



# Brevard Public Schools

2021-2022

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Fueling the  
Mind and Body

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Creating a school environment that promotes and protects health, well-being and ability to learn by supporting healthy eating & physical activity.

# WELLNESS POLICY & PROCEDURES

# **Wellness Policy**

## Brevard County (Florida) Bylaws & Policies

### **3315 - STUDENT AND STAFF WELLNESS**

The School Board of Brevard County, Florida (hereinafter "Board") is committed to providing a healthy school and work environment that promotes and protects the health and well-being of students and staff. The educational setting provides students and staff with the ability to learn and succeed by embracing wellness, good nutrition, and regular physical activity as part of the total learning environment.

The Superintendent will direct the School Health Advisory Committee (SHAC) to monitor and review the District-wide wellness programs and related procedures. These address the following areas:

- A. goals for nutrition education;
- B. goals for physical activity;
- C. goals for other school-based activities designed to promote student wellness;
- D. nutrition procedures for all foods available on school campuses during the school day;
- E. assurances that the procedures for reimbursable school meals are not less restrictive than Federal requirements;
- F. goals for staff activities designed to promote wellness; and
- G. plans for measuring progress of the goals and procedures.

The Board recognizes the importance of a healthy school environment that encompasses nutrition education, food served in schools, and physical activity. The Board also recognizes that promoting a healthy lifestyle for both students and staff will positively impact productivity and achievement of the District's mission, vision, and strategic plan objectives.

42 U.S.C. 1751 et seq.

42 U.S.C. 1771 et seq.

F.S. 1001.41, 1001.42, 1001.43, 1006.06, 1006.0605, 1006.0606

F.A.C. 6A-7.0411

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# **Wellness Procedures**

## Administrative Procedures

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### **STUDENT AND STAFF WELLNESS PROCEDURES**

The School Board of Brevard County, Florida is committed to providing a healthy school and work environment that promotes and protects the health and well-being of our students and staff. The educational setting provides students and staff the ability to learn and succeed by embracing wellness, good nutrition, and regular physical activity as part of the total learning environment. The district sets specific goals for nutrition promotion and education, physical activity and other school-based activities that promote student wellness. This is accomplished by utilizing evidence-based strategies in determining these goals as the programs we employ are designed based on science-based USDA guidelines and other evidence-based research. To that end, the District shall include, but not be limited to, the activities in the following areas:

#### **I. Nutrition**

Nutrition is the study of food as it relates to the relationship between diet and states of health and disease. Absence of adequate nutrients can cause certain diseases to take hold that can potentially result in death.

Good nutrition is vital to good health and is essential for the healthy growth and development of children and adolescents. Healthful diets help children grow, develop, and do well in school. They enable people of all ages to work productively and feel their best. To maintain health, a balance between the energy taken in from food, along with the energy expended from physical activity throughout the course of daily life, must be achieved. Excess food intake, along with physical inactivity, leads to weight gain and obesity, which can lead to various medical conditions such as diabetes, cardiovascular disease, cancer, joint problems and premature death.

##### **Nutrition Education:**

- Operate the school cafeteria as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom.
- Utilize a Nutrition Educator/Registered Dietitian whose responsibilities will be to:
  - Provide nutrition education and consultation to school community groups, PTO groups, school advisory groups, and other school-based groups.
  - Offer nutrition education in the classroom and throughout the District.
  - Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. The goal of Team Nutrition is to improve children’s lifelong eating and physical activity habits by using the principles of the *Dietary Guidelines for Americans* and

*Choose My Plate*.<sup>1,2</sup> Each school will be enrolled with the United States Department of Agriculture (USDA) as a Team Nutrition School. Elementary schools will be assisted in utilizing Team Nutrition resources, as needed.

- Offer Coordinated Approach to Child Health (CATCH).
- Engage students in OrganWise Guys Curriculum, which is a science-based elementary nutrition and physical activity program.
- Act as liaison for “National School Lunch Week”, “National School Breakfast Week” and “Team Nutrition” activities.<sup>3</sup>
- Develop promotions to increase fruit, vegetable, dairy consumption, whole grains, and other nutritionally sound options.
- Provide students with the opportunity to taste and learn about fresh produce through the Fresh Fruit and Vegetable Program and Try It Program.
- Offer nutritional content on the District website as well as Brevard.NutriSlice.com for all foods served so every student and parent may have access to the nutritional content of food and beverages sold at breakfast and lunch.
- Implement staff wellness classes regarding nutrition education for teachers, administrators and support staff.
- Integrate nutrition education into other areas of the curriculum such as math, science, health, physical education, language arts, and social studies.
- Provide professional development opportunities to staff that are responsible for nutrition education.
- Share information with families, staff and the broader community to affect the health of both students and community members.
- Supply information to families and staff that encourages them to teach their children about health and nutrition in making healthier food choices and providing nutritious meals for their families.
- Participate in school wellness events.
- Display nutrition education posters, nutritional information and wellness messages in the cafeteria.
- Encourage schools to plant a garden, with the support of Brevard Grows – Food & Nutrition Services, to integrate academic disciplines and create opportunities for children to discover fresh food.
- Support schools with participation in “Fuel Up to Play 60”<sup>4</sup> and other program funding opportunities.

### **Nutrition Guidelines:**

- Implement the USDA Smart Snack Standards for all foods sold in school, as well as any additional state nutrition standards that go beyond USDA requirements. The nutrition standards address all a la carte foods and beverages served and/or sold on campuses during the school day. (**Attachment 1**) The start and end of the school day is interpreted by USDA as midnight before to 30 minutes after the end of the official school day.
- Meet the Smart Snack Standards for all snacks served in snack vending machines in the high schools. (**Attachment 1**)

- Prohibit student access to snack vending machines in the elementary, middle and jr. /sr. high schools.
- Student access to vending machines in the high schools (grades 9 – 12) is controlled by the Office of Food and Nutrition under the district-wide bid.
- Meet the United States Department of Agriculture (USDA) Nutrition Standards for all National School Lunch and Breakfast program meals, as well as any additional state nutrition standards that go beyond USDA requirements. **(see Useful References, p. 13)**
- Meet Department of Health Nutrition Standards for Child Care Food Programs (CCFP). **(see Useful References, p. 13)**
- Post nutritional information for all food items served in the breakfast and lunch program on the District’s website. Food items are color-coded to represent “Go, Slow and Whoa!”
- Educate students to select healthy choices by utilizing the three color-coded symbols on the nutritional analysis posted on the website.
- Eliminate carbonated soft drinks sold during the school day and/or served in Brevard After School programs. Replace carbonated soft drinks with low fat milk and/or the following bottled carbonated or non-carbonated beverages: water, flavored water, and 100% juice. Work toward adjusting beverage placement in vending machines to promote selection of water.
- Raise nutritional awareness by emphasizing the consumption of fresh fruits, vegetables, and whole grains.
- Offer foods and beverages in serving sizes appropriate to grade level.
- Assure the foods or beverages advertised in the areas accessible to students during the school day are consistent with established Smart Snacks in School Nutrition standards.
- Prohibit the sale of items containing saccharin and aspartame.
- Reinforce the importance of healthy snack choices in the classroom and Brevard After School programs.
- Encourage healthy choices and portion control in classroom celebrations, especially in elementary schools. Offer parents and families guidance related to foods that are appropriate for such celebrations. **(Attachment 2)** Make parents aware of options provided by the school cafeteria manager.
- Outside food/beverage vendors may not come on campus to serve foods/beverages for classroom celebrations during the school day.
- Foods provided for classroom celebrations may not replace a child’s breakfast or lunch.
- Promote fundraisers that include the sale of non-food and nutritious food items and/or physical activity events that generates positive health habits. **(Attachment 3)**
- Prohibit fundraisers and prepaid fundraisers throughout the school day at the Elementary level.
- Prohibit fundraisers and prepaid fundraisers at the Secondary level until 30 minutes after the last lunch period. All food items sold as fundraisers must adhere to the SHAC pre-approved list of items noted in Attachment 1. New items for

consideration can be submitted to the SHAC using the fundraiser request form on Attachment 1.

**Food and Nutrition Operations:**

- Assure the child nutrition program will be financially self-supporting and that profit generation will not take precedence over nutritional needs of the students. If child nutrition funds need to be subsidized, it will not come from the sale of foods or beverages that have minimal nutritional value.
- Ensure all students have affordable access to the varied and nutritious foods they need to stay healthy.
- Strive to increase participation in the available federal Child Nutrition programs (i.e. school lunch, school breakfast, and summer foodservice programs).
- Provide the necessary trainings and professional development to cafeteria staff and Brevard After School staff.
- Continue to allow the Food and Nutrition staff to make decisions and policies that positively affect school nutrition environment.
- Appoint a Registered Dietitian to serve as a member of the District Level School Health Advisory Committee (SHAC) and act as an advisor to the Coordinated School Health Programs in each school.
- Coordinate a comprehensive outreach, promotion, and pricing plan to ensure maximum participation in the school meal program, and ensure that all eligible children qualify and receive free and reduced price meals.
- Ensure students eligible to receive free and reduced price meals will not be treated differently from other students or easily identified by their peers.
- Recommend all foods available (outside the meal period) on campus are from a licensed kitchen that complies with the state and local food safety and sanitation regulations, Hazard Analysis and Critical Control Points (HACCP) plans and guidelines required to prevent food illness in schools.
- Limit access to the food service operations to Child Nutrition staff and authorized personnel.

**Food Environment:**

- Ensure a minimum time for eating, once the student is seated, of 15 minutes for breakfast and 20 minutes for lunch.
- Require all schools to make breakfast available for students who arrive at school on the school bus less than 15 minutes before the first bell rings and allow the student at least 15 minutes to eat the breakfast.
- Assure dining areas are attractive and include enough seating to accommodate all students who would like to sit and eat lunch, as well as enough serving areas to minimize student wait time in line.
- Do not use food as a reward or a punishment as part of the school discipline plan for student behaviors. If food is used as part of a learning experience, promote healthy options and ensure a safe environment as it relates to food allergies/medical conditions. **(Attachment 4)**
- Encourage students and staff to start each day with a healthy breakfast since those who come to school or work hungry may find it difficult to stay alert and learn.



- Require potable water be made available to children at no charge in the place where lunch meals are served during the meal service.
- Restrict access of meals from commercial establishments that lack nutritional integrity as defined by the USDA Nutrition Standards.

## II. Physical Activity

A comprehensive physical activity program encompasses a variety of opportunities for students to be physically active. The focus is on physical education, but also includes academic integration, physical activity breaks, and before and after school physical activity programs.

### **Physical Education:**

Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, or recreational endeavors. Physical education courses and curriculum comply with the Next Generation Sunshine State Standards and offer the best opportunity to provide physical activity to all children. Physical education teachers assess student knowledge, motor and social skills, and provide instruction in a safe, supportive environment. Physical education programs incorporate best practices including health concepts, developmentally appropriate physical skills, the instruction of individual activities as well as cooperative and competitive games to encourage life-long physical activity. It is highly recommended that:

- State-certified physical education instructors teach all physical education classes.
- Adequate equipment is provided so each student has the opportunity to participate in physical education during the time allotted.
- Physical activity opportunities are incorporated throughout academic assignments.
- Physical activity (e.g. running laps, push-ups) or withholding opportunities for physical activity (e.g. recess, physical education) as punishment is not permitted.
- Schools utilize the Space Coast TPO recommended bicycle/pedestrian safety education curriculum.
- Elementary principals meet the state mandate for students in Grades K-6 by providing a minimum of 150 minutes per week of physical education. Any time physical education is scheduled it must be for a minimum of 30 consecutive minutes.
- Secondary principals strive to achieve the Shape America recommendation of 225 minutes per week of physical education/physical activity.
- Principals strive to meet the goal of teacher/student ratio in physical education classes of no greater than 1:25 (elementary) and 1:30 (secondary) for safe and optimal instruction.
- Families are provided with information that will educate and motivate them to incorporate health concepts and physical activity into their lives via their child's individualized Fitness Assessment report, district and school website, school marquee, brochures, newsletters/flyers, press releases, and/or television productions.

### **Physical Activity Opportunities During the School Day:**

- Elementary principals meet the state mandate for elementary students by providing 100 minutes (20 consecutive minutes per day) of unstructured free play or recess.
- Integrate physical activity across the curricula (classroom-based movement) and throughout the school day to enrich academic subjects (e.g. Science, Math, Social Studies, and Language Arts).
- Allot time for physical activity consistent with research recommendations at the national and state levels. Children need opportunities for physical activity lasting 15 minutes or more approximately every two hours.<sup>5</sup>
- Encourage whole school physical activity. For example, during announcements via television broadcast incorporate 5 to 10 minute physical activity sessions (Brain Gym/warm ups/JAMmin' Minute) in classrooms and/or during transitions between different lessons.<sup>6</sup>

### **Physical Activity Opportunities Before and After School:**

- Provide a physical and social environment that encourages healthy, safe and enjoyable activities for all students.
- Encourage staff, families and community members to institute programs that support physical activity.<sup>5</sup>
- Promote indoor and outdoor play that uses gross motor skills in Brevard After School programs.
- Work with local municipalities, county government and law enforcement departments to make it safer and easier for students to walk and bike to school.
- Promote physical activity clubs such as, fitness, walking or running clubs (Morning Mile), intramurals, dance (GeoFitness); motor development programs (*S.M.I.L.E. Lab*, Action-Based Lab, Ready Bodies Learning Minds Lab), or sport development clubs, and enrichment opportunities such as taekwondo, soccer, tennis, golf and cheerleading offered in Brevard After School after care programs.
- Encourage the development of or continued implementation of Family Wellness Events to teach and promote physical activity and wellness.
- Collaborate with local recreational departments and youth fitness programs to promote participation in lifelong physical activities.
- Encourage children to receive at least 60 minutes of physical activity every day.
- Promote and encourage participation in International Walk to School Day and National Bike to School Day.

## **III. Health Education, Life Skills and Social-Emotional Wellness**

### **Health Education and Life Skills:**

Healthy living skills will be taught as part of the regular instructional program consistent with the Health Education Next Generation Sunshine State Standards embedded in the curriculum of English, Language Arts, Social Studies, Science, and Physical Education

courses. Students will be provided the opportunity to understand and practice concepts related to health promotion and disease prevention.

- Provide for an interdisciplinary, sequential, health education program, Pre-K through 12, based upon state standards and benchmarks.
- Offer access to valid and useful health information and health promotion products and services.
- Supply students the opportunity to practice behaviors that enhance health and/or reduce health risks.
- Encourage students to interact with family members on assignments and projects.
- Teach communication skills, goal setting and decision-making skills that enhance personal, family and community relationships.
- Provide all who teach health education appropriate professional development to promote lifelong health, nutrition and physical activity.
- Provide support to schools to establish or maintain a Student Wellness Advisory Group (SWAG).
- Adhere to State Board Ruling 6A.1.094121 Mental Health Education Implementation Plan. Students enrolled in grades 6 through 12 will receive 5 hours of instruction on mental and emotional health education. All instruction is in alignment with Florida State Statute n1003.42 (2)(n).
- Adhere to State Board Ruling 6A.1.094122 Substance Use and Abuse Education. Students enrolled in grades Kindergarten through 12 will receive instruction on substance use and abuse prevention.
- Adhere to State Board Ruling 6A-1.094123 - Child Trafficking Prevention Education. Students enrolled in grades Kindergarten through 12 will receive instruction on Child Trafficking Prevention Education, safety and awareness.

### **Healthy and Safe Environment:**

A healthy and safe environment for all, before, during and after school helps to support academic success. Safer schools and communities help to promote and influence healthier students and citizens. Healthier students have greater academic success and make a greater contribution to their community.<sup>7</sup>

- Assure school buildings, grounds, structures, buses and equipment meet all current health and safety standards (including environmental air quality) and are kept clean, safe and in good repair.
- Provide an environment free from tobacco, alcohol, and other drugs, including vaping/juuling in schools, on school grounds, vehicles, district offices and at all school related activities, including before, during and after school activities, 24/7, 365 days each year. Provide support to schools to establish or maintain Students Working Against Tobacco (SWAT).
- Educate students and staff on personal safety and violence and substance abuse prevention.
- Educate students, staff and parents on the dangers of distracted driving and promote programs that encourage drivers not to use cell phones especially in and around school zones.

- Educate students, staff, parents, volunteers and visitors on Anti-Bullying/Title IX and harassment/teen dating violence and abuse policies and promote respectful behavior.
- Create an environment where students, parent/guardians and staff members are accepted, respected, and valued for their personal integrity.
- Enforce a bullying/harassment free environment to address and report bullying/harassment and other forms of aggressive behavior.
- Educate and promote suicide/depression awareness, prevention, and strategies. Encourage schools to become suicide prevention certified schools.
- Provide a minimum of one Automated External Defibrillator (AED) per school and have two currently certified personnel in CPR/AED/First Aid Skills. The CPR/AED poster identifying certified personnel should be located adjacent to the AED unit as well as a second location determined at the discretion of each school's administrator. It is highly suggested that signage be posted at the main entrance of the school indicating that an AED is located on the premises.
- Promote proper hydration during school and after hour activities.
- Provide a safe place and opportunities for breastfeeding and/or pumping.
- Educate K-12 students and staff on child trafficking prevention (FL State Board of Education Ruling 6A.1.904123).

#### **Health Services:**

A District sponsored healthcare services program shall offer education and services that also help to promote academic achievement and success. A broad scope of services will be delivered through qualified health care professionals to improve mental, physical and emotional health of both students and staff.

- Deliver health services under the supervision of a professional health services coordinator with the support and direction of the School Board and the Brevard County Health Department.
- Collaborate with other community agencies and resources to promote health and wellness for students, their families and staff.
- Utilize school nurses and other school health services to promote lifelong healthy habits and physical activity.
- Include health services activities such as school safety awareness, parenting skills, and other appropriate and relevant health services education topics. Delivery of services shall include at minimum: emergency health interventions, routine daily management of chronic health conditions that affect a student's academic performance, communicable disease prevention, student health screening (F.S.381.0056) to include Scoliosis, Body Mass Index (BMI), Vision and Hearing Screening and community health referrals as appropriate.
- Awareness of reference/referral process for vision screenings for students at a secondary school.

#### **Social and Emotional Well Being:**

Programs and services shall support and value the social and emotional well being of students, families and staff members with the intention of helping to build a healthy school environment.

- Establish a supportive and nurturing environment that includes school counseling services. These services encourage students, families and staff members to request assistance when needed and to help link them to school and community resources as appropriate.
- Provide students the opportunity to express thoughts and feelings in a responsible manner.
- Encourage students and staff to identify and respect the differences in others.
- Promote the development of skills that help students build positive interpersonal relationships.
- Encourage students and staff to balance work and recreation.
- Teach techniques to help students and staff effectively manage stressors that may interfere with their health.
- Adhere to F.S.7026 to expand mental health services to students, including training all staff in Youth Mental Health First Aid (YMHFA).
- Educate Grade 6-12 students and staff on mental and emotional health (FL State Board of Education Ruling 6A.1.094121).

## **IV. Other School-Based Activities**

### **Staff Wellness:**

Each district worksite shall provide information and resources available for optimal health and wellbeing for all employees.

- Comply with policies related to tobacco, alcohol, and other drugs.
- Provide an accessible and productive worksite environment for all that is free from known physical dangers and emotional threats.
- Ensure a physically safe environment in accordance with all applicable occupational, health and safety laws, policies and rules.
- Encourage employees to engage in healthy lifestyle practices throughout the workday and after hours.
- Brevard County Public Schools provides a Wellness Program department with a Wellness Manager and administrative secretary to implement and coordinate the district Wellness Program.
- Include the promotion of exercise, education, healthy habits, health screenings, and Health Risk Assessment tools for all staff as part of the District Wellness Program.
- Continue wellness activities to enhance a healthy lifestyle through education and incentives.
- Plan, implement and evaluate health promotion programs and interventions for all employees. The School Board of Brevard County contracts with Health Advocate for an Employee Assistance Program (EAP) to provide short-term counseling, financial, legal, and other work/life support services to our employees and their families. <https://fl02201431.schoolwires.net/Page/3490>

### **Family, School and Community Partnerships:**

Establish and maintain effective partnerships among families, schools and local community partners that benefit both schools and the local community. These partnerships help to improve both the planning and implementation of health wellness promotion projects.

- Provide opportunities for School Advisory Councils (SAC), other parent organizations and the community at large to be included as participants with individual school and district wellness planning processes.
- Promote diversity/ Cultural Competence of each school and the district as a whole in planning and implementing wellness activities.
- Develop and maintain community partnerships as resources for individual school and district programs, projects, activities and events.
- Support the engagement of students, families and staff members in community activities and events that encourage or promote health and wellness.
- School will provide a link to Florida KidCare on their websites.  
<https://www.floridakidcare.org/>

## **IV. Monitoring and Policy Review**

Proper monitoring is an essential component in determining if a policy and its procedures are meeting the intended goals. It also provides valuable input to update and improve the process of meeting the intended objectives.

The superintendent or designee shall develop a summary report annually on district-wide compliance with the district's established wellness policy and procedures. This report will be provided to the School Board, principals, and school health services personnel in the district.

The superintendent shall direct the School Health Advisory Committee (SHAC) to monitor and review the district-wide Wellness Policy and related procedures. SHAC is an ongoing, established committee consisting of District staff and the community represented by both public and private sectors.

### **The Schools/Principal Shall:**

- Ensure compliance with the Wellness Policy and Procedures.
- Incorporate within existing committees (SAC) and/or create a Healthy School Team in accordance to Rule 5P1003. Stakeholders must include parents, food service representatives (cafeteria manager), school administrators, physical education teachers, and students.
  - Responsibilities to include:
    - Monitor its school's compliance with competitive food rules
    - Maintain a calendar of exempted food fundraisers

- Report compliance with the District's Local Wellness Policy

**The SHAC Shall:**

- Monitor and review the activities, components and results of the District's Wellness Procedures for students and staff.

**Community Involvement:**

- SHAC will involve, inform and update the stakeholders (i.e. parents, students, representatives of the school, food authority, teachers of physical education, school health professionals, the school board, school administrators and the public) about the content and implementation of the local School Wellness Policy. A link to the current Wellness Policy can be found on the District Web Site – Food and Nutrition Services.
- The SHAC Committee will provide notification to the stakeholders regarding the Wellness Policy process, as well as of the annual assessment via press release.
- Food and Nutrition Services will consider student needs in planning for a healthy nutrition environment. Students will be asked for input and feedback through product testing and attention will be given to their comments.

**The Wellness Committee Shall:**

- Meet annually to review and update the Wellness Policy and Procedures.
- Continually review the “Wellness Policy/Procedures Compliance Checklist”.
- Distribute checklist tabulate results and provide a “Wellness Policy/Procedures Compliance Checklist” summary to SHAC for review (via the office of K-12 Resource Teacher for Health, Physical Education and Driver Education or designee).
- Conduct an assessment of the local school wellness policy to measure wellness policy compliance annually. This assessment will measure the implementation of the local school wellness policy and include:
  - The extent to which Brevard Public Schools are in compliance with the local school wellness policy.
  - The extent to which the local school wellness policy compares to model local school wellness policies; and
  - A description of the progress made in attaining the goals of the local school wellness policy.

## **2021-2022 Wellness Committee Members**

Kelly Sarria, Coordinator- Grant Projects for Student Services

Lisa Elam, Content Specialist, Bullying, Harassment Prevention, Substance Abuse & Violence Prevention

Rachel Winsten, Resource Teacher for Health, Physical Education, Driver Education, JROTC & SHAC Chairperson.

Laurie Conlin, District Nutrition Manager for Food and Nutrition Services

Mollie Vega, Director of Secondary Leading and Learning

Christine Moore, Assistant Superintendent of Student Services

Kevin Thornton, Director of Food and Nutrition Services

Karen Trent, District Operations Manager for Food and Nutrition Services

Michelle Webb, Head Start Instructional Coach Dawn Menz, Nutrition Specialist for Food and Nutrition Services

Jamie Lewis, Nutrition Specialist for Food and Nutrition Services

Jeanette Gannon, Program Development Coordinator for Brevard After School

Carol Mela, Director of Elementary Leading & Learning

Andrew Ramjt, , Assistant Director for Student Activities

Angelika Keene, Public Health Specialist, UF/IFAS Extension



## Useful Resources:

- US Department of Agriculture Food Security Guidelines: <http://www.usda.gov/wps/portal/usda/usdahome>
- US Department of Agriculture Food and Nutrition Service School Meals <https://www.fns.usda.gov/school-meals/child-nutrition-programs>
- US Department of Agriculture Food and Nutrition Service CACFP <https://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>
- National Association of State Board of Education: <http://nasbe.org/>
- US Department of Agriculture Team Nutrition Program: <https://www.fns.usda.gov/tn>
- National Association for Sport and Physical Education (NASPE): <https://www.pgpedia.com/n/national-association-sport-and-physical-education>
- Connecticut State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnership: <https://portal.ct.gov/SDE/Student-Supports/Student-Supports-Home-Page/Bureau-of-Health-Nutrition-Family-Services-and-Adult-Education>
- Coordinated Approach To Child Health (CATCH): <https://catchinfo.org/>
- Action for Healthy Kids: [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- Substance Abuse and Mental Health Services Administration (SAMHSA): [www.samhsa.gov](http://www.samhsa.gov)
- Center for Disease Control for Violence Prevention: <http://www.cdc.gov/ViolencePrevention/index.html>
- Center for Disease Control School Health Index (SHI): <https://www.cdc.gov/healthyschools/shi/index.htm>
- Center for Disease Control and Prevention Physical Activity for Everyone: <http://cdc.gov/physicalactivity/everyone/guidelines/children.html>
- Florida Physical Education Clearinghouse (DOE): <https://etc.usf.edu/flpe/>
- Farm To School: [www.farmtoschool.org](http://www.farmtoschool.org)
- Center for Weight and Health: <http://cwh.berkeley.edu/>
- Alliance for a Healthier Generation: <http://www.healthiergeneration.org/>
- Organwise guys: <http://www.organwise guys.com>
- Brevard County Wellness Policy and Procedures: <https://www.brevardschools.org/Page/242>
- USDA Dietary Guidelines: <http://www.fns.usda.gov/fns/>
- Interactive Student Activities for Students and Parents: [GoNoodle.com](http://GoNoodle.com)
- Fuel Up to Play 60: <http://www.fueluptoplay60.com>
- BPS Employee Wellness Web: <https://www.brevardschools.org/Domain/6063>
- Adventure to Fitness: <http://adventuretofitness.com>
- PE Central: <http://www.pecentral.org/>
- Stop Bullying: <http://www.stopbullying.gov/>
- Sources of Strength: [sourcesofstrength.org](http://sourcesofstrength.org)
- Youth Mental Health: [youth.gov](http://youth.gov)
- Youth Mental Health First Aid: <https://www.mentalhealthfirstaid.org/>

## References:

- <sup>1</sup> Dietary Guidelines for Americans – <http://www.health.gov/dietaryguidelines/>
- <sup>2</sup> Choose My Plate – <http://www.choosemyplate.gov>
- <sup>3</sup> *Team Nutrition, ActivityGram, America On The Move, PE Central's Log It, the Walking School Bus* and/or the *International Walk Your Child to School Day*.
- <sup>4</sup> Fuel Up to Play 60 – <http://www.fueluptoplay60.com>
- <sup>5</sup> Brain Gym, All Children Exercising Simultaneously (ACES), warm ups, Take Ten! Mind and Body.
- <sup>6</sup> Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week. This daily accumulation should include moderate and vigorous physical activity with the majority of the time being spent in activity that is intermittent in nature.
- <sup>7</sup> School Mental Health Project/Center for Mental Health in Schools, Department of Psychology, UCLA, Los Angeles, CA

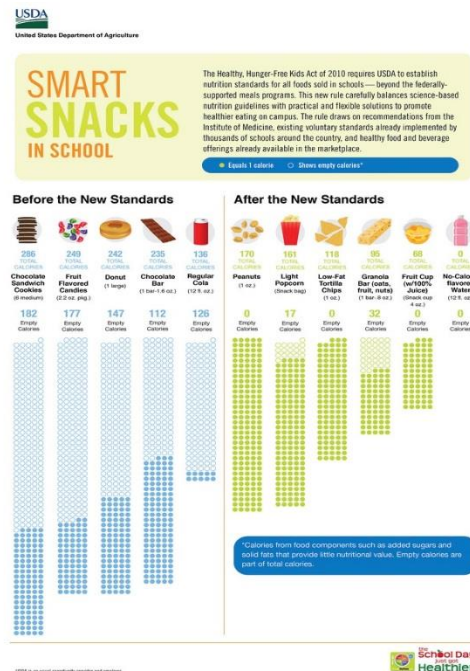
# \*Cafeterias Only\*

## Smart Snacks in School

USDA's "All Foods Sold in Schools Standards"

### Nutrition Standards for Foods:

- ❖ Any foods sold in school must meet the following:
  - Be a "whole grain-rich" grain product; or
  - Have a fruit, a vegetable, a dairy product, or a protein food as the first ingredient; or
  - Be a combination food that contains at least ¼ cup of fruit and/or vegetable
  
- ❖ Foods must also meet several nutrient requirements
  - Calorie limits:
    - Snack items: ≤200 calories
    - Entrée items: ≤350 calories
  - Sodium limits:
    - Snack items: ≤200 mg
    - Entrée items: ≤480 mg
  - Fat limits:
    - Total fat: ≤35% of calories
    - Saturated fat: <10% of calories
    - Trans fat: zero
  - Sugar limits:
    - ≤35% of weight from total sugars



### Nutrition Standards for Beverages:

- ❖ All schools may sell:
  - Plain water (with or without carbonation)
  - Unflavored low fat milk
  - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
  - 100% fruit or vegetable juice
  - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
  
- ❖ The standards allows for additional "no calorie" and "lower calorie" beverages for high school students only:
  - The following may be served in a 20 ounce portion or less:
    - Calorie-free, flavored water (with or without carbonation); and
    - Other flavored beverages (with or without carbonation) that contain <5 calories per 8 fluid ounces; and
    - Other flavored beverages (with or without carbonation) that contain ≤10 calories per 20 fluid ounces
  - The following may be served in a 12 ounce portion or less:
    - Beverages with ≤40 calories per 8 fluid ounces; and
    - Beverages with ≤60 calories per 12 fluid ounces

# **\*Fundraising in Schools\***

## **Smart Snacks in School**

### USDA's "All Foods Sold in Schools Standards"

Elementary Schools are not permitted to sell any fundraisers during the school day. **USDA defines the school day as midnight before to 30 minutes after the end of the official school day.**

Secondary schools are permitted to sell fundraisers **30 minutes after the last lunch period**. Food items sold as fundraisers must adhere to the preapproved list. Any additional food items must be submitted on the Fundraiser Request Form to the District SHAC Committee for approval 3-6 months in advance. The District SHAC Committee will review for compliance with the following USDA Standards:

#### **Nutrition Standards for Foods (Secondary Schools Only):**

❖ Any foods sold during school must meet the following:

- Be a "whole grain-rich" grain product; or
- Have a fruit, a vegetable, a dairy product, or a protein food as the first ingredient; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or

❖ Foods must also meet several nutrient requirements

- Calorie limits:
  - Snack items: ≤200 calories
- Sodium limits:
  - Snack items: ≤200 mg
- Fat limits:
  - Total fat: ≤35% of calories
  - Saturated fat: <10% of calories
  - Trans fat: zero
- Sugar limits:
  - ≤35% of weight from total sugars

#### **Nutrition Standards for Beverages (Secondary Schools Only):**

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

#### **Preapproved List of Food/Beverage Items:**

- Water (no size restriction)
- 100% Fruit Juice, with or without carbonation (up to 12 ounces)
- Low Fat White Milk (up to 12 ounces)
- Fat Free Flavored or Unflavored Milk (up to 12 ounces)
- G2 (up to 12 ounces)
- Calorie-Free Water, with or without carbonation (up to 20 ounces)
- Fresh Fruits & Vegetables
- General Mills Nature Valley Crunchy Granola Bars 1.5 oz. (Peanut Butter, Cinnamon, Maple Brown Sugar, Oats N' Honey)

The standards allow for additional "no calorie" and "lower calorie" beverages for high school students only:

- The following may be served in a 20 ounce portion or less:
  - Calorie-free, flavored water (with or without carbonation); and
  - Other flavored beverages (with or without carbonation) that contain <5 calories per 8 fluid ounces; and
  - Other flavored beverages (with or without carbonation) that contain ≤10 calories per 20 fluid ounces
- The following may be served in a 12 ounce portion or less:
  - Beverages with ≤40 calories per 8 fluid ounces; and
  - Beverages with ≤60 calories per 12 fluid ounces

## Fundraising Request Form

School: \_\_\_\_\_

Contact: \_\_\_\_\_ Email: \_\_\_\_\_

Phone #: \_\_\_\_\_ Date: \_\_\_\_\_

Item Requested for Fundraiser: \_\_\_\_\_

Date of Fundraiser: \_\_\_\_\_

Please submit nutrition label, ingredient information, and this form to Laurie Conlin, Dawn Menz or Jamie Lewis at the District Food & Nutrition Office or email at [Conlin.Laurie@Brevardschools.org](mailto:Conlin.Laurie@Brevardschools.org) [Menz.Dawn@Brevardschools.org](mailto:Menz.Dawn@Brevardschools.org) or [Lewis.Jamie@Brevardschools.org](mailto:Lewis.Jamie@Brevardschools.org)



# HEALTHY SCHOOL CELEBRATIONS

**Let's Party!** From birthday parties to holiday celebrations, there are many celebrations in elementary schools. Along with the fun, usually comes food. Just one school party can include pizza, sugary juice drinks, chips, cake, and ice cream, *plus* a goodie bag with candy.

Offering so many treats so often can contribute to unhealthy eating habits. However, with a few easy changes, parents, teachers, and school administrators can shift the focus of school parties from unhealthy food to healthy fun.



## IDEAS FOR HEALTHIER CLASSROOM CELEBRATIONS

- ◆ Have a scavenger hunt for items or information in the classroom or around the school. Have children search for items related to the party theme.
- ◆ Provide "free choice" activity time at the end of the day.
- ◆ Provide extra recess time.
- ◆ Celebrate creatively by setting up craft stations and playing music in the background. Ask parents to provide the supplies such as clay, craft paper, pencils, markers, paints, and stickers.

For holiday craft ideas see:

<http://www.dltk-kids.com/crafts/holidays.html>

- ◆ Plan special party games.
- ◆ Have a dance party.
- ◆ Read a children's book related to the party theme.
- ◆ Allow children a trip to the treasure box (parents can supply it with small toys, books, note pads, paints, etc.).
- ◆ Allow students to pick a book of their choice and ask the principal or a parent to come in a read it.

For a list of children's holiday books visit:

<http://childrensbooks.about.com/od/holidays/Holidays.htm>

## SCHOOL WELLNESS POLICIES

Federal law requires every school district to have a local wellness policy. These policies must address nutrition education, physical activity, school meals, and all other foods and beverages available at school.

Check your school's local wellness policy to see if it addresses school celebrations. If it doesn't, join the school wellness committee and work to include healthy celebrations as a part of your school's local wellness policy.

Provide parents with healthy ideas for birthdays and other celebrations. List only healthy items on the class party sign-up sheet.

Experts recommend limiting celebrations that involve food to no more than one party per class per month, and that each party include no more than one junk food item (see [schoolwellnesspolicies.org](http://schoolwellnesspolicies.org) for a model policy).

*For more information visit*

*[http://www.cspinet.org/nutritionpolicy/policy\\_options\\_healthycelebrations.html](http://www.cspinet.org/nutritionpolicy/policy_options_healthycelebrations.html)*



# BIRTHDAY PARTIES!

Keep in mind that each student's birthday can mean multiple celebrations: one at home with family, a party with friends, and then another at school. Food need not be part of *school* parties. Instead, find ways to recognize the child, celebrate them, and make them feel special.

## Ways to celebrate a birthday & recognize a child on their special day:

- ◇ Make a sign, sash, crown, button, or badge for the birthday child
- ◇ Let the birthday child be the teacher's assistant for the day; they can do special tasks like make deliveries to the office or be the line leader
- ◇ Let the birthday child choose an activity or game
- ◇ Allow the student to pick a book and ask the principal or a parent to come and read it
- ◇ Play an indoor game of the student's choice

## HEALTHY PARTY SNACKS

Serve snacks with fun plates, napkins, cups, or straws or have a tasting party where children can vote for their favorite healthy snack.

Use cookie cutters to make sandwiches or fruit more interesting!

- ◇ Fruit Smoothies (see recipe)
- ◇ Trail mix (pretzels, dried fruit, whole grain low-sugar cereals, sunflower or sesame seeds, etc.) Parents can bring in the ingredients and kids could make their own
- ◇ Fruit Kabobs made with a variety of fruits
- ◇ Yogurt parfaits with non-fat or low-fat yogurt, low-fat granola and fruit
- ◇ Angel food cake topped with fresh fruit
- ◇ Light or low-fat popcorn
- ◇ Low-fat pudding
- ◇ Applesauce or other fruit cups
- ◇ Raw veggies served with low-fat dip like salad dressing or hummus
- ◇ Berries with low-fat whipped topping (Cool Whip)
- ◇ Bananas or strawberries & chocolate syrup as a dip
- ◇ Graham crackers with jam or apple butter
- ◇ Fresh apple slices with caramel or yogurt dip (see recipe)
- ◇ Have each parent bring in one type of fruit and kids can make their own fruit salad
- ◇ Raisins or dried fruit such as bananas, apples, peaches, apricots, plums, etc.
- ◇ Whole grain tortilla chips and salsa
- ◇ Whole grain crackers like Triscuits with reduced-fat cheese



## RECIPE

### FRUIT MUFFINS

\*Preheat oven to 400 degrees



In a small bowl sift together:

- 1 3/4 c whole wheat pastry flour
- 3/4 tsp. salt
- 1/4 c sugar
- 2 tsp. baking powder

In a large bowl:

- Beat 2 eggs
- Add 2 T vegetable oil
- plus 3/4 c skim milk

Combine liquid and dry ingredients together with a few swift strokes (don't over mix). Add 1/2 c mashed ripe banana *Or* 1/2 c chopped apple. Spray muffin tin with cooking spray oil and fill muffin cups 3/4 way full. Bake at 400 degrees for 20-25 minutes.

\*Recipe yields 1 dozen muffins

# HEALTHY HOLIDAYS

## September

SET THE RIGHT TONE FOR THIS YEAR'S PARTIES.  
KEEP IN MIND THESE HEALTHY PARTY TIPS:

1. Celebrate without food; shift the focus from food to fun.
2. Limit each party to include no more than one junk-food item.
3. Create a healthy snack list and have parents sign up to bring in an item from the list:  
see. [http://cspinet.org/new/pdf/school\\_snacks.pdf](http://cspinet.org/new/pdf/school_snacks.pdf)



## November

### THANKSGIVING

- Have students write or draw a picture about what they are thankful for and share it with the class.
- Create a garland of gratitude. Cut leaf shapes out of construction paper and then crinkle them up to create the lines in a leaf. Flatten them out and have children write what they are grateful for. Use a piece of string and tape the stem of the leaf over the string. Display garland in class.
- Do a service project as a class field trip.



### Healthy Party Snacks:

- Turkey roll ups
- Spread apple butter on whole grain english muffins or graham crackers
- Serve warm apple cider
- Pumpkin dip (see recipe below)

### PUMPKIN DIP

(from the Dannon Institute)

#### Mix the following ingredients:

- 3 T canned pumpkin
- 1 c low-fat vanilla yogurt
- 1 T orange juice concentrate (use 100% juice)
- ½ tsp. of cinnamon (optional)
- 1 T maple syrup (optional)

Dip in with graham crackers



## October

### HALLOWEEN

Kids will get plenty of candy trick-or-treating. Try to keep the focus on fun at school.

- Focus on the costumes! Have a parade or costume contest.
- Instead of candy, try small toys like: temporary tattoos, stickers, small plastic spiders or ghosts, spooky plastic rings or false teeth.
- Decorate pillowcases or bags for trick-or-treating.

### Healthy Party Snacks:

- Apple Cider
- Apples with caramel or yogurt dip
- Pumpkin dip and graham crackers (see recipe below)
- Roasted pumpkin seeds
- Snack cups of canned peaches or mandarin oranges (canned in juice or light syrup)
- Oranges, cantaloupe, tangerines, mangos or dried peaches
- Carrots with low-fat ranch dressing
- Use Halloween cookie cutters to make sandwiches or fruit look frightfully delicious!



## Dec/Jan



### WINTER HOLIDAYS

- Have students make holiday cards for nursing home residents or decorate pillow cases to give to a homeless shelter.
- Go caroling and sing for other classes or at a senior center.
- Decorate the classroom with a winter theme (snowflakes, snowmen or snow angels).
- Collect personal care products and prepare kits for a homeless shelter or take a service project field trip to visit a nursing home, homeless shelter, or a food bank.
- Make snow globes out of baby food jars and white glitter or plastic snow flakes. Fill with water until a half inch is left at the top (use a hot glue gun to seal the lid).

### Healthy Party Snacks:

- Hollow out red and green peppers and fill them with a dip like low-fat ranch, hummus or guacamole and serve with vegetables
- Make fruit kabobs and alternate red and green grapes or red/green apples
- Serve green beans, broccoli, and tomatoes with a low-fat dip

### TASTY TRAIL MIX

#### Mix the following ingredients:

- 1 c dried fruit
- 1/2 c raisins
- 1 c Wheat Chex cereal
- 1 c Cheerios
- 2 c of pretzel sticks

Serve in individual containers or let children scoop their own from a bowl



# HEALTHY HOLIDAYS

## February



### VALENTINE'S DAY

- Have students write down one positive comment about each classmate, e.g. you're a good friend, you have a nice smile, or you are fun, and pass them out.
- Create a Valentine's Day card holder. (Cut a paper plate in half, have children paint or color the plate and write their name on it. Use a hole punch to cut holes around the bottom curve of the plate. Stitch the two halves together with colorful ribbon or string. Make a handle with the string so children can hang them at their desk).

### Healthy Party Snacks:

- Have cherry tomatoes and red peppers served with hummus or ranch dressing
- Serve strawberries, raspberries, dried cranberries, red grapes, pomegranate, or apple slices
- Very-Berry pink smoothies (see smoothie recipe and use strawberries for the fruit)



## April/May

### SPRING PARTY

- Plan a nature walk to see plants re-awakening in the spring weather.
- Decorate plastic eggs with paints, glitter and stickers and put physical activity messages on the inside (e.g. hop on one leg 5 times OR do 6 jumping jacks). Have an egg hunt and kids can act on the messages.
- Decorate flower pots for parents and plant a flower or seed.
- Have parents donate plants that children can plant in the school yard or at a housing project, senior center or other community site.

### Healthy Party Snacks:

- Carrot muffins
- Carrots with hummus or a low-fat ranch dressing
- Berries with Cool Whip
- Fruit Smoothies (see recipe below)

#### BASIC SMOOTHIE

Ingredients:

½ to 1 c fresh or frozen fruit

1 c plain non-fat yogurt

½ c fruit juice

About 4 ice cubes or use frozen fruit and skip the ice

Directions: Combine all ingredients in a blender and process on high until ice is crushed and the mixture is smooth and creamy

## March

### ST. PATRICK'S DAY



- Teach an Irish step dance.
- Decorate the room with shamrocks made from construction paper.
- Plan a St. Paddy's day scavenger hunt that leads to a pot of gold filled with treasures, such as markers, pens, pencils, erasers, etc.
- Read about Irish history or a story about St. Patrick.

### Healthy Party Snacks:

#### Make It a "Green" Day

- Serve kiwi (cut in half and serve with a spoon)
- Have cucumbers, celery sticks, broccoli, sugar snap peas, green beans, or green peppers with hummus or a low-fat dressing like ranch or thousand island
- Serve whole grain tortilla chips with guacamole
- Try edamame (pronounced "eh-dah-MAH-may"). It is fun to eat and easy to serve



## June

With the end of school comes numerous celebrations. Keep the focus away from food and plan activities to highlight the end of the school year and the coming of summer.

- Fresh produce is easier to come by in summer. Talk about fruits from around the world and discuss where they originated.
  - Have a tasting party with star fruit, papaya, mango, kiwi, guava, and/or pineapple.
- Visit a local farm, garden or orchard to learn about fruits and vegetables that grow in your area.
- Have children make a collage or write a story about what they plan to do over the summer.
- Have students write stories or put together items that remind them of the past school year and take them home.
- Plan an outdoor game/activity to enjoy the warmer weather.

#### FRUIT DIP

Ingredients:

½ c vanilla low-fat yogurt

1 tsp. honey

¼ tsp. cinnamon

¼ tsp. nutmeg

Directions: Mix ingredients together until blended.

Serve with your favorite fruits!

# HEALTHY FUNDRAISING



## Promoting a Healthy School Environment

Candy, baked goods, salty snacks, soda and other foods with little nutritional value are commonly used for fundraising at school. Schools may make easy money selling these foods, but students pay the price. An environment that constantly provides children with unhealthy foods promotes unhealthy habits that can have lifelong impact. As America faces a national epidemic of overweight children, many schools are turning to healthy fundraising alternatives.

### Benefits of Healthy Fundraising

- ▶ **Healthy Kids Learn Better:** Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.
- ▶ **Provides Consistent Messages:** Fundraising with nonfood items and healthy foods demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them.
- ▶ **Promotes a Healthy School Environment:** Students need to receive consistent, reliable health information and ample opportunity to use it. Healthy fundraising alternatives are an important part of providing a healthy school environment. They promote positive lifestyle choices to reduce student health risks and improve learning.

#### Children's Eating Habits are Poor

Currently, 17 percent of children and adolescents ages 2 to 19 are overweight and 1 in 3 children are overweight or obese.<sup>1</sup> Between 1980 and 2004, obesity tripled among children and adolescents.<sup>2</sup> Children ages 2 to 18 consume almost 40 percent of their calories from solid fats and added sugars.<sup>3</sup> Their diets do not include enough fruits, vegetables (particularly dark green and orange vegetables and legumes), whole grains or calcium-rich foods, and are too high in sodium, saturated fat and added sugars.<sup>4</sup>

### Consequences of Unhealthy Fundraising

- ▶ **Compromises Classroom Learning:** Selling unhealthy foods contradicts nutrition messages taught in the classroom. Schools are designed to teach and model appropriate skills and behaviors. Nutrition principles taught in the classroom are meaningless if they are contradicted by other activities that promote unhealthy choices, like selling candy. It's like saying, "You need to eat healthy foods to feel and do your best, but it is more important for us to make money than for you to be healthy and do well." Classroom learning about nutrition remains strictly theoretical if the school environment regularly promotes unhealthy behaviors.
- ▶ **Promotes the Wrong Message:** Selling unhealthy foods promotes the message that schools care more about making money than student health. Schools would never raise money with anything else that increases student health risks, but food fundraisers are often overlooked. As schools promote healthy lifestyle choices to reduce student health risks and improve learning, school fundraisers must be included.



- ▶ **Contributes to Poor Health:** Foods commonly used as fundraisers (like chocolate, candy, soda and baked goods) provide unneeded calories and displace healthier food choices. Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type 2 diabetes and high blood pressure.

### Fundraisers Must Meet State Requirements

- Section 10-215b-1 of the Regulations of Connecticut State Agencies prohibits schools from selling or dispensing candy to students anywhere on school premises from 30 minutes before the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program. Section 10-215b-23 specifies that income from the sale of any foods or beverages anywhere on school premises during this time frame must accrue to the food service account.
- Section 10-221p of the Connecticut General Statutes (C.G.S.), requires that at all times when food is available for purchase by

students during the regular school day, nutritious and low-fat foods must also be available for sale. For additional guidance, see *Questions and Answers on Connecticut Statutes for School Food and Beverages* at [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/HF\\_Q&A.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/HF_Q&A.pdf).

- C.G.S. Section 10-221q specifies that all beverages sold in public schools must comply with specific requirements. For more information, see *Beverage Requirements* at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322418>.
- Districts that participate in healthy food certification under C.G.S. Section 10-215f

must ensure that all food fundraisers meet state requirements. For more information, see *Fundraising with Foods and Beverages* at <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Fundraisers.pdf>.

- Consult the district's school wellness policy, as there may be stricter local requirements regarding food and beverage sales.
- For more information on Connecticut's requirements for foods and beverages, see the Connecticut State Department of Education Web site (School Foods and Beverages page) at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322416>.

# IDEAS FOR HEALTHY FUNDRAISING ALTERNATIVES\*

Schools can help promote a healthy learning environment by using healthy fundraising alternatives.

## Items You Can Sell

- Activity theme bags
- Air fresheners
- Bath accessories
- Balloon bouquets
- Batteries
- Books
- Brick/stone/tile memorials
- Buttons, pins
- Candles
- Coffee cups or mugs
- Crafts
- Coupon books (nonfood items)
- Emergency kits for cars
- First aid kits
- Flowers, bulbs, plants
- Foot warmers
- Football seats
- Garden seeds
- Gift baskets (nonfood items)
- Gift certificates (nonfood items)
- Gift items
- Gift wrap, boxes and bags
- Graduation tickets
- Greeting cards
- Hats
- Holiday ornaments
- Holiday wreaths
- House decorations
- Jewelry
- Magazine subscriptions
- Monograms

- Music, CDs, DVDs
- Newspaper space, ads
- Parking spot (preferred location)
- Pet treats/toys/accessories
- Plants
- Phone cards
- Raffle donations (nonfood items)
- Raffle extra graduation tickets
- Raffle front row seats at a special school event
- Rent a special parking space
- Scarves
- School art drawings
- Souvenir cups
- Spirit/seasonal flags
- Stadium pillows
- Stationery
- Student directories
- Stuffed animals
- Valentine flowers
- Yearbook covers
- Yearbook graffiti

## Healthy Foods

- Fresh fruit
- Frozen bananas
- Fruit and nut baskets
- Fruit and yogurt parfaits
- Fruit smoothies
- Trail mix

## Sell Custom Merchandise

- Bumper stickers and decals
- Calendars
- Cookbook of healthy recipes made by school
- Flying discs with school logo
- License plates or holders with school logo
- Logo air fresheners
- School spirit gear
- T-shirts/sweatshirts

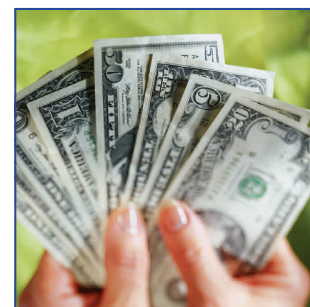
## Activities Supporting Academics

- Read-A-Thon
- Science Fair
- Spelling Bee

## Things You Can Do

- Auction
- Bike-a-thons
- Bowling night/bowl-a-thon
- Car wash (presell tickets as gifts)
- Carnivals/festivals
- Dances (kids, father/daughter, Sadie Hawkins)
- Family/glamour portraits
- Fun runs
- Gift wrapping
- Golf tournament
- Jump-rope-a-thon
- Magic show

- Raffle (movie passes, theme bags)
- Raffle (teachers do a silly activity)
- Rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
- Recycling cans/bottles/paper
- Singing telegrams
- Skate night/skate-a-thon
- Tag sale, garage sale
- Talent shows
- Tennis/horseshoe competition
- Treasure hunt/scavenger hunt
- Walk-a-thons
- Workshops/classes



\*Adapted from: California Project Lean, California Department of Health Services. (2010). *Creative Financing and Fun Fundraising*. Retrieved on October 6, 2011 from [http://www.co.shasta.ca.us/HHSA/CommunityPartners/Creative\\_Fundraising.sflb.ashx](http://www.co.shasta.ca.us/HHSA/CommunityPartners/Creative_Fundraising.sflb.ashx).

## Resources

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education, Revised 2009. <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322436>  
*Healthy School Environment Resource List*. Connecticut State Department of Education. [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse\\_resource\\_list.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse_resource_list.pdf)

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- 2 Centers for Disease Control and Prevention, National Center for Health Statistics. (2006). *Prevalence of Overweight Among Children and Adolescents: United States, 2003-2004*. Retrieved on October 6, 2011 from [http://www.cdc.gov/nchs/data/hestat/overweight/overweight\\_child\\_03.htm](http://www.cdc.gov/nchs/data/hestat/overweight/overweight_child_03.htm).
- 3 Reedy, J., & Krebs-Smith, S.M. (2010). Dietary Sources of Energy, Solid Fats, and Added Sugars among Children and Adolescents in the United States. *Journal of the American Dietetic Association*, 110(10):1477-1484
- 4 U.S. Department of Agriculture Center for Nutrition Policy and Promotion. (2009). The quality of children's diets in 2003-04 as measured by the Healthy Eating Index – 2005. *Nutrition Insight*, 43. Retrieved on October 6, 2011 from <http://www.cnpp.usda.gov/Publications/NutritionInsights/Insight43.pdf>.



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# ALTERNATIVES TO FOOD REWARDS



## *Promoting a Healthy School Environment*

Food is commonly used to reward students for good behavior and academic performance. It's an easy, inexpensive and powerful tool to bring about immediate short-term behavior change. Yet, using food as reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

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*“Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It’s like teaching children a lesson on the importance of not smoking, and then handing out ashtrays and lighters to the kids who did the best job listening.”*

Marlene Schwartz, Ph.D., Deputy Director, Rudd Center for Food Policy and Obesity, Yale University

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## Consequences of Using Food Rewards

- ▶ **Compromises Classroom Learning:** Schools are designed to teach and model appropriate behaviors and skills to children. Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It’s like saying, *“You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food.”* Classroom learning about nutrition remains strictly theoretical if schools regularly model unhealthy behaviors.
- ▶ **Contributes to Poor Health:** Foods commonly used as rewards, like candy and cookies, can contribute to health problems for children, such as obesity, diabetes, hypertension and cavities. Food rewards provide unneeded calories and displace healthier food choices.
- ▶ **Encourages Overconsumption of Unhealthy Foods:** Foods used as rewards are typically high in fat, added sugars and sodium with little nutritional value. Decreasing the availability of these foods is one strategy schools can use to address the current childhood obesity epidemic.



- ▶ **Contributes to Poor Eating Habits:** Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues. This teaches kids to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating.<sup>1,2</sup>
- ▶ **Increases Preference for Sweets:** Food preferences for both sweet and non-sweet foods increase significantly when foods are presented as rewards. This can teach children to prefer unhealthy foods.<sup>2,3</sup>

### Children’s Eating Habits are Poor

Currently, 17 percent of children and adolescents ages 2 to 19 are overweight and 1 in 3 children are overweight or obese.<sup>4</sup> Between 1980 and 2004, obesity tripled among children and adolescents.<sup>5</sup> Children ages 2 to 18 consume almost 40 percent of their calories from solid fats and added sugars.<sup>6</sup> Their diets do not include enough fruits and vegetables (particularly dark green and orange vegetables and legumes), whole grains or calcium-rich foods, and are too high in sodium, saturated fat and added sugars.<sup>7</sup> Poor eating habits that contribute to health problems tend to be established early in life, and unhealthy habits are usually maintained as children age. Obese children have increased risk for diseases in adulthood, such as diabetes and heart disease, and they often become obese adults.<sup>8,9</sup>

# IDEAS FOR ALTERNATIVES TO FOOD REWARDS

Schools can help promote a healthy learning environment by using nonfood rewards. The ideas below are just a beginning and can be modified for different ages. Be creative and don't forget the simple motivation of recognizing students for good work or behavior.

## Elementary School Students

- ▶ Make deliveries to office
- ▶ Teach class
- ▶ Be a helper in another classroom
- ▶ Read morning announcements
- ▶ Sit with friends
- ▶ Have lunch or breakfast in the classroom
- ▶ Have a private lunch in the classroom with a friend
- ▶ Play a favorite game or do puzzles
- ▶ Extra recess time
- ▶ Free time at the end of class
- ▶ Dance to music in the classroom
- ▶ Walk with the principal or teacher
- ▶ Fun physical activity break
- ▶ Trip to treasure box filled with nonfood items, e.g., stickers, pencils, erasers, bookmarks, school supplies
- ▶ Teacher or volunteer reads special book to class
- ▶ Fun movie
- ▶ Certificate, trophy, ribbon, plaque
- ▶ Teacher performs special skill, e.g., singing, guitar playing
- ▶ Listen to music or a book on audiotape
- ▶ Read outdoors or have class outdoors
- ▶ Extra art, music or reading time
- ▶ Access to items that can only be used on special occasions, e.g., special art supplies, computer games, toys
- ▶ Gift certificate to school store (nonfood items)
- ▶ Commendation certificate or letter sent home to parents



- ▶ Show-and-tell
- ▶ Earn points or play money for privileges or nonfood items

## Middle School Students

- ▶ Sit with friends
- ▶ Choose partners for activities
- ▶ Listen to music while working at desk
- ▶ Reduced homework or "no homework" pass
- ▶ Extra credit
- ▶ Fun movie
- ▶ Brainteaser puzzles, group activities and games
- ▶ Earn points or play money for privileges or nonfood items
- ▶ Computer time
- ▶ Free choice time or chat break at end of class
- ▶ Assemblies
- ▶ Field trips
- ▶ Eat lunch outside or have class outside

## High School Students

- ▶ Extra credit
- ▶ Fun movie
- ▶ Reduced homework
- ▶ Late homework pass
- ▶ Donated coupons for music or movies
- ▶ Drawings for donated prizes
- ▶ Pep rally
- ▶ Recognition on morning announcements
- ▶ Tickets to school events, e.g., dances

## Resources

*Action Guide for School Nutrition and Physical Activity Policies.* Connecticut State Department of Education, 2006 (Revised 2009).

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322436>

*Healthy School Environment Resource List.* Connecticut State Department of Education.

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse\\_resource\\_list.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse_resource_list.pdf)

## References

- <sup>1</sup> Puhl, R. & Schwartz, M.B. (2003). If you are good you can have a cookie: The link between childhood food rules and adult eating behaviors. *Eating Behaviors*, 4: 283-293.
- <sup>2</sup> Birch, L.L. Development of Food Preferences (1999). *Annual Review of Nutrition*, 19:41-62.
- <sup>3</sup> Fisher, J. & Birch, L.L. Restricting access to palatable foods affects children's behavioral response, food selection and intake. (1999). *American Journal of Clinical Nutrition*, 69:1264-72.
- <sup>4</sup> Ogden, C.L., Carroll, M.D., Curtin, L.R., Lamb, M.M., & Flegal, K.M. (2010). Prevalence of high body mass index in US children and adolescents, 2007-2008. *Journal of the American Medical Association*, 303(3):242-249.
- <sup>5</sup> Centers for Disease Control and Prevention, National Center for Health Statistics. (2006). *Prevalence of Overweight Among Children and Adolescents: United States, 2003-2004*. Retrieved on October 6, 2011 from [http://www.cdc.gov/nchs/data/hestat/overweight/overweight\\_child\\_03.htm](http://www.cdc.gov/nchs/data/hestat/overweight/overweight_child_03.htm).
- <sup>6</sup> Reedy, J., & Krebs-Smith, S.M. (2010). Dietary Sources of Energy, Solid Fats, and Added Sugars among Children and Adolescents in the United States. *Journal of the American Dietetic Association*, 110 (10):1477-1484
- <sup>7</sup> U.S. Department of Agriculture Center for Nutrition Policy and Promotion. (2009). The quality of children's diets in 2003-04 as measured by the Healthy Eating Index – 2005. *Nutrition Insights*, 43. Retrieved on October 6, 2011 from <http://www.cnpp.usda.gov/Publications/NutritionInsights/Insight43.pdf>.
- <sup>8</sup> Serdula, M.K., Ivery, D., Coates, R.J., Freedman, D.S., Williamson, D.F., & Byers, T. (1993). Do obese children become obese adults? A review of the literature. *Preventive Medicine*, 22(2):167-177.
- <sup>9</sup> Berenson, G.S., Srinivasan, S.R., Bao, W., Newman, W.P., Tracy, R.E., & Wattigney, W.A. (1998). Association between multiple cardiovascular risk factors and atherosclerosis in children and young adults. The Bogalusa Heart Study. *New England Journal of Medicine*, 338(23):1650-1656.



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## Elementary Schools Wellness Policy/Procedures Survey

Proper monitoring is an essential component in determining if policies and procedures are meeting the intended goals. It also provides valuable input to update and improve the process of meeting the intended objectives.

### **District Wellness:**

1. How have students and staff been made aware of the Wellness Policy?  
(Check all that apply)
  - a. Newsletter
  - b. Edline
  - c. TV production
  - d. Morning Announcements
  - e. Signage
  - f. School website
  - g. School marquee
  - h. Telephone hold message
  - i. Blackboard Connect
  - j. Meetings
  - k. Brevard Afterschool (BAS)
  - l. Other

### **Nutrition:**

2. Did the school promote the March *National School Breakfast Week* and October *National School Lunch Week* activities?
3. Did the school promote healthy nutrition activities? (check all that apply)
  - a. in the classroom
  - b. during physical education classes
  - c. during health classes
  - d. in the cafeteria
  - e. parent/teacher conference/PTA/SAC
  - f. Other
4. Are students given adequate time for eating, once the student is seated, 15 minutes for breakfast, and 20 minutes for lunch?
5. Does the school promote a healthy lifestyle and limit access to foods of minimal nutritional value? Foods of minimal nutritional value include but are not limited to carbonated soft drinks, chewing gum, and candy.

6. How does your school promote fundraisers that include the sale of non-food and nutritious food items and/or physical activity events that generate positive health habits?
7. Do the dining areas include enough seating to accommodate all students who would like to sit and eat lunch, as well as enough serving areas to minimize student wait time in line?
8. Does the school offer a la carte offerings that include appealing healthy choices?
9. Does the school prohibit using food as reward or punishment as part of the discipline plan?

**Physical Activity:**

10. Elementary physical education is mandated to include 150 minutes per week, with a minimum of 30 consecutive minutes on any day of physical education instruction. How many minutes do your students receive instruction from a certified physical education teacher during the week?
  - a. 40 minutes or less
  - b. 41 - 80 minutes
  - c. 81 - 120 minutes
  - d. greater than 120 minutes
11. Has the elementary physical educator at your school provided teaching resources for your staff so that physical education may be conducted with fidelity during the remainder of the 150 minutes the certified physical education teacher is not able to cover?
12. What is your student/physical education teacher ratio in physical education?
  - a. 1-24 students per class
  - b. 25-34 students per class
  - c. 35-44 students per class
  - d. 45-54 students per class
  - e. 55 or more students per class

13. How does your school provide bike/pedestrian safety resources?
- through Physical Education & PE teacher is trained in Bike/Pedestrian Safety
  - through Physical Education but PE teacher is NOT trained in Bike/Pedestrian Safety
  - through Supplemental Physical Education (classroom teachers)
  - do not offer Bike/Pedestrian Safety
  - other \_\_\_\_\_
14. How many students waived out of Physical Education this school year?
15. Do the school buildings, grounds, structures, and equipment meet all current health and safety standards (including environmental air quality) and are they kept clean, safe, and in good repair?

**Other School-based Activities:**

16. In which community physical activities does your school participate?  
(Check all that apply)
- International Walk to School Day
  - The Walking School Bus
  - Let's Move in School
  - A.C.E.S. (All Children Exercising Simultaneously)
  - School Gardening Project
  - Track and Field Meet
  - Race and Walks
  - National Bike to School Day
  - Other \_\_\_\_\_
17. Does your school offer a before school/morning running or walking program?
- Yes
  - No
18. Who at your school is providing students at all grade levels a district approved anti-bullying/harassment prevention strategy/curriculum?
- Physical Education teacher
  - Classroom teacher
  - Media Specialist
  - School Counselor
  - Social Worker
  - Other \_\_\_\_\_



19. Who at your school is providing the instruction to meet the state board rule requirements for mental/emotional health, substance abuse prevention, and human trafficking?

Please check all that apply:

Classroom Teacher

Physical Education Teacher

School Counselor

School Social Worker

Other: \_\_\_\_\_

20. How often is your school offering a Family Wellness Event to teach and promote physical activity, nutrition and health?

- a. once a year
- b. twice a year
- c. in the planning stages
- d. not offering (state reasons)

21. What substance use and abuse prevention curriculum is your school using?

- a. Second Step
- b. Life Skills
- c. Other \_\_\_\_\_
- d. None

22. How is your school staff educated on enforcing a harassment-free environment to address bullying, sexual harassment, or other forms of harassment, and teen dating violence and abuse, and Title IX?

23. What social-emotional learning program does your school utilize?

\_\_\_\_\_

24. Has your school participated in the Act on Facts Online Suicide Prevention Training?

- a. Yes
- b. No

25. When did your school implement the Human Growth and Development/Reproduction Lessons for 5<sup>th</sup> and 6<sup>th</sup> grade? Please provide the month of the year that this was implemented.
26. How many certified First Aid/CPR/AED personnel are at your school?
27. How many certified First Aid/CPR/AED Instructors are at your school?
28. Where is the information posted in your school listing the First Aid/CPR/AED certified personnel?
29. Who provides child trafficking instruction in grades k-6?

## Secondary Schools Wellness Policy/Procedures Survey

Proper monitoring is an essential component in determining if policies and procedures are meeting the intended goals. It also provides valuable input to update and improve the process of meeting the intended objectives.

### **District Wellness:**

1. How have students and staff been made aware of the Wellness Policy?  
(Check all that apply)
  - a. Newsletter
  - b. Edline
  - c. TV production
  - d. Morning Announcements
  - e. Signage
  - f. School website
  - g. School marquee
  - h. Telephone hold message
  - i. Blackboard Connect
  - j. Meetings
  - k. Other

### **Nutrition:**

2. Did the school promote the March *National School Breakfast Week* and October *National School Lunch Week* activities?
3. Did the school promote the healthy nutrition activities? (check all that apply)
  - a. in the classroom
  - b. during physical education classes
  - c. during health classes
  - d. in the cafeteria
  - e. parent/teacher conference/PTA/SAC
  - f. other
4. Are students given adequate time for eating, once the student is seated, 15 minutes for breakfast, and 20 minutes for lunch?
5. Does your school promote a healthy lifestyle and limit access to foods of minimal nutritional value? Foods of minimal nutritional value include but are not limited to carbonated soft drinks, chewing gum and candy.

6. How does your school promote fundraisers that include the sale of non-food and nutritious food items and/or physical activity events that generate positive health habits?
7. Do the dining areas include enough seating to accommodate all students who would like to sit and eat lunch, as well as enough serving areas to minimize student wait time in line?
8. Does the school offer a la carte offerings that include appealing, healthy choices?
9. Does the school prohibit using food as reward or punishment as part of the discipline plan?

**Physical Activity:**

10. What is the average class size in Physical Education?
  - a. 1-24 students per class
  - b. 25-34 students per class
  - c. 35-44 students per class
  - d. 45-54 students per class
  - e. 55 or more students per class
11. Do the school buildings, grounds, structures, and equipment meet all current health and safety standards (including environmental air quality) and are they kept clean, safe, and in good repair?

**Other School-based Activities:**

12. Is the school promoting community physical activities? (check all that apply)
  - a. Races and Walks
  - b. International Walk to School Day
  - c. National Bike to School Day
  - d. Projects A.C.E.S.
  - e. Fuel Up to Play 60
  - f. Does not promote community physical activities
  - g. Other

13. What substance abuse and violence prevention curriculum is your school using?
  - a. HOPE Curriculum
  - b. Second Step
  - c. Life Skills
  - d. Other \_\_\_\_\_
  - e. None
  
- 14a. HIGH SCHOOLS ONLY: How many elective Physical Education Courses does your school offer above HOPE?
  - a. 1 – 5
  - b. 6 – 11
  - c. 12 – 15
  - d. 16 or more
  - e. N/A
  
- 14b. HIGH SCHOOLS ONLY: How many students waive Physical Education in the school year due to the following?
  - a. JROTC
  - b. JV/Varsity Sports
  
15. MIDDLE SCHOOLS ONLY: How many students waived Physical Education this school year?
  - a. 7<sup>th</sup> grade \_\_\_\_\_
  - b. 8<sup>th</sup> grade \_\_\_\_\_
  
16. How often is your school offering a Family Wellness Event to teach and promote physical activity, nutrition and health?
  - a. once a year
  - b. more than once a year
  - c. in the planning stages
  - d. not considering
  
17. What does your school do to comply with the District alcohol, tobacco-free and other drug-free policies?
  
18. How does your school staff educate and enforce a harassment-free environment to address bullying and other forms of aggressive behavior?

19. Has your school participated in the Act on Facts Suicide Prevention Training?

- a. Yes
- b. No

20. Does a Department of Health staff member come into your school to teach various health topics?

- a. Yes
- b. No

If yes, what was the topic and/or subject.

21. Who provides Internet Safety instruction for all students in grades 7-12?

- c. Media Specialist
- d. School Counselor
- e. Classroom Teacher
- f. Other \_\_\_\_\_

22. Who instructs all 7-12 grade students in Teen Dating Violence and Abuse Prevention Education?

- a. HOPE teacher
- b. Physical Education teacher
- c. English-Language Arts classroom teacher
- d. Media Specialist
- e. School Counselors
- f. Other (i.e. Do U Luv Me? Program) \_\_\_\_\_

23. Do you have certified First Aid/CPR/AED personnel at your school? If so, how many?

24. Do you have a certified First Aid/CPR/AED instructor at your school? If so, how many?

25. Where is the information posted in your school listing the First Aid/CPR/AED certified personnel?

26. Who provides child trafficking instruction in grades 7-12?