



Parents are the Power!

Toolkit for Creating Change

improve your school's nutrition and physical activity environment



Idaho
Action for Healthy Kids[®]

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Introduction



“Parents can have the greatest impact on changing the practices of our schools because they are the strongest advocates for America’s children.”

National AFHK Report: Parents’ Views on School Wellness Practices

Action for Healthy Kids Information

What is Action for Healthy Kids?

Action for Healthy Kids is a national grassroots effort created to address the epidemic of overweight, undernourished and sedentary youth by focusing on changes at school. Action for Healthy Kids is a public-private partnership of more than 60 national organizations and government agencies representing education, health, fitness and nutrition, which supports the efforts of its Teams made up of over 9,000 volunteers. These volunteers include leaders in education, administration, health, physical activity/education, government, student leaders, concerned parents and business leaders. Action for Healthy Kids was created in response to The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity, which identified the school environment as one of five key sites of change. The 16th U.S. Surgeon General, Dr. David Satcher, is the founding chair of Action for Healthy Kids.

Idaho's Focus

Idaho Action for Healthy Kids Team focuses on three key thrusts:

1. Improve children's eating habits by increasing access to nutritious foods and beverages throughout the school campus, and by integrating nutrition education into the curriculum.
2. Increase children's physical activity by adding or maintaining physical education courses and recess, and promoting after-school and co-curricular programs.
3. Educate administrators, teachers, children and parents about how nutrition and physical activity impact academic achievement.

In 2008-2009 the focus is on three projects:

1. A Parent Engagement Project that includes a toolkit, training and a mini-grant opportunity for parent teams in Idaho. The project goal is for Idaho parents of school age children to become empowered and actively engaged as advocates for change and implementation of their District Wellness Policy specifically in the area of nutrition and physical activity/education.
2. Increase the number of statewide stake holders in Idaho AFHK.
3. Increase the number of Idaho Elementary schools who implement recess before lunch.

How to reach us or get involved:

To find out more about the Idaho Action for Healthy Kids Team or to become a member and access information that can help make changes towards healthier schools, visit the Idaho page at

www.ActionForHealthyKids.org

Welcome Parents!

Welcome to the **Parents are the Power! Toolkit for Creating Change** brought to you by Idaho Action for Healthy Kids! We are pleased to present this toolkit that highlights nutrition and physical activity/ education project areas that parents can become involved with in schools.



The National Action for Healthy Kids report, “Parents’ Views on School Wellness Policies”, states that parents can have the greatest impact on changing the practices of our schools because they are the strongest advocates for America’s children. Promoting better nutrition and physical activity in school is one way to help children receive a quality education and build healthy habits for the future. As childhood obesity rates are on the rise, and this issue leads to devastating health problems, reduces life expectancy, and increases health care costs parents must be fully engaged in the effort and play a key role in providing solutions.

This toolkit also includes a very important element to create change in school, which is understanding how schools work and how to work with schools. Schools are faced with many regulations and challenges and we hope this toolkit will increase your understanding of the process.

As we continue to gather examples of positive parental involvement in schools and identify resources to assist your efforts, please visit the Idaho Action for Healthy Kids Web site for updated information: www.ActionForHealthyKids.org. Also tell us about your successes so we can add your story to our Web site!

We hope to hear from you soon!

Idaho Action for Healthy Kids Team

How to Use this Toolkit

This toolkit is laid out in a step-by-step fashion; each section builds on the previous one. Remember that change is a process; small steps are a success. Enjoy the journey!

1 Become an Advocate, How to Create Change

This first step is very important. In this section you will learn how to become an effective parent advocate. Working with other concerned individuals to further change is an excellent method to use when attempting to make change. This type of effort is traditionally called grassroots advocacy when performed on a local level. Grassroots advocacy has changed everything from school policy to law. It is critical to building slow sustainable change.

2 Understand the School Environment

When you are planning for change in a school it is important to know how the school works and how to work with the school. This section will also review how policies are made and provide key information about a very important policy, your district school wellness policy.

3 Conduct a Needs Assessment

The next step for the team is to identify areas of the school environment that need improvement. We will provide you with a sample needs assessment as well as where to find others to choose from.

4 Follow the P.A.R.E.N.T. Process

The P.A.R.E.N.T. Process is designed to help guide parents through the basic steps needed to help advocate better wellness practices in their local schools. Follow the steps of the P.A.R.E.N.T. Process to forward a topic in this guide or use the structure to help guide a matter of your own choosing.

5 Success Stories

Parents can make change. Here you will read about Idaho parent teams making successful changes in their schools in the area of nutrition and physical activity/education.

6 Evaluate

Review your progress – recognize your successes and resolve problems that arise. Your team may need to revise the plan as you go along to make sure you accomplish your goals.

7 Communicate

Let other people in the community (including the media) know about your activities. Invite them to participate as often as possible. This will help you win support for your goals, gain recognition for your school and encourage others to join the team.

8 Additional Resources

Here you will find contact information for a few more organizations that are working towards improving the nutrition and physical activity/education environment in schools.



Become an Advocate

Section 1



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

How to Create Change

As a parent interested in seeing that certain changes are made in the nutrition and physical activity/education areas of your child's school how do you get started? Focused persuasion with the goal of effecting change is what advocacy is all about. Here are a few steps to help you get started as an advocate for school wellness.

Getting Started – First Steps

Arrange for a meeting.

Find other interested parents through your school PTA/PTO group, parent night, networking with other parents and teachers, school health council, school wellness policy team, school nutrition staff.

Identify your issue.

What health and wellness issues concern you? Setting a clear, measurable goal for your effort is the most important part of a campaign for change.

Identify your target audience.

Who will be the focus of your efforts? Determine why your goal is of concern to them. What will move them to take the actions you request? Knowing your audience will keep you focused in developing strategies in order to meet your overall goal(s).

Researching Your Issue

Know the impact.

Find out the number of people (i.e., students) who are currently affected by the problem you wish to correct as well as the number of people who will benefit from your plan.

Gather stories.

Having real life examples to share that support your efforts is a highly effective tool. Look for examples from other schools or districts that tackled similar issues and concerns.

Developing a Compelling Message

Connect with your target audience.

When possible, pre-test your message with a few members of the target audience to make sure it works. Note their opinions and suggestions. Remember, you need to think like those you wish to affect – not like those who are already on your side.

Don't forget to "ask."

Make sure that your message includes a doable action you want your target audience to perform or support.

Use multiple tactics.

Writing letters or flyers, writing an op-ed for the local newspaper, holding a rally, activating a phone tree and speaking at public meetings are all examples of ways to get your message out to your target audience. Don't forget to use the PTA channels and communication tools.

Moving on – Next Steps

Find a spokesperson.

Make sure that whomever you use is credible, has good communication skills and has the ability to have an impact on your target audience.

Build a budget.

Spend your funds wisely. Don't forget to allocate some funds for long-term follow-through. Consider your budget (time and money) when establishing your goals.

Call in the experts.

Consider talking to people outside of your organization for advice. This will help you target your audience rather than the people within your organization.

Identify like-minded advocates.

Are there others in your community who support your goals? Seek them out and solicit their help. The more diverse your voice, the more powerful the message. Just make sure that you stay focused on the goals you've established and that you don't stray into other areas.

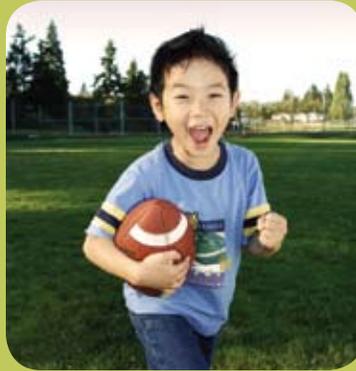
Evaluate and Celebrate!**Evaluate often.**

Frequently evaluate and assess progress and make changes to your tactics as necessary.

Celebrate your success!

Don't forget to have your team celebrate in your achievements!

For more information visit www.pta.org and access the PTA Grassroots Advocacy Toolkit.



Understand the School Environment

Section 2



“The link between good nutrition and good education is clearly demonstrated by higher test scores, better attendance and fewer behavior problems in schools.”

Dan Glickman, Former Agriculture Secretary

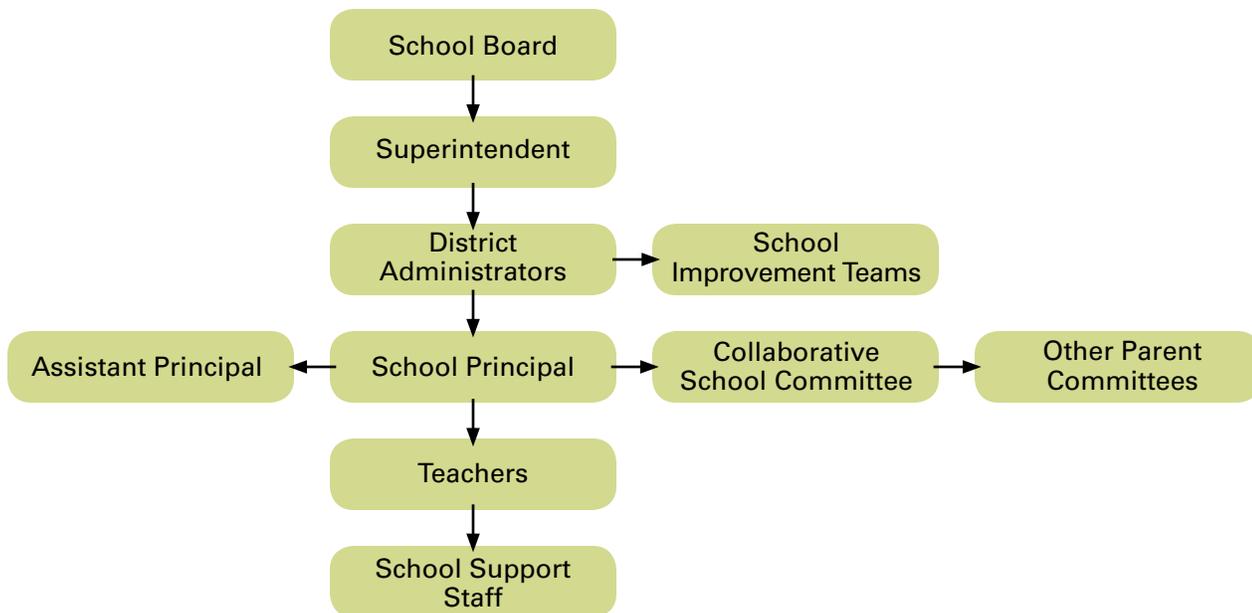
How Schools Work

When you are planning for change in a school it is important to know how schools work and how to work with schools. This section will also review how policies are made and provide key information about a very important policy, your district wellness policy. In addition, as you begin to suggest policy change to your school's nutrition and physical activity/education environment it is helpful to have position statements that support your work which you will find at the end of this section.

First, we would like to review the school environment and how it works. It is important to know this background before you pursue a project in your school as it will help you understand the dynamics of the school environment and be better prepared when you approach school leaders. School environment structure varies by district. We encourage your parent team to request a hierarchical flowchart from your school or research it on the Internet. On the following page is an example of a school environment structure.



School Environment Flow Chart



The following provides a description for each title:

School Board: Oversees public schools and ensures they are in compliance with constitutional responsibilities.

Superintendent: Oversees and enhances educational programs, implements rules, regulations, policies and procedures and increases student achievement.

District Administrators: Administrators oversee specific areas such as: curriculum and instruction development, student services, special needs, English language learners, athletics, transportation, federal programs, testing and assessment, finances, etc.

School Improvement Teams: These are formal committees composed of community members and parents who advise the school district (name may vary by district)

School Principal: Oversees school operations, providing staff with necessary skills to fulfill educational goals, and ensures that the rules, regulations, policies and procedures are enforced and fulfilled.

Assistant Principal: Assists the school principal in overseeing school operations, providing staff with necessary skills to fulfill educational goals, and ensuring that the rules, regulations, policies and procedures are enforced and fulfilled.

Parent Advisory Committee(s): Advises the school principal in student matters and educational needs.

Standing Parent Committees and/or Ad Hoc Committees: Roles vary per committee; some committees are responsible for representing the student body and others represent parent and student interests. Committees consist of Parent-Teacher

Associations (PTA), Parent-Teacher Organization (PTO), English-Language Acquisition Parent Advisory Council (ELA PAC)

Teachers: Assist students in gaining the necessary skills to be successful in life, such as: social-emotional and cognitive development.

School Support Staff: Provides student support services, such as counseling, case management and psychological assistance, to name a few.

Specifically, in the areas of nutrition and physical activity, there are two environments in your school that your team needs to become familiar with. They are the School Nutrition Environment and the Physical Education Environment, which are covered in the following sections.

School Nutrition Environment

The nutrition environment in your child's school is very complicated and governed by many factors. A primary influence on how the food programs operate is the USDA, which sets the rules, regulations, and reimbursement rates for the meal programs. If you decide this is an area you want to work on, it becomes very important for you as a parent to first learn as much as possible about how the programs operate and the regulatory constraints that govern them.

National School Lunch and National School Breakfast Programs

What are the National School Lunch & National School Breakfast Programs?

Both programs are federally assisted meal programs operating in public and non-profit private schools. These programs are administered by USDA and the Idaho Department of Education.

How Do the Programs Work?

- School districts that choose to take part in the National School Lunch Program (NSLP) and National School Breakfast Program (NSBP) receive cash subsidies and donated commodity food items from USDA for each meal they serve.
- In return they must serve meals that meet federal nutrition standards and they must offer free or reduced-price lunches to eligible children.
- School nutrition directors face the challenge of operating nutritionally sound programs that meet federal requirements, are cost effective, and are acceptable to children.

What are the Nutritional Requirements?

Lunch must provide 1/3 of a student's daily needs for calories and key nutrients and breakfast must provide 1/4 of a student's daily needs for calories and key nutrients.

Specific Nutrient Standards for School Meals:

USDA Requirements

- | | |
|-----------------|-------------|
| · Calories | · Calcium |
| · Fat | · Iron |
| · Saturated Fat | · Vitamin A |
| · Protein | · Vitamin C |

Additional Idaho Requirements

- Fiber
- Sodium
- Cholesterol

School Nutrition Requirements for Reimbursable Lunches

School meals are nutrient analyzed and must meet specific requirements set by the USDA including:

- Must provide 1/3 or more of the RDA for calories, protein, calcium, iron, and Vitamins A and C.
- Fat cannot exceed 30% of calories.
- Saturated fat must be less than 10% of calories.
- Sodium cannot exceed 2mg/Kcal
- Fiber must be at least 1g/100Kcals
- Cholesterol cannot exceed 100mg

School Meals are Healthy Meals

- 679 Idaho schools operate meal programs, serving breakfast and lunch to over 145,526 students each day.
- 95% of schools serve *fresh* fruits and vegetables.
- 88% of secondary schools offer a salad bar or pre-packaged salads.
- 48% of secondary schools offer vegetarian meals.
- 67% of schools serve more fruits and vegetables than required by the USDA.

What to Expect From A School Lunch

- Low-fat milk offered every day.
- Increased use of whole grain products.
- Age appropriate portions and serving sizes.
- A variety of fruits and vegetables every day.
- Self-serve fruit and vegetable bars for all ages.
- Multiple choices for students to pick from at each meal.
- Salad bars with a variety fruits, vegetables and low-fat protein sources.
- Healthier versions of children's favorites: pizza, chicken nuggets, hamburgers.

School meals are Appealing to Children and Taste Good!

School lunches aren't what they used to be. There have been huge advances in variety and flavor of school meals. Chefs and cooks at schools are providing meals that are not only nutritious but also taste great. Schools are using quality products and

are working hard to stay up to date with food trends to satisfy their customers.

The Parents Role In School Meal Choices

School lunches must meet Federal nutrition requirements, but decisions about what to eat is left up to the students. Most schools offer a variety of choices for students to pick from at meal times. Parents should discuss these choices with their children. Parents are welcome to eat a meal with their children at most schools. It is important for parents to go to the school and find out first hand what the choices are so they can help their children make the best choices.

The fact that fruits and vegetables are being served with the school meal is no guarantee that children are eating them. A student with two dollars in his pocket may opt to spend his money on a candy bar and a soft drink, rather than the balanced meal offered through the National School Lunch Program. Parents should encourage the right choices.

How Do Schools Decide What to Serve Students?

While federal regulations state the food components and portion sizes that must be offered, child nutrition professionals at local school nutrition service departments make decisions about what specific foods to serve and how they are prepared. While the menus offered over the week must meet USDA nutrition standards, they also have to appeal to student customer tastes. The decision-making process in the school varies by the district, and often, the size of the district. In smaller school districts, those that may be one or two schools, site-based decisions related to menus are often made at the school level. In the larger school districts, there is very little site-based decision-making related to menus in the cafeteria. In the larger school districts, there may be a nutrition services director to help managers make decisions. It is best to contact one of those individuals to start a constructive dialogue.

How Are School Nutrition Programs Funded?

Most child nutrition programs in Idaho school districts must be self-supporting. That means they receive no funding from the school district and must earn enough money to pay all their expenses which include food, salaries and benefits, utilities, repairs and purchases of equipment, cleaning supplies and disposables. The total federal reimbursement for each school lunch served for the 2008-2009 school year is \$.24 for paid students, \$2.17 for reduced prices students, and \$2.57 for free students. Cash

sales from reduced-price and paid students, and revenues from a la carte sales make up the rest of the income a program receives.

Where to Find More Information

The best source of information about the meal programs in your child's school is the Nutrition Services Director for the school district. You can also find information about the NSLP and NSBP by contacting:

Idaho Department of Education
Child Nutrition Programs
650 W State St
Boise, ID 83702
208-332-6820
www.sde.idaho.gov/site/cnp

US Department of Agriculture
Food and Nutrition Service
Public Information Staff
3101 Park center Drive
Alexandria, VA 22303
703-305-2286
www.fns.usda.gov/cnd

Foods Served at School That Are Not Controlled by State or Federal Regulation

There are many schools that serve food at meal times and in between meal times that are not controlled by USDA or State Regulation. These are any foods served other than a USDA reimbursable school meal and include: a la carte foods, food sold by school clubs for fundraising, school stores, and vending machines to name a few. It is sometimes unclear which foods are part of a USDA reimbursable meal. In order to be a reimbursable meal the meal must be available to free, reduced, and paid students and must offer the following foods: milk, entree (meat/protein source), fruit, vegetable, and a grain. Any other meal that does not contain all of these components is not considered a reimbursable meal and therefore does not follow any set nutrient standards.

A la Carte

In addition to offering meals to students, some nutrition service departments may sell other food items that are called a la carte. A la carte items are selected and purchased by the nutrition service

department and are not controlled by USDA regulations. If the revenue (federal reimbursement) from meal programs does not sufficiently cover the expenses then departments may look for other sources such as a la carte to increase their revenue. When purchasing items to sell a la carte, it is recommended that nutrition service directors carefully look at the nutritional content and purchase items that meet strict nutritional standards as outlined by their district's wellness policy. One of the requirements of the wellness policy mandate was to establish nutrition guidelines for all foods available on each school campus during the school day. With the establishment of nutritional guidelines, a la carte programs can serve an important role in maintaining financial soundness for the nutrition service department as well as providing nutritious choices for students who want additional food items.

Competitive Foods

What are competitive foods?

Competitive foods are foods offered at school, other than meals served through USDA's Child Nutrition Program. USDA defines two categories of competitive foods:

1. Foods of Minimal Nutritional Value (FMNV) described in the regulations for the National School Lunch Program include soda water, water ices, chewing gum, hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn.
Current federal regulations prohibit the sale of FMNV in the nutrition service area during the school meals periods.
2. All other foods offered for individual sale that students purchase in addition to or in place of a reimbursable school meal, such as a la carte sales and other foods and beverages purchased from vending machines, school stores, and snack bars.
Regulations do not prohibit the sale of these foods at any time during the school day anywhere on the school campus, including the nutrition service areas.

What is the Current Status of Competitive Food Sales in Schools?

Studies of national trends in competitive foods have determined that:

- *A La Carte:* 90% of schools had food and beverages available as a la carte items.¹
- *School Stores:* School stores and snack bars were present in 9% of elementary schools, 35% of middle schools, and 41% of high schools.

- *Vending:* Vending machines were available in 15% of elementary schools, 55% of middle schools, and 76% of high schools.¹
- *Fundraising:* 82% of schools allowed organizations such as student clubs, sports teams, or parent groups to sell food at school or in the community to raise money during the 12 months preceding the study.²
- The most common items sold for fund raising were chocolate candy, baked goods that were not low in fat, and non-chocolate candy.²

Why are Competitive Foods Sold?

The decisions for schools to provide competitive foods have been driven by a variety of factors:

- Student preferences. Students come to school with established preferences for fast foods, sweetened beverages and salty snacks.
- Increased financial demands. Many schools are compensating for the funds lost through budget cut by selling competitive foods. Profits from the sale of competitive foods are often used to support athletics, educational programs, and other activities.
- "Pouring rights" contracts. Many schools have exclusive contracts with soft drink companies, which offer higher payments for higher sales, thus encouraging schools to promote soft drink sales.

What are the Issues Associated With Competitive Foods?

If there are no nutritional standards in place guiding the selection of these items, they can be low in nutritional value and high in fat, sugars and calories. Therefore, they may contribute to poor dietary habits and result in obesity. Students may be receiving a mixed message if they are taught about good nutrition in the classroom, but this message is not reinforced throughout the school environment. It is important that strict nutritional standards are established in district wellness policies and adhered to for all foods available to students; by any group or organization; and at any time of the school day or after.

Open vs. Closed Campus

Many schools, especially at the high school level, may have open campus policies. Simply put, students may leave the building for lunch. While this topic is controversial it is important for your parent team to consider the implications of open vs. closed campus policies. Parents should consider the advantages

and disadvantages. Pertaining to the school meal programs, nutrition programs have worked hard to offer nutritious foods and beverages. Schools with open campus policies potentially undermine their healthy school environment policies by providing access to fast food outlets and convenience stores. Parents may play a huge role in supporting open vs. closed campus policies.

References:

- ¹ Fox, M.K., Crepinsek, M., Connor, P., Battaglia, M. School Nutrition Dietary Assessment Study–II: Summary of Findings. Available at <http://www.fns.usda.gov/oane/MENU/Published/CNP/FILES/SNDAllfind.pdf> (Accessed 06/11/ 03).
- ² Wechsler, H., Brener, N.D., 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*. Vol. 71, No. 7, Sept. 2001.



Physical Education Environment

Another very important environment of the school to understand is the Physical Education area. Here we will cover what constitutes a quality physical education program and why it is important to maintain this program in the school environment.

In general, elementary schools will have one physical education teacher who is responsible for curricula design and instruction. Depending on the size of the school, middle schools and high schools will have teams of physical education teachers that work as a team to decide who will provide instruction in different areas.

What constitutes a quality physical education program?

According to the National Association for Sport and Physical Education, a high-quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction.

Opportunity to Learn

- Instructional periods totaling 150 minutes per week (elementary) or 225 minutes per week (middle and secondary school)
- Qualified physical education specialist providing a developmentally appropriate program
- The teacher: pupil ratio in physical education is no greater than 1:25 for optimal instruction
- Adequate equipment and facilities

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being
- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out-of-school assignments that support learning and practice

- Do not withhold physical activity as punishment
- Regular assessment to monitor and reinforce student learning

Why is it important to maintain a quality physical education program in school?

Quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters, improving a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning.

Most schools in Idaho do not meet this standard because of minimum state requirements, staffing, or facilities. In Idaho, physical education, along with health, is required in elementary school and middle school. During high school, grades 9-12, health is required and physical education has to be offered. Students may have added opportunity for physical activity through recess, interscholastic sports, intramural activities, before- and after-school activities, and school partnerships with community organizations.

Adapted from the National Association for Sport and Physical Education, Fact Sheet: What Constitutes a Quality Physical Education Program? <http://www.aahperd.org/naspe/>

How to Work with Schools

Now that you have an understanding of how the school works, you are now ready to learn the suggested steps to take as you begin to work with the schools. In this section we will provide ideas and examples on how to work with the “champions” in the school environment in the areas of nutrition and physical activity/education which are School Nutrition Services, Physical Education Department, Before and After-School staff and the School Principal.

How to work with School Nutrition Services

As you begin it is very important to find out the facts. Find out the facts by asking questions. Your best resource for these questions is your District School Nutrition Services Director or your School Nutrition Services Manager. Visit your child’s cafeteria to see what is going on. Are fresh fruits and vegetables being offered on a daily basis? How is food prepared? Does your school offer pizza made with whole grains? How are dairy products being served/merchandised? Overall, how is the food prepared and is the food served in an attractive manner?

Ask how you can become a school nutrition service advocate to help increase awareness to the students and school staff that healthy choices are available in your district. Is there a way that you can help promote the nutritional benefits of fruits and vegetables and milk? How can you educate parents about the fact that healthy meals are currently being served in the schools? Most people do not realize how much better the nutritional value of the foods offered today is compared to what was offered 10-15 years ago.

Ask how you can help to increase participation in child nutrition programs. Many schools participate in the National School Lunch Program, but fewer schools participate in the Breakfast Program. One barrier to participating in the school breakfast program is that there is not enough supervision in the school until staff gets into the school for their regularly scheduled workday. Other schools simply cannot afford the additional cost that supervision

would create in the morning. Can you volunteer to be a monitor at breakfast time, so that cafeterias can be opened earlier in the morning to accommodate the students that would like to participate? Also, investigate other alternative breakfast serving options such as Breakfast in the Classroom, Breakfast After 1st Period and Grab-n-Go.

Once you meet the Director of Nutrition Services for your district, work to cultivate a positive relationship with her/him. Make sure they understand that you want to work WITH them to effect change in your child’s school. Find out the areas you can assist them in making changes. Often they too have ideas but need support or other forms of assistance to make their ideas become a reality. Suggest areas you have observed that could use some change. Working together gives you each a greater ability to positively influence the health and wellness of the students in your school.

How to Work with the Physical Education Department

In general, elementary schools will have one physical education teacher who is responsible for curricula design and instruction. Depending on the size of the school, middle schools and high schools will have groups of physical education teachers who work as a team to decide who will provide instruction in different areas. It is suggested that parents work with the physical education department chairperson when working with the Physical Education (PE) department.

One of the best ways to work with your PE department is to volunteer with special events. This is one of the easiest ways to observe what is going on and show you are interested. Many schools have Field Days that take place at the beginning or end of the school year. See if you can help set up, run an event, assist special needs children etc. Many schools have a jog-a-thon as a fund raiser. Ask your PE department chairperson if the PE teacher at your school would incorporate a walking/jogging segment into their curriculum to help the kids prepare and train for the event.

It is important to keep in mind that the PE department has standards and goals just as other academic teachers that they must accomplish. It works best to show that you are interested by asking how you can get involved and assist with their current events/curriculum.

How to Work with Before and After-School Programs

First, it is important to understand that parents are needed and appreciated in after-school programs.

The first key for effective parent involvement is how you approach parents to become involved. Effective communication includes sensitivities to language and cultural differences.

- One-on-one and face-to-face communication is the best way to approach parents, incorporating trust, relationship-building and personal contact.
- Flyers should be written in major languages used in that school/community. Latino parents may prefer the personal approach and may not participate until they are asked in person and in a language they can understand.
- A friendly meeting that includes food and translation may get the ball rolling.

The second key of effective parent leadership group involves:

- A parent leadership plan that is developed to lead other parents, rather than just relying on school staff.
- There are currently many successful examples of parent leadership groups that exist within your surrounding communities and can be adapted to your school community.
- The staff or afterschool coordinator may take the initiative to first develop these leaders, perhaps in concert with an expert from an organization

such as the Action for Healthy Kids Committee. Then this group can organize plans for further parent involvement.

The third key of effective parent leadership is:

- You must be specific with what help is needed and what roles parents can play.
- Include a list of parent involvement roles and their commitment and time requirements.

The fourth key is to remove barriers to parent involvement.

- Include childcare for younger children.
- Provide translators for non-English speaking parents, include verbal and written communication.

How to Work With the School Principal

A good working relationship between your parent team and the school principal must be established and maintained if the goals of your team are going to be accomplished.

A good place to start is by simply introducing yourself and informing the principal that you want to be a supportive parent. Volunteer to help where needed. Then, when asked to volunteer, make every effort to be available. Attend parent meetings, PTA, and accountability meetings. When attending meetings, you can learn about your principal's school philosophy, issues of high priority, and vision for the school. If you offer comment, always state in a positive, solution-oriented manner. This gives the message that you are on his/her team.

Once this trust relationship has been developed, and an "I am on your team" attitude has been established, set an appointment with your principal to voice your concerns and or changes your parent team would like to make. Any change suggested should be for the benefit of the whole, not individuals. For example, if your child is allergic to apples, you should not demand that all apples, apple juice etc. be banned from the school.

Come to the meeting with support materials: Position Statements (refer to the Position Statements section of this toolkit), current research, success stories (refer to the Success Stories section of this toolkit) etc. Also, try to align your parent team project with one of your principal's priority areas.

For example, your parent team decides to select the project of increasing school breakfast participation. By attending meetings, you learn your principal's highest priority is to decrease the absentee rate. After you do some research, you discover that well-nourished children have fewer school absences and less tardiness. You propose to the principal that perhaps if we work together to increase school breakfast participation we would help student attendance. This creates a win-win for the principal, your parent team and the ultimate goal – the students.

Policies in School

School policies can be altered, influenced and created by concerned community members and parents. By understanding how policies are made, you are able to be a positive influence on any policy established regarding the implementation of your school's wellness policy.

Schools play a powerful role in influencing students' food choices and physical activity level. There are several ways that schools can ensure that students' eating habits and access to physical activity contribute to their learning achievement and lifelong good health. School wellness policies can address the following areas:

- a la carte,
- vending,
- after-school programs
- school events such as classroom events,
- celebrations,
- class snacks,
- meetings,
- parties,
- concessions,
- intramural events,
- fund raisers and
- extracurricular events

Depending on the topic, it may be appropriate for the policy to be made at the district, school or classroom level.

What is a Policy?

Policies are official statements of vision and judgment that address the needs of a school system, school or classroom. Values, convictions and beliefs usually form the basis for a policy statement. Policies can provide the following:

- Leadership
- Commitment
- Support
- Direction
- Guidance
- Institutionalization
- Public Engagement
- Accountability
- Legal Protection

Policies generally address what should be done, why it should be done and who should do it. Procedures outline the details of how to accomplish a policy's goal. Policies can be formal or informal.

The following are sample district policies for school celebrations:

- It is the intent of *John Adams School System* to use rewards and incentives that do not undermine the health of students and/or reinforce unhealthful eating habits. Non-food rewards and incentives will be used as the first choice to encourage positive behavior. If food is used for a reward, healthy choices with appropriate portion sizes are required.
- It is the intent of Mrs. Parsley, first-grade teacher, to not reward her students for positive behavior with food. Mrs. Parsley will use a system of verbal praise and certificates and ribbons to reward her students.

The following are samples of Rewards and Incentives that follow the school wellness policy:

- It is the intent of *John Adams School District* that school celebrations be limited to no more than four times per year (K-5 grades) or two times per year (6-8 grades). When possible, it is recommended that celebrations feature activities other than eating. If food is involved, it should include healthy choices.
- It is the intent of Mrs. Parsley to set the dates for classroom celebrations within the first month of school. Parents are encouraged to assist with the celebrations by volunteering to prepare healthy snacks when requested. A list of dates and options are sent home with students. Parents can consult the students handbook for possible snack choices.

School policies can be altered, influenced and created by concerned community members and parents. By understanding how policies are made, you are able to be a positive influence on any policy established regarding the implementation of your school's wellness policy.

Schools play a powerful role in influencing students' food choices and physical activity level. There are several ways that schools can ensure that students' eating and habits and access to physical activity contribute to their learning achievement and lifelong good health.

Getting Support for a Policy?

Groups that can support policy change:

- PTA/PTO
- School Improvement Teams
- School Health Advisory Councils
- Public Health Partners
- Cooperative Extension Partners

Developed in partnership between the NC Division of Public Health, NC Department of Public Instruction, NC Cooperative Extension and NC Action for Healthy Kids. For more information on school nutrition issues and policies: visit www.nasbe.org, www.ActionForHealthyKids.org or www.eatsmartmovemorenc.com.

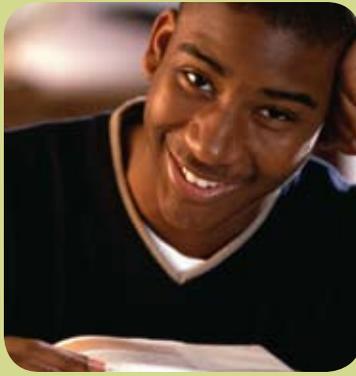
The law clearly articulated that the wellness policies were to be developed locally as a means of allowing schools and districts to customize the policy based on local needs and resources. It is clear that there are targeted areas in which parents can help with implementation and support of changes that will provide support and education for children to establish healthy habits for eating and physical activity. Before your team selects the area of the school to focus on make sure your project aligns and helps develop your district wellness policy. To access a copy of your school/district wellness policy contact your school or district.

Understanding and Getting Involved with Your School Wellness Policy

One of the key policies that your parent team should become very familiar with and to use as a guide for your work is your District Wellness Policy. The Child Nutrition and WIC Reauthorization Act of 2004 mandated all local school districts participating in the National School Lunch Program to have a school district wellness policy in place by July 1, 2006. This legislation was in response to overwhelming concern about the rising rate of child obesity.

School wellness policies must include:

- Nutrition education goals,
- Physical activity goals, and
- Nutrition standards for all foods available on school campus during the school day
- Goals for other school-based activities should be designed to promote student wellness
- A plan for measuring implementation of the policy
- Parents, students, school nutrition services, school board members, school administrators, and the public be involved in the development of the school wellness policy.



Conduct a Needs Assessment

Section 3



**“The future depends on what we do
in the present.”**

Mahatma Gandhi

Conduct a Needs Assessment

The next step for your parent team is to identify areas of the school environment that need improvement. In this section you will find a sample needs assessment as well as where to find others to choose from.

How Healthy Is Your School?

Use this survey as a tool to get a quick idea of how successful schools are in supporting student nutrition and physical education/activity.

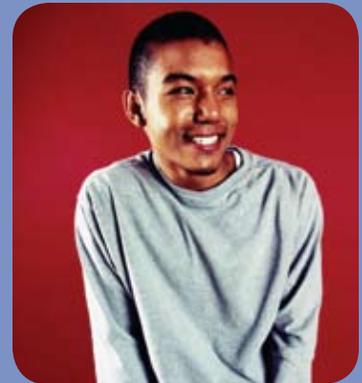
Note: You may find that your school excels in certain areas but is surprisingly lacking in others. Some standards may not be appropriate for your school, given its particular financial situation, geography or demographics. But making even small changes as a result of what you find through the survey may not be as difficult as you imagine, and will go a long way towards promoting the student body's health and wellness.

1. Ask different team members to volunteer to complete different sections of this survey. They will be responsible for:
 - Finding out the answers to questions by approaching the principal or other appropriate people, talking to students, and taking a look at the school environment.
 - Marking each question with yes or no and writing relevant notes.
2. Have your members reconvene to discuss results and to make plans for action.
3. Act on your findings. If the survey reveals areas in which your school can make improvements, use the next section of this toolkit, "Follow the P.A.R.E.N.T. Process" to find the action steps to create positive change.

*If you would like to do a more in-depth assessment of your school's wellness environment, you may obtain a copy of the School Health Index and a detailed self-assessment form, using one of the following options:

- Download from CDC websites: <http://www.cdc.gov/nccdphp/dash> or <http://cdc.gov/nccdphp/dnpa>
- Request by email : cdcinfo@cdc.gov
- Call the CDC Division of Adolescent and School Health Resource Room: 770-488-3168
- Request by toll-free fax: 888-282-7681

When ordering, please specify either elementary school version or the middle school/high school version.



Part 1: Nutrition Questionnaire

1. Is nutrition education part of the school curriculum?

Yes No

Comments: _____

2. Does your school participate in the National School Lunch, School Breakfast and/or After-school Snack programs?

Yes No

Comments: _____

3. Do students in your school have enough time to eat (i.e., at least 20 minutes for breakfast and at least 30 minutes for lunch)?

Yes No

Comments: _____

4. Are the vending machines, school stores and other foods served on campus only healthy beverage or snack items (i.e. milk/dairy, bottled water, 100 percent juice, and low-fat snacks)?

Yes No

Comments: _____

5. Are healthy snacks served at PTA events, in the classroom and at school parties?

Yes No

Comments: _____

6. Is food used as a reward in the classroom?

Yes No

Comments: _____

7. Are only nutritious foods used as fund raiser items?

Yes No

Comments: _____

Part II: Physical Education and Activity Questionnaire

1. Do all students participate in daily physical activity at school (including recess and at least 30 minutes a day of physical education)?

Yes No

Comments: _____

2. If physical education is available, do the classes teach skills and behaviors promoting lifelong fitness (as opposed to competitive sports only)?

Yes No

Comments: _____

3. Are school recreational facilities adequate (e.g., upkeep of gym equipment and grounds)?

Are the children’s safety concerns considered?

Yes No

Comments: _____

4. Are school recreational facilities (e.g., gymnasium, pool, fields, and tennis and basketball courts) available for use by students before and after school hours?

Yes No

Comments: _____

5. Are students taught the importance of physical activity to health maintenance?

Yes No

Comments: _____

6. Are teachers encouraged to incorporate fitness breaks or physical activity to reinforce classroom learning?

Yes No

Comments: _____

7. Is the privilege of recess available to all students, including those that are being disciplined?

Yes No

Comments: _____

8. Is physical activity encouraged before/after school (walk/bike to school, active after-school programs)?

Yes No

Comments: _____

Note: If you answered “No” to any of these questions, refer to the “Follow the P.A.R.E.N.T. Process” section of this toolkit for an explanation of different projects you can pick to make change in the area of physical activity/education in the school environment.

Developed from information and resources at the following websites www.pta.org and www.parentsaction.org.



Follow the P.A.R.E.N.T. Process

Section 4



“There is no limit to what we can achieve when we combine with the right people. Together we can really make a difference in the health of our nation’s children.”

**Dr. David Satcher, MD, PhD, Former U.S. Surgeon General,
Action for Healthy Kids Founding Chair**

P.A.R.E.N.T. Process

At this point, your parent team has learned a lot! You are now ready to select an area in your school and begin to create change. To assist you in doing so we will use the P.A.R.E.N.T. Process.



The P.A.R.E.N.T. Process is designed to help guide parents through the basic steps needed to help advocate better wellness practices in their local schools. Follow the steps of the P.A.R.E.N.T. Process to forward a topic in this guide or use the structure to help guide a matter of your own choosing.

P – Pick a Project

One that is accomplishable and excites passion in parent advocates

A – Assess the Situation

Find out what the current situation is in the school and the need for the project

R – Research

Learn as much as possible about the project of choice

E – Educate

Bring awareness to key stakeholders about the issue and the project

N – Network

Connect to and rally support from school administrators, staff and parents

T – Take Action

Develop action steps and begin to implement the project

Food Groups to Encourage

Foods are classified in food groups based on their nutritional properties. Each of the basic food groups supplies a different combination of nutrients, vitamins and minerals. Eating a variety of foods is the key to good nutrition.

Unfortunately, according to the Dietary Guidelines, most Americans do not consume enough fruits, vegetables, whole grains and fat-free or low-fat dairy products. For this reason, these food groups have been termed “Food Groups to Encourage”. They are excellent sources for specific nutrients of which many Americans are not getting enough of – calcium, potassium, fiber, magnesium, vitamins A, C and E.

Therefore growing children should be encouraged to consume more fruits, vegetables, whole grains and fat-free or low-fat dairy products.

The National School Lunch and Breakfast Programs offer these foods in meals to student, but students are not required to take all of the items offered in a meal. Regulations allow students to turn down a certain number of items, this is referred to as Offer vs Serve. The majority of schools in Idaho use Offer vs Serve due to the fact that it decreases food waste. Since students have the ability to make choices in the foods they eat at school it is important that students are provided nutrition education and healthy foods are marketed in the cafeteria.

P.A.R.E.N.T. Process

Pick a Project – Encourage intake of a food group that tends to be lacking in your specific population.

Assess the Situation

1. Choose the food group to encourage to make a positive impact in children’s diets.
2. Evaluate the food choices available in the cafeteria and throughout the school campus. Are the amount of fruits and vegetable, dairy and whole grain selections adequate? Is the nutrition service staff able to increase the number of servings offered (Remember to take into account food costs, staff time to prepare foods,etc)? Are there unhealthy foods being sold in competition with reimbursable meals?

Research

1. Investigate national food consumption surveys to determine the extent of the nutritional problem in the age group of your children.
2. Find the success stories, use the resources listed in the back to get started.

Educate

1. Inform the school administration of your concern, the current situation, some possible alternatives and success stories.
2. Educate children on nutrition and the food groups using the teacher’s current curriculum. There are ideas in the Resource list on how to do this.
3. Put nutrition-related posters up in the cafeteria. Encourage the Nutrition Service Director to provide nutrition tips on the menu that goes home to the families.

Network

1. Gather the support of teachers, parents, nutrition service staff and concerned citizens.
2. A network will allow you to offer the school volunteers, research options, raise funds and further promote change.
3. Work with industry-based groups to get the educational or financial support needed to increase the intake of the identified food groups.

Take Action

1. Ask the school/administration to add a policy on the importance of meeting the food group requirements to the school’s/district’s existing wellness policies.
2. Ask the nutrition service personnel to encourage children’s intake by asking them which fruit and/or vegetable they would like for lunch. Studies show that children are more likely to eat food when they are encouraged.
3. Help raise awareness of the “missing food groups” by providing nutrition information on the school website.
4. Offer to help nutrition services personnel with sampling of new fruits and vegetables, flavored milks and whole grain products.

Ideas for Success

- As a reward, children are given tokens that they can save for a monthly “Market Day.” On this day, the kids can purchase foods from the food groups to encourage with their tokens.
- Plant a produce plot. Have classes sponsor their own vegetables garden. Children are responsible for planting, tending to and harvesting vegetables.
- Sponsor Taste Tests for kids to try new and different fruits and vegetables, cheeses, flavored milks and whole grain products. Discuss the health benefits of those foods during the session.
- Have cooking classes for kids to learn how to prepare and serve more fruits, vegetables, whole grains and dairy.



Breakfast

Breakfast plays an important role in the day of a child. Studies show that students who eat breakfast have higher math and reading scores, improved memory on cognition tests and are at less risk for being overweight. Children that participate in the School Breakfast Program have demonstrated improved standardized test scores, attendance, classroom participation and decreased tardiness. Despite the benefits of eating breakfast, the meal is commonly skipped by students. According to the USDA, an estimated 90 percent of children, ages 1 to 5, eat breakfast. This number severely declines as children get older. A mere 14 percent of high school students eat breakfast. Advocating for school breakfast at your child's school will result in children receiving much needed nutrition to start the day off right.

The federal government assists schools by providing USDA funds to support the cost of a school breakfast program. This program assists children from low income homes by offering free or reduced-cost school breakfasts to qualifying children. A variety of breakfast options are available to schools to operate a school breakfast program in cost-effective ways so all students have access to a healthy meal to start their day. In addition, the Idaho Dairy Council provides breakfast expansion funds to schools.

P.A.R.E.N.T. Process

Pick a Project – School Breakfast Program (SBP)

Assess the Situation

1. Find out if your child's school participates in the National School Breakfast Program (SBP).
2. Do all grades have access to the program?
3. If your local school does participate in the SBP, what types of breakfast program is offered?
 - a. Traditional (in the cafeteria before school);
 - b. Breakfast in the Classroom;
 - c. Grab 'N Go or
 - d. Breakfast after 1st period.
4. Learn the types of foods served. Is there a variety of healthy foods served?
5. What is the student participation rate? If low, why are students not taking advantage of the meal program? What can be done to increase participation? Consider some of the alternate breakfast serving options listed in #3 above. Implementing on of the above mentioned serving methods, often increases student participation.
6. If your school does not participate in the SBP: Contact the school's principal and ask why the SBP

is not offered. Find out how many students qualify for free or reduced lunch eligibility and advocate that these children should have access to breakfast each day.

Research

1. Look into SBP options, serving methods, innovative ideas for participation and school success stories. Many preassembled resource toolkits and fact sheets are available. Contact the State Dept. of Education, child nutrition programs, for resources on breakfast.
2. Explore healthy breakfast options that appeal to students. Research foods that have had success.
3. Identify advocates within the school (teacher, principal, food director, nurse).
4. Observe other school breakfast programs.

Educate

1. Share with school administrators and key stakeholders the advantage of school breakfast and the academic research supporting the program.
2. Inform the school of your concern, current situation, options, and financial potential and success stories. Let them know the program can help bring federal dollars into the school to assist with the financial coverage of the program.
3. Ask about obstacles that may need to be addressed before change can take place.

Network

1. Gather the support of parents, teachers, nurse and concerned community members.
2. A network allows you to offer the school volunteers, research more options, and/or further promote change.

Take Action

1. Petition schools to add SBP policy to the district's and/or school's existing wellness policies.
 2. Start serving breakfast and/or healthier options at your school. Pilot an Expanding Breakfast program.
 3. Offer to have parent volunteers assist with starting the SBP at the school. Have special days where parents come to school and eat with their children.
 4. Frequently report at PTA meetings the progress of the program.
-

Ideas for Success

- Invite parents to eat breakfast with their children – First Wednesday of every month
- Special Breakfast Guests once a month. Principal, Coach, School Mascot, etc.
- Fresh fruit options are offered daily to students
- A Grab'N Go School Breakfast kiosk available for high school students
- Develop, organize and implement PSAs over the intercom to promote healthy school breakfast
- Send information of SBP to other parents in the school to let them know about the availability of breakfast.



Snacks

Did you know snacking is healthy...that is if you snack on the right foods. A healthy snack is nutrient-rich. Nutrient-rich foods give you the most vitamins, minerals and other nutrients for the fewest calories. A good snack provides energy for school work and recreational activities. Also, a mid-morning and mid-afternoon snack has been shown to improve concentration and memory.

Many schools provide snacks or ask parents to send snacks to school. Schools may be eligible to receive federal reimbursement funding for after-school snacks from the United States Department of Agriculture (USDA). The after-school snack program provides reimbursement for snacks served to students during after school educational or enrichment activities (competitive sports teams are not eligible for the afterschool snack program). The USDA also has a special milk program which provides reimbursement for morning milk break snacks for students who do not have access to the school breakfast or lunch program (Example: 1/2 day kindergarten students). If parents are asked to send snacks, many times parents need not only guidelines, but also suggestions for healthy, creative, and appropriate snacks for school.

P.A.R.E.N.T. Process

Pick a Project – Snacks

Assess the Situation

1. Find out if your child's school provides snacks. If they do, find out what is provided.
2. Find out if parents are asked to send snacks to school. Individual or for the whole class?
3. Is the school enrolled in the USDA after-school snack federal reimbursement program?
4. What types of snacks/food are provided in the school store?

Research

1. Look into healthy alternative snack options.
2. Is the school eligible for the after school snack program?

Educate

1. Provide an article about nutrient-rich snack food ideas to be placed in your school newsletter.
2. Provide healthy snack ideas at parent night.

Network

1. Gather the support of teachers, parents, nutrition service staff and concerned citizens.
2. A network will allow you to offer the school volunteers, research options, raise funds and further promote change.
3. Work with industry-based groups to get the educational or financial support needed to increase the intake of the identified food groups.

Take Action

1. With parent and teacher input, create guidelines for classroom snacks. Example: snacks must be nutrient-rich and from the food groups to encourage. Create a list of snacks that can provide, not a list of "don'ts." Also consider clean-up, storage and cost for your snacks.
2. Give some time for "learning." If you want to implement criteria that are to be followed, give parents and students "learning" time. Time to identify what a healthy snack is, time to shop, and time to change. Example: After Christmas break; we will be encouraging our children to eat healthy snacks while at school. Any snacks brought to school after this date, must meet the following criteria..."
3. If your school is not enrolled in the USDA programs encourage your school staff to apply.

Ideas for Success

1. Teach students what healthy snacks are. Let them taste the snacks, model by providing healthy snacks for several days.
2. If you have a school store, encourage the sponsor and club to offer healthy choices.
3. Have a healthy snack awareness week or day.
4. Ask for classroom donations of snacks, so parent are required to provide two snacks each semester.

Nutrition Education

It is imperative that we address eating habits that are contributing to the raising rate of obesity and health related problems of millions of America's children.

Why?

- Because in Idaho¹, when asked, students reported to have consumed the following during a typical week:
 - Only 17% of students ate fruits & vegetables 5 or more times
 - Only 21% of students drank 3 or more glasses of milk per day
 - On the other hand, 30% of students purchased at least part of their lunch from a vending machine one or more times
- Proper nutrition improves academic performance, increases attendance, and decreases disruptive classroom behavior.²
- Positive childhood eating behaviors carry into adulthood.

Nutrition education can ensure that children are adequately equipped to make healthy choices. There are numerous curriculums, nutrition promotion programs and audio visuals that are developed for implementation in the classroom. Please refer to resources in the back of the toolkit for nutrition education ideas.

¹ 2007 Idaho Youth Risk Behavior Study

² Nutrition Explorations. Why Teach Nutrition.
www.nutritionexplorations.org/educators/whyteach.asp

P.A.R.E.N.T. Process

Pick a Project – Nutrition Education

Assess the Situation

1. Find out how and where your child's school promotes nutrition education (curriculum, lunchroom, announcements, parent newsletters, staff wellness and wellness fairs).
2. In what venue could students, parents/caregivers and staff learn more about nutrition? In the cafeteria, classroom or after-school program?

Research

1. Look into nutrition education curriculum options, promotions, and success stories. Use the resources listed in the back.

2. Examine materials needed for programs of interest. Estimate the cost involved.
3. Identify advocates within the school (teachers, principal, nurse, nutrition service staff).

Educate

1. Inform the school of your concern, current situation, options, success stories, and possible costs.
2. Ask about obstacles that may need to be addressed before change can take place.
3. Work with the school and administration to identify creative ways to implement nutrition education opportunities.

Network

1. Gather the support of parents/caregivers and concerned community members.
2. A network will allow you to provide school volunteers, research more options, raise funds, and/or further promote change.

Take Action

1. Petition the school to develop a nutrition education implementation plan for the school district's existing wellness policies.
2. Implement changes the school and parents have agreed upon. If parents and the school have not yet come to an agreement, be persistent. Work with schools to make small changes that can lead to more dynamic changes in the future. Work to have an implementation plan that provides coordinated and consistent messages throughout the school, not just in classroom nutrition education.

Ideas for Success

- Parent volunteers lead nutrition lessons and make healthy snacks.
- Teachers incorporate nutrition activities into classroom curricula.
- Morning announcements include short messages about healthy lifestyle choices.
- School staff model nutrition messages being taught in classroom curricula.

Resources:

For help with nutrition education in the schools, contact the following programs:

University of Idaho Extension
Offers nutrition education in schools throughout Idaho
208-885-6827 or 208-364-4056

Idaho Department of Education,
Child Nutrition Programs
Offers nutrition education resources for schools
and manages the Power Panther Program
(Nutrition Education K-4)
www.sde.idaho.gov/site/cnp
208-332-6820

Idaho Dairy Council
Offers nutrition education resources
www.idahodairycouncil.org
208-327-7050



Non-Food Rewards and School Parties

Food is very effective at motivating students, and therefore is commonly used as an incentive in the classroom. Unfortunately, some food rewards undermine nutrition education and can encourage over-consumption of foods high in fat or sugar.

Adults need to be more conscious than ever of the foods and rewards offered to children. Unhealthy food rewards can send mixed messages when healthy eating habits are taught in the classroom but not followed. School parties centered on food may also contribute to poor diet. Foods of minimal nutritional value may lessen a child's ability to learn positive nutrition habits while young. As teachers and parents, we need to be mindful of our position as role models to students. We need to set positive examples for our children and students. This can be accomplished through advocating healthy birthday celebrations in the classroom and not rewarding students with items that contribute to unhealthy lifestyles. If food is going to be offered at a school party, choose nutrient-rich foods from Food Groups to Encourage.

P.A.R.E.N.T. Process

Pick a Project – Rewards and School Parties

Assess the Situation

1. Find out the various types of rewards frequently offered in your child's school. In what situations do the teachers provide rewards systems for students? Collect information on school celebrations. Do the rewards and/or celebrations involve food?
2. Decide whether the rewards and celebrations promote health and/or reinforce the lessons of good nutrition and healthy lifestyles.

Research

1. Investigate alternatives to offering food as a reward and food-centered parties. (Look in Resource section under Non Food Rewards and School Parties to get started).
2. Compile a list of non-food rewards and healthier celebrations. (Look in Resource section under Non Food Rewards and School Parties to help compile list.)

Educate

1. Inform the school administration of your concern, current situation, possible alternatives and

success stories.

2. Discuss this topic at the PTA meeting. Can parents alter the items they bring into the classroom? What type of parameters should be put on the food served at the celebration? For example, "All party food must meet the nutritional guidelines with exception of one sweet snack offering."
3. Explain how this topic can be implemented into the school wellness policy.

Network

1. Gather the support of teachers, parents, nutrition service staff and concerned citizens. A network will allow you to offer the school volunteers, research more options, raise funds and/or further promote change.

Take Action

1. Ask the school/administration to add a non-food rewards and healthy celebrations policy to the school's/district's existing wellness policies.
2. Provide parents a list of ideas for healthy party snacks.
3. Remind parents to consider ethnic and medical food restrictions and allergies when providing classroom snacks.
4. Distribute lists of non-food rewards and active party games that are age-appropriate and can get the kids moving.
5. Help raise funds to support healthier rewards and parties.

Ideas for Success

- School nutrition services provide fresh fruit, cheese and whole grain crackers as party trays for classroom celebrations.
- Parents are provided a healthy recipe book from which to make birthday treats.
- Teachers reward students with physical-activity breaks when school work is accomplished.
- Keep school parties simple: games, snacks and favors. Children are excited and active on celebration days. A simple and familiar party structure works best for everyone.

Fund Raising

Tight operating budgets often make school fund raising necessary. We support the work parents, teachers and students accomplish to raise additional funds for their school programs. Unfortunately, many schools sell beverages and foods of minimal nutritional value (FMNV) as fund-raiser items. This sends mixed messages to students as nutrition education classes are promoting healthy food selections and then adults are supporting the sale of foods of minimal nutritional value. Parents can help schools move toward choosing healthier and/or non-food money making projects which will avoid negative effects on student health while still maintaining school funding.

P.A.R.E.N.T. Process

Pick a Project – Fund Raising

Assess the Situation

1. Find out the types of fund raising commonly used in your child's school. Focus on the healthiness of food and drinks sold.
2. What groups in your community are involved with fund-raisers? Who organizes these events and how can you work to educate them on this topic?
3. Decide whether a healthy fund-raising initiative is needed in your child's school.

Research

1. Look into the effectiveness of healthier fund-raising options and success stories. (Look in Resource section under Fund Raising to get started.)
2. Assemble a list of healthier and/or non-food fund-raising activities. (Look in Resource section under Fund Raising to assemble list.)
3. Identify advocates within the school (teacher, principal, food director, nurse).
4. Observe other school fund-raising opportunities.

Educate

1. Inform the school of your concern, current situation possible alternatives and success stories
2. Distribute a copy of healthy and/or non-food fundraising activities
3. Ask about obstacles that may need to be addressed before change can take place.

Network

1. Gather the support of parents, teachers, nurse and concerned community members.
2. A network allows you to offer the school volunteers, research more options, and/or further promote change.

Take Action

1. Petition the school/ Administration to add a healthy and/or non-food fund-raising policy to the district's and/or school's existing wellness policies.
2. Promote the list of healthy and/or non-food fund-raising activities to groups that raise funds in your child's school/district.
3. Frequently report at PTA meetings the progress of the program.

Ideas for Success

- Students participate in a walk-a-thon and are encouraged to gather pledges from friends and family.
- Local gym memberships are raffled off at school events.

Physical Activity and Physical Education

Over the past 20 years, the prevalence of overweight children has tripled.¹ The Center for Disease Control estimates a third of children born in 2000 will develop diabetes unless serious nutrition and exercise changes are made.¹ Despite these figures and as a result of numerous demands upon schools, physical activity (PA) and physical education (PE) in schools continue to decline. In the United States, only 32 percent of children participate in a daily PE class, and many schools have eliminated or reduced recess time.^{1, 2}

Advocating an increase in PA and PE can have a big impact on your child's school. Less than 25 percent of children participate in 30 minutes of daily physical activity.¹ It is recommended children participate in 60 minutes of physical activity a day. Intense PA programs have demonstrated increased concentration and reduced disruptive behavior among students in addition to improved academic achievement in mathematics, reading and writing test scores.³ A study by the California Department of Education had similar results linking levels of higher physical activity to higher academic achievement.⁴

P.A.R.E.N.T. Process

Pick a Project – Physical Activity (PA) and Physical Education (PE)

Assess the Situation

1. Find out what types of PA your child's school offers (walking programs, PE, recess, etc.).
2. Is PE offered daily? Does PE meet for the recommended amount of time? (The National Association of Sports and Physical Education [NASPE] recommends schools provide 150 minutes of PE to elementary students a week and 225 minutes per week for middle and high school students.)
3. Do elementary schools schedule time for daily recess?
4. Is physical activity incorporated into academic subjects?
5. Decided whether increased PA and PE are needed.

Research

1. Look into the importance of PE and PA in school, evidence-based PE and PA program options and success stories. Many prepackaged programs exist to assist in implementing developmentally appropriate programs.
2. Use the resources listed under Physical Activity and Physical Education in Resource Section for

additional help.

3. Identify advocates within the school (PE teachers, coaches, principal, nurse, intramural organizers, and after-school program directors).

Educate

1. Share the research you have found and ideas for school success.
2. Inform the school of your concern, current situation, options, success stories and possible costs.
3. Ask about obstacles that may need to be addressed before change can take place.
4. Use position statements to help support your cause. Refer to the Position Statement information in the Understanding the School Environment section of this toolkit for more information.

Network

1. Gather the support of parents, committed school staff and concerned citizens.
2. A network will allow you to offer the school volunteers, raise funds for new PA and PE equipment, research more PA and PE options and/or further promote change.

Take Action

1. Petition the school/administration to add a physical activity, physical education and/or recess requirements to the school's existing wellness policy.
2. Implement changes the school and parents have agreed upon (increased PE and/or recess time, additional developmentally appropriate programs and structured activities, and/or short PA breaks).

¹ National PTA and Parents' Action for Children. Healthy Lifestyles at Home and School. Fact Sheet: The Need for Physical Education and Physical Activity in Our Schools. 47-48.

² Center for Disease Control and Prevention. 60:Play. every day. any way. Tips for Parents. <http://www.cdc.gov/youthcampaign/materials/adults/pdf/tip-for-parent.pdf>

³ Action for Healthy Kids. 2004. The Role of Sound Nutrition and Physical Activity in Academic Achievement. <http://206.145.43.118/files/pdf/AcademicPerformanceActivity.pdf>

⁴ California Department of Education. 2002. State Study Proves Physically Fit Kids Perform Better Academically. <http://206.145.43.118/files/pdf/AcademicPerformanceActivity.pdf>

Ideas for Success

- PTA funds could be used to purchase balls, pedometers, after-school program kits and other materials to promote physical activity.
- Physical activity in the classroom can be combined with academic subjects.
- Forming a “walking school bus” and gathering volunteers to walk groups of students to school on a rotating basis.



Success Stories

Section 5



**“How wonderful it is that nobody
need wait a single moment to
improve the world.”**

Anne Frank

Parent Team Success Stories

Parents can make change. Here you will read about Idaho parent teams making successful changes in their schools in the area of nutrition and physical activity/education.

Project: Grangeville Elementary Middle School Health and Safety Fair and Jog A Thon

Parent Team Leader Name: Lorie Palmer
Phone: 208-983-0400
Email: LPalmer@eaglenewspapers.com
School: Grangeville Elementary Middle School
District: Mountain View School District 244
Target Area: Fund raising

Background:

1. Why as the effort needed?

So many cuts have been made in education that essential programs such as art, music and physical education are often left out to get the essentials in. The GEMS PTA believes these are essential to the overall academic and social success of our students.

2. What was the environment like?

The support from the community was phenomenal. Grangeville Elementary Middle School developed a health fair which is held annually. Besides giving away bikes and skateboards and having healthy food snacks and food pyramid poster contests, events are held where kids can take in an after-school workshop (as well as a during school assembly). Students asked people they knew to pledge a flat amount for them to run, or an amount per lap with laps estimated from the previous year. This allowed people to pay up front and for kids to not have to go back and try to collect later. Each year, between \$5,000 and \$8,000 is raised! In addition, Syringa Hospital has provided free T-shirts to all participants. Moms and dads and grandparents from the community come in to help count laps and work to set up the events from the health and safety fairs to the actual jog-a-thon. Both local grocery stores, Asker's Harvest Foods and Cash and Carry Foods, have provided healthy snacks for the fair and for the runners following the jog-a-thon.

Situation:

1. What challenges did you encounter?

It is always a challenge to organize the event. Weather has been a challenge in the past, too – it seems like it nearly always rains the day of the event!

2. How did you overcome them?

Called on more volunteers, utilize people within the community as well as parents and have moved the event inside when the weather is not very good.

Achievement:

1. What did you accomplish?

The school becomes one unit as it comes together for the good of the entire student body. It also feels good for the kids to accomplish a fitness goal.

Results:

1. What difference did it make?

The year PE was cut from the school district budget we were still able to have PE for our elementary kids! This was huge for us. Our kids love PE. We also showed to the community how when we all work together we can make things happen.

2. How do kids/people involved or affected by the situation feel about the achievement?

Everyone was very excited – we have been doing the fair and jog-a-thon for six years and it hasn't lost its momentum yet. Kids and parents see the results through extra reading help, PE, education, music, art and more their kids receive.

3. What kind of data do you have to support your success?

We keep a scrapbook of photos plus the records of all the donations and laps as well as how many attended the fair and who speaks at/donates to the event. This is also documented in our local paper, The Idaho County Free Press, each year.

Project: Recess Before Lunch

Parent Team Leader Name:
Bonnie Thompson, Principal
Phone: 208-253-4223
Email: bthompsn@csd13.org
School: Council Elementary
District: Council School District
Target Area: Recess Before Lunch

Background:

1. Why was the effort needed?
Before we made the change to recess before lunch, kids were coming into the classroom too active to be in a learning environment. The kids would often get in conflict during the recess time and would use 10-15 minutes of class time to resolve it. The kids would be in a hurry to get out to recess at the same time as their friends and would not eat their full lunch.
2. What was the environment like?
When lunch precedes recess, kids seem to eat faster and waste more food so they can get to their recess. When recess precedes lunch, the kids get the energy out and are ready to eat. The kids seem to waste less food. When lunch precedes recess, children leave recess and go into classroom. When there are conflicts the teachers must step in and resolve the conflicts, otherwise it makes learning difficult. When recess precedes lunch, the children are able to take the conflict into the cafeteria and have time to resolve the conflict themselves. The thought is they leave the cafeteria and enter into the classroom in a much calmer atmosphere. They are ready to learn right away.

Situation:

1. What challenges did you encounter?
Before we made the change, we had to work out schedules with the teachers. We also realized the need to make a plan to allow kids time to clean their hands before they eat lunch.
2. How did you overcome them?
We spoke with the teachers and the kitchen staff to revise the schedule. We placed a hand sanitizer dispenser in the cafeteria for required use by the students. For those students that came into the cafeteria with mud on their hands, we allowed them to wash in the restroom before lunch.

Achievement:

1. What did you accomplish?
The teachers report an increase in learning time and less conflict with the students.

Results:

1. What difference did it make?
We have been doing recess before lunch since 2004, and have seen a significant increase in learning.
2. How do kids/people involved or affected by the situation feel about the achievement?
We have had tremendous support from parents.
3. What kind of data do you have to support your success?
All though we have not done an official survey the teachers have told me on numerous occasions how much better the learning environment is in the school.

Project: Walk-A-Thon

Parent Team Leader Name: Brooke Gale
Email: jbgale@hotmail.com
School: Cecil Andrus Elementary
District: Meridian School District
Target: Fund-raising

Background:

1. Why was the effort needed?
This event had two purposes. One was to show children the benefits of health and fitness and the second was to raise money for the Andrus PTA. Each student collected a flat rate pledge.
2. What was the environment like?
The event was held at Andrus Elementary in the park by the school at 6 pm. The students walked or ran a loop which was one-fourth mile long. The students wore a lanyard with a card to punch showing completed laps. After 4 laps, they put their name in for a prize drawing, and each additional lap, they were able to enter their name again for prize drawings. Before the event, the kids had a contest to name the Walk-A-Thon. We had pre-order sales on t-shirts that stated the name of the event. Each child received a bag with a water bottle with the Andrus Elementary Logo and a list of local area sponsors. We also sold pre-paid healthy sub sandwiches and carrots for dinner.

Situation:

1. What challenges did you encounter?
Organization was the biggest challenge. Scheduling enough volunteers and getting the kids excited about a Walk-A-Thon
2. How did you overcome them?
With help from parents and teachers we coordinated the event. We received donations from local businesses, and received monetary

donations from families. To help the kids get excited, we had great prizes, such as an i-pod, a Wii game and Zoo passes.

Achievement:

1. What did you accomplish?
We had about 1/3 of the school participate and raised a significant amount of money for the PTA. It was exciting to watch the kids get excited about naming the event. It brought the school kids together. The kids had several chances to write down an idea for a name. The kids then voted and selected to name the event for 2008 "You Walk, You Rock!"

Results:

1. What difference did it make?
The kids learned that they can have a lot of fun participating in a healthy activity!
2. How do kids/people involved or affected by the situation feel about the achievement?
The kids loved it, and I am sure it will be even better next year!
3. What kind of data do you have to support your success?
We kept organizational information on a computer file along with expense receipts.

Project: Nutrition Break

Parent Team Leader Name: Amy Dye
Phone: 208-343-6840
Email: adye@d59.k12.id.us
School: Firth Middle and Firth High School
District: Firth District
Target: School nutrition

Background:

1. Why was the effort needed?
So many students were coming into school minutes before the bell rang, rarely getting to class on time. Many of the students had not eaten breakfast, and did not have the time to eat until lunch.
2. What was the environment like?
Before we began the nutrition break, many students did not get to school on time to have breakfast at school. Those that did get to school on time to have breakfast, would often spend the time chatting with friends rather than eating. We asked the teachers to give up 3 minutes from each period throughout the day. After first period, the kids flock into the cafeteria for a 15 minute nutrition break where a menu including, whole grains, lean meats, low fat cheeses, yogurt, fresh fruit and milk.

Situation:

1. What challenges did you encounter?
When we began the program we had no idea how many would utilize it. We ended up not having enough seating or enough food for the first week of the program. We had a few parents complain that it was the parents job, not the schools to provide breakfast.
2. How did you overcome them?
We brought in more tables and chairs. We planned for more food. We talked to the parents that had concerns about the nutrition break, and showed them the statistics of success. The Nutrition break is not required, and therefore those that do not want to participate, do not have to.

Achievement:

1. What did you accomplish?
Since changing from a before school breakfast program to the nutrition break, we have tripled the numbers of students we are serving.

Results:

1. What difference did it make?
The kids pay more attention in class, because they are not hungry. They are able to focus on their work.
2. How do kids/people involved or affected by the situation feel about the achievement?
The kids like it and flock into the cafeteria during the 15 minute break. Because 60% of the kids qualify for a free or reduced lunch, Firth middle school and High School is considered a "severe need", and therefore none of the students have to pay for the nutrition break.
3. What kind of data do you have to support your success?
In September 2006 we served 480 breakfast meals at the high school in the month. (before school meals) In September 2007 we served 1860 breakfast meals at the high school in the month. (nutrition break)

Project: Fruits and Vegetables Grant Program

Parent Team Leader Name:
Irene Thornton, Food Service Coordinator
Phone: 208-289-4204
Email: Ireneth@tds.net
School: Kendrick High School
District: Kendrick #283
Target: Nutrition

Background:

1. Why was the effort needed?
We decided to apply for a grant at the high school level because we were concerned kids were going to school without eating breakfast. We wanted to show the kids the variety of fresh fruits and vegetables that were available to them.
2. What was the environment like?
Before, we applied for the grant the kids would come to school and then not be able to eat until lunchtime. For those kids who did not have breakfast before school, that is a long time to go without food! With the grant money that the High School received, we were able to purchase a cart that was in the hallway every morning with fresh fruit on it. Kids could grab an apple, pear, banana or what was available that day. It was a grab and go system. Some of the kids would eat it right away and others would put it in their locker for later. We were also able to offer samples twice a week to the classrooms with a variety of unique fresh fruits and vegetables. We were able to provide an after school snack of fruits and vegetables to the art club that met 3 times a week.

Situation:

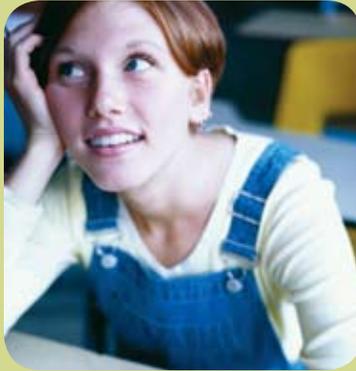
1. What challenges did you encounter?
We had to have talks with the kids about throwing food in the hallway, and cleaning up after themselves. We knew the grant would end after the school year, and we knew it would be difficult to stop providing all the fresh fruits and vegetables we provided during the school year.
2. How did you overcome them?
After talking with the kids and letting them know if it became a mess they would have to eat the food only in the cafeteria, they did a good job of taking pride in how their school looked. For this school year, now that the grant is over for the High school, we are going to try to continue providing fresh in season fruit in the morning as long as we can fit it in our budget.

Achievement:

1. What did you accomplish?
We gave the kids a chance to have fresh fruits and vegetables throughout the day. We provided a variety of food to tempt their taste buds.

Results:

1. What difference did you make?
We received a lot of positive feedback, specifically from the Health teachers and the art club after school program. To celebrate a very successful year, we are having a Healthy Harvest Celebration. We plan to put out every type of apple available for a taste test. I will have literature for the kids to take home to their families about the importance of fresh fruit and vegetables.
2. How do kids/people involved or affected by the situation feel about the achievement?
We had a great response! They loved, pineapple, kiwis, strawberries, grapes and many others!
3. What kind of data do you have to support your success?
We never kept specific data on how much was consumed, but we were able to utilize the funds given. The program was so successful in the High School; I applied for a similar grant and was funded for Juliaetta Elementary School. I am looking forward to another successful year!



Evaluate

Section 6



“Don’t ask yourself what the world needs. Ask yourself what makes you come alive, and go do that. Because what the world needs is people who have come alive.”

Robert Thurman

Evaluate

There are many good reasons for a parent group to evaluate its efforts. When done properly, evaluation can improve efforts to promote health and development at any level. Evaluation offers the following advantages for groups of almost any size:

Collecting information about how things are done and the results help us understand how community initiatives develop, offering lessons other groups can profit from. Providing ongoing feedback can improve community work by encouraging continuous adjustments of programs, policies, and other interventions. By involving community members, people who haven't had a voice may gain the opportunity to better understand and improve local efforts. Finally, evaluation can help hold groups accountable to the community and to the grant makers who provide funding. It can also help hold grant makers accountable to the communities that they serve. As your team makes changes always review your progress – recognize your successes and resolve problems that arise. Your team may need to revise the plan as you go along to make sure you accomplish your goals.





Communicate

Section 7



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

You did it! You created change.

Congratulations! Your team is ready to tell your story and celebrate your success. The resources below have great tips and templates for sharing your story with the media.

Telling Your Story: Getting Others to Hear About Your Success

This “Telling Your Story” toolkit was developed by the American Heart Association in conjunction with Ohio Action for Healthy Kids. This guide can help State Teams include media advocacy into their local action plan by discussing the meaning of media advocacy, providing background tips for working with the media, and providing tools and resources for conducting effective local media advisory activities.

Access the “Team Member Center” and then the “Tools for Teams” section of the website:
www.ActionForHealthyKids.org

Changing the Scene – Improving the School Nutrition Environment

This tool kit addresses the entire school nutrition environment, including a commitment to nutrition and physical activity, pleasant eating experiences, quality school meals, other healthy food options, and nutrition education and marketing the issue to the public. This kit can help local people 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. You will also find sample letters, sample scripts and tips on how to share your story.
<http://www.fns.usda.gov/tn/Resources/changing.html>



Additional Resources

Section 8



“Nothing you do for children is ever wasted. They seem not to notice us, hovering, averting our eyes, and they seldom offer thanks, but what we do for them is never wasted.”

Garrison Keillor

Resources

Resources for Food Groups to Encourage

Action for Healthy Kids

<http://www.actionforhealthykids.org>

Idaho State Department of Education *Child Nutrition Programs*

<http://www.sde.idaho.gov/site/cnp/>

Idaho Dairy Council

Free Nutrition Education Materials/Programs and Resources, Grants (Wellness, Vending, Milk Coolers, Expanding Breakfast, Dairy Makes a Difference), New Look of School Milk

<http://www.idahodairyCouncil.org>

General Nutrition

Overall Information on Nutrition, Kids Games, Tips and more

<http://www.mypyramid.gov>

<http://www.nutritionexplorations.org>

National Dairy Council

Tools for Schools; Recipes, Health Tips and More

<http://www.nationaldairyCouncil.org>

Fruits and Veggies More Matters

www.fruitsandveggiesmorematters.org

Beef Council *Healthy School Nutrition*

<http://www.beefnutrition.org/matehealthyschoolnutrition.aspx>

Making It Happen! *"School Nutrition Success Stories"*

<http://apps.nccd.cdc.gov/MIH/MainPage.aspx>

Team Up at Home *Lots of Fun Activities for Families*

www.fns.usda.gov/tn/Resources/teamupbooklet.pdf

Resources for Breakfast

Breakfast First *Healthy Food for Hungry Minds – SBP Information, Parent Advocacy and Research*

www.breakfastfirst.org

Action for Healthy Kids

Improving and Expanding School Meal Programs

www.ActionForHealthyKids.org/resources_topic.php?topic=20



FRAC School Breakfast Program: SBP Information, Facts and Figures
www.frac.org/html/federal_food_programs/programs/sbp.html

USDA The School Breakfast Program: Fact Sheet
www.fns.usda.gov/end/Breakfast/AboutBFast/FactSheet.pdf

Changing the Scene Improving School Breakfast: SBP Resources, Guides and Research
www.fns.usda.gov/tn/Resources/changing.html

CDE Nutrition Unit
303-866-6661/888-245-6092

S. 2507 Child Nutrition and WIC Reauthorization Act of 2004
<http://www.cbo.gov/ftpdoc.cfm?index=5518&type=0&sequence=0>

Idaho Local School Wellness Policy Implementation Guide
http://www.ActionForHealthyKids.org/filelib/toolsforteam/recom/CO_CO-%20School%20Wellness%20Guide-Web.pdf

For additional information please visit the School Nutrition Association Parent Site:
<http://www.schoolnutrition.org/parent.aspx?id=1981>

Resources for Snacks

Food Research and Action Center (FRAC) Federal Food Programs
Including information regarding the Child & Adult Care Food Program (CACFP)
www.frac.org

United States Department of Agriculture (USDA) Food and Nutrition Service
Nutrition Assistance Programs (after-school snack program and special milk program)
www.fns.usda.gov

Western Dairy Council Healthy Snack Ideas
www.wdairyCouncil.com

New Mexico Fact Sheet Classroom Snacks
www.ActionForHealthyKids.org

All it Takes is Nutrition SENSE (Students Encouraging Nutritious Snacks Everyday)
Toolkit for your School Store
<http://www.opi.state.mt.us/schoolfood/nutritionSense.htm>

Action for Healthy Kids Alabama Guide to Healthy School Stores
www.ActionForHealthyKids.org

National Dairy Council Healthier Eating: Getting Where You Need to Be (Food Groups to Encourage)
http://www.nationaldairyCouncil.org/NR/rdonlyres/C2FE6804-C800499D-A010-DFB37969EE34/0/DMIHealthierEatingHOE_4.pdf

Beef Council Live Well! Enjoy Nutrient Rich Foods Toolkit
<http://www.beefnutrition.org/matedownloadsforpatientsandclients.aspx>
<http://www.nationaldairyCouncil.org/NationalDairyCouncil/Health/Materials/Live+Well+Enjoy+Nutrient+Rich+Foods+tool+kit.htm>

Resources for Nutrition Education

Idaho Dairy Council

Free Resources, Nutrition Education Programs and grants for Schools, Health Professionals and Consumers

<http://www.idahodairycouncil.org>

<http://www.nutritionexplorations.org/>

Idaho State Department of Education *Child Nutrition Programs*

<http://www.sde.idaho.gov/site/cnp/>

Teachfree.com *Preschool through 12th grade educators with high-quality educational materials that supplement the curriculum. Resources can also be downloaded for use in the classroom.*

www.teachfree.com

USDA Food and Nutrition Services

Links to Nutrition Education Resources for Schools, Parents and Children

www.fns.usda.gov/fns/nutrition.htm

www.teamnutrition.usda.gov/Resources/mypyramidclassroom.html

Food and Nutrition Information Center

Curriculum and Resources for Schools, Parents and Children

www.nal.usda.gov/fnic/etext/5adayresources.html

www.nal.usda.gov/fnic/pubs/bibs/edu/preschool.html

Resources for Non School Rewards and School Parties

Making It Happen! *“School Nutrition Success Stories”*

<http://apps.nccd.cdc.gov/MIH/MainPage.aspx>

Action for Healthy Kids *Alternative Rewards and More*

www.ActionForHealthyKids.org

Michigan Team Nutrition *Common Allergies, Snack Ideas and More*

www.tn.fcs.msue.msu.edu/resources.html

Alternatives to Food as Reward *Connecticut State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, September 2004:*

www.state.ct.us/sde/deps/Student/NutritionEd/index.htm

Connecticut Team Nutrition *Alternative Rewards and Celebrations: Tips and Facts*

www.state.ct.us/sde/deps/Student/NutritionEd/index.htm#Healthy

Center for Science in the Public Interest *Alternative Rewards and Celebrations: Tips and Facts*

www.cspinet.org/nutritionpolicy/constructive_rewards.pdf

www.cspinet.org/nutritionpolicy/policy_options_healthycelebrations.html

Coalition on Children and Weight *San Diego Alternative Rewards and Celebrations: Tips and Facts*

www.ccwsd.org/resourcesfundraising.htm

National Dairy Council *Healthier Eating: Getting Where You Need to Be (Food Groups to Encourage)*

<http://www.nationaldairycouncil.org/NR/rdonlyres/C2FE6804-C800-499D-A010-DFB37969EE34/0/>

[DMIHealthierEatingHOE_4.pdf](http://www.nationaldairycouncil.org/NR/rdonlyres/C2FE6804-C800-499D-A010-DFB37969EE34/0/DMIHealthierEatingHOE_4.pdf)

Beef Council *Live Well! Enjoy Nutrient Rich Foods Toolkit*

<http://www.beefnutrition.org/matedownloadsforpatientsandclients.aspx>

<http://www.nationaldairycouncil.org/NationalDairyCouncil/Health/Materials/Live+Well+Enjoy+Nutrient+Rich+Foods+tool+kit.htm>

Resources for Fund Raising

Making It Happen! *“School Nutrition Success Stories”*

<http://apps.nccd.cdc.gov/MIH/MainPage.aspx>

Action for Healthy Kids *Fund-raising Ideas & Resources*

www.ActionForHealthyKids.org/resources_topic.php?topic=13

Richland County School District One *Fund-raising Ideas and More*

www.richlandone.org/departments/student_nutrition/fundraising_ideas.htm

Connecticut State Department of Education *Fund-raising Facts, Resources, and Ideas*

www.state.ct.us/sde/deps/Student/NutritionEd/Healthy_Fundraising_Color.pdf

Louisiana Action for Healthy Kids and Team Nutrition *Fund-raising Ideas and More*

www.doe.state.la.us/lde/nutritioned/1861.html

California Lean *Fund-raising Ideas and More*

www.californiaprojectlean.org

Healthy Fund-raisers for PTAs

http://www.pta.org/pr_magazine_article_details_1127491576078.html

Cooking with MyPyramid *Fund-raising Program*

<http://www.cookingwithmypyramid.com/CWM%20Fundraiser.htm>

Resources for Physical Activity and Physical Education

Action for Healthy Kids *Numerous Ideas, Resources and Facts on Physical Activity*

http://www.ActionForHealthyKids.org/resources_topic.php?topic=19

Action for Healthy Kids *ReCharge! Energizing After-School Kit*

http://www.ActionForHealthyKids.org/special_after.php

Action for Healthy Kids’ Fact Sheet

Building the Argument: The Need for Physical Education and Physical Activity in Our Schools

www.ActionForHealthyKids.org

Michigan Team Nutrition *Physical Activity Information and Links for Parents, Teachers and Children*

<http://www.tn.fcs.msue.msu.edu/physicalactivity.html>

Take 10: Getting Kids Active 10 Minutes at a Time *Classroom Based Physical Activity and Curriculum Tool*

<http://www.take10.net/>

American Alliance for Health, Physical Education, Recreation and Dance

<http://www.aahperd.org/>

www.shapeupchallenge.org

PE Links 4 U *Physical Education Resources and Links for K-12th Grades*
<http://www.pelinks4u.org/>

Rescuing Recess *Advocacy Information for Parents, Teachers and Kids*
<http://www.rescuingrecess.com/>

OPI Recess Before Lunch Policy: Kids Play and then Eat
<http://www.opi.state.mt.us/schoolfood/recessBL.html>

KidsWalk-to-School

CDC's Nutrition and Physical Activity Program Information and Resources on Increasing Awareness of Walking Programs, Encouraging Students to Participate, Walking School Buses, Pre-Packaged PowerPoints and More
www.cdc.gov/nccdphp/dnpa/kidswalk/

Walking School Bus

"How to" Guides, Basic Information, Evaluations, Walkability Checklist, Program Examples and Pedestrian Safety
www.walkingschoolbus.org

Additional Resources

Listed are a few more organizations that are working towards improving the nutrition and physical activity/ education environment in schools. Check out the following websites for the information.

The Biggest Generation - CDC

<http://www.cdc.gov/HealthyYouth/healthtopics/connect.htm>

IOM Recommended Standards for All Foods Offered in the School Environment

<http://www.iom.edu/CMS/3788/30181/42502.aspx>

Alliance for a Healthier Generation

Recommended Standards for Physical Activity, Nutrition Education, School Meals and all foods offered in the school environment
<http://www.healthiergeneration.org>

www.ActionForHealthyKids.org

