



Mississippi School Nutrition and Physical Activity Environment Assessment

School: _____

Date: _____

School District: _____

0	1		2			3		4
Not in place—not being considered	Not in place—but aware of need		Not in place—but plans being made			In place—partially implemented		In place—fully Implemented
Component 1: A Commitment to Nutrition and Physical Activity								
Abbreviation: SFS=School Food Service								
Definitions of Success	0	1	2	3	4	Don't know	NA	Comments & Notes
1.1 Nutrition education and physical activity are included in the school's daily education program from pre-K through grade 12.								
1.2 Administrators support development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; eating space and atmosphere; nutrition education & physical activity.								
1.3 School staff, students and parents are part of the policy-making process and support a healthy school nutrition environment								
1.4 SFS are part of the team and participate in making decisions and policies that affect the school nutrition environment.								
1.5 The school has a health council to address nutrition/physical activity issues.								
COMPONENT #1 Column Totals								
Grand Total for all items (1.1– 1.5) = _____								

0	1		2			3		4
Not in place—not being considered	Not in place—but aware of need		Not in place—but plans being made			In place—partially implemented		In place—fully Implemented
Component 2: Quality Meals								
Abbreviations: SFS=School Food Service, CNP=Child Nutrition Programs, USDA=United States Department of Agriculture								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
2.1 Schools offer lunch, breakfast and after-school snack programs and students are encouraged to participate.								
2.2 CNP are administered by SFS staff properly qualified according to current professional standards.								
2.3 All SFS staff have appropriate pre-service training and regularly participate in professional development activities.								
2.4 School meals are at prices students can afford.								
2.5 Menus are planned with input from students and include local, cultural and ethnic favorites of the students.								
2.6 Menus meet nutrition standards established by the USDA, conform to good menu planning principles and feature a variety of healthy choices that are tasty, attractive, of excellent quality, and served at the proper temperature.								
2.7 SFS staff use food preparation techniques to provide meals lower in saturated fat, sodium and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains & low-fat or non-fat milk.								
2.8 School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.								
2.9 School meal participation rates are about the same for paying students as for students eligible for free and reduced price meals.								
2.10 Food safety is a key part of SFS operation.								
COMPONENT #2 Column Totals								
Grand Total for All Items (2.1 – 2.10) = _____								

0	1	2					3	4
Not in place—not being considered	Not in place—but aware of need	Not in place—but plans being made					In place—partially implemented	In place—fully Implemented
Component 3: Other Healthy Food Options								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
3.1 All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid.								
3.2 School policies include nutrition standards for foods and beverages offered at parties, celebrations, and social events.								
3.3 If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford.								
3.4 If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.								
3.5 If foods and beverages are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals.								
3.6 There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available. For example: no access in elementary schools, no access until after the school day for middle/junior high schools and no access until after the end of the last lunch period in high schools								
3.7 School staff does not use food as a reward or punishment for students. Ex: they don't give coupons for fast food as a reward or withhold snacks as punishment for misbehaving.								
3.8 The school encourages parents to provide a variety of nutritious foods if students bring lunch from home.								
3.9 The school encourages organizations to raise funds by selling non-food items.								
COMPONENT #3 Column Totals								
Grand Total for All Items (3.1 – 3.9) = _____								

0	1	2	3	4
Not in place—not being considered	Not in place—but aware of need	Not in place—but plans being made	In place—partially implemented	In place—fully Implemented

Component 4: Pleasant Eating Experience

Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
4.1 Meal periods are scheduled at appropriate times; schools do not schedule other activities during meal times.								
4.2 Meal periods are long enough for students to eat and socialize.								
4.3 There are enough serving areas so students don't have to spend too much time waiting in line.								
4.4 Eating areas are attractive and have enough space for seating; tables and chairs are the right size for the students.								
4.5 Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.								
4.6 Schools encourage socializing among students, and between students and adults. Adults properly supervise dining rooms and serve as role models to students.								
4.7 Creative, innovative methods are used to keep noise levels appropriate—no "eat in silence".								
4.8 Facility design (size & location of eating/kitchen area, lighting, building materials, windows, open space, adequate foodservice equipment for food preparation and service, and food and staff safety), is given priority in renovations or new construction.								
4.9 Hand washing equipment and supplies are in a convenient place so students can wash hands before eating.								
4.10 Drinking fountains are available for students to get water at meals and throughout the day.								
4.11 Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.								
COMPONENT #4 Column Totals								
Grand Total for All Items (4.1 – 4.11) = _____								

0	1	2		3		4		
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Component 5: Nutrition Education								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
5.1 Students in pre-K through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.								
5.2 Nutrition education is offered in the school cafeteria and classroom with coordination between school foodservice staff and teachers.								
5.3 Students receive nutrition messages throughout school that are consistent and reinforce each other.								
5.4 State and district health education curriculum standards/guidelines include nutrition education and physical education.								
5.5 Nutrition is integrated into core curriculum areas such as math, science, and language arts.								
5.6 The school links nutrition education activities with the coordinated school health program.								
5.7 The school is enrolled as a Team Nutrition School and conducts nutrition education activities and promotions that involve students parents and community.								
COMPONENT #5 Column Totals Grand Total for All Items (5. –5.7) = _____								

0	1		2			3		4
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Component 6: Marketing								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
6.1 Healthy eating and physical activity are actively promoted to students, parents, teachers, administrators and the community.								
6.2 Schools consider student needs in planning for a healthy school nutrition environment. They ask students for input and feedback, and listen to what they have to say.								
6.3 Students receive positive, motivating messages about healthy eating and physical activity throughout the school.								
6.4 Schools promote healthy food choices and don't allow advertising promoting less nutritious choices.								
6.5 Schools work with a variety of media to spread the word to the community about a healthy school nutrition environment								
COMPONENT #6 Column Totals Grand Total for All Items (6.1–6.5) = _____								

0	1		2			3		4
Not in place—not being considered	Not in place—but aware of need		Not in place—but plans being made			In place—partially implemented		In place—fully Implemented
Component 7: Commitment to Physical Education and Physical Activity* PA=Physical Activity, PE=Physical Education								
Definitions of Success	0	1	2	3	4	Don't Know	NA	Comments & Notes
7.1 Elementary school students have at least 20 minutes for recess each day.								
7.2 Students have adequate opportunity to be physically active at school in ways other than PE class (walking clubs during or out of school; safe walking/biking routes to school; noncompetitive/intramural sports).								
7.3 There is adequate PA equipment for students to use during recess (jump ropes, hula hoops, balls)								
7.4 Teachers integrate PA into class time (stretch breaks, activities that involve movement.)								
7.5 School has a PE curriculum								
7.6 School staff does not use PA as a punishment (withholding recess or PE class; requiring students to run laps or do push-ups)								
7.7 The school does not allow courses or activities to be substituted for PE (band or participation on sports teams can not be substituted for PE).								
7.8 All PE classes are taught by credentialed PE teachers.								
7.9 PE curriculum is consistent with state and national standards.								
7.10 Teachers implement the Mississippi Physical Education Framework								
COMPONENT #7 Column Totals								
Grand Total for All Items (7.1–7.10) = _____								

APPENDIX B
EXAMPLES OF EVENTS AND POLICY/ENVIRONMENTAL CHANGES

CHARACTERISTICS OF EVENTS	CHARACTERISTICS OF POLICY/ENVIRONMENTAL CHANGES
One time	Ongoing
Unique: Usually don't result in behavior change	Repeated: Promote behavior change over time
Individual	Policy level
Not part of an ongoing plan	Part of an ongoing plan
Short in duration	Long term
Non-sustaining	Sustaining
EXAMPLES OF EVENTS	EXAMPLES OF POLICY AND ENVIRONMENTAL CHANGES
Celebrating 5 A Day Week	Adding fruits and vegetables to a la carte options
Hosting a Family Fitness Night	Making the school athletic facilities available to community members
Providing health screenings for school staff	Establish a building-sponsored wellness team
Participate in Walk to School Day	Establishing a Safe Routes to School Program
Providing healthy snacks or breakfast during MCT and SATP testing	Adopting a Healthy Food & Beverage Policy
<p>Health and education go hand in hand: one cannot exist without the other. To believe any differently is to hamper progress. Just as our children have a right to receive the best education available, they have a right to be healthy. As parents, legislators, and educators, it is up to us to see that this becomes a reality.</p> <p style="text-align: center;"><i>Dr. Antonia Novello, Former US Surgeon General, 1992</i></p>	

APPENDIX C
SUGGESTED NUTRITION AND PHYSICAL ACTIVITY INTERVENTIONS

- Remove soda machines from a school; only water, juice and milk can be sold at that school; and implement a policy allowing water in classrooms.
- Hold 30 minutes of recess per day before lunch to help decrease plate waste and improve behavior in lunchroom and classroom.
- Prohibit the use of “Foods of minimal nutritional value” (i.e. soft drinks, gum, and candy) in schools or as fundraisers.
- Adopt a “fruits and vegetables only” snack policy for snacks brought from home.
- Transfer the management of vending machines to the school food service program, giving it the opportunity to improve the nutritional quality and increase revenue without external contracts.
- Write a request for proposals for vending that pays a higher commission to the district for healthful beverages, increases the percentage of healthful items available, charges a lower price for the healthier beverages, and uses machines with fronts that depict children being physically active.
- Price healthful foods lower than the less healthful items in vending machines.
- Remove from vending machines items such as candy, soft drinks, sweetened drinks, fried chips, deep fried foods and snack cakes and replace with water, 100% fruit juices, milk, cheese, yogurt, fresh fruit and vegetables, trail mix, granola bars and air-popped popcorn.
- Reward students by organizing walks with the principal rather than holding pizza parties.
- Sell fruit and gift wrap rather than candy or non-nutritious items as a fundraiser.
- Add juice, water, cheese trays, and fresh fruit and vegetable trays to classroom parties, and remove soft drinks and chips.
- Switch from selling items from a candy cart to selling items from a breakfast cart to raise money.
- Institute a policy to not allow the use of food to discipline or reward students.
- Ensure all children participate in a minimum of 30 minutes of moderate to vigorous physical activity during the school day. This can include expanded opportunities for physical activity through classes, sports programs, clubs, lessons, after-school and community use of school facilities and walking- and biking to- school program.
- Provide daily salad bars.
- Change in school menus to more baked and less fried items.
- Offer opportunities for students to participate in intramural activities and/or scavenger hunts in the after school setting.
- Do not punish students by eliminating physical activity opportunities.
- Create an environment that promotes physical activity (conduct physical education classes in settings where they can be observed by all, encourage collaboration between regular classroom teachers and physical education teachers, etc.).
- Provide homework opportunities that require students to be active. Science – require students to bring four different types of leaves, rock, etc. Math – have students walk 1000 steps and determine distance traveled.
- “Burst Breaks” (Being Ultimately Rewarded Sporadically Today) – Create activities that can be implemented throughout the day to allow children to be active. These activities can be aligned to reinforce the material covered that day.