & School Functions

All foods and beverages, other than school meals, made available to students during allowable times must meet the following maximum portion size and nutrition standards.

Food Items:	Elementary Schools	Middle Schools	High Schools
Chips (regular)	1 oz.	1 oz.	1.25 oz.
Baked Chips, Crackers, popcorn, Trail mix, seeds, Dried fruit, jerky, Pretzels.	1.5 oz.	1.5 oz.	1.5 oz.
Cookies/cereal bars	2 oz.	2 oz.	2 oz.
Baked Goods (Pastry/muffin)	3 oz.	3 oz.	3 oz.
Frozen Desserts, Ice cream	3 oz.	3 oz.	4 oz.
Yogurt	8 oz.	8 oz.	8 oz.
Whole Milk	8 oz.	8 oz.	8 oz.
Reduced fat milk	8 oz.	16 oz.	16 oz.
Beverages other than Milk or FMNV (water exempt)	12 oz.	12 oz.	12 oz.
Fruit Drinks/slushes (50% juice minimum)	6 oz.	12 oz.	12 oz.
All other food/beverages	No more than 9 grams of fat per package. (except nuts & seeds) and no more than 35% by weight or 15 grams per serving of added sugar.		

Student Nutrition/Wellness Plan

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
Jello 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 (recommended no more than once per month)

Carbonated 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 (See Attachment B) as learning incentives should not be practiced, 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.

* - **Approved Times for the Availability of Foods and Beverages Other than School Meal**

Elementary Schools – no access any time

Junior High Schools – after the end of the regular school day

High Schools – after the end of the last lunch period

Student Nutrition/Wellness Plan

Attachment B

Mercedes Independent School District Student Nutrition/Wellness Plan Foods of Minimal Nutritional Value

Students may not be in possession of any of the foods or beverages listed below at school except during times approved by this policy.*

- 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.
- All Candies – any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of other ingredients, including powdered drink mix (i.e., Kool-Aid).
- Certain Chips and Snack Foods – any portions larger than or nutritional content other than those indicated on Attachment A.

Due to their high sodium and fat content, traditional popcorn and pickles may be sold only one day per month. Low-fat popcorn would be acceptable for sale more often.

Any of the above items that are found in the possession of any student during unapproved times will be collected.

* - **Approved Times for the Availability of Foods of Minimal Nutritional Value**

Elementary Schools – no access any time

Junior High Schools – after the end of the regular school day

High Schools – after the end of the last lunch period

Exemption:

Three days will be exempt from the inaccessibility of the Foods of Minimal Nutritional Value listed above. These items may not be made available during meal times in the areas where school meals are being served and/or consumed. The designated days will be:

For Grades Pre-K – 4th Grade:

- * The last day before Christmas Holidays
- * The last day of school before Easter Holidays
- * The last day of school

For Grades 5th – 12th Grades:

- * The last day before Christmas Holidays
- * Valentines Day or the Friday before if it falls on a weekend
- * The last day of school



Old Orchard Beach School Department, Old Orchard Beach, Maine

- **1,200 students, grades K-12, small coastal town in southern Maine**
- **28 percent of students eligible for free and reduced-price school meals**

For more information:

Jackie Tselikis, R.N., School Health Coordinator

jackiet@oobschools.org

Old Orchard Beach High School

E. Emerson Cummings Boulevard

Old Orchard Beach, Maine 04064

Phone: (207) 934-4461 ext. 18





Vending Machine Policy

DOCUMENT
1

VENDING MACHINE POLICY

The Old Orchard Beach school department believes that the health of our children is of utmost importance to the future of our society. Therefore, we wish to improve the health of our school children by promoting healthy food and beverage choices by replacing non-nutritious foods and beverages with more nutritious choices in school vending machines.

Bottled water and other items that meet the five percent or more nutrition value rule recommended for school vending by CDC will be allowed in student accessible school vending machines. Vending machines will not be operational for student use during school hours.

Allowable beverages are:

- Fruit juice and vegetable juices
- Low fat milk
- Water and nutri-water
- Fortified sports drinks

Allowable snacks are:

- Fresh fruit (e.g. apples and oranges)
- Fresh vegetables (e.g. carrots)
- Low-fat crackers and cookies, such as fig bars and ginger snaps
- Pretzels
- Bread products (e.g. bread sticks, rolls, bagels, and pita bread)
- Ready-to-eat, low-sugar cereals (6g sugar or less per 100g cereal)
- Granola bars made with unsaturated fat
- Low-fat or non-fat yogurt
- Snack mixes of cereal and dried fruit with a small amount of nuts and seeds (low-sugar cereal)
- Raisins and other dried fruit (No sugar added)
- Peanut butter and low-fat crackers

**Note: Schools that participate in the national school lunch program must meet the criteria for foods of minimum nutritional value. Foods of minimal nutritional value - (a) in the case of artificially sweetened foods, a food which provides less than 5percent of the Reference Daily Intake (RDI) for each of eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5percent of the RDI for each of eight specified nutrients per

Vending Machine Policy

100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron.

Authority: 20MRSA Section 6602(5).

School Union #106, Calais, Maine

- 842 total students (K-12) in northern Maine
- 50.5 percent of students eligible for free and reduced-price school meals

For more information:

Heather Henry, School Health Coordinator

pokylake@localnet.com

School Union #106

24 Pine Tree Shore

Alexander, Maine 04694

Phone: 207-454-7787





Vending Policy

School Union #106 Vending Policy

DOCUMENT
1

I. Purpose of the Policy

To improve the health of our children by promoting healthy food and beverage choices by replacing non-nutritious foods and beverages with more nutritious choices in vending machines.

II. Rationale

“When children are taught in the classroom about good nutrition and the value of healthy food choices but are surrounded by vending machines, snack bars, school stores, and a la carte sales offering low nutrient density options, they receive the message that good nutrition is merely an academic exercise that is not supported by the school administration and is therefore not important to their health or education.” (Foods Sold in Competition with USDA School Meal Programs. U.S. Dept. of Agriculture 2001.)

The health of our children is of utmost importance to the future of our society. As great progress has been made toward understanding and treating many diseases, society is also recognizing the importance of establishing preventive health habits early in life in order to reduce the risks of developing diet related diseases. Many chronic diseases including heart disease, diabetes, osteoporosis, and cancer, are related to lifestyle risk factors including poor nutrition and physical inactivity.

According to the U.S. Surgeon General, overweight and obesity are at epidemic proportions. The prevalence of overweight among youth ages 6-17 years in the U.S. has more than doubled in the past 30 years; most of the increase has occurred since the late 1970s. Overweight children and adolescents are much more likely to develop Type 2 diabetes and to become overweight adults, with increased risk for developing heart disease and stroke, gallbladder disease, arthritis, and endometrial, breast, prostate and colon cancers. Left unabated, the Surgeon General states, overweight and obesity may soon cause as much preventable disease and death as cigarette smoking.

As stated in Oral Health America: A Report of the U.S. Surgeon General, tooth decay continues to be the single most common chronic childhood disease. The connection between tooth decay and the consumption of foods high in sugar has long been known. Untreated oral diseases can interrupt a child’s normal development and learning. Early tooth loss caused by

Vending Policy

dental decay can result in failure to thrive, impaired speech development, absence from school, inability to concentrate in school, and a low self-esteem. Poor oral health has been related to decreased school performance, poor social relationships, and less success later in life. Children experiencing pain are distracted and unable to concentrate on schoolwork. Oral health is integral to children's overall health and well-being.

According to the Center for Science in the Public Interest, as teens have doubled or tripled their consumption of soft drinks, they cut their consumption of milk, an important source of calcium, by more than 40percent. Few teens consume the recommended amount of calcium. Getting enough calcium in the diet during childhood, adolescence, and young adulthood, is essential to reduce the risk for osteoporosis later in life. This is particularly important for females.

While many people believe that addressing nutrition related problems is a personal responsibility, they are only partially correct. It is also a community responsibility and schools have been identified as key settings to both teach and model responsible health behavior. In the October 2001 "Call to Action to Prevent and Decrease Overweight and Obesity," the Surgeon General of the United States specifically recommends that schools adopt policies ensuring that school environments contribute to eating patterns consistent with the Dietary Guidelines for Americans 2000. While often schools struggle to raise needed funds, financial considerations should be secondary to the health and well-being of our children.

III. Definitions (adapted from U.S. Food and Drug Administration (FDA)/Nutrition Labeling and Education Act of 1990 (NLEA)

- Juice is defined as 100 percent fruit/vegetable juice and that information must be included on the label
- Low-fat items is defined as 3 grams or less of fat per serving
- Low-saturated fat is defined as 1 gram or less of saturated fat per serving
- Healthy food is defined as follows:
 - Must be low in fat (3 gram or less per serving) and low in saturated fat (1 gram or less per serving) and contain limited amounts of cholesterol (60 mg or less per serving) and sodium (cannot exceed 360 mg per serving).
 - Foods that are not raw fruits or vegetables must provide at least 10 percent of the daily value of one or more of the following nutrients per serving: vitamin A, vitamin C, iron, calcium, protein, and fiber. Exempt from this "10-percent" rule are certain raw, canned, and frozen fruits and vegetables and certain cereal-grain products.
- Water – should not contain sugar or added caffeine or other ingredients

Vending Policy

- Low-sugar cereal – [defined by Women, Infants and Children’s Special Supplemental Food Program (WIC) and Child and Adult Care Food Program (CACFP) as 6 grams of sugar or less per 100 grams of cereal.]
- Foods of minimal nutritional value – (a) in the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intake (RDI) for each of eight specified nutrients per serving; (b) in the case of all other foods, a food which provides less than 5 percent of the RDI for each of eight specified nutrients per 100 calories and less than 5 percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamin, calcium, and iron.

Authority: 20MRS Section 6602(5)

** Note: Schools that participate in the national school lunch program must meet the criteria for foods of minimum nutritional value.

IV. Vending Machine Policy

In all schools within the district, only items recommended for school vending machines by the Centers for Disease Control and Prevention (CDC), and that meet or exceed the five percent minimum nutritional value rule (see Section III.), and water shall be sold in any school vending machine at any time of the day or evening. If items other than those on the CDC recommended list are to be sold, they must first be approved by (*identify school personnel/committee assigned to this task*) and meet the definition of a healthy food.

Allowable vending machine items include:

Beverages

- Fruit juice and vegetable juice (*100 percent*)
- Low-fat (one percent) or skim milk
- Water

Snacks

- Canned fruit (*packed in 100percent juice/No sugar added*)
- Fresh fruit (e.g. apples and oranges)
- Fresh vegetables (e.g. carrots)
- Low-fat crackers and cookies, such as fig bars and ginger snaps
- Pretzels
- Bread products (e.g. bread sticks, rolls, bagels, and pita bread)
- Ready-to-eat, low-sugar cereals (*6g sugar or less per 100g cereal*)
- Granola bars made with unsaturated fat

Vending Policy

- Low-fat or non-fat yogurt
- Snack mixes of cereal and dried fruit with a small amount of nuts and seeds* (low-sugar cereal)
- Raisins and other dried fruit* (*No sugar added*)
- Peanut butter and low-fat crackers**

* Some schools might not want to offer these items because these foods can contribute to tooth decay.

** Some schools might not want to offer peanut butter; although it is low in saturated fatty acids, peanut butter is high in total fat.

Optional Sections

Soda "Pouring Rights" Contracts

The school shall not enter into a contract with any soda company that requires items to be sold in vending machines other than those from the Vending Machine Policy, Section IV.

Food Sold During Fundraising Activities

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are sold. These venues include fundraising, fundraising events, concession stands at sporting and other events, school stores, and a la carte meal items. The following recommendations are made to promote healthy choices for children related to fundraising activities supported by the school.

- Offer only non-food items as the items that raise funds such as books, gift-wrap, candles, plants, flowers, school promotional items, etc.
- Whenever food and beverages are sold that raise funds for the school, include food and beverage choices from the Vending Machine Policy, Section IV.
- Whenever food and beverages are offered in celebration or support of school fundraising activities, include food and beverage choices from the Vending Machine Policy, Section IV.

Advertising

Except as permitted in subsection (d), it shall be unlawful for any public school in this district, or any other entity or person acting on behalf of any public school in this district to:

- Enter into a contract that grants exclusive advertising of any product or service throughout the district to a person, business, or corporation;
- Enter into a contract or permit a school within the district to enter into a contract for products or services that requires the dissemination of advertising to pupils, including logos on facilities or

Vending Policy

informational equipment such as a scoreboard or banner with an educational message, or allow any person, corporation or business to gather or obtain information from students for the purposes of market research.

- Contracts entered into prior to the operative date of this policy may not be renewed if they conflict with this policy.
- Nothing in this policy shall affect the ability of any public school in this district, or any other entity or person acting on behalf of any public school in this district to:
 - (1) public advertising in any school newspaper, other school periodical, web pages, or yearbook,
 - (2) distribute advertising or market research as part of curriculum on advertising, marketing, media literacy; or,
 - (3) post signs indicating the public's appreciation for financial or other support from any person, business, or corporation for the educational program in any school district.

The term "advertising" means the commercial use, by any person, company, business, or corporation, of any media including, but not limited to, newspaper or other printed material or flyer or circular, radio, television, video or any other electronic technology, outdoor sign, or billboard in order transmit a message with information:

- offering any good or service for sale, or
- for the purpose of causing or inducing any other person to purchase any good or service, or
- that is directed toward increasing the general demand for any good or service





APPROACH 2

INFLUENCE FOOD AND BEVERAGE CONTRACTS

- Fairfax County Public Schools, Fairfax, Virginia
- Fayette County Public Schools, Lexington, Kentucky
- Richland One School District, Columbia, South Carolina
- Vista Unified School District, Oceanside, California

MAKING IT HAPPEN!
SCHOOL NUTRITION SUCCESS STORIES



Fairfax County Public Schools, Fairfax, Virginia

- 166,000 students in a diverse district near Washington, DC
- 19 percent of students eligible for free and reduced-price school meals

For more information:

Penny McConnell, MS, RD, SFNS, Director, Food and Nutrition Services

Penny.McConnell@fcps.edu

Fairfax County Schools, Energy Zone Center

Food and Nutrition Services

6840 Industrial Boulevard

Springfield, Virginia 22151

Phone: 703-813-4800

www.fcps.edu/fs/food





Mission, Vision and Statement of Nutrition Integrity

DOCUMENT
1

**Mission, Vision and Statement of Nutrition Integrity
Fairfax County Schools, Food and Nutrition Services**

Energy Zone Center, www.fcps.edu/fs/food/about_us/#intro

INTRODUCTION

The food service program, as an extension of the educational programs of the schools, is operated under the federally funded National School Lunch Act and Child Nutrition Act. The federal laws regulating the food service programs are administered by the United States Department of Agriculture through the regional office and implemented within the Commonwealth of Virginia by the State Department of Education.

The program's objective is to improve the health of students by providing a variety of palatable, high-quality, safe, nutritious foods that students will enjoy eating at a price affordable to them. The menus are planned by Registered Dietitians and the school cafeteria serves as the nutrition laboratory in the schools.

VISION

The Office of Food and Nutrition Services, Fairfax County Public Schools, will assist in developing excellence in each and every student. In an atmosphere that values diversity and human resources, we will be the best Food and Nutrition Services program in the nation by providing students food and nutrition knowledge, skills, and values they will need for a healthy body in an ever-changing global society.

MISSION

We will provide nutritious meals that reflect current research and meet the recommended dietary allowances for school-age children. We will provide nutrition education in the classroom with the school cafeteria serving as the nutrition laboratory. We will serve as a nutrition education resource to the community.

Mission, Vision and Statement of Nutrition Integrity

NUTRITION INTEGRITY

- Every student will have the opportunity to choose nutritious foods that will prepare students to learn.
- Our nutrition standard will be based on Dietary Guidelines for Americans and the Food Guide Pyramid.
- Nutrition values of meals will be evaluated over a period of days rather than judged on a single meal or food item.
- Student preferences and input from monthly customer report cards and student tastes parties will be considered in menu planning. Since foods must be eaten to provide nutrients, menu changes will be gradual to assure acceptance.
- Student meals will contain adequate calories and a variety of foods to support growth, development, and healthy weight.
- Purchasing practices will ensure the use of high quality ingredients and prepared products to maximize acceptance. Food and Nutrition Services professionals will continue to work with industry to develop these foods.
- Foods will be prepared in ways that ensure a balance between optimal nutrition quality and student acceptance.
- Foods offered to students in addition to meals will be of optimal nutrition quality as stated in the code of Virginia.
- Nutrition Education will be an integral part of the curriculum from preschool through twelfth grade. The school cafeteria will serve as a laboratory for applying knowledge and skills taught in the classroom by food service personnel.
- In-service and professional development opportunities will be provided for school food and nutrition managers and staff and other school-based instructional personnel. These experiences will be sponsored by professional organizations and Nutrition Education and Training activities.

Fayette County Public Schools, Lexington, Kentucky

- 32,000 students in Kentucky's second-largest city near the center of the state
- 38.6 percent of students eligible for free and reduced-price school meals

For more information:

Anita Courtney, MS, RD, Director of Health Promotion
anitah.courtney@ky.gov
Phone: 859-288-2350

Carolyn Dennis, MS, RD, Health Promotion Manager
CarolynL.Dennis@ky.gov
Phone: 859-288-2485
Lexington Fayette County Health Department
650 Newtown Pike
Lexington, Kentucky 40508-1197





• Baked Lays • Sunchips • Chex-Mix • Trail Mix •

• Sunflower Seeds • Fig Newtown's • Snackwell Cookies • Granola Bars

• Welch's Fruit Snack • Nutrigrain Bars • Nutrigrain Yogurt Bars

Want a Snack?


I can actually buy a snack before practice that won't make me sick.

These snacks are awesome!

You can eat healthier and cheaper, too!

Try one of the healthier options in your school vending machines.

They're cheaper, too!

 Check out the snacks with the hearts by them in the vending machines and one of the healthier drinks listed.

The Power of Choice

• Apple Juice • Orange Juice • Water • Pretzels •

Richland One School District, Columbia, South Carolina

- 26,000 students in South Carolina's capital city
- 62 percent of students eligible for free and reduced-price school meals

For more information:

Imogene F. Clarke, Director, Student Nutrition Services

iclarke@richlandone.org

Richland School District One

201 Park Street

Columbia, South Carolina 29201

Phone: 803-231-6953





Student Nutrition Policy

DOCUMENT
1

RICHLAND ONE STUDENT NUTRITION POLICY www.richlandone.org/departments/student_nutrition/policy.htm

HEALTHY AND NUTRITIOUS SCHOOL ENVIRONMENT

Code EFJ Issued 05/22/01

Purpose: To establish the Board's vision and the basic structure for the sale of all foods and beverages to students.

The sale of all food and beverage to students during the school day shall be under the control of the superintendent or his/her designee. The district supports nutrition and nutrition education as an integral part of a quality education. This policy seeks to establish a safe, healthy, and nutritious school environment where students will have opportunities to learn and practice making healthy food choices. Good nutrition is imperative to peak academic performance for students and for long-term health.

Administrative Rule

HEALTHY AND NUTRITIOUS SCHOOL ENVIRONMENT

Code EFJ-R Issued 05/22/01

Food and beverages served and sold at schools must meet Dietary Guidelines for Americans (DGA) and protect the health and safety of students.

The district will prohibit the sale of foods of minimum nutritional value in vending machines, snack bars, school stores, concession stands, and a la carte offerings in the food service program which students will have access to during the school day. Elementary schools are prohibited from having vending machines, which students can access. Food of minimum nutritional value consists of:

- No chewing gum, flavored ice bars, and candy bars shall be sold or served during the school day.
- "Other foods" may contain no more than 40 percent, by weight, of sugar or other artificial sweeteners.

Student Nutrition Policy

- a. Other foods will be defined as foods other than those served as part of the school meal, including snacks from the vending machines, canteen sales, a la carte sales, foods sold during school hours for fund- raising purposes, and food for special functions. Other foods will not include those items brought to school by individual students for their own consumption.
- b. Foods must be in compliance with the Dietary Guidelines for fats and must contain 8 grams of fat or less per one ounce serving.
- Student access to the sale and service of carbonated beverages will be prohibited.
 - All beverage and food items must have nutrition specs submitted to student nutrition services for review and final approval before being served/sold.
 - Beverages offered must contain 20 percent or more of real fruit or vegetable juices to be served/sold.
 - Beverages will be defined as any juice or juice product - this will include descriptions such as fruit drink, vegetable drink, fruit nectar, fruit soda, fruit potion, or any like names.
 - Water will be accessible to all students. Water may be bottled drinking water, flavored water, sparkling water, natural spring water, or the like.
 - Sports drinks may be sold/served at school provided they contain no more than 40 percent, by volume of sugar.

Student Nutrition Services reserves the right to refuse service of any food or beverage item regardless of compliance of the policy guidelines. Student Nutrition Services also reserves the right to limit quantities and exercise portion control on any food/beverage item offered at school.

Schools and organizations planning fundraisers are encouraged to consider a variety of alternative items for sale, including but not limited to, foods approved by Student Nutrition Services, vegetables, gift wraps, flowers, and clothing with the school logo.

Food of minimal nutritional value shall be prohibited for sale in all vending machines, concession stands, snack bars, clubs, and or class fundraisers which students will have access to during the school day. Student Nutrition Services will make available a list of foods appropriate for purchasing for vending machines and other sales which students will have access to during the school day.

Student Nutrition Policy

Student Nutrition Services

For General Questions

Imogene F. Clarke 253-5731 iclarke@richlandone.org

Garnett Davis-Shepard 253-5732 gdavis-shepard@richlandone.org

For Diet and Nutrition Questions

Misha Lawyer, MS, RD 253-5734 mlawyer@richlandone.org

Definitions:

Nutrition Education - Sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.

Dietary Guidelines for Americans (DGA) - Set of recommendations established by the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce disease risks.

Food of Minimal Nutritional Value - Food that provide less than five percent of the U.S. recommended daily allowance per serving of protein, vitamin A, vitamin C, niacin, riboflavin thiamin, calcium, and iron.

School Day - The school day is defined as the normal arrival time as approved by the board including the academic day until students are dismissed at the end of the school day as approved by the board.

Examples of Foods Low in Saturated Fat (not all inclusive)

- Canned Fruit
- Fresh Fruit (e.g. apples, oranges)
- Fresh Vegetables (e.g. carrots)
- Fruit juice and vegetable juice
- Low-fat crackers and cookies, such as fig bars and gingersnaps
- Pretzels

Student Nutrition Policy

- Bread products (e.g. bread sticks, roll, bagel, and pita bread)
- Ready-to-eat low-sugar cereals
- Granola bars made with unsaturated fat
- Low-fat or non-fat yogurt
- Snack mixes of cereal and dried fruit with nuts and seeds
- Raisins and other dried fruit
- Peanut butter and low-fat crackers
- Ice cream products
- Pop Corn
- Chips
- Water

Suggested/Acceptable Snacks for Cafeterias and Canteens:

- Crackers
- Toastchee
- Peanut Butter & Honey
- Nip Cheese
- Toasty
- Malt
- Cheese on Wheat
- Cream Cheese on Captain Wafers
- Reduced Fat Toastchee
- Nekt
- Grilled Cheese on Captain Wafers
- Smokehouse Cheddar
- Smores on Nekt

Pastry/Snacks

- Chocolate Moon Pies
- Farley's Strawberry Fruit Snacks
- Farley's Cherry Fruit Snacks
- Farley's Mixed Berries Snacks
- Kellogg's Nutrigrain Bars (Apple, Blueberry, & Strawberry)
- General Mills Oat & Honey Granola Bars
- Quaker Oats Chewy Granola (Butterfinger, Baby Ruth, & Nestle Crunch)

Student Nutrition Policy

- Snackwell's Chocolate Crème Sandwich Crackers
- Snackwell's Vanilla Crème Sandwich Crackers
- Famous Amos Lowfat Ginger Snaps
- Famous Amos Lowfat Lemon Snaps
- Fat Free Fig Newtons
- Gardetto Reduced Fat Snack-Ems
- Gardetto Low Fat Mustard Flavor Pretzel Mix
- Austin Zoo Animal Crackers
- Kellogg's Rice Krispies Treat Squares
- Kar Nut Nut Trail Mix
- Kar Nut Nut 'N Yogurt Mix
- Kellogg's Nutrigrain Twist (Strawberry & Crème, Apple Cinnamon & Brown Sugar)
- Combo's Pretzels

Bagels

- Otis Spunkmeyer Plain
- Otis Spunkmeyer Cinnamon & Raisin

Chips

- Baked Lays Ruffles Potato Chips
- Baked Lays Sour Cream & Onion Potato Chips
- Baked Lays BBQ Potato Chips
- Baked Lays Regular Potato Chips
- WOW Lays Regular Potato Chips
- WOW Lays Doritos Nacho Cheese Tortilla
- Baked Bugles
- Mac's Pork Rinds
- Rold Gold Fat Free Pretzel Twists
- Regular Doritos Nacho Cheese Tortilla
- Lays Smartfood Cheese Popcorn

Student Nutrition Policy

Student Nutrition Services

201 Park Street
Columbia, SC 29201
(803) 231-6953
Fax: (803) 231-6962
www.richlandone.org
Revised 8/03

Robert B. Chestnut, Senior Associate for Management Services
Imogene F. Clarke, Director of Student Nutrition Services

Vista Unified School District, Oceanside, California

- 27,000 students on the southern California coast, near San Diego
- 66 percent of students eligible for free and reduced-price school meals

For more information:

Enid Hohn, Director of Child Nutrition Services

ehohn@vusd.k12.ca.us

Vista Unified School District

4680 North Avenue

Oceanside, California 92056

Phone: 760-726-2170 ext. 2217





Vending Partnerships

VENDING PARTNERSHIPS

By Enid Hohn R.D.
760-726-2170, ext. 2217
ehohn@vusd.k12.ca.us

DOCUMENT 1

For copies of a vending presentation, go to:
http://www.vusd.k12.ca.us/cns/healthyvending.htm or
http://www.vusd.k12.ca.us/cns/powerpoint/vendingharvard.ppt

Equipment:

- Dixie Narco
Rowe Merchandisers
Automatic Products
Icon Enclosures
Vend Miser (Electricity Saver)

Trade Publications:

- Vending Market Watch
National Automatic Merchandising Asso.
AM Vending Publications

Vending Companies:

- Compass Group
Restaurant Management Companies
Food and Beverage Vending
American Vending Distributors
Take A Break Vending Service Southern Ca.

California Legislation:

- 2001-2002 SB 19 author Escutia
2003-2004 SB 677 author Ortiz
2003-2004 SB 65 author Torlakson

Healthy Snacks:

Table with 2 columns: Item Name and Price. Items include Quaker Rice Cakes (.65), Quaker Chewy Granola (.45), Wheat Thins (.55), Cheese Nips (.55), Pretzels (.50), Nature Valley Granola Bars (.50), Nutri-Grain Granola Bars (.55), Beef Jerky (1.25), Pop Tarts (.65), and Chex Mix (.55).

Healthy Foods and Beverages:

Table with 2 columns: Item Name and Price. Items include Bagel with cream cheese (1.00), Shaker Salad (1.50), Fresh cut up fruit (1.50), Fresh veggie pack w/Ranch Dressing (1.25), Tuna Packs (1.50), Yogurt with granola (.75), muffins (.65), Quaker Breakfast Bars (.65), Cereal w/milk (1.50), and 16 oz. Milk, 2%, Choc. and Strawberry (1.00).

Vending Partnerships

Healthy Snacks: (cont)

Corn Nuts	.65
Fig Newtons	.60
Apricots Dried	.25
Craisins	.40
Peanuts	.35
Sunflower Seeds	.35

Healthy Foods and Beverages: (cont)

100 % fruit juice	1.00
Hansen's Smoothies	1.00
Propel Fitness Water	1.00
Dasani or Aquafina Water	1.00
Sports Drinks	1.25



APPROACH 3

MAKE MORE HEALTHFUL FOODS AND BEVERAGES AVAILABLE

- Aptos Middle School, San Francisco, California
- Cortland Enlarged City School District, Cortland, New York
- Ronan School District #30, Ronan, Montana
- Massachusetts Action For Healthy Kids



**MAKING IT
HAPPEN!**
SCHOOL NUTRITION
SUCCESS STORIES



Aptos Middle School, San Francisco, California

- 860 to 900 students in San Francisco's most racially diverse middle school
- 36.5 percent of students eligible for free and reduced-price school meals

For more information:

Dana Woldow, Parent and Chair, Aptos Student Nutrition Committee

nestwife@owlbaby.com

Phone: 415-664-1278





Healthy School Nutrition and Physical Exercise Policy

DOCUMENT
1

**Healthy School Nutrition and Physical Exercise Policy
San Francisco Unified School District**

Adopted, as Amended, by the Board of Education at its Regular Meeting of January 14, 2003

Subject: Resolution No. 211-12A8

WHEREAS: The Board of Education of the San Francisco Unified School District is committed to the health and well-being of all students of the City and the District; and

WHEREAS: Being overweight and physically unfit has become a major health problem for children throughout the country, a problem that is of grave concern to the Surgeon General, health professionals, parents, policymakers, and children themselves; and

WHEREAS: Many concerned San Franciscans have testified to both the Board of Education and the Board of Supervisors about the high incidence of the problem in our City, and the Board of Supervisors is currently considering action about childhood obesity and physical fitness; and

WHEREAS: The Board is interested in providing our students with the most healthy and appealing food choices possible, and in diminishing the dependence of schools and school-related organizations on selling products of questionable nutritional value; and

WHEREAS: The Board of Education in 1999 passed the *Commercial-Free Schools Act*, which put in place the policy environment for decreased consumption of unhealthy snacks and beverages as well as reduced commercialism in the schools; and

WHEREAS: Whereas the problem of obesity is further exacerbated by students today having far fewer opportunities for physical exercise than students in decades past due to cutbacks in funding for physical education and intramural sports, and time spent getting physical exercise.

THEREFORE BE IT RESOLVED: That a School Nutrition and Physical Fitness Advisory Committee will be formed by the Superintendent to gather information on this issue and bring recommendations to the administration and the Board of Education on possible actions to begin to address the issues of childhood obesity, physical fitness, and related health concerns; and

Healthy School Nutrition and Physical Exercise Policy

BE IT FURTHER RESOLVED: That the administration and the committee will develop a plan to improve the nutritional quality of breakfast, lunches, snacks, and beverages served in our schools, as well as plan to phase out the sale of sodas and unhealthy snacks by the beginning of the 2003-2004 school year, including suggestions for replacing revenues currently secured through the sale of these items; and

FURTHER BE IT RESOLVED: That the administration and the committee will also develop a plan to expand and improve opportunities for physical activity in our schools; and

BE IT FURTHER RESOLVED: That the committee will work with the Board of Supervisors, city departments, youth groups, students and parents and others to develop recommended strategies, and coordinate its recommendations with related strategies being developed throughout the City on such things as access to appropriate health care, potential funding sources, community education, and outreach; and

FURTHER BE IT RESOLVED: That representatives from the Student Advisory Council and other youth groups be involved in the committee; and

BE IT FURTHER RESOLVED: That periodic reports will be made to the Board of Education during the spring of 2003 and beyond, as needed.

11/12/02

1/14/03

Cortland Enlarged City School District, Cortland, New York

- 2,859 students (K-12) in central New York State, south of Syracuse
- 38 percent of students eligible for free and reduced-price school meals

For more information:

Jeanette Dippo, Health Education and Wellness Coordinator
jdippo@cortlandschools.org
Cortland Enlarged City School District
8 Valley View Drive
Cortland, New York 13045
Phone: 607-758-4100 ext. 1387





Nutrition Policy

DOCUMENT
1

CORTLAND CITY SCHOOL DISTRICT

2001 5563
Business Operations

SUBJECT: NUTRITION POLICY

One of the most important ways in which the Cortland Enlarged City School District can actively help children perform better as students is to provide them with the nutrition, the knowledge and the skills necessary for the healthy growth and development of their minds and bodies. Nutrition education involves both an educational and an implementation process and takes place within the total school environment.

The Board of Education recognizes that:

1. Good nutrition is key to the optimal growth and development of children;
2. Good nutrition plays a highly significant role, in both short and long-term effects, in the status of children's health;
3. There is a demonstrated relationship between children's nutritional practices and their behavior;
4. Good nutrition positively influences academic, physical, social, and athletic performance;
5. Learning nutrition values and behaviors at an early age makes it easier for individuals to make nutritional decisions that can lead to positive health outcomes throughout one's lifetime;
6. Children can be taught healthy nutrition within their classrooms and healthy nutritional values by examples set within the total school environment. This school environment includes, but is not limited to, structured/regulated food service programs, informal classroom food programs such as snacks and parties, use of food in the classroom as a motivational tool, vending machine food distribution, food available at school sponsored events, and use of foods as fund raisers within the school; and
7. While the child food service programs have a fiscal component, they are basically nutrition programs aimed at helping children learn.

The Cortland Enlarged City School District desires to provide nutrition integrity in its schools and their activities. Nutrition integrity is a guaranteed level of performance that assures that school sponsored foods:

- meet recommended dietary allowances and dietary guidelines,
- meet federal and state standards/regulations, and
- provide for the development of lifelong, healthy eating habits.

Therefore, as of June 26, 2001, the Cortland Enlarged City School District Board of Education designates that all district efforts and activities with nutritional components provide nutritional conditions which are optimum for student learning, growth and development, and which promote a healthy lifestyle.

Nutrition Policy

The Board of Education Directs the Superintendent and/or his/her Designee to:

1. Develop and disseminate key messages emphasizing healthy nutritional values, moderation and balance in food choices, and the importance of regular physical activity for health promotion and disease prevention;
2. Provide food and nutrition education for all students as part of a Comprehensive School Health Education and Wellness Program. This program will include an emphasis on the development of attitudes and the behavioral and decision making skills necessary for students to eat well and to cope with potential obstacles to eating well;
3. Provide a school environment that promotes the opportunity for and reinforcement of healthful eating and physical activity;
4. Provide education for school food service workers and other staff regarding:
 - food selection, preparation, handling, and serving;
 - nutrition and food habits that support food safety, and ensure that nutritional conditions are optimum for learning, growing, developing, and leading a healthy lifestyle;
5. Ensure that school meals meet, as a minimum, the applicable requirements of federal and state standards/regulations;
6. Promote increased participation in school based nutrition programs through:
 - consideration of food flavor and taste;
 - attention to food presentation and dining environment;
 - limiting the availability within the school of competitive foods with lesser nutritional value;
 - elimination of perceived and actual barriers to students' enrollment in food subsidy programs (free and reduced);
7. Involve parents and the community in nutrition efforts and activities through media communication and solicitation of volunteer expertise;
8. Include school-based screening, counseling and referral for nutrition related issues/problems;
9. Develop recommended procedures for assisting with the implementation of this policy;
10. Monitor progress toward nutritional goals and evaluate the effect of nutrition programs and services;
11. Convey clearly and consistently to all concerned that all activities involving food and/or nutrition be consistent with the guidelines set forth in this policy.

ADOPTED BY THE BOARD OF EDUCATION at its JUNE 26, 2001 MEETING

Health Report Card

DOCUMENT
2

HEALTH REPORT CARD

August 18, 2003

Dear Principals,

A folder with a copy of your 2003 Mariner Needs Assessment Report is being sent to you through the interschool mail. The SUCC grad students that worked with your Healthy School Teams gave me some disks containing many of the things in your folder, but not everything. Upon review, if you would find it helpful to have any of the items in your report electronically, please contact me. I will check your disk for it and, if it is available, e-mail it to you.

You, your Healthy School Teams and other staff are to be commended for the very significant improvement made over the past 3 years. The 2000 and 2003 Mariner Grids for your respective buildings are in the paper copy of your report being sent to you. Your respective electronic copies of the grids will be sent to you as separate e-mails. Over the past 3 years, every school's goal has been to improve on its own score in comparison to its original assessment. Indeed, every single one of our district's six schools did just that! Every building started at a different point, but every one met the goal of improving on its own score, which is why the district score improved likewise.

Attached to this message, you will find both the 2000 and 2003 district-wide Mariner grids for your perusal. District-wide we improved in every single component! You also will find two companion graphs attached that illustrate the wonderful strides made in the past three years since the first assessment. The areas in which we were doing well originally did not have as much room for growth, but those areas that challenged us witnessed some amazing strides. What is important to note is that, while we focused on those challenges, we did not let the stronger areas backslide! As a district, we performed better in each and every one of the 8 components of our Comprehensive School Health and Wellness Program, while likewise improving our efforts in each and every one of the 6 risk behavior prevention areas. Please refer to comparison charts below.

Health Report Card

Comparison of 2000-2003 District CSHW Component Scores

[Ranked from most (1) to least % of change (8).]

COMPONENT	2000 SCORE	2003 SCORE	CHANGE	RANK
Healthy School & Community Environment	83	89	+ 7%	7
Health Services	81	86	+ 6%	8
Skills-Based Health Instruction	81	90	+11%	6
School Food Services	56	71	+27%	2
Physical Education	72	86	+19%	4
Counseling, Psychological & Soc. Services	72	86	+19%	4
Staff Health & Wellness Promotion	52	86	+65%	1
Family, Business & Community Involvement	70	84	+20%	3
Over-all Score	72	84	+17%	5

Comparison of 2000-2003 Risk Behavior Prevention Scores

[Ranked from most (1) to least % of change (6).]

RISK BEHAVIOR PREVENTION COMPONENT	2000 SCORE	2003 SCORE	CHANGE	RANK
Promoting Emotional & Social Health	83	91	+10%	6
Improving Nutritional Choices	51	70	+37%	1
Promoting Physical Fitness and Wellness	71	88	+24%	3
Enhancing Family Living & Healthy Sexuality	70	84	+20%	4
Avoiding Intentional & Unintentional Injuries	83	91	+10%	6
Avoiding Alcohol, Tobacco & Other Drugs	59	80	+36%	2
Over-all Score	72	86	+19%	5

Health Report Card

One of the recommendations mentioned repetitively in the various building reports was the suggestion to continue to improve parental involvement. In an effort to do this at the district level as well, in addition to your staff representative to the CSHW Team, we would welcome a parent representative from each building. The CSHW Team meets the second Thursday of each month in the Jr/Sr High LMC from 3:30-5:00 P.M. Please invite a parent. Our first meeting is on September 11.

Your support has been critical to achieving outstanding gains for our students and staff. On behalf of the district CSHW Team, please convey congratulations to your Healthy School Teams and your staff for your outstanding achievement!



Improving School Foods and Beverages

DOCUMENT
3

Improving School Foods and Beverages

6-8-04

CSHW and PTAG Position Paper

Adapted from "School Foods Tool Kit"
Center for Science in the Public Interest (CSPI)

Rationale:

Whereas, the Cortland Enlarged City School District has a strong interest and obligation in promoting the health of children, which leads to better attendance, improved behavior, lower incidence of illness, and increased attention, creativity, and academic achievement, the following information is presented to support the need for recommended changes:

- (1) Childhood obesity has reached epidemic levels in New York State and throughout the nation. Recent studies have shown that approximately 15 percent of American children are obese and the rate has doubled over the past two decades.
- (2) Overweight and obese children are at higher risk for long-term health problems, including cardiovascular disease, stroke, hypertension, high blood pressure, gallbladder disease, asthma, type 2 diabetes, and certain cancers. Discrimination, psychological stress, poor body image, and low self-esteem also often affect the lives of overweight youth. Obese children are twice as likely as non-obese children to become obese adults.
- (3) Approximately two-thirds of all deaths in our state result from four chronic diseases: heart disease, cancer, stroke, and diabetes. Health experts agree that one of the most effective ways to prevent those chronic diseases is to establish policies and programs that encourage children and adolescents to develop healthy eating and physical activity habits they can maintain throughout their lives.
- (4) A child who is physically healthy is more likely to be academically motivated, alert, and successful. Healthy eating also plays an important role in learning and cognitive development. Poor diet has been found to adversely influence the ability to learn and to decrease motivation and attentiveness.
- (5) The school environment plays an influential role in the foods children eat nearly every day. While the United States Department of Agriculture (USDA) regulates the nutrient content of meals sold under its reimbursable meal programs, similar standards do not exist for "competitive foods" that are sold outside the USDA meal programs. Competitive foods are often high in added sugar, sodium, or saturated and trans fat.
- (6) The state's support of school food services is inadequate. The State Department of Education lacks the resources to provide a great deal of technical assistance. In order to generate revenue, many schools sell or allow vendors to sell competitive foods on campus.
- (7) Only 2% of children meet the five main recommendations for a healthy diet from the Food Guide Pyramid. Only 30% of children consume the recommended number of servings of milk each day and only 14% eat the recommended amount of fruit.

Improving School Foods and Beverages

- (8) Soft drink consumption has doubled over the last 30 years. Children's calorie intake has increased since 1989 by an average of 80 to 230 extra calories per day (depending on age). According to the USDA, the increases are largely driven by increased intakes of foods and beverages high in added sugars (especially sodas, fruit drinks, cookies and other sweet baked goods).
- (9) The availability of competitive foods and beverages in schools undercuts participation in national school meal programs and undermines health and nutrition education provided to students.
- (10) There are healthy, revenue-generating alternatives to soft drinks that can be sold on District campuses.
- (11) Selling low-nutrition foods in schools sends children the message that good nutrition is not important, when what they eat is, in fact, critical to their long-term health and well being.

Goals:

The Cortland Enlarged City School District approved its nutrition policy on June 26, 2001. With this policy in mind, the District's Comprehensive School Health and Wellness Team has reviewed the nutritional recommendations put forth by the Center for Science in the Public Interest (CSPI). The Team has studied patterns observed in school districts across America who are implementing similar policies and in legislation being passed in almost half the states at this time. As a result, the following goals for the District's nutrition efforts are recommended:

1. Set improved nutrition standards for foods and beverages sold outside of school meals.
2. Reduce the availability in schools of foods and beverages of low or minimal nutritional value (soda, chips, candy, etc.). [This includes those sold a la carte, through vending machines, snack bars, school stores, fundraisers, concession stands and other venues on school property or at school sponsored events.]
3. Improve the nutritional quality, choices and "kid-appeal" of school meals.

Suggestions:

To assist in accomplishing these goals, the following suggestions are put forth:

1. Applaud school food service staff for meeting the USDA's nutrition standards for school meals.
2. Applaud our school district for giving children enough time to eat (the USDA recommends a minimum of 20 minutes for breakfast and 30 minutes for lunch) and for offering recess before lunch.
3. Applaud schools for ensuring that pupils engage in healthful levels of vigorous physical activity and enforce existing physical education requirements.
4. Applaud schools for ensuring that pupils receive meaningful, effective nutrition education.
5. Promote and serve more whole grains and fruits and vegetables.

Improving School Foods and Beverages

6. Reduce children's intake of saturated fat by making 1% or fat-free milk the standard for milks sold in our schools.
7. Eliminate the sale and availability of soft drinks, fruit "drinks" and "ades" (Fruitopia, Snapple, etc.), high sugar sports drinks, and other sugary drinks.
8. Strengthen nutrition education in our schools by sending consistent messages outside the classroom.
9. Replace fundraisers that sell candy or other foods of minimal nutritional value with healthy alternatives. (See attached ideas.)
10. Avoid entering into any exclusive contracts, as for soft drinks, that encourage the promotion or greater availability of low-nutrition beverages. Keep brand-name fast food contracts out of school cafeterias.
11. Encourage staff, parents and students to pack healthy lunches, when they are brought to school.
12. Reinforce the nutrition policy by offering healthy foods and beverages at school functions, school parties, and staff events.
13. Establish a system to ensure that no pupil is hungry and that a healthy and nutritious breakfast, lunch, and after-school snack for those staying after school hours is available to every pupil at every school so that pupils are prepared to learn to their fullest potential.
14. Increase availability of fruits and vegetables and other foods high in micro-nutrients and fiber, and low in sodium, added sugars, cholesterol, and saturated and trans fat in all school-related food sites.
15. Ensure to the maximum extent possible that the food served is fresh.
16. Encourage eligible pupils to participate in the school lunch program by removing any barriers to participation.
17. Integrate nutrition and physical activity into the overall school curriculum.
18. Ensure regular professional development for food services staff.
19. Work with suppliers to ensure healthy snacks are offered in vending machines and a la carte.
20. Develop a financing plan to implement these recommendations relying on state & federal funds, private sector partnerships, other resources, and healthy fund-raising activities.
21. Approve and implement healthy nutrition standards for foods and beverages sold outside of the USDA School Meal Programs.



Nutrition Standards

DOCUMENT
4**Recommended Nutrition Standards for Foods and Beverages Sold Outside of the USDA School Meal Programs (Vending, A la Carte, Fundraisers, etc.)**

For support of the rationale for these standards, please see the District Nutrition policy and CCPHA's (California Center for Public Health Advocacy) *Competitive Food Standards Recommendations* at www.publichealthadvocacy.org.

To take the lead in Cortland County and New York State in helping to improve children's diets, it is recommended that the CESCSD set the following nutrition standards for all foods and beverages sold or served outside of the school meal programs:

It is recommended that the following beverages may be sold or served at schools:

- 100% fruit or vegetable juices that do not contain added sweeteners.
- Water and seltzer, including flavored waters that contain sucralose, as opposed to aspartame, etc.
- 1% and fat-free milk including, but not limited to, chocolate milk, soy milk, rice milk, and other similar dairy or non-dairy calcium-fortified milks such as E-Moo, RPM (Refreshing Power Milk), etc.
- Allow water bottles for students as proper hydration improves brain functioning.

It is recommended that the following beverages be replaced with healthier items and may not be sold or served to students at schools:

- Soda pop, punches, slushies, cappuccinos, and caffeinated and sugared iced teas and coffees.
- Sports drinks or electrolyte replacement beverages and vitamin waters that contain more than 42 grams of added sweetener per 20 ounce serving (more than 35% of its weight from sugar).
- Drinks containing caffeine, excluding low-fat or fat-free chocolate milk (less than 10 mg. per serving).

It is recommended that any snack, sweet, or side dish sold or served on school sites outside of the federal school meal programs shall meet all of the following standards:

- Have 30 percent or less of its total calories from fat or 7 grams or less.
- Have 10 percent or less of its total fat calories from saturated plus trans fat or 2 grams or less.
- Have 360 milligrams or less of sodium per serving.
- Have 35 percent or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy products (or 15 grams).

Nutrition Standards

- Have 5% or more of recommended daily value of any one or more of essential nutrients such as Vitamin A, Vitamin C, Calcium, Iron, Protein, Vitamin E, Vitamin K, Folate, Iodine, Magnesium, Zinc, Copper, Phosphorous, Manganese, Vitamin B₁, Vitamin B₁₂, Vitamin B₆, Biotin, Niacin, Pantothenic Acid, Riboflavin, Selenium, Chromium, Molybdenum.
- Limit number of snacks to a maximum of 5 at the elementary level and 25 at high school and maximum portion sizes to:
 - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky.
 - Two ounces for cookies or cereal bars.
 - Three ounces for bakery items, including, but not limited to, pastries and muffins.
 - Three fluid ounces for frozen desserts, including, but not limited to, ice cream.
 - Eight ounces for non-frozen yogurt.
 - Twelve ounces for beverages, excluding water.
 - Entree items and side dishes, including, but not limited to, french fries and onion rings, shall be no larger than the portions of those foods served as part of the federal school meal programs.

It is recommended that fruits and vegetables shall be offered for sale at any location on the school site where other foods are sold.

- A list of examples of foods and beverages that meet these standards that could be sold a la carte and out of vending machines is attached.

It is recommended that healthy and creative financing and fundraising ideas be implemented to boost revenues needed.

- Use the attached Creative Financing and Fun Fundraising lists ideas to boost revenue without harming children's health, developed by the Shasta County Public Health Department in California or visit:
www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf.

It is recommended that a summary of these recommendations be publicized.

- Publicize a summary of these recommendations and school district policies on the district web site and by posting the summary in public view within all school cafeterias and distributing it to parents annually.
- Designate a person in each building to monitor the need for and expressed desire for programs for healthy eating, especially those aimed at weight management and disordered eating for students and staff (Weight Watchers, KidShape, etc.).

Healthier Snack Options

DOCUMENT
5

Options for Healthier School Snacks

(Vending, A la Carte, Fund-raising, etc.)

This list is not exclusive. Other beverages and snacks may meet the nutritional standards for foods sold in school vending machines.

*Adapted from list of beverages approved for sale within the Los Angeles Unified Schools District and list of snacks that meet the standards set by California's SB19. Both lists are available at: www.nojunkfood.org.

Companies regularly change their ingredients, recipes and formulations. Set a schedule to periodically check labels of products to make certain they still meet the nutrition requirements.

Beverages – (100% juices, waters, 1% or skim milks)

- After the Fall Spritzers: Black Cherry, Concord Grape, Raspberry, Tangerine
- Aquafina Water
- Arrowhead Sparkling Mountain Spring Water with Fruit Essence
- Arrowhead Water
- Campbell's Tomato Juice
- Dasani Water
- Dole Pineapple Juice
- Edensoy Soy Milk: Chocolate and Vanilla
- Juicy Juice: Apple, Berry, Grape, Punch
- Langer's Juice: Mixed Berry, Apple
- Martinelli's Sparkling Cider
- Milk: 1% and fat-free, unflavored and flavored (chocolate)
- Minute Maid Orange Juice and 100% Juice "Blends": Orange Cranberry, Orange Passion, Orange Strawberry Banana, Orange Tangerine
- Minute Maid Disney Hundred Acre Wood 100% Juice: Apple Strawberry, Apple Grape, Apple Raspberry Peach, Apple Cherry Banana
- Minute Maid Juices to go, orange, orange blend, apple, white grapefruit
- Minute Maid Juice Boxes – all varieties
- Treetop Juice – apple, grape
- Motts Apple Juice: Natural Style
- Pellegrino Sparkling Water
- Perrier Sparkling Water
- Silk Soy Milk: Chocolate and Vanilla
- The Switch Pure Sparkling Juice: Apricot Peach, Cranberry Ginger, Watermelon
- Strawberry, Fruit Berry, Orange Tangerine, Citrus Blend, Lemonade
- Tropicana Juice: Apple and Grape
- V8, 100% Vegetable Juice
- Veryfine Fruit Juice: Grape, White Grapefruit, Apple, and Orange
- Vitasoy Chocolate Milk

Healthier Snack Options

- Welch's Grape Juice
- Mac Farm's RPM – Refreshing Power Milk
- E-Moo – strawberry, orange, chocolate
- Milk Chugs – various flavors of milk
- Adirondack Spring Water- fruit flavored – Natural strawberry, raspberry, orange, lime
- Fruit 2O
- Fruit₂O Plus
- Low/no-fat drinkable yogurts

Snacks/A la Carte Items – Limit packaging to single serving size (1 serving) with 30% or less of fat (7 grams or less), 10% or less of saturated/trans fat (2 grams or less), 35% or less of weight from sugars (15 grams), 360 mg. or less of sodium. Also be a good source (5% or more) of at least one other nutrient or fiber.

- Add veggie burgers, veggie wraps, pita pocket, vegetarian chili and tacos, hearty homemade soups, pasta primavera
- Add vegetarian entree to the menu such as veggie burger. Investigate buying veggies from local farmers or wholesale farm markets.
- Advant Edge – complete nutrition energy bar – Cran Apple Crisp
EAS, Inc.
555 Corporate Circle
Golden, CO 80401
www.eas.com
- Animal crackers
- Baked chips or crackers
- Breakfast & cereal bars/cereal mixes
- Barbara's Granola Bars: Cinnamon Raisin, Oats and Honey, Carob Chip
- Barbara's Multigrain Cereal Bar: Cherry, Strawberry, Apple Cinnamon, Blueberry, Raspberry, Triple Berry
- Barbara's Snackimals: Chocolate Chip
- General Mills Chex Mix: All varieties
- General Mills Milk and Cereal Bars – Cheerios
- Chick peas for "grab & go" salads, chef salads
- Cliff Bar: Apricot, Black Cherry Almond, Carrot Cake, Chocolate Chip, Cool Mint Chocolate, Cranberry Apple, Cherry, Crunch Peanut Butter, Lemon Poppyseed, Peanut, Toffee Buzz, Chocolate Chip Peanut Crunch, Chocolate Almond Fudge, Cookies and Crème, and Chocolate Brownie
- Dannon Light & Fit Non-Fat Yogurt: Blackberry Pie, Blueberry, Cherry Vanilla, Lemon Chiffon, Orange Mango, Peach, Raspberry, Strawberry, Strawberry Banana, Strawberry Kiwi, Vanilla, White Chocolate, Raspberry
- Dannon Light and Fit Non-Fat Creamy Yogurt: Banana Cream, Blueberry, French Vanilla, Key Lime, Peach, Raspberry, Strawberry

Healthier Snack Options

- Dole Fruit Bowls: Tropical Fruit, Pineapple, Mixed Fruit, Diced Peaches
- Dried fruit
- Encourage parents to serve healthy meals and support same in school
- Envirokidz Crispy Rice Bar: Chocolate, Peanut Butter, Rice Berry
- Fresh reduced-fat, and sugar baked cookies on certain days – oatmeal raisin, gingersnaps
- Fresh Fruit – cherries, grapes, berries, melon balls/wedges, unsweetened applesauce, fruit kabobs, fruit with dipping sauce
- Fresh Vegetables – cut up broccoli, grape tomatoes baby carrots, celery sticks & hummus dip.
- Frito Lay Baked Doritos: Nacho Cheesier
- Frito Lay Baked Lays: Potato Crisps, KC Masterpiece BBQ, Sour Cream and Onion
- Frito Lay Baked Ruffles: Potato Crisps, Cheddar and Sour Cream
- Frito Lay Baked Tostitos: White Corn Tortilla Chips, Bite Size Tortilla Chips
- Frito Lay Rold Gold: Classic Sticks, Classic Tiny Twists, Classic Honey Mustard Tiny Twists, Classic Cheddar Cheese Tiny Twists, Honey Wheat Braided Twists Pretzels
- Frunola Energy Bars
- General Mills Chex Mix: All varieties
- General Mills Milk and Cereal Bars – Cheerios
- Gogurt
- Grab-and-Go Salads
- Gradually replace unhealthy with healthy foods
- Gradually switch to higher fiber breads
- Health Valley Cobbler: Apple, Blueberry, and Strawberry
- Health Valley Solar Bars: Berry Peanut Butter and Chocolate
- Health Valley Strawberry Cobbler
- Install a no and low fat milk vending machine – 1% or less
- Invite registered dietitian/nutritionist to work with food services and CSHW Team
- Introduce new entree's before eliminating old
- “Jazz Up” the names of foods on the menus offer “a daily special”
- Jambalaya
- Kellogg's Nutri-Grain Cereal Bar: Apple Cinnamon, Blueberry, Mixed Berry, Raspberry, Strawberry
- Kellogg's Nutri-Grain Twists: Apple Cobbler, Strawberry Cheesecake
- Kettle Krisps, Low-Fat: BBQ and Low-Salt
- Kettle Valley 100% Fruit Bars: Wildberry, Raspberry, Strawberry, Sour Apple, Tropical, Watermelon, Grape
- Kirkland Low-Fat Yogurt
- Kirkland's Trail Mix
- Lightly or unsalted pretzels
- Limit choices of a la carte items
- Low-fat & low sugar pudding cups
- Low or non-fat cheese sticks/string cheese/cream cheese spread
- Low or non-fat cottage cheese and fruit canned in own juices
- Luna Bars: Peanut Butter and Jelly, Sesame Raisin Crunch

Healthier Snack Options

- Make veggies exciting through plays, posters & tasting. Fruit and veggie costumes in elementary schools.
- Mott's Applesauce Individual Cups: Natural, Original
- Natural peanut butter
- Nature Valley Crunch Granola Bars: Cinnamon, Oats 'N Honey, Peanut Butter
- Nature Valley Chewy Trail Mix Bars: Fruit and Nut
- Natural Value Fruit Leathers: Apricot, Peach, Raspberry, Strawberry
- Newman's Own Salted Rounds Pretzels
- Nuts - all varieties
- Offer family/student food tasting opportunities – taste new items and provide feedback.
- Offer "Grab and Go" Chef's Salad
- Offer Smoothie Bar- run by Student Council, RSVP, etc. Made from fresh fruit and skim milk on Wednesday
- Wellness (Strawberry, raspberry, banana, pineapple – fresh or frozen
- Days (\$1.25) RSVP
- Packaged canned and fresh fruit in clear plastic containers like in grocery stores to increase sales.
- Pasta marinara
- Pita Snax: Lightly Salted, Garlic, Cheddar Cheese, Dill Ranch, Chili and Lime, Cinnamon
- Post daily updated menu with nutritional values in nutrition display cases
- Reduced fat and reduced sugar cookies/crackers
- Restaurant atmosphere-background music-centerpieces
- Review and implement taste testing of nutrition survey data on foods students would like offered.
- Robert's American Gourmet: Plundered Booty, Potato Flyers with Balsamic Vinegar and Sea Salt, Potato Flyers with Pesto and Parmesan
- Rice cakes
- Salsa for baked chips
- Set up a Deli Station with lean high quality cold cuts & low fat cheeses, fresh veggies, whole grain breads. Offer low fat subs like "Subway" advertises or deli style sandwiches.
- Snyder's of Hanover: Homestyle, Thin Pretzels, Mini Pretzels, Butter Snaps
- Sunflower seeds
- Trail mix
- Tumaro's Krispy Crunchy Puffs: Tangy BBQ, Natural Corn, Ranch and Herb, and Cheddar
- Use A.M. video announcements to promote new foods of "special" of the day.
- Use packaging like restaurants & supermarkets. Change salad packaging to a cup to resemble a McDonald's Salad "McShaper" to increase sales.
- Whole grain bagels/cereal bars/pita bread

Competitive Food Standards Recommendations

SCHOOL NUTRITION CONSENSUS PANEL

Competitive Food Standards Recommendations

GRADE LEVEL	ISSUE	RECOMMENDATION	RATIONALE	EXAMPLES OF WHAT WOULD BE IN & WHAT WOULD BE OUT
ELEMENTARY SCHOOLS (Schools that have grade 6 or lower)	ALL COMPETITIVE FOOD	Eliminate sale of all foods sold outside the school meal program during the school day. Individual items sold during morning/afternoon breaks must meet the standards described below for secondary schools.	Young children should not have the opportunity to make unhealthy choices at school; The school environment should model healthy choices.	Out: All individual foods sales, except fruits and vegetables, 100% fruit juice, low fat/nonfat milk during the lunch period In: Healthy options during nutrition break
		SECONDARY SCHOOLS	BEVERAGES	Allow sale of: Beverages that contain at 100% fruit juice with no added sweeteners
		Water	Water is an essential nutrient and a healthy choice	In: Bottled water
		Low fat/nonfat milk	Availability promotes calcium consumption without contributing unnecessary calories from fat.	In: Low fat and nonfat milk and chocolate milk.
		Eliminate sale of: Soft drinks, high sugar sports drinks, punch, ice tea, coffee, and other drinks containing less than 100% real fruit juice	Eliminates beverages with little nutritional value and others that replace more healthful alternatives	Out: Coke, Pepsi, Fruitopia, Sunny Delight, Snapple, Gatorade
		Beverages that contain caffeine (except chocolate milk)	Schools should not promote the consumption habit-forming substances	Out: Coffee, teas, cappuccino

Competitive Food Standards Recommendations

SCHOOL NUTRITION CONSENSUS PANEL

Competitive Food Standards Recommendations

GRADE LEVEL	ISSUE	RECOMMENDATION	RATIONALE	EXAMPLES OF WHAT WOULD BE IN & WHAT WOULD BE OUT
SECONDARY SCHOOLS	SNACKS, SWEETS, SIDE DISHES	Portion size: See attached chart	Larger serving sizes can lead to over-consumption	Out: All large size portions
		Fat: No more than 30% of total calories from fat Saturated Fat: No more than 10% of calories from saturated fat	High fat foods add unnecessary calories to the diet Foods that are high in saturated fat increase the risk of coronary heart disease by raising blood cholesterol	In: Baked potato chips, pretzels, some popcorn, some granola bars, some baked French fries Out: Regular potato chips, fried french fries, some granola bars, Crispy Kreme donuts
		Sugar: No more than 35% by weight (except fresh, dried or canned fruits and vegetables)	Eliminate foods (1) that are high in calories and low in nutrients, and (2) that promote development of dental caries	In: Some granola bars, trail mix, animal crackers, Devil's food cookies, Jell-O, fat free fudge bar, frozen fruit bar Out: Some granola bars, some cookies, all candy
	ENTRÉE ITEMS AND SIDE DISHES	Portion size: No larger than portion served as part of school lunch	Extra large size portions add unnecessary calories, including calories from fat and saturated fat	In: Reasonable portions of pizza, hamburgers, burritos, chili dogs, chicken nuggets Out: All oversized portions
	FRUITS AND VEGETABLES	Requires the availability of quality fruits and vegetables any place competitive foods are sold	Fruits and vegetables provide needed nutrients without adding low nutrient dense calories. Students must have healthy food option	In: All fruits and vegetables: fresh, cooked, dried, and canned without additional sweeteners

Competitive Food Standards Recommendations

SCHOOL NUTRITION CONSENSUS PANEL	
Recommended Portion Limits	
Snacks and Sweets	1.25 oz
Chips, crackers, popcorn, cereal	
Trail mix, nuts, seeds, dried fruit	
Jerky	
Cookies/cereal bars	2 oz
Bakery items (e.g., pastries, muffins)	3 oz
Frozen desserts, ice cream	3 oz
Yogurt	8 oz
Beverages (no limit on water)	12 oz

Nutritional Information Guidelines	NYSFSA	Nutritional Information Guidelines
Fat	7 grams or less	30% of its total cal. from fat
Saturated Fat	2 grams or less	10% of total cal. from sat/trans fat
Sugar	15 grams or less	35% of its weight from sugar
Sodium	360 milligrams or less	360 milligrams or less



Ronan School District #30, Ronan, Montana

- 1,352 students on the Flathead Indian Reservation
- 64 percent of students eligible for free and reduced-price school meals

For more information:

Marsha Wartick, Food Service Supervisor

marsha.wartick@ronank12.edu

Ronan School District #30

421 Andrew St. NW

Ronan, Montana 59864

Phone: 406-676-3390 ext. 3602





More Ronan fruit and vegetable choices.





Massachusetts Action for Healthy Kids

For More Information:

www.actionforhealthykids.org/AFHK/team_center/team_select.php

Katie Millett, Co-Chair

kmillet@doe.mass.edu



A La Carte Food & Beverage Standards

DOCUMENT
1

Massachusetts
A La Carte
Food & Beverage
Standards to
Promote a
Healthier School
Environment

Massachusetts



Action for Healthy Kids™

A La Carte Food & Beverage Standards

Action for Healthy Kids

Action for Healthy Kids (AFHK) is a nationwide initiative dedicated to creating healthy school environments by advancing sound nutrition and physical activity practices in schools across the country. This effort represents a response to our nation's epidemic of overweight and undernourished children and adolescents. AFHK is an outgrowth of the 2002 Healthy Schools Summit, for which Mrs. Laura Bush served as honorary chair, and former Surgeon General David Satcher, MD, PhD was chair of the Summit and served as chair of AFHK in 2003. Bill Potts-Datema, MS from Harvard School of Public Health is chair of AFHK in 2004.

AFHK is composed of 51 state teams and a national coordinating and resource group. Guidance is provided by more than 40 national education, fitness, health and nutrition organizations and government agencies. AFHK operates under the umbrella of "Healthy Schools, Inc.," a non-profit, non-member organization established to further the goals of the Healthy Schools Summit.

Getting Involved: You can help bring about change in your state by adding your expertise to this vital effort. Visit the AFHK website to learn more about how to get involved, and to submit a State Team application. You also can sign up for initiative updates, access relevant articles and resources, and browse the AFHK database of "What's Working?" model programs.

For more information, visit <http://www.ActionForHealthyKids.org>.

Massachusetts



A La Carte Food & Beverage Standards



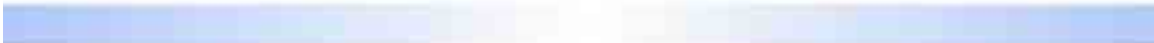
Massachusetts Action for Healthy Kids (Mass AFHK) Mission and Goals

Mission: Mass AFHK is dedicated to improving children's nutrition and physical activity in schools by collaborating with diverse stakeholders in advocating, promoting and implementing state initiatives to enhance the school health environment, so children can learn and participate in positive lifestyle behaviors.

Goals:

- Ensure that healthy snacks and foods are provided in vending machines, school stores and other venues within the school's control.
- Adopt policies ensuring that all foods and beverages available on school campuses and at school events contribute toward eating patterns that are consistent with the Dietary Guidelines for Americans.
- Provide students in pre-kindergarten through grade 12 with behavior-focused nutrition education integrated into the curriculum that is interactive and teaches the skills they need to adopt healthy eating habits.
- Provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs.

Massachusetts



A La Carte Food & Beverage Standards

Table of Contents

Action for Healthy Kids	i
Mass AFHK Mission and Goals	ii
Introduction	1-2
A La Carte Food & Beverage Standards to Promote a Healthier School Environment	3
Elementary School Guidelines (K-5)	4
Tear-out Section: Ready Reference for A La Carte Food & Beverage Standards to Promote a Healthier School Environment	6a
Secondary School Guidelines	5
Competitive Beverages	6-7
Grains	8
Fruits and Vegetables	9
Dairy	10
Meat, Beans and Nuts	11
A La Carte Food & Beverage Standards to Promote a Healthier School Environment Reference List	12-13

Massachusetts



A La Carte Food & Beverage Standards

Introduction to Massachusetts A La Carte Food & Beverage Standards to Promote a Healthier School Environment

While the federal government has established nutrition standards for school breakfast and lunch, there are no effective standards for competitive foods. Competitive foods are those foods and beverages sold a la carte, in vending machines, in school stores or as part of school fundraisers that compete with the USDA's National School Lunch Program (NSLP) or School Breakfast Program (SBP).

Typically, competitive foods are relatively low in nutrient density and high in fat, added sugar and calories. Over the past few decades, school foodservice and other school organizations have increased the availability of these competitive foods. Unfortunately, there has also been an increase in childhood overweight and obesity; the prevalence has almost tripled in the past 3 decades. According to the 2001 Massachusetts Youth Risk Behavior Survey, approximately one in four 9th - 12th graders are either at risk or already overweight.

When children replace school meals with these less nutritious competitive foods, they are at risk for inadequate nutrient intake and excess calorie intake. When competitive foods are purchased in addition to the school meal, there is the risk of over-consumption that may contribute to overweight and obesity. Furthermore, competitive foods contribute to the misconception that participation in the school meals program is restricted to low-income students.

Massachusetts



A La Carte Food & Beverage Standards



Schools play an important role in promoting and supporting children in the development of healthy eating habits. It is time to provide solid guidelines to help ensure the health of our youth. The following guidelines are recommended when schools participate in a la carte/competitive food sales:

- Schools should provide students with healthy foods consistent with recommendations from the Dietary Guidelines for Americans.
- Schools should reinforce healthy messages by teaching healthy eating habits in the classroom.
- If schools participate in fundraising involving food, the fundraiser should support a healthy school environment and be free from solicitation of foods that do not meet the specifications of the Dietary Guidelines for Americans.
- A healthy diet can include all foods, as long as snacks, desserts, side dishes, and entrees are appropriately portioned. Competitive foods should not take the place of a nutritionally balanced meal.
- The school environment should be a place where students can learn to make healthy choices. Intense marketing aimed at children that promotes consumption of foods of low nutritional quality (high caloric/high saturated and/or trans fat) should be eliminated throughout the school environment.
- Schools should promote health and nutrition messages consistent with those taught by parents, teachers, nurses and nutritionists.

Schools have the additional incentive to promote a healthy school environment because a healthy, well-nourished student will be ready to learn.



A La Carte Food & Beverage Standards

A La Carte Food & Beverage Standards to Promote a Healthier School Environment

All schools are encouraged to serve reimbursable meals. The following recommendations apply to any a la carte items offered for sale anywhere on the school campus during the school day.

Explanation of Terms:

School Day - The school day begins with the arrival of the first student at school and ends after the last scheduled instructional period.

Portion Size - Schools are encouraged to gradually reduce portion sizes offered in all areas from vending to a la carte to sporting events. It is crucial that food service personnel, children and their parents are educated on USDA standard portion sizes (see ready reference).

A La Carte Food Sales - The sale involving any food or beverage that students purchase in addition to or in place of the USDA reimbursable school breakfast or lunch. This would be from sources such as vending machines, a la carte lines or kiosks, school stores or snack bars located anywhere on the entire school campus, including in the cafeteria and at athletic events. Sometimes referred to as competitive foods - competing with USDA school meals.

Foods of High Nutritional Value - Foods of high nutritional value will naturally have a significant amount (greater than 10% of RDA) of at least one of the following: calcium, vitamin C, vitamin A, iron or fiber. These foods include complex carbohydrates and/or lean protein sources that are low in total fat and saturated fat. Water is a nutrient on its own that should be included as an essential part of a healthy diet.

These recommendations may be phased in over a two-year period. Changes should be phased in after a formal vacation or school break. An example of phasing in the recommendations is under the competitive beverages section.

Massachusetts



A La Carte Food & Beverage Standards

Elementary School Guidelines (K-5) A La Carte or Competitive Foods

Recommendation

- Eliminate, during the school day, foods that are sold outside of the school meals program that do not meet a la carte standards. The school day begins with the arrival of the first child at school and ends after the last scheduled instructional period.
- If the school offers a morning or afternoon break/snack, individual items sold should meet the standards for a la carte foods. The school snack or break should occur at least 1.5 hours before the lunch meal.

Rationale

- The school environment should model a healthy lifestyle from the cafeteria to the classroom.
- Children should be given the opportunity to learn healthy eating practices during young ages without being influenced by unhealthy food options.



Secondary School Guidelines A La Carte or Competitive Foods

Recommendation

- Foods offered during the school day should meet USDA standards and the a la carte standards in this guide. Foods that do not meet these standards should not be available anywhere on the school campus until the end of the last scheduled instructional period.
- Automatic timers on vending machines may be used to meet the above recommendation.
- At least 50% of a la carte items offered must provide high nutritional value (for example, skim and 1% milk, 100% fruit juice; fresh, frozen, canned and dried fruits and vegetables (with no added sugar), nuts, seeds and nut butters, etc.). The remaining 50% still must meet a la carte standards in this document.
- It is recommended that changes are phased in after a formal vacation or school break period.

Rationale

- Encourages children to select more healthful options for breakfast and lunch, allowing them to increase their consumption of high nutritional value foods.
- Encourages schools to start a school breakfast program.
- Reinforces the message of healthy eating. Encourages busy students (with the choice) to make more healthful selections on the run.
- Increases the availability of appealing nutritious foods and beverages while minimizing the availability of their high-calorie/low-nutrient counterparts.
- Ensures that foods sold on school campuses are not contributing to the current epidemic of childhood overweight and obesity.
- Phased in over a period of time, students/customers may be less likely to resist new changes.

Secondary School Guidelines Competitive Beverages

Recommendation

100% Fruit/Vegetable Juice and Juice Beverages/Drinks:

100% fruit/vegetable juice will be the only juice allowed, after phasing in the following guidelines over the next two years:⁶

- Phase I: Eliminate the sale of juice beverages providing less than 25% real fruit/vegetable juice
- Phase II: Eliminate the sale of juice beverages providing less than 75% real fruit/vegetable juice
- Phase III: Only 100% fruit/vegetable juice will be sold as a juice beverage

⁶Each phase consists of a 6-month time period or break in school schedule. Depending on the products available, some items may be introduced at a more accelerated rate.

Rationale

- The Dietary Guidelines for Americans recommends choosing beverages and foods that moderate the intake of sugars.
- Encourages the choice of a healthy beverage that is more nutritious.
- The American Academy of Pediatrics (AAP), recommends no more than 4-6 oz. per day of 100% fruit juice for children 1-6 years old and no more than 8-12 oz. per day of 100% fruit juice for children 7 to 18 years old.

A La Carte Food & Beverage Standards

Secondary School Guidelines Competitive Beverages

Recommendation

Soft Drinks and Sports Drinks

- Phase out the sale of soft drinks and sports drinks anywhere on the school campus from the beginning of the school day to the end of the last instructional period.
- Phase in healthier options like water or flavored water without added sugar, artificial sweeteners or caffeine.
- Phase in juice (as in page 6), low-fat milk and flavored milk.
- Work with vending suppliers to transition to healthier vending choices.
- Strive to offer beverage portions in sizes no larger than 12 oz. (except water and milk).
- Transition to smaller portion sizes, as products become available.

Rationale

- Many soft and sports drinks are high in calories. Some are fortified with unnecessary and potentially harmful additives that children do not need at any time. They should not be allowed on the school campus at any time.
- Sports drinks are only recommended for times of vigorous physical activity that last 60-90 minutes (Nancy Clark's Sports Nutrition Guidebook, Third Edition).
- 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 1) overweight or obesity attributable to additional calories in the diet; 2) displacement of milk consumption, resulting in calcium deficiency with an attendant risk of osteoporosis and fractures; and 3) dental caries and potential enamel erosion (American Academy of Pediatrics Policy Statement on Soft Drinks in Schools, January 2004).

Secondary School Guidelines Grains

Recommendation

Total Fat: No more than 30% of total calories from fat or 7 grams maximum per serving.

Saturated Fat and Trans Fat: No more than 10% of total calories from saturated and/or trans fat or 2 grams maximum per serving.

Total Carbohydrate: No more than 30 grams of total carbohydrate per serving (includes natural and added sugar).

Portion Size - strive for a small portion of no more than:

Chips, crackers, popcorn = 1.25 oz.

Cookies, cereal bars = 2 oz.

Bakery items (e.g., pastries, muffins) = 3 oz.

Rationale

- The Dietary Guidelines for Americans encourage consumption of a variety of grains daily, especially whole grains;
- Whole grains will have at least 1 gram of fiber per serving.
- A moderate fiber food will have 2-4 grams of fiber per serving (AAP)
- A high fiber food will have >5 grams of fiber per serving (AAP)

Trans fatty acids are found in food products in the form of hydrogenated and partially hydrogenated oils. They tend to raise total blood cholesterol and LDL cholesterol similar to saturated fats; therefore, these should be limited in the diet.

Note: Trans fatty acids may be listed as **Trans Fat** on food labels.

A La Carte Food & Beverage Standards

Secondary School Guidelines Fruits and Vegetables

Recommendation

- Make "quality" fruits and vegetables available at any place a la carte foods are sold. For example, dried fruit in vending, fresh fruit like pineapple slices or melon cubes and fresh vegetables like baby carrots in a la carte lines and school stores.
- Quality = fruits and vegetables that are fresh, frozen, dried or canned without added fat, sugar, or excessive sodium. Serve quality fruits and vegetables instead of fruit leather and French fries.

Total Fat: No more than 30% of total calories from fat or 7 grams maximum per serving. Phase out fryers over the next two years.

Saturated Fat and Trans Fat: No more than 10% of total calories from saturated and/or trans fat or 2 grams maximum per serving.

Total Carbohydrate: No more than 30 grams of total carbohydrate per serving (includes natural and added sugar).

Portion Size: Strive to meet USDA portions: 1/2 cup minimum.

Rationale

- The Dietary Guidelines for Americans encourage consumption of a variety of fruits and vegetables daily - current recommendations are 5-9 servings per day.
- As suggested by the Dietary Guidelines and the National Cancer Institute's 5 A Day Program, fruits and vegetables provide essential vitamins and minerals, fiber and other substances that may protect against many chronic diseases.

Secondary School Guidelines Juice

Recommendations

- 100% fruit and/or vegetable juice will be the only juice or juice-type beverage that is allowed on the school campus (see competitive beverage guidelines).

Portion Size: Strive to serve no more than 12 oz.

Rationale

- Eliminates the sale of fruit juice drinks, which provide little nutritional value and usually replace more healthful options.

A La Carte Food & Beverage Standards

Secondary School Guidelines Dairy: Milk, Yogurt and Cheese

Recommendation

- Serve low-fat dairy products (skim and 1% milk, low-fat yogurt, and low-fat cheeses) and phase out whole milk over several months.
- An 8-12 oz. serving of milk is the ultimate goal for serving sizes, ideally in a variety of low-fat flavors in plastic, resealable containers.

Maximum Portion Size:

Yogurt – 8 oz. Milk – 16 oz.
Ice cream – 3 oz. Cheese – 2 oz.

Total Fat: No more than 30% of total calories from fat or 7 grams maximum per serving.

Saturated Fat and Trans Fat: No more than 10% of total calories from saturated and/or trans fat or 2 grams maximum per serving.

Total Carbohydrate: No more than 32 grams total carbohydrate per 8 oz. serving for skim and 1% flavored milks (4g/oz. of total carbohydrate includes added sugar and natural milk sugar, lactose).

Rationale

- Low calcium intake is one of the most significant nutrient deficiencies identified in Healthy People 2010. Milk and milk products are high in nutritional value and provide calcium, protein and vitamin D for bone growth and development.
- The American Academy of Pediatrics (AAP) Policy Statement on Calcium Requirements of Infants, Children and Adolescents recognizes children's low calcium intake. The AAP urges pediatricians to recommend the daily consumption of milk, cheese and yogurt and other calcium-rich foods for children to help build bone mass in all growing children and adolescents.

A La Carte Food & Beverage Standards

Secondary School Guidelines
Meat, Beans and Nuts

Recommendation

Total Fat: No more than 30% of total calories from fat or 7 grams maximum per serving, with the exception of nuts, seeds and non-hydrogenated nut butters served with the portion guidelines below.

Saturated Fat and Trans Fat: No more than 10% of total calories from saturated and/or trans fat or 2 grams maximum per serving.

Portion Size: Entrée items or other protein sources – no larger than the maximum requirements for age/grade groups under the USDA meal pattern.

- Trail mix, nuts, seeds and jerky – no larger than 1.25 oz.
- Non-hydrogenated nut butters – no more than 4 Tbsp.

Rationale

- Meats, beans and 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 like all-natural peanut butter or almond butter will have no trans fats and minimal saturated fat and will provide healthy unsaturated fats.

A La Carte Food & Beverage Standards



Reference List for A La Carte Food & Beverage Standards to Promote a Healthier School Environment

Changing the Scene: Improving the School Nutrition Environment, A Guide to Local Action. USDA. <http://www.fns.usda.gov/fn/Resources/changing.html>

Comprehensive School Nutrition Policy. Want Strength, Eat Healthy Food, Get in Motion. Board of Education, The School District of Philadelphia. This document is available on the Education Policy Studies Laboratory website at <http://www.asu.edu/edue/eps/CERU/Articles/CERU-0106-35-OWL.doc>

The Dietary Guidelines for Americans, 2000. United State Department of Agriculture. <http://www.cnpp.usda.gov/DietGid.pdf>

Executive Summary, Standards for School Nutrition Policy. West Virginia Department of Education.

Foods Sold in Competition with USDA School Meal Programs, A Report to Congress, transmittal letter. http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/report_congress.htm

French, et al. Pricing and Promotion Effects on Low-Fat Vending Snack Purchases: The CHIPS Study. *Am J Public Health*. 2001;87:112-117

Guthrie, et al. Food sources of added sweeteners in the diets of Americans. *J Am Diet Assoc*. 2000;100:43-51.

Healthy Vending Guidelines: Part of the Fit City/Fit Schools Campaign in San Antonio, TX. San Antonio Bexar County Community Health Collaborative and Mayor's Council on Physical Fitness.

Johnson, et al. The nutritional consequences of flavored-milk consumption by school-aged children and adolescents in the United States. *J Am Diet Assoc*. 102(6):853-856.

2001 Massachusetts Youth Risk Behavior Survey. http://www.cdc.gov/nccd/php/dash/yrfbs/2001/summary_results/massachusetts.htm

Molnar A. What's in a Name? The Corporate Branding of America's Schools. The fifth annual report on trends in schoolhouse commercialism, 2001-2002. Education Policy Studies Laboratory, Commercialism in Education Research Unit, Arizona State University.



A La Carte Food & Beverage Standards

National Consensus Panel on School Nutrition: Recommendations for Competitive Food Standards in California Schools. California Center for Public Health Advocacy, March 2002.

Pediatric Overweight: A Review of the Literature. The Center for Weight and Health, College of Natural Resources, University of California, Berkeley. June 2001.

Soft Drinks and School-Age Children: Trends, Effects, Solutions. North Carolina School Nutrition Action Committee, September 2001.

The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity. 2001. United States Department of Health and Human Services.
<http://www.surgeongeneral.gov/topics/obesity/calltoaction/CalltoAction.pdf>

USDA Code of Federal Regulations (CFR) Appendix B to 7 CFR Section 210.11 (School Lunch) and 220.12 (School Breakfast). www.fns.usda.gov/cmf

The Use and Misuse of Fruit Juice in Pediatrics (RE0047). American Academy of Pediatrics. Committee on Nutrition. Pediatrics. 2001;107(5):1210-1213.

Wyshak G. Teenaged girls, carbonated beverage consumption, and bone fractures. Arch Pediatr Adolesc Med. 2000;154:610-613.

Kids First Guidelines for Choosing Healthier Snacks, Kids First, Rhode Island.

American Academy of Pediatrics, Committee on School Health, Soft Drinks in Schools. Policy Statement: Organizational Principles to Guide and Define the Child Health Care System and/or Improve the Health of all Children. Pediatrics. 2004; 113:152-154.





APPROACH 4

**ADOPT MARKETING TECHNIQUES
TO PROMOTE HEALTHFUL CHOICES**

- South Windsor Schools, South Windsor, Connecticut

**MAKING IT
HAPPEN!**
SCHOOL NUTRITION
SUCCESS STORIES



South Windsor Schools, South Windsor, Connecticut

- 5,500 students (7 schools K-12) in a suburban area of Hartford, Connecticut
- 4.3 percent of students eligible for free and reduced-price school meals

For more information:

Mary Ann Lopez, SFNS, Director of Food Service
malopez@swindsor.k12.ct.us
South Windsor Schools, Food Services
1737 Main Street
South Windsor, Connecticut 06074
Phone: 860-291-1231

Old Orchard Beach Schools Old Orchard Beach, Maine

- 1,200 students, grades K-12, served
- 28 percent of students eligible for free and reduced-price school meals

For more information:

Jackie Tselikis, RN, School Health
jtselikis@lms.oob.k12.me.us
Loranger Middle School
148 Saco Avenue
Old Orchard Beach, Maine 04064
Phone: 207-934-4848





Flyer

DOCUMENT
1



We go on Field Trips Too!

Anytime your child goes on a field trip, s/he can bring a school lunch along! Many students use their POS account daily or are qualified for meals everyday and are entitled to a meal even when traveling with their class. Our policy has always been to provide a lunch each and every day to our students. This includes field trip days!

If a trip is being planned in your child's classroom, please notify your teacher that you are interested in a bag lunch from food services **at least two days prior to the event.** Bag lunches can be purchased with a ticket or cash.

Typical choices for these bag lunches vary according to menu and manager discretion but may include:

- Peanut Butter and Jelly on Wheat or White Bread OR
- Deli meat and cheese on Roll with lettuce and tomato OR
- Yogurt with Cereal (Yogurt may be frozen) and fruit
- All include Carrot and celery sticks, Fresh Fruit, snack pretzels and Milk*

*To keep milk wholesome, we will freeze it the night before. Our tests indicate that it will melt by lunch time into a slushy consistency.

The manager of the kitchen will make the menu available for any given field trip date when she is notified of the field trip. **Special dietary needs can be addressed with notification.**
Contact the food service manager.







APPROACH 5

LIMIT STUDENT ACCESS TO COMPETITIVE FOODS

- Nash-Rocky Mount Schools, Nash County, North Carolina

MAKING IT HAPPEN!
SCHOOL NUTRITION
SUCCESS STORIES



Nash-Rocky Mount Schools, Nash County, North Carolina

- 18,190 total students in eastern North Carolina
- 55 percent of students eligible for free and reduced-price school meals

For more information:

Patty Green, Child Nutrition Supervisor

pmgreen@nrms.k12.nc.us

Nash-Rocky Mount Schools

P.O. Box 1260

Rocky Mount, North Carolina 27802

Phone: 252-446-2931





Winner's Circle Healthy Dining Program

DOCUMENT
1

Winner's Circle Healthy Dining Programsm

Nutrition Criteria

For a meal:

- ☆ Minimum of 2 servings of fruits/vegetables
- AND**
- ☆ Minimum of 1 serving of grains or beans **OR**
- ☆ Minimum of 245 mg calcium

And meal must have:

- ☆ Maximum 30% of calories from fat
- ☆ Maximum 1500 mg of sodium per meal

For a snack:

- ☆ Minimum 120 mg calcium for 4 oz servings
- OR**
- ☆ Minimum 150 mg calcium for 6 oz servings
- OR**
- ☆ Minimum 245 mg calcium for 8 oz servings
- OR**
- ☆ Maximum 35% sugar by weight

And each item must have:

- ☆ Maximum 30% of calories from fat
- ☆ Maximum 480 mg sodium
- ☆ (SCHOOLS ONLY) Maximum 2 servings per individual package

For a single item or side dish:

- ☆ Minimum of 1 serving of grains or beans **OR**
- ☆ Minimum of 1 serving of fruits/vegetables
- OR**
- ☆ Minimum of 245 mg of calcium

And each item must have:

- ☆ Maximum 30% of calories from fat
- ☆ Maximum 1000 mg sodium

***Weights:**

- 1 ounce=28.35 grams
- 1 pound=453.59 grams
- 1 gram=0.035 ounces
- 100 grams=3.5 ounces
- 1000 grams=2.2 pounds
- 1 kilogram=35 ounces
- 1 kilogram=2.2 pounds

Winner's Circle Healthy Dining Program

Snacks Qualified for Winner's Circle

Item	Serving Size (weight)	Kcal	Fat (g)	Sodium (mg)	Sugars (g)	Calcium (mg)
Advantage Edge Bar	57 g	220	4.5 (18 percent)	210	18 (32 percent)	0
Austin Zoo Animal Crackers	30 g	130	2 (15 percent)	95	7 (23 percent)	0
Baked Lays KC Masterpiece Barbeque Potato Crisps	1 oz	120	3 (22 percent)	210	2 (7 percent)	0
Baked Lays Original Potato Chips	28 g	110	1.5 (12 percent)	150	2 (7 percent)	0
Baked Lays Sour Cream and Onion Potato Chips	28 g	120	3 (23 percent)	210	3 (11 percent)	0
Baked Nacho Cheese Doritos	28 g	120	3 (23 percent)	220	1 (4 percent)	0
Barnum's Animal Crackers	30 g	130	4 (28 percent)	150	8 (27 percent)	0
Big Top Animal Crackers	1 oz	110	3 (25 percent)	80	6 (21 percent)	0
Bottled Water	8 fl oz	0	0 (0 percent)	0	0 (0 percent)	0
Chex Mix (ALL FLAVORS)	30 g	130	4 (28 percent)	410	2 (7 percent)	0
Chex Morning Mix	32 g	130	3.5 (24 percent)	190	8-9 (25-28 percent)	0
Cliff Bar	68 g	230	4.5 (17 percent)	140	20 (29 percent)	0
Columbo Yogurt Cherry Vanilla Light Fat Free	8 oz	120	0 (0 percent)	110	15 (7 percent)	350
Cookie Monster Cookies	30 g	140	4.5 (29 percent)	150	8 (27 percent)	0
Dannon Yogurt (ALL FLAVORS)	6 oz	90-170	0-2.5 (0-17 percent)	95-120	13 (8 percent)	150 mg
DelMonte Canned Fruit	124 g	60	0 (0 percent)	10	14 (11 percent)	0
DelMonte Lite Diced Peaches in Extra Light Syrup	4 oz	50	0 (0 percent)	10	12 (10 percent)	0
DelMonte Lite Mixed Fruit	4 oz	50	0 (0 percent)	10	12 (10 percent)	0
Dole Fruit Bowl, Pineapple	113 g	60	0 (0 percent)	10	14 (21 percent)	0
Famous Amos Gingersnaps	24 g	100	1	95	8 (33 percent)	0
Fig Newtons	57 g	200	4 (18 percent)	200	12 (21 percent)	0
General Mills Cheerios Cereal	1 oz	110	2 (16 percent)	280	1 (4 percent)	0
Guiltless Gourmet Corn Chips	28 g	110	2 (14 percent)	160	0 (0 percent)	0
Kashi TLC Crackers	30 g	130	3 (30 percent)	200	5 (17 percent)	0
Keebler Animal Cookies	56 g	260	8 (27 percent)	290	15 (27 percent)	0
Keebler Chocolate Graham Crackers	31 g	140	4 (25 percent)	105	9 (29 percent)	0

Winner's Circle Healthy Dining Program

Item	Serving Size (weight)	Kcal	Fat (g)	Sodium (mg)	Sugars (g)	Calcium (mg)
Keebler Cinnamon Graham Crackers	30 g	130	3 (19 percent)	140	9 (30 percent)	0
Keebler Fat Free Zesta	16 g	60	0 (0 percent)	250	0 (0 percent)	0
Keebler Honey Graham Crackers	31 g	140	4 (29 percent)	140	7 (23 percent)	0
Keebler Iced Animal Cookies	32 g	130	3 (23 percent)	110	9 (28 percent)	0
Keebler Original Graham Crackers	29 g	130	3.5 (23 percent)	150	7 (24 percent)	0
Keebler Reduced Fat Wheatables	31 g	140	4 (25 percent)	220	4 (13 percent)	0
Kellogg's All-Bran Cereal Original	1.1 oz	80	1 (11 percent)	80	6 (19 percent)	150
Kellogg's Corn Flakes	21 g	80	0 (0 percent)	150	3 (14 percent)	0
Kellogg's Low Fat Granola Cereal	49 g	190	3 (14 percent)	120	14 (29 percent)	20
Kellogg's Mini Shredded Wheat Cereal Frosted	51 g	180	1 (5 percent)	5	10 (20 percent)	0
Kellogg's Puffed Wheat Cereal	11 g	40	0 (0 percent)	0	0 (0 percent)	0
Kellogg's Raisin Bran Cereal	2.1 oz	190	1.5 (7 percent)	350	19 (32 percent)	20
Kellogg's Rice Krispy Cereal	33 g	120	0 (0 percent)	320	3 (9 percent)	0
Kellogg's Special K	21 g	70	0 (0 percent)	150	3 (14 percent)	0
Lance Saltine Crackers	11 g	50	1.5 (27 percent)	105	0 (0 percent)	0
Luna Bars (ALL FLAVORS EXCEPT ORANGE BLISS AND KEY LIME PIE)	48 g	180	2.5-4.5 (13-22 percent)	50-190	13-15 (23-31 percent)	0
Nabisco Original Premium Saltine Crackers	18 g	84	2.4 (26 percent)	264	0 (0 percent)	0
Nabisco Teddy Graham Cookie Cinnamon	30 g	130	4 (28 percent)	150	8 (27 percent)	100
Nature Valley Granola Bars	42 g	180	6 (30 percent)	160	11 (26 percent)	0
Nature Valley Trail Mix Bars – Fruit and Nut	35 g	140	4 (28 percent)	95	12 (34 percent)	0
Newman's Own Pretzel Sticks	30 g	110	1 (9 percent)	350	1 (3 percent)	0
Nutri-Grain Bars (ALL FLAVORS)	37 g	140	3 (19 percent)	110	13 (35 percent)	0
Orville Redenbacher Smart Pop	38 g	110	2 (18 percent)	360	0 (0 percent)	0
Pepperidge Farm Pretzel Goldfish	30 g	120	2.5 (21 percent)	430	0 (0 percent)	0
Pop Secret 94percent Fat Free Popcorn	39 g	110	2 (16 percent)	380	0 (0 percent)	0
Pop Tarts – Chocolate Chip and Cinnamon	52 g	210	6 (29 percent)	190	14-18 (27-35 percent)	0
Pop Tarts – Fruit	52 g	200	4.5 (20 percent)	170	16 (14 percent)	0
Power Bar – Chocolate	65 g	230	2 (9 percent)	75	16 (25 percent)	0

Winner's Circle Healthy Dining Program

Item	Serving Size (weight)	Kcal	Fat (g)	Sodium (mg)	Sugars (g)	Calcium (mg)
Power Bar – Harvest	65 g	240	4 (15 percent)	80	18 (27 percent)	0
Power Bar – Peanut Butter	65 g	240	3.5 (13 percent)	120	16 (25 percent)	0
Pretzels (GENERIC)	30 g	120	0.5 (4 percent)	400	0 (0 percent)	0
Pretzel Sticks (GENERIC)	30 g	120	1 (8 percent)	400	0 (0 percent)	0
Pringles – Fat Free	28 g	70	0 (0 percent)	160	0 (0 percent)	0
Protein Plus	85 g	320	9 (25 percent)	75	0 (0 percent)	0
Quaker Chewy Bars (ALL FLAVORS)	56 g	120	4 (30 percent)	70	19-20 (34-35 percent)	0
Quaker Crispums	33 g	150	5 (30 percent)	125	7 (21 percent)	0
Quaker Oatmeal Express	54 g	200	2.5 (25 percent)	320	19 (35 percent)	0
Raisins	43 g	140	0 (0 percent)	10	0 (0 percent)	0
Rice Krispies Treats	37 g	160	3.5 (20 percent)	170	13 (35 percent)	0
Rold Gold Classic Tiny Twists Pretzels	1 oz	110	1 (8 percent)	420	0 (0 percent)	0
Ruffles Wow! Potato Chips (ALL FLAVORS)	28 g	70	0 (0 percent)	200-230	0-1 (0-4 percent)	0
Snackin' Grahams	42 g	170	4 (21 percent)	250	13 (31 percent)	0
Snyder's Mini Pretzels	30 g	110	0 (0 percent)	250	0 (0 percent)	0
Stonyfield Farms Lowfat Yogurt	6 oz	90-190	1.5	95-140	22 (13 percent)	300
Sunsweet Prunes	40 g	90	(8-17 percent) 0 (0 percent)	5	12 (30 percent)	0
Teddy Graham Cinnamon Crackers	30 g	130	4 (28 percent)	150	8 (27 percent)	0
Texas Cinnamon Sweet Roll, Freshley	113 g	370	7 (17 percent)	410	34 (30 percent)	0
Thomas English Muffin Original	57 g	120	1 (8 percent)	200	1 (2 percent)	80
Tickles Snack Mix	26 g	100	2.5 (25 percent)	250	3 (12 percent)	0
Tostito's Baked Tortilla Chips	28 g	110	1 (8 percent)	200	0 (0 percent)	0
Utz Pretzels	28 g	100	0 (0 percent)	480	1 (4 percent)	0
Welch's Grape Juice	10 oz	170	0 (0 percent)	25	43 (15 percent)	0
Welch's Grapefruit Juice 100 percent	10 oz	130	0 (0 percent)	25	30 (11 percent)	20
Yoplait Yogurt (ALL FLAVORS)	6 oz	100-190	0-3 (0-13 percent)	85-95	27 (16 percent)	200

*No juice drinks less than 100 percent juice qualify as a Winner's Circle Snack

Winner's Circle Healthy Dining Program

Item	Serving Size (weight)	Kcal	Fat (g)	Sodium (mg)	Sugars (g)	Calcium (mg)
Act II Butter Popcorn		160	10 (56 percent)	360		
Archway RF Gingersnaps	32 g	140	3.5 (25 percent)	140	12 (37.5 percent)	0
Bagels Assorted Flavors (used USDA SR 15)	100 g	275	1.6 (5 percent)	534	0 (0 percent)	74
Breyer's Yogurt	8 oz	120	0 (0 percent)	105	15 (7 percent)	200 mg
Cinnamon Toast Crunch Cereal Bars	45 g	180	4 (20 percent)	160	19 (42 percent)	0
Cheddar Sportz		210	9 (39 percent)	370		
Cheez-It		290	16 (50 percent)	450		
Combos Nacho Cheese Pretzel	1.8 oz	240	8 (30 percent)	580	8 (16 percent)	0
Grandma's Homestyle Oatmeal Raising Big Cookie	39 g	180	6 (30 percent)	240	15 (38 percent)	0
General Mills Cinnamon Toast Crunch Milk 'n Cereal Bar	1.6 oz	180	4 (20 percent)	160	19 (42 percent)	0
General Mills Honey Nut Cheerios Milk 'n Cereal Bar	1.4 oz	160	4 (22 percent)	150	16 (40 percent)	0
Kashi GoLEAN Bars (ALL FLAVORS)	78 g	280-290	4-5 (16-17 percent)	85-290	33 (39-42 percent)	0
Keebler Club Crackers		70	3 (39 percent)	160		
Keebler Low Fat Cinnamon Graham Crackers	28 g	110	1.5 (9 percent)	135	10 (36 percent)	0
Goldfish Cheddar Crackers		140	6 (39 percent)	230		
Kellogg Rice Krispies Treat Bar	22 g	90	2 (20 percent)	100	8 (37 percent)	0
Kraft Easy Macaroni		250	7 (30 percent)	570		0
Kudos Chocolate Chip Bars		130	5 (35 percent)	85		
Lance Sandwich Crackers (ALL FLAVORS)						
Little Debbie's Crispy Bar	47 g	190	4.5 (21 percent)	220	18 (38 percent)	0
Nabisco RF Vanilla Wagers	29 g	120	2 (17 percent)	110	12 (41 percent)	0
Nature Valley Yogurt Bars	35 g	140	3.5 (21 percent)	130	13 (37 percent)	0
Original Wheat Thins		150	6 (36 percent)	270		
Orville Redenbacher Movie Theater Butter		160	12 (68 percent)	360		
Pirate's Booty Cheddar Popcorn		128	5 (35 percent)	150		
Pop Secret Kettle Corn Popcorn		190	13 (62 percent)	160		
Pringles Reduced Fat (ALL FLAVORS)						

Winner's Circle Healthy Dining Program

Item	Serving Size (weight)	Kcal	Fat (g)	Sodium (mg)	Sugars (g)	Calcium (mg)
Quaker Fruit and Oatmeal Bites	37 g	140	2.5 (16 percent)	120	14 (37 percent)	0
Quaker Fruit Bar Apple/Crisp	37 g	130	3 (21 percent)	90	15 (41 percent)	200
Quaker Strawberry Bars	37 g	130	2.5 (17 percent)	120	15 (41 percent)	200
Quaker Trail Mix Bars	35 g	150	5 (30 percent)	55	13 (37 percent)	0
Ragu Express (Traditional Tomato)		190	2.5 (12 percent)	490		0
RAZ Snack Mix (Original)		150	6 (36 percent)	410		
Ritz Bitz Cheese Crackers		230	14 (55 percent)	410		
Ritz Bitz Peanut Butter Crackers		190	9 (43 percent)	370		
Rold Gold Original Snack Mix		160	6 (45 percent)	300		
Rold Gold Pretzels	28 g	110	1 (0 percent)	560	0 (0 percent)	0
Rold Gold Snack Mix Colossal Cheddar		160	8 (45 percent)	260		
Smartfood White Cheddar Popcorn		160	10 (56 percent)	320		
Snackwells Vanilla Crème Cookies	48 g	210	5	240	18 (37.5 percent)	0
Starburst Candy	2.07 oz	240	5 (19 percent)	0	34 (58 percent)	0
Triscuit		140	5 (32 percent)	230		
Welch's Fruit Snacks – Strawberry/Grape/Mixed Fruit	25 g	70	0 (0 percent)	15	13 (52 percent)	0
Wise Popcorn		160	11 (62 percent)	400		

NOTE:

In order for a school system to use the Winner's Circle name and logo (owned by NC Prevention Partners), it needs to participate in training provided by Prevention Partners and pay an annual fee. For more information, contact:

- Kim Shovelin, MPH, RD; National Winner's Circle Manager
Phone: 252-749-4646 kim@ncpreventionpartners.org
- Meg Molloy, DrPH, MPH, RD; Executive Director
Phone: 919-966-8213 meg@ncpreventionpartners.org



APPROACH 6

USE FUNDRAISING ACTIVITIES AND REWARDS THAT SUPPORT STUDENT HEALTH

- Fayette County Public Schools,
Lexington, Kentucky
- Shasta County Public Health, California
Department of Health Services, California Project
LEAN, Contract #01-15285

**MAKING IT
HAPPEN!**
SCHOOL NUTRITION
SUCCESS STORIES



Fayette County Public Schools, Lexington, Kentucky

- 32,000 students in Kentucky's second-largest city near the center of the State
- 38.6 percent of students eligible for free and reduced-price school meals

For more information:

Anita Courtney, MS, RD, Director of Health Promotion
anitah.courtney@ky.us
Phone: 859-288-2350

Carolyn Dennis, MS, RD, Health Promotion Manager
CarolynL.Dennis@ky.us
Phone: 859-288-2485
Lexington Fayette County Health Department
650 Newtown Pike
Lexington, Kentucky 40508-1197

Old Orchard Beach School Old Orchard Beach, Maine

- 1,200 students, grades K-12, small
- 28 percent of students eligible for

For more information:

Jackie Tselikis, RN, School Health
jtselikis@lms.oob.k12.me.us
Loranger Middle School
148 Saco Avenue
Old Orchard Beach, Maine 04064
Phone: 207-934-4848



Alternatives to Using Food as Rewards

DOCUMENT
1

ALTERNATIVES TO FOOD REWARDS



- ☀ 88 % of KY schools use food as rewards for good behavior and academic performance.
- ☀ Pizza, candy, soft drinks and ice cream are the most common food rewards used in KY schools.

Advantages of Using Food as Rewards in Classrooms

- ✓ Easy
- ✓ Inexpensive
- ✓ Can bring about short-term behavior change

Disadvantages of Using Food as Rewards in Classrooms

- Classroom learning about nutrition will remain strictly theoretical if schools regularly model unhealthy behaviors.
- Foods commonly used as rewards can contribute to health problems for children: obesity, diabetes, hypertension and cavities. These diseases are increasing rapidly among KY children.
- Rewarding students with food can interfere with children learning to eat in response to hunger and satiety cues.
- Food preferences for both sweet and non-sweet food increase significantly when foods are presented as rewards (Birch and Fisher 1994). In other words, we may be teaching children to prefer unhealthy foods.
- Schools are institutions designed to model appropriate behaviors to children. May contribute to "disordered eating" in future.

Alternatives to Using Food as Rewards

Kentucky Teachers' Suggestions for Alternatives to Food Rewards

Elementary School Students



- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with teacher
- Play favorite game
- Stickers
- Fun video
- Extra recess
- School supplies
- Trip to treasure box filled with non-food items
- Paperback book
- Show-and-tell
- Teacher reads special book to class
- Bank system: earn play money to be used for privileges
- Teacher performs special skill: cart wheel, guitar playing

Middle School Students

- Sit with friends
- Listen to music while working at desk
- 5 minute chat break at end of class
- Reduced homework
- Extra credit
- Fun video
- Computer time
- Assemblies
- Field trips
- Eat lunch outside, or have class outside



High School Students

- Extra credit
- Fun video
- Reduced homework
- Coupons to video stores, music stores, movies (donated)
- Drawings for donated prizes among students who meet certain grades standards
- A few minutes of "free choice" time at end of class period



Food for Thought

"Rewards can be abused and overused. Too often students come to expect something in return for behavior or good grades when in reality they should do the behavior for its intrinsic value."

— Middle School Teacher in Fayette County

Lexington-Fayette County Health Department
650 Newtown Pike Lexington, KY 40508
Phone: 859-252-2371

Website: www.lexingtonhealthdepartment.org





Shasta County Public Health, California Department of Health Services, California Project LEAN, Contract #01-15285

- Creative Financing and Fun Fundraising

For more information:

Shasta County Public Health
California Department of Health Services
California Project LEAN, Contract #01-15285
Phone: 530-245-6843



Creative Financing and Fundraising

DOCUMENT 1

Creative Financing & Fun Fundraising

Alternatives to Selling Candy For Schools, Sports, &

Things to Do

- gift wrapping
- fun runs
- walk-a-thons
- bike-a-thons
- jump-rope-athons
- rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
- car wash (pre-sell tickets as gifts)
- singing telegrams
- talent shows
- read-a-thons
- spelling bee
- science fairs
- carnivals (halloween, Easter)
- dances (kids, father/daughter, family, Sadie Hawkins)
- workshops/classes
- festivals
- recycling cans/bottles/paper
- golf tournament

Resource Ideas*

*Not Endorsements

- bowling night/bowl-a-thon
- skate night/skate-a-thon
- auction (teacher does something for kids)
- raffles (teachers do a silly activity)
- magic show
- family/glamour portraits
- treasure hunt/scavenger hunt
- tennis/horseshoe competition
- penny wars (pennies+1 point, nickels+5, quarters+25, team w/most points wins)
- raffle (movie passes, theme bags)
- rent-a-teen helper
- auction
- workshop/class
- conference
- treasure hunt/scavenger hunt
- craft sales
- http://istone.yahoo.com (ashleys-outlet)
- www.creativelearning.cc (fundraiser.html)
- Nudayfundraising.com
- www.123fundraising.com
- QSP 1-800-667-2536
- www.qsp.ca/index2.html
- www.westernfund.com
- www.currentfun.com
- Dulco Printing (209) 266-8245
- www.treasurebooksandgifts.com
- www.fundraisingdepot.com
- www.boonewayfarms.com
- www.common-threads.com
- www.giftfriends.com
- www.partnersforkids.com
- www.fundraisingbatteries.com
- www.vistamark.com/schools/index
- www.brickstonegraphics.com
- www.zoodog.com/tattoos



Please contact Shasta County Public Health (530-245-6043) with questions. California Department of Health Services, California Project LEAN, Contract #01-15285



Creative Financing and Fundraising

Creative Financing & Fun Fundraising

For Schools, Sports, &
Alternatives to Selling Candy



Things You Can Sell

- candles
- greeting cards
- gift wrap, boxes, and bags
- magazine subscriptions
- gift items
- coupon books
- holiday wreaths
- gift certificates
- flowers, bulbs, poinsettias
- cookbooks
- balloon bouquets
- house decorations
- T-shirts, sweatshirts
- books, calendars
- buttons, pins
- air fresheners
- scratch-off cards
- customized stickers
- football seats
- kissing on the cheek booth
- hugging booth
- plants
- elephant rides
- pet treats/toys/accessories
- tupperware
- Christmas ornaments
- school spirit gear
- first aid kits
- crafts
- emergency kits for cars
- batteries
- brick/stone/tile
- memorials
- temporary/henna tattoos
- pocket calendars
- raffle donations
- stuffed animals
- coffee cups, mugs
- rent a special parking space
- foot warmers
- spirit/seasonal flags
- bumper stickers
- souvenir cups
- license plates or holders w/school logo
- giant coloring books
- scarves
- megaphones
- gift baskets
- hats
- jewelry

Healthy Food Items

- fruit smoothies
- frozen bananas
- trail mix
- fruit & nut baskets
- lunch box auctions
- fruit & yogurt parfaits

Things that Support Academics

- read-a-thon
- science fair
- spelling bee

Things that Promote the School

- cookbook made by school (parents, teachers, kids)
- T-shirt/sweatshirt sales
- bumper stickers & decals
- school logo air fresheners
- scratch off cards
- calendars



The greatest pleasure in life is doing what people say you cannot do.



Please contact Shasta County Public Health (530-245-6843) with questions.
California Department of Health Services, California Project LEAN, Contract #01-15285



How to Share Your Making It Happen Success Story

We would like to learn how your group is making it happen and improving school nutrition environments!

1. Which of the following approaches did you use (please check all that apply):

- Establish nutrition standards for competitive foods
- Influence food and beverage contracts
- Make more healthful foods and beverages available
- Adopt marketing techniques to promote healthful choices
- Limit student access to competitive foods
- Use fundraising activities and rewards that support student health

2. At what level did you make changes in foods and beverages?

- School level
- District level

2a. If change was at the school level:

How many students are in the school? _____ number of students

What percentage of students in the school are eligible for free or reduced-price meals?

_____ percentage of students

2b. If change was at the district level:

How many students are in the district? _____ number of students

What percentage of students in the district are eligible for free or reduced-price meals?

_____ percentage of students

3. Summarize the key changes made in foods and beverages.

4. Describe how and why you made changes in foods and beverages.

5. List key factors that led to your success.

6. Summarize future plans.

7. Please share words of wisdom from your experience that could benefit others as they undertake change.

8. What is the name and contact information of someone who can answer follow-up questions, if needed?

Thank you for your participation!

Please send your completed form to: Mary L. McKenna; DASH, NCCDPHP, CDC;
4770 Buford Highway, NE, MS K-12; Atlanta, GA 30341-3717. Fax: 770-488-5771
E-mail: mmckenna1@cdc.gov

USER RESPONSE CARD

Making It Happen! - School Nutrition Success Stories

Please take a few minutes to complete this form, seal it with tape, and mail it (no stamp needed). Your feedback will help us assess the usefulness of this document and revise it in the future.

1. Which best describes you:

- | | |
|--|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> School Nurse |
| <input type="checkbox"/> Community-based health professional | <input type="checkbox"/> School Health/
Nutrition Council Member |
| <input type="checkbox"/> Parent | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> School foodservice professional | |
| <input type="checkbox"/> Other _____ | |

2. Please rate the usefulness of *Making It Happen!*:

	Not Useful			Very Useful	
a. Background Information	1	2	3	4	5
b. Establish Nutrition Standards for Competitive Foods	1	2	3	4	5
c. Influence Food and Beverage Contracts	1	2	3	4	5
d. Make More Healthful Foods and Beverages Available	1	2	3	4	5
e. Adopt Marketing Techniques to Promote Healthful Choices	1	2	3	4	5
f. Limit Student Access to Competitive Foods	1	2	3	4	5
g. Use Fundraising Activities and Rewards that Support Student Health	1	2	3	4	5
h. Success Story Support Materials	1	2	3	4	5
i. Overall Usefulness of <i>Making It Happen!</i>	1	2	3	4	5

Tear Here

3. Please describe the strengths of *Making It Happen!*:

4. Please make suggestions for improvement:

U.S. Department of Agriculture
Food and Nutrition Service, CND
Alexandria, VA 22302-9943



**NO POSTAGE
NECESSARY
IF MAILED
IN THE UNITED
STATES**

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE \$300



BUSINESS REPLY MAIL
First-Class Mail Permit No. 12725 Washington D.C.

POSTAGE WILL BE PAID BY FOOD AND NUTRITION SERVICE

Child Nutrition Division
U.S. Department of Agriculture
Food and Nutrition Service
3101 Park Center Drive RM 632
Alexandria, VA 22302-9943



FOLD HERE

User Response Card (Continued)

5. As a result of reading *Making It Happen!*, did you take any action regarding school nutrition environments? If so, please share with us:

6. Other comments:

Thank You!