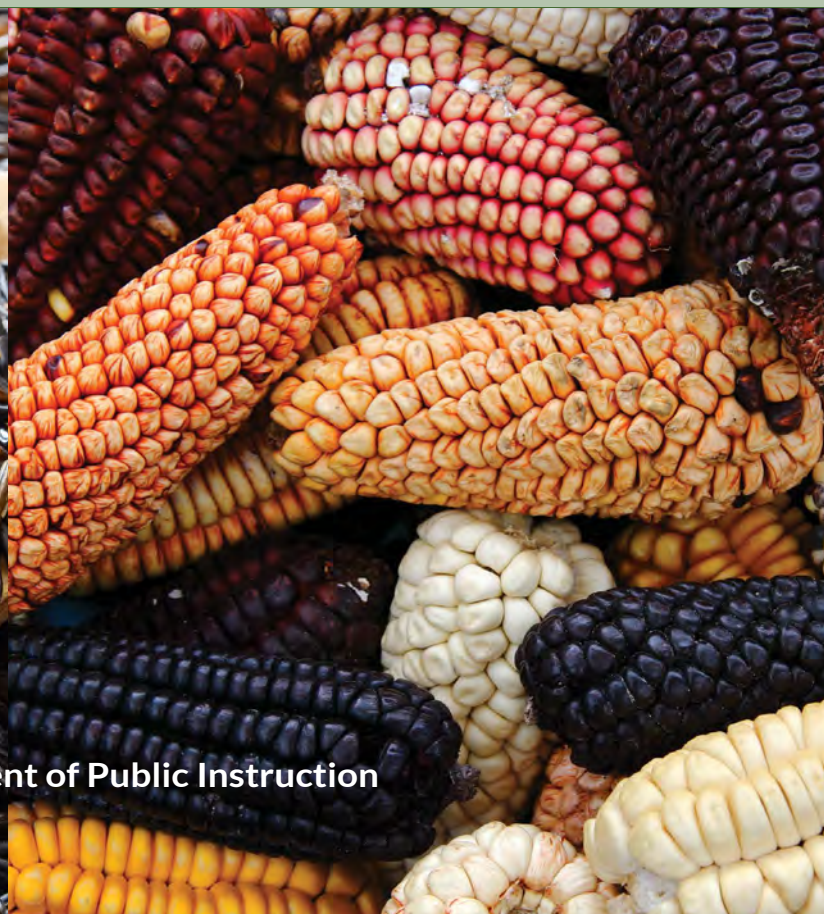




AMERICAN INDIAN TRADITIONAL FOODS IN USDA SCHOOL MEALS PROGRAMS

A Wisconsin Farm to School Toolkit



Wisconsin Department of Public Instruction



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Foreword

American Indian nations of Wisconsin hold meaningful traditions and cultural ties to native foods. In an effort to support the communities interested in incorporating these traditions and native foods into schools, the Wisconsin Department of Public Instruction (DPI) School Nutrition Team created the *American Indian Traditional Foods in USDA School Meals Programs: A Wisconsin Farm to School Toolkit*. This toolkit provides guidance for administering school meals programs in Wisconsin so that farm to school programs and traditional foods may be implemented into school cafeterias, classrooms, and gardens. This will give American Indian students the opportunity to experience the use of their traditional foods in the school breakfast and lunch programs, all while promoting positive, healthy eating habits.

Connecting students to traditional foods can be done through hands-on learning in school gardens, the incorporation of traditional foods into school menus, or nutrition education in the classroom. All schools across the state and country are encouraged to use this toolkit to bring traditional foods into their communities. The DPI is committed to equity in all areas of teaching and learning and wants to keep kids healthy, safe, supported, and encouraged in school, every day. The authors of this toolkit hope you find it helpful in our continuous efforts to preserve American Indian culture, promote food sovereignty, and connect students to the source of their food through school meals programs.

Tony Evers, PhD
State Superintendent
Wisconsin Department of Public Instruction



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Introduction

In an ongoing effort by the Wisconsin Department of Public Instruction (DPI) to advance equity education, we need to remember that educating our students is not just about reading, writing, and mathematics. Educating our students also includes the promotion of health and wellness. The DPI has a long history of working to improve the education and health for American Indian students.

In Wisconsin, our mission is to prepare all our students for success by furthering their education, expanding their career and technical opportunities, and helping them develop as community members. Helping all students learn about Wisconsin American Indian nations and tribal communities, specifically around traditional foods, supports learning about an unfamiliar, yet rich area of Wisconsin American Indian history, culture, and tribal sovereignty. This toolkit is a guide for students, educators, parents, families, and community members to learn about American Indian dietary traditions and cultures by incorporating these healthful recipes and resources into their food service programs and school curriculum.

Administrators, teachers, school nutrition staff, parents, families, communities, and many other stakeholders all play a role in helping students succeed. Together, we share a responsibility to ensure our educators have the resources, tools, and understanding required to help all students stay engaged and become college and career ready. This toolkit is one example of many resources available. I hope you will find this toolkit as interesting as I have and discover a way to incorporate it into your teaching and learning.

David O'Connor, MS
Bad River Band of Lake Superior Chippewa
American Indian Studies Consultant
Wisconsin Department of Public Instruction

Aaniin / Aho / Bozho / Koolamalsi / Pōsoh / Shekóli Hello!

OJIBWE / HO-CHUNK / POTAWATOMI / MAHICAN / MENOMINEE / ONEIDA

The United States Department of Agriculture (USDA) School Meals Programs, which include the National School Lunch Program (NSLP), School Breakfast Program (SBP), Fresh Fruit and Vegetable Program (FFVP), Afterschool Snack Program (ASP), and the Special Milk Program (SMP), ensure children have access to nutritious meals and snacks that promote healthy eating. These programs help fight hunger by reimbursing schools for providing these meals and snacks to children.

Part of serving healthy, nutritious meals and snacks is offering a wide variety of foods, which can include traditional foods that are native and customary to American Indians. The USDA encourages the service of traditional foods in its school meals programs and recognizes the importance and cultural relevance of these foods in native communities. This toolkit is intended for schools and food service directors administering these programs to successfully incorporate more traditional foods into their cafeterias and classrooms.

In Wisconsin public schools, elementary through high school students are required to learn about the state's eleven federally recognized American Indian nations and communities, which are listed below. This requirement is referred to as Wisconsin Act 31. To learn more about Wisconsin Act 31, visit DPI's [State Statutes for American Indian Studies in Wisconsin webpage](#). This educational requirement supports American Indian history, culture, tribal sovereignty, treaties, and traditions of tribal nations and communities in Wisconsin. There are various terms that reference American Indians, such as Native Americans, First Nations, and Indigenous Peoples. Throughout this toolkit, the term American Indians is used and refers to these nations and communities.

AMERICAN INDIAN NATIONS AND COMMUNITIES

[Bad River Band of Lake Superior Chippewa](#)

[Forest County Potawatomi](#)

[Ho-Chunk Nation](#)

[Lac Courte Oreilles Band
of Lake Superior Chippewa](#)

[Lac du Flambeau Band
of Lake Superior Chippewa](#)

[Menominee Indian Tribe of Wisconsin](#)

[Oneida Nation](#)

[Red Cliff Band of Lake Superior Chippewa](#)

[Mole Lake \(Sokaogon Chippewa
Community\) Band of Lake Superior
Chippewa](#)

[St. Croix Chippewa Indians of Wisconsin](#)

[Stockbridge-Munsee Community Band of
Mahican Indians](#)

[Brothertown Indian Nation*](#)

** Note, the Brothertown Indian Nation is also included, but is not a federal or state recognized American Indian nation.*

More information about each American Indian nation or tribal community of Wisconsin can be found on the [DPI American Indian Studies Program webpage](#) and on the [Tribal Nations of Wisconsin webpage](#).

American Indian Nations in Wisconsin



WHAT ARE TRADITIONAL FOODS?

Traditional foods are those that have been traditionally prepared and consumed by American Indian people and nations. The following are examples of common, traditional foods in Wisconsin that may be served in USDA School Meals Programs:

- Berries (cranberries, blueberries, blackberries, raspberries, cherries, strawberries)
- Bison
- Fish (walleye, sturgeon, trout, salmon)
- Maple syrup
- Potatoes
- The Three Sisters (corn, beans, and squash)
- Wild rice
- Venison

WHY TRADITIONAL FOODS?

Over the last few decades, society has seen a shift in eating patterns, moving away from what is recommended in the Dietary Guidelines for Americans (DGAs). This shift, combined with genetics, decreased physical activity, and limited access to healthy food options in some communities, plays a role in our nation's declining health. Those of minority groups tend to suffer the most.¹ However, a traditional diet of indigenous foods is plant and lean protein based, which promotes good health and well-being in present and future generations.

Additionally, traditional foods are a way for students to connect with and learn about American Indian culture. One goal and expectation of Wisconsin Act 31 is that students will have an appreciation and understanding of different value systems and cultures. Integrating traditional foods into breakfast and lunch programs provides schools with the opportunity to educate, alert, and reconnect all students to traditional, local, and healthy meals.

TRADITIONAL FOODS WITHIN FARM TO SCHOOL

Farm to school brings locally grown and produced foods into schools. This can be done through nutrition education and by serving traditional and local foods in the USDA School Meals Programs. According to the National Farm to School Network, these efforts strengthen communities, create jobs, increase economic activity through local procurement, and improve early childhood health behaviors. Purchasing traditional foods and introducing them in schools gives students a better understanding of the origin of their food and is an excellent way to integrate farm to school activities.



“The importance is them learning their roots, where they come from, and learning the land that they live on. If we’re serving food from this land, it’s a part of our culture. It’s all important.”

– Favian Burgos, Oneida Nation School System

ABOUT THIS TOOLKIT

The *American Indian Traditional Foods in USDA School Meals Programs: A Wisconsin Farm to School Toolkit* was created to help food service directors identify, procure, and successfully incorporate traditional, healthy foods into their breakfast and lunch programs. It is also a teaching tool to educate those interested in traditional foods about American Indian nations and tribal communities.

The DPI School Nutrition Team (SNT) was awarded a USDA 2016 Farm to School Support Service Grant to develop this toolkit. The grant had two main goals:

1. Increase the incorporation and consumption of traditional foods in USDA School Meals Programs, and
2. Provide hands-on educational opportunities for three BIE schools in Wisconsin on how to develop and sustain farm to school programs that focus on traditional foods.

In developing this toolkit, the DPI partnered with the three Bureau of Indian Education (BIE) schools in Wisconsin: Lac Courte Oreilles Ojibwe School, Menominee Tribal School, and the Oneida Nation School System. The partnership resulted in a series of in-person trainings on culinary skills and other topics including procurement, USDA Foods, the USDA Department of Defense (DoD) Fresh Fruit and Vegetable Program, menu planning, recipe development, the USDA Food Buying Guide (FBG), crediting, and standardized recipes. The trainings highlighted USDA and DPI resources and programs to support the inclusion of traditional foods in school meals.



The experiences and feedback shared during and after the trainings provided valuable insight and guidance, which led to the creation of videos and this toolkit. One video highlights the trainings and taste tests conducted with the BIE schools. There are also five educational videos, all of which are geared toward elementary school students. Each of these five videos focus on a specific traditional food and are encouraged to be used for nutrition education. The videos and this toolkit can be found on the DPI's [Traditional Foods webpage](#).

The mission of the BIE is to “provide quality educational opportunities from early childhood through life in accordance with a tribe’s needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities.” This toolkit and the videos can help food service directors provide these educational opportunities to students by including more traditional foods in the school meals programs.



Foods Indigenous to Wisconsin

Wisconsin is home to an abundance of traditional foods. These foods include wild rice, cranberries, bison, maple syrup, and the Three Sisters – corn, beans, and squash – among others. The cultural significance and historical ties inspire the content of this toolkit. These foods, their histories, and their relevance to American Indian culture are discussed below. Use this information and the videos developed through this grant for nutrition education and to encourage the use of these foods in your school meals.

St. Croix Chippewa Community

Located near lakes, streams, and forests, the St. Croix Reservation practices traditional harvesting of wild rice, maple syrup, gathering berries, and hunting fish and deer. Deer meat is also known as venison. As their main crop is wild rice, the St. Croix Reservation holds an annual Wild Rice Festival with a three-day traditional Pow Wow of dancing, crafts, and food.



Menominee Indian Tribe of Wisconsin

The people of the Menominee Indian Tribe of Wisconsin follow the seasons: hunting, gathering, and fishing in the spring and summer when food is abundant, and living off stored food in the fall and winter.



WILD RICE

Wąąksjik sji / Manōmaeh / Manoomin / watnʔá·kwas / Mnomen

Ho-Chunk / Menominee / Ojibwe / Oneida / Potawatomi

Wild rice has been used within American Indian communities, such as the Ojibwe (or Chippewa) and Menominee, for thousands of years.² Wild rice was and continues to be a staple in traditional American Indian diets. American Indians continue to nurture the crop and show their gratitude by harvesting it with the utmost care and respect.

Interestingly, wild rice is not actually rice, but a grass native to North America mainly in the Great Lakes region. Wild rice often grows in shallow lakes and streams. It is most abundant from Manitoba, Canada to Michigan, Minnesota, and Wisconsin, but may grow in the southern United States. Currently, there are 70 major rice fields around Wisconsin.³

Wild rice is ready to harvest in late August to mid-September. When using traditional harvesting methods, fork-like poles are used to move boats through the rice beds to minimize harm to the plant and its root system. The rice is harvested by knocking the grains off the stalks using a two-stick process. One stick is used to pull the stalks over the canoe, while the other is used to deliver a sharp blow to the first stick, thus knocking the grain off its stalks and into the canoe. Any unripe grain remains on the stems for future harvesting. Once harvested, the wild rice is dried in the sun and then parched by either smoke



Bad River Band of Lake Superior Chippewa

The Bad River is home to deer, bear, rabbit, beaver, fox, different species of fish, such as walleye, and many plants like maple trees and wild rice.



Sokaogon Chippewa Community (Mole Lake Band of Lake Superior Chippewa)

Rice Lake is located on this reservation and is one of the last remaining ancient wild rice beds in Wisconsin. Every fall, the wild rice is traditionally harvested and processed. People gather, dry, parch, dance for, and fan the wild rice.



Lac Courte Oreilles Band of Lake Superior Chippewa

Wild rice, or manoomin, is especially important to the Chippewa people, as their ancestors were instructed by the Creator to settle where the “food grows on water.”





drying or scorching in large metal kettles. This traditional harvesting method is still practiced by many Wisconsin tribal members today, and it marks a time for people to gather in celebration and give thanks to the plant for all it provides.

The Menominee cook wild rice with deer broth, pork, or butter, and season with maple sugar. The Ojibwe use wild rice to make gem cakes, duck and fowl stuffing, and steamed rice puffs (eaten with sugar and cream for breakfast); they also cook it with deer fat and maple sugar. The Potawatomi use maple sugar when making wild rice pudding or preparing it with wild fowl or game.

More information on wild rice can be found in the Great Lakes Indian Fish and Wildlife Commission's [Manoomin: The Good Berry](#) brochure.

CRANBERRIES

Hooçąke / Piakemenan / Mashkiigimin / Oʔnunátsyal / Bokmenen

Ho-Chunk / Menominee / Ojibwe / Oneida / Potawatomi

Cranberries have been used by American Indians for many purposes. The cranberry has immense medicinal properties and the fruit's red colored juice can be used as a dye to brighten the colors of blankets and rugs.

The cranberry is believed to have received its English name from settlers because the fruit's flower stem, calyx, and petals resemble the neck, head, and bill of Sandhill cranes.

Today, cranberries are farmed. Contrary to common belief, cranberries do not grow in water but on land. In Wisconsin, the marshes in which cranberries grow are flooded with water once the fruit is fully ripened to help in harvesting. A type of harvesting machine, called beaters, gently knocks the ripened cranberries off the vines. There are small air pockets inside of the fruit that allow it to float, and thus easier to pick up by harvesters. Despite being ripe, cranberries remain tart, and therefore, only five percent of cranberries produced in the United States are sold fresh. The remaining are sold dried, as juice, or in the form of sauces. Cranberries are Wisconsin's leading fruit crop and the official state fruit.



Lac Courte Oreilles Band of Lake Superior Chippewa

The Lac Courte Oreilles Indian Reservation is home to a 40-acre certified organic cranberry marsh.

BISON

*Ceexji / Pesaehkiw / Pseekow / Mashkode-bizhiki / Tsyotekliya·ku
oʷá·luʷ / Bgwétth bzhêké*

Ho-Chunk / Menominee / Mahican / Ojibwe / Oneida / Potawatomi

The bison is the largest land mammal in North America, living roughly 15 to 20 years and weighing up to 2,000 pounds.⁴ Hundreds of years ago, millions of bison roamed throughout North America and were key to shaping and maintaining the plains and prairies through grazing, fertilizing, and trampling. Today, North America is home to roughly 500,000 bison and the bison has become the National Mammal of the United States.⁵

Bison were critical to the survival of American Indians, supplying their food, shelter, and tools. All parts of the bison can be used including the tendons and muscles for bowstrings; rawhide for masks, snowshoes, rafts, and shields; tails for decorations and medicine; and blood for paints and soups.

American Indians see bison as a sacred, spiritual animal. In restorative efforts today, American Indian nations across the country protect this animal by maintaining private herds. Sandhill Wildlife Area, located in Babcock, Wisconsin, is home to one of these herds.

Bison meat can be purchased around the state from farmers' markets, grocery stores, restaurants, convenience stores, and the [Wisconsin Bison Producers Association](#). Bison ranches across the country provide job opportunities, sustainability, and a healthy meat source, contributing to tribal and national food security.⁶



Oneida Nation

Oneida Nation is home to the Oneida Farm, which raises Black Angus beef, pasture-raised buffalo, and organic chickens and eggs. The Oneida Nation welcomes the public to visit the Buffalo Overlook to see and learn about the buffalo.



MAPLE SYRUP

Nąq taanįžu / Sūpomāhkwapoh / Ko?ă?kweesookit / Zhiwaahamizigan / Wáhta? óshes / Ziwagmédé

Ho-Chunk / Menominee / Mahican / Ojibwe / Oneida / Potawatomi

There is a story in the Menominee Indian Tribe of Wisconsin about a man named Manabush. He thought maple syrup was so tasty that people would become too lazy lying by the maple trees all day eating the syrup. Manabush climbed the maple trees and sprinkled water on them, making the syrup thinner. Since then, people must put effort into collecting and boiling down the thinner maple sap to obtain the perfect syrup consistency.

Maple Syrup Harvest

In keeping with tradition, Jesse Padron, the Food Service Director at Oneida Nation School System, explains how maple syrup is harvested at their school:

Students work with the Language and Culture teachers to ‘tap’ maple trees in the woods behind the high school and middle school. ‘Sweet water’ as it is called, is collected in buckets that are hanging from the taps in each tree. During the collection, the trees are checked daily for the amount collected and transferred to a larger vessel for transport to the large stainless steel tub for the boil down (reduction) process. A fire of dried maple wood is built under the stainless tub to create the heat necessary to evaporate the excess water. Once the sweet water is reduced to a specific viscosity, it is then bottled in sanitized containers. Some of the syrup is used to further reduce the moisture content and made into maple candy. The remaining syrup is used in our school cafeteria at our annual Maple Luncheon. All of our high school and middle school students are involved with the collection of maple ‘sweet water’ as part of their curriculum during their schooling to inform them of the significant contribution that the maple tree has made to our culture.



THE THREE SISTERS: CORN, BEANS, AND SQUASH

Wicąwąs, Hunjik, Wicąwą

Sēwāpemen(an), Maskūcīhsaeh(ak), Wināēmaehkuahsaeh(an)

Skumoonun, topaʔkwaan, kāʔskwutkun

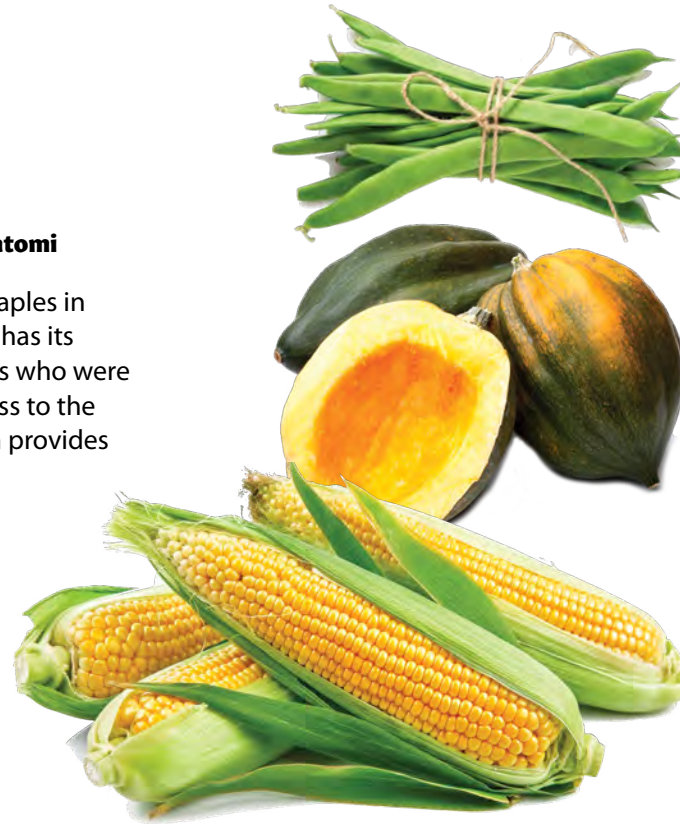
Mandaamin, Mashkodesimin, Okosimaan

o·nłsteʔ, Osahé·taʔ, Onuʔúhsehli

Kdamnêk, Kothésêk, Kwesmanen

Ho-Chunk / Menominee / Mahican / Ojibwe / Oneida / Potawatomi

The Three Sisters, consisting of corn, beans, and squash, are major staples in American Indian agriculture. Although each American Indian nation has its own legend of The Three Sisters, all involve a story about three sisters who were inseparable and thrived together, showing a history of connectedness to the land. Growing together in the garden, each benefits the others. Corn provides support for the beans, which help absorb nitrogen from the air to make rich soil for the squash. The prickly leaves of the squash provide shade, which prevent weeds from growing and keeps pests away. Planting corn, beans, and squash together is a sustainable farming practice common in American Indian communities. In Wisconsin, corn, beans, and squash can be planted in school gardens in May. The corn can be harvested in August, and the beans and squash can be harvested in September. A good practice is to plant these in mounds, which provide a better climate due to increased airflow and surface area, allowing soil to warm up quickly.



Ho-Chunk Nation

The Ho-Chunk people farm the Three Sisters of corn, beans, and squash, as well as tobacco.



Stockbridge-Munsee Community Band of Mohican Indians

Community members of the Mohican nation grow the Three Sisters of corn, beans, and squash.



Fry Bread

*Waisgap taxere / Paskīpemīqsow-pahkīsekan / kāʔskwutuk / Bakwezhigan /
Zaskokwadék or Zaskokwadé pkwézhgèn*

Ho-Chunk / Menominee / Mahican / Ojibwe / Oneida / Potawatomi

Fry bread holds deep meaning and history for many American Indian peoples and nations. It is a symbol of past and present struggles as well as perseverance and is a staple in American Indian diets today. While the ingredients for fry bread were not traditionally grown or harvested, fry bread evolved as a use for flour, lard, and salt given to native communities from the government on reservations. Although it does not follow the typical definition of a traditional food, fry bread has become a part of American Indian culture, and its inclusion in this toolkit is important. It should be recognized as a food to be consumed in moderation.

Today, fry bread is commonly served at celebrations, such as Pow Wows and other family and community gatherings and events. Fry bread is even South Dakota's official state bread! It can be both sweet and savory. Sweet fry breads are often topped with honey or powdered sugar. In Wisconsin, fry bread is also known as "Indian tacos" which can be topped with meat, cheese, beans, lettuce, and sour cream.⁷

Incorporating Traditional Foods

American Indian nations in Wisconsin have unique traditions surrounding food. These traditions can be incorporated into USDA School Meals Programs using the guidance, examples, and menu planning tools below. This section provides information on the breakfast and lunch meal patterns, crediting, and menu planning tools to support the inclusion of the five traditional foods mentioned in the previous section into school meal programs.

MEAL PATTERN AND CREDITING

The National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal patterns, which can be found on the DPI's [NSLP Menu Planning webpage](#), were designed based on the latest nutrition science, promoting healthy eating habits for children. The meal patterns focus on incorporating whole grains, increasing fresh fruits and vegetables, lowering sodium in meals, limiting saturated fat and calories, and eliminating trans-fats in all products served to students. Traditional foods fit well into the grain, meat/meat alternate, fruit, and vegetable food component requirements of breakfast and lunch.

Required Food Components:

At Breakfast:

Grain
Fruit
Milk

At Lunch:

Meat/Meat Alternate
Grain
Fruit
Vegetable
Milk

If a traditional food is served as part of a reimbursable meal, but not listed in the USDA Food Buying (FBG), the yield information for a similar food may be used to determine the contribution towards meal pattern requirements. An in-house yield study may also be used. Visit the DPI's [Conducting an In-House Yield Study](#) for more instructions.



“You have to think of their bodies and their health.”

– Kathy Bunker
Lac Courte Oreilles
Ojibwe School

FIVE FOOD COMPONENTS IN USDA SCHOOL MEALS PROGRAMS

Meat/Meat Alternate (M/MA)

The M/MA component allows for a variety of protein options, both vegetarian and non-vegetarian. Typically, meat, fish, and poultry in their natural states (i.e. unbreaded, no fillers or additives) will credit ounce-for-ounce. This means that one ounce by weight will credit as one ounce equivalent (oz eq) M/MA. Common M/MA in American Indian nations and tribal communities that may be served at breakfast or lunch are listed in the table below.

Bison, Venison, Turkey*	K-8 Serve 1.0 oz cooked (by weight) to credit 1.0 oz eq M/MA	9-12 Serve 2.0 oz cooked (by weight) to credit 2.0 oz eq M/MA
Nuts** / Seeds <i>can only meet up to half of the daily M/MA component</i>	K-8 Serve ¼ cup to credit 1.0 oz eq M/MA	9-12 Serve ½ cup to credit 2.0 oz eq M/MA
Fish*	K-8 Serve 1.0 oz cooked (by weight) to credit 1.0 oz eq M/MA	9-12 Serve 2.0 oz cooked (by weight) to credit 2.0 oz eq M/MA
Eggs*	K-8 Serve ½ large to credit 1.0 oz eq M/MA	9-12 Serve 1 large to credit 2.0 oz eq M/MA
Beans / Peas (Legumes) <i>must be counted as a M/MA or vegetable, not both</i>	K-8 Serve ½ cup prepared to credit 1.0 oz eq M/MA	9-12 Serve 1 cup prepared to credit 2.0 oz eq M/MA

*To view information such as the raw-to-cooked yield amounts of each food, use the USDA FBG.

**Acorns do not credit in USDA School Meals Programs due to their low protein content.⁸



Bison

Bison is an excellent food source and is low in fat and high in protein. According to the USDA Nutrient Database and highlighted in the table below, bison that is cooked, ground, and grass-fed is lower in calories, fat, saturated fat, and sodium, compared to cooked, ground beef. Bison is a leaner protein option that will help menu planners stay within the weekly dietary specifications of fat, saturated fat, and calories, while incorporating a traditional food.

Food Item	Calories (kcal)	Fat (g)	Saturated Fat (g)	Sodium (mg)
Bison, ground, grass-fed, cooked, 3.0 oz.	152 kcal	7.3 g	3.0 g	65 mg
Beef, ground, crumbles, cooked, 85/15, 3.0 oz.	218 kcal	13.0 g	4.9 g	76 mg

Bison may be incorporated into menus in a variety of ways. It can be substituted for ground beef or turkey, or used as a 50/50 blend of bison and beef in meat sauces, soups, or chili recipes. One ounce of cooked bison by weight will credit 1.0 oz eq M/MA. To view information, such as the yield of raw-to-cooked bison, use the Game, Buffalo, Ground entry of the FBG. For more information on incorporating bison into school meals, visit the Intertribal Bison Cooperative's [Cooking with Buffalo](#).

See the *Regulations and Guidance for Incorporating Traditional Foods* section (pg. 31) for more information on wild game meat.

Fish

Fish is a significant protein source consumed by American Indian nations and tribal communities in Wisconsin. Different types of freshwater fish such as sturgeon, salmon, steelheads, musky, walleye, and trout are common in Wisconsin and may be served in USDA School Meals Programs.

Typically, one ounce of cooked fish in its natural state (i.e., unbreaded, no fillers or additives) will credit as 1.0 oz eq M/MA. Other fish products that are processed or breaded require additional crediting documentation, such as a Child Nutrition (CN) Label or a Product Formulation Statement (PFS). Fish can be incorporated into menus as either baked, broiled, grilled, or roasted. It can be served by itself or in a mixed dish like fish stew, fish wraps, or fish tacos.



Lac du Flambeau Band of Lake Superior Chippewa

The Lac du Flambeau name, meaning Lake of the Torches, comes from the practice of harvesting fish at night by torchlight.



Oneida Nation

White corn is a staple for the people of the Oneida Nation. The Annual Harvest and Husking Bee celebration allows community members to help harvest and husk the White Corn, which is harvested and prepared in the traditional way.

Grains

All grains, no matter traditional or non-traditional, served and credited as part of the USDA School Meals Programs must be whole grain-rich. This means 51 percent or more of the grain in the product is whole grain. There are different ways to determine whether a product is whole grain-rich:

- The product label includes a Whole Grain Stamp indicating a whole grain content of at least 8.0 grams per oz eq.
- The product packaging includes the following Food and Drug Administration (FDA) whole grain health claim: “Diets rich in whole grain foods and other plant foods and low in total fat, saturated fat, and cholesterol, may reduce the risk of heart disease and certain cancers.”
- The product’s first ingredient (or second, after water) on the ingredient list is a whole grain.

If the product is whole grain-rich using any of the methods above, it may be credited using [Exhibit A: School Lunch and Breakfast](#). This is a table that separates commonly used grains into groups based on how much creditable grain they contain per serving, on average. Exhibit A provides information regarding the grams or ounces per 1.0 oz eq for each specific group. The table below shows how some traditional grains credit toward the meal pattern.

<p>Wild rice</p> <p>Blue Cornmeal (mush)</p> <p>Native Whole Blue Corn Kernel (ground into a flour)</p> <p>Hominy (or masa, when ground into a flour)</p> <p>Quinoa</p>	<p>K-8 Serve 1.0 oz dry (by weight), or</p> <p>½ cup cooked to credit 1.0 oz eq</p>	<p>9-12 Serve 2.0 oz dry (by weight), or</p> <p>1 cup cooked to credit 2.0 oz eq</p>
<p>Whole Corn Tortilla</p>	<p>K-8 Serve one, 1.0 oz shell (by weight) to credit 1.0 oz eq</p>	<p>9-12 Serve two, 1.0 oz shells (by weight) or serve one, 2.0 oz shell (by weight) to credit 2.0 oz eq</p>
<p>Whole Corn Tortilla Chips</p>	<p>K-8 Serve 1.0 oz (by weight) to credit 1.0 oz eq</p>	<p>9-12 Serve 2.0 oz (by weight) to credit 2.0 oz eq</p>

Wild Rice

Wild rice by itself is a whole grain and has numerous health benefits. It is a rich source of dietary fiber, antioxidants, vitamins, and minerals. In addition, wild rice is higher in protein than other whole grains and is an excellent source of B vitamins.

Wild rice credits the same as any other grain. It may be calculated using grams of creditable grains by weight; one ounce of dry wild rice or one-half serving of cooked wild rice credits as 1.0 oz eq grain.

Hominy and Masa

Hominy is whole, dried corn kernels treated with a high-alkaline solution (lye, ash) to soften the kernels' skin. Masa is ground hominy made into a flour, which is used to make tortillas or other Mexican dishes.

According to [USDA's Whole Grain Resource for the National School Lunch and School Breakfast Programs](#), ground hominy (masa) has a significant amount of the whole-grain content removed, causing the product to no longer be whole grain. However, hominy or masa may credit toward the meal pattern if it meets one of the following requirements:

- The product has an FDA whole grain health claim on its packaging, or
- The product is accompanied by documentation from the manufacturer demonstrating that the product meets whole grain requirements.

Fry Bread

Fry bread is a flat dough bread fried in oil, shortening or lard, and is typically high in fat, saturated fat, and calories. When preparing this food traditionally, it is difficult to incorporate into USDA School Meals Programs without being reformulated to meet the whole grain-rich requirements and dietary specifications. By reformulating the recipe (see Appendix A) and decreasing the serving size, it can be served in school meals. Dietary specification information can be found on the breakfast and lunch meal pattern tables. Fried foods are not recommended in school meals due to the saturated fat and calorie limits.

Fruit

The allowable types of fruit are fresh, frozen, canned, dried, and 100 percent pasteurized, full-strength fruit juice. Dried fruit credits as double the volume served (e.g., one-quarter cup of dried cranberries credits as one-half cup of fruit). The following table shows traditional fruits, which credit by volume served. Many of the fruits listed below have been wild-harvested by American Indian nations. Most varieties eaten today are farmed, which are different than the varieties tribal communities ate in the past.

Gooseberries	Blueberries
Blackberries	Cherries
Huckleberries	Raspberries
Mulberries	Currants
Juneberries	Cranberries
Strawberries	





Vegetables

The allowable types of vegetables are fresh, frozen, canned, and 100 percent pasteurized, full-strength vegetable juice. There are five vegetable subgroups that must be offered weekly at lunch: dark green, red/orange, beans/peas (legumes), starchy, and other vegetables. Uncooked, leafy green vegetables credit as half the volume served (e.g., one cup of romaine lettuce credits as one-half cup dark green vegetable). The following table shows examples of indigenous vegetables in their respective subgroups.

Dark Green	Fiddleheads
Starchy	Corn (all varieties) Potatoes Yellow Water Lily
Red/Orange	Winter Squash (butternut, acorn, or Hubbard) Tomatoes Pumpkin
Beans/Peas (Legumes)	Black Beans
Other	Green Beans Ramps Onions

The Three Sisters

All three components of The Three Sisters may be served in school meals. Corn is a member of the starchy vegetable subgroup, pole beans, such as green beans, are a member of the other vegetable subgroup, and winter squash, such as butternut, acorn, or Hubbard, are members of the red/orange vegetable subgroup. Refer to the Connecticut State Department of Education's [Vegetable Subgroups](#) for a list of vegetables in their respective subgroups to ensure that weekly requirements are met.

Milk

Although not a traditional food, milk is one of the required components at both breakfast and lunch and must be offered daily in a variety. More information on the milk requirements can be found on the DPI's [Meal Pattern Components webpage](#).

MENU PLANNING WITH TRADITIONAL FOODS

After reviewing the five food components of the USDA School Meals Programs and the breakfast and lunch meal patterns, use the information below to create flavorful, fresh, standardized recipes and menus that incorporate traditional ingredients. These recipes and menus can be used to build reimbursable meals that students will enjoy.

To get started, ask yourself the following questions to assess your options for incorporating traditional foods:

What menu items do I currently offer?

Traditional foods may already be on your menu! Promote those items that feature traditional foods. If there are none on the menu, think about what students may like to see.

Are there any menu items I could incorporate that are traditional?

Maybe there are menu items that could be substituted for a traditional food option. Substitute brown rice on the menu with a local variety of wild rice, or add ground bison to a mixed dish in place of ground beef.

Should I introduce a new menu item?

If traditional foods are not offered on the menu and you would like to try something different, consider introducing a new menu item. Try a Three Sisters Salad or a Yogurt Parfait with Butternut Squash, Dried Cranberries and Granola (see recipes in Appendix A).



TIP

When introducing traditional foods on the menu, consider seeking student input about new recipes by forming a nutrition committee or conducting taste tests with students. More information about taste tests can be found in the Nutrition Education section of this toolkit (pg. 36).

Standardizing Recipes with Traditional Ingredients

A standardized recipe is required for anything that is prepared with more than one ingredient. A standardized recipe is one that is made specifically for your food service operation. A quantity recipe is any recipe that makes twenty-five or more portions, and may be used as a basis for a recipe standardized to your operation. A quantity recipe is not a standardized recipe until it has been tried, tested, adapted, and evaluated so that it is specific to your kitchen. Below are steps to create a standardized recipe:

- Choose a quantity recipe using traditional ingredients. Depending on the number of portions the recipe makes, you may have to increase or decrease the ingredients to serve the appropriate number of students eating the school meal.
- Prepare the recipe and make adjustments until a high quality product is made that students enjoy. You may have to prepare the recipe multiple times to achieve the best product.
- Determine the portion size of the recipe, or how much each student will be served. If serving multiple grade groups, determine if there will be more than one portion size. Remember, altering the ingredients or their quantities may alter the dietary specifications, crediting, and quality of the product.



- Determine how this portion size credits toward the meal pattern. Check out the menu planning tools below to help with the crediting and dietary specifications of your recipe.
- Once the recipe is perfected and students enjoy the product, develop a written, standardized recipe. The DPI's [Standardized Recipes webpage](#) includes templates, instructions, and checklists for standardized recipes.

During the in-person trainings with the three, partner BIE schools, recipes were developed using traditional ingredients. As a group, the recipes were prepared and tested to develop a quality product that everyone enjoyed. These recipes can be found in Appendix A. Other quantity recipe resources using traditional ingredients are listed below.

- USDA - ["What's Cooking?" USDA Mixing Bowl](#) includes quantity recipes made with traditional ingredients.
- Native Tech - [Indigenous Food and Traditional Recipes](#) offers recipes that can be located by category, region, or type of dish.

CREATING MENUS WITH TRADITIONAL INGREDIENTS

After creating standardized recipes with traditional ingredients, it is time to build a menu that meets the meal pattern requirements. When planning your menu, ensure the dietary specifications are within limits for the appropriate grade group and that proper portion control is being practiced. After creating a quality menu, consider adding a la carte items that meet USDA Smart Snacks requirements using traditional ingredients. These a la carte items may help increase participation.

Dietary Specifications

The intent of the USDA School Meals Programs is to provide nutrient-rich meals that support the healthy development of children. Preparing meals using healthy cooking techniques, such as baking, broiling, grilling, or roasting, and traditional foods is an excellent way to support the school nutrition guidelines. When creating a menu, menu planners must consider the dietary specifications. These include the calories, saturated fats, sodium, and trans fats of each menu item. The dietary specifications are assessed as a daily average over the course of one week; this means the amount of calories offered on some days can be higher or lower than the allowable range, as long as the average over the course of the week is within the specifications.



One gallon of syrup requires the collection of 30 to 50 gallons of tree sap. Maple syrup is rich in calcium, potassium, magnesium, phosphorus, iron, and manganese as well as B vitamins.

— Patty Lowe, PhD
Indian Nations of
Wisconsin (2013)



Extras

Extra food items are foods that do not credit toward the meal pattern. Extras must still be accounted for when assessing the dietary specifications.

Maple Syrup - Maple syrup is an example of an extra as it does not credit as a food component. It can be offered in school meals with whole grain-rich pancakes or waffles, drizzled on top of a Wild Rice and Oatmeal Bake (see Appendix A) or used in soups, stews, or other mixed dishes.

Portion Control

Portion control must also be considered when creating a menu. It is important for meeting meal pattern requirements, teaching good eating habits, controlling food costs, minimizing leftovers and waste, improving student satisfaction and participation, and ensuring that enough food was planned and prepared for the number of students eating. Serving less than the planned portion size may result in daily and/or weekly component shortages, inadequate calories and nutrients, and increased waste and leftovers. Serving more than the planned portion size may exceed the desired crediting, create an excess of calories and nutrients, and lead to increased food cost or short supply of the planned menu item.

Cycle Menus

Planning menu options that taste good, are healthy, and meet meal pattern requirements can be challenging. Cycle menus make it easier for menu planners by establishing a rotating 3-, 4-, or even 5-week menu cycle. They can also help menu planners save time meal planning and placing food orders. Examples of different cycle menus can be found on the DPI's [Cycle Menu Resources webpage](#). A sample 4-week lunch and 2-week breakfast cycle menu using traditional recipes and ingredients can be found in **Appendix B**.

Smart Snacks

Although not part of a reimbursable meal, incorporating Smart Snacks into the cafeteria may help with participation. Smart Snacks in schools refer to all food and beverages sold to students on the school campus during the school day, outside of reimbursable meals. A la carte items made with traditional ingredients may be sold to students as long as they meet the Smart Snacks requirements. The Iowa Department of Education's [Smart Snacks in School webpage](#) has Smart Snacks recipes, some of which incorporate traditional ingredients. These include Maple Muffins, Smart Cranberry Cookie, Mexican Sweet Potato Bowl, and Pumpkin Smoothie in a Cup. Check out the DPI's [Smart Snacks webpage](#) for additional resources.

MAKING REIMBURSABLE MEALS WITH TRADITIONAL FOODS

Menu planners can prepare traditional foods offered as part of a reimbursable meal that meet meal pattern requirements. Under Offer versus Serve (OVS), students are allowed to decline some of the food offered, while still making a reimbursable meal. This reduces food waste as students choose the foods they are more likely to eat and decline the foods they are less likely to eat.

At breakfast, a student must select at least three food items, one of which is one-half cup fruit or vegetable, or a combination. A food item at breakfast is defined as 1.0 oz eq grain, one-half cup of fruit and/or vegetable, or one cup of milk.

At lunch, a student must select at least three full, different food components, one of which is one-half cup of fruit or vegetable, or a combination.

Below are examples of trays with reimbursable meals using traditional ingredients under OVS.

Reimbursable BREAKFAST Example



Reimbursable LUNCH Example



Reimbursable LUNCH Example



Reimbursable LUNCH Example





MENU PLANNING TOOLS

The following USDA and DPI menu planning tools can help develop menus for students that use traditional foods and that are delicious, healthy, and meet meal pattern requirements.

USDA Menu Planning Tools

[Food Buying Guide for Child Nutrition Programs Interactive Web-Based Tool](#)

This interactive tool contains yield and crediting information for foods with a standard of identity (in large part, unprocessed foods). Traditional foods like cranberries, butternut squash, buffalo (bison), and wild rice can be found in the FBG.

[Certification of Compliance Worksheets: 5-Day Schedule](#)

This tool determines if the meal pattern requirements are met for the day and week. It also determines if the whole grain-rich requirement, juice limits, and vegetable subgroups have been met.

DPI Menu Planning Tools

[Menu Planning Worksheets:](#) These worksheets help plan a weekly menu for various grade groups.

[Weekly Nutrient Calculator:](#) This tool calculates the weighted average for calories, saturated fat, and sodium for a five-day menu based on the planned number of servings.

[Dietary Specification Tool for Recipes:](#) This tool assesses the dietary specifications of calories, saturated fats, and sodium per portion of a standardized recipe prepared in-house.

[Recipe Crediting Tool:](#) This tool assesses each portion size of a recipe and how it contributes to the meal pattern.



Procuring Traditional and Local Foods

Procurement is sourcing and purchasing goods or services, often through a competitive bidding process. Schools can procure a number of traditional foods using proper procurement methods. Use this section to bring local, traditional foods into your school meal programs by understanding the benefits of purchasing local, learning about each of the procurement methods, and maximizing your budget.

WHY PURCHASE LOCALLY GROWN FOODS?

According to the National Farm to School Network, farm to school connects communities to healthy, local foods and food producers, which betters food purchases and enriches education. As you incorporate farm to school practices using traditional foods, you will find that local foods also provide a variety of benefits for students and the community.

Purchasing local foods supports surrounding communities and local economies

Local purchases strengthen local businesses, which help you and your area build networks that provide sustainable growth and development. Purchasing from a local American Indian community supports its nation's members while instilling pride in the food served in the cafeteria.

Purchasing local foods creates a more equitable food system

School districts currently serving traditional foods reported supply as the largest barrier for incorporating traditional foods.⁹ By purchasing local, traditional foods in your community, you have the power to influence what is available for purchase. This could help lower income areas gain access to more healthful foods.¹⁰



Purchasing local helps the environment

Purchasing local can reduce the environmental impact of transportation. Instead of locally grown foods being transported across the country or around the world, they can be sold and purchased nearby.

Purchasing local means a safer food supply

Purchasing locally grown foods means fewer steps from harvesting to eating. The more steps there are between a food's production and our tables, the more chances there are for food-borne illnesses.

Purchasing local promotes public health and expands education

Farm to school encourages local purchases, which creates a healthy school food environment. These activities support the development of healthy eating habits through nutrition education and increase food security for families by enhancing the quality of the foods served in school meals programs. It also promotes healthy, lifelong eating habits among youth.¹¹

DEFINING “LOCAL”

There is no single definition for the word “local.” Your school can define “local” however it wants. Whether local is within 50 miles of your school, within the state of Wisconsin, or within the Midwest, “local” can differ from district to district.

Determine what grows locally in your area. *The Wisconsin Farm to School: Toolkit for School Nutrition Programs*, developed by the Center for Integrated Agricultural Systems (CIAS), contains a chart on [Seasonal Availability of Wisconsin Fruits and Vegetables](#) that helps determine which traditional foods to purchase throughout the year.

By identifying the values, needs, and wants of your school district and community, you can better define what local means in order to build a comprehensive program that supports children and the community.

PROCURING TRADITIONAL FOODS

When searching for traditional foods, see what your current vendor is already able to provide. Vendors can do a great job of sourcing locally. In fact, some products are even more likely to be sourced locally because they are grown locally. Maple syrup is a great example of this, as it is commonly produced from the maple trees grown in Wisconsin. If your vendors currently do not source traditional foods, ask them to!

If your vendors are not able to provide the desired food items, contact local farms or other businesses, visit a farmers' market, or consider food hubs as resources for the traditional or local foods you want to serve in your school meals programs.

Use the *Request for Information Template* located in **Appendix C** when starting your search for traditional and local foods. The template helps organize the information to better identify foods you would like to purchase as well as sellers who can provide these foods.

Selecting Your Procurement Method

There are four procurement methods for purchasing food: Micro Purchase, Small Purchase, Sealed Bids, and Competitive Proposals. The majority of purchases made by school food service are through the Micro and Small Purchase methods, as these purchases are typically below \$10,000. Learn more about each of these methods in the table below or visit the DPI's [Procurement webpage](#).

Procurement Methods	
<h3>Micro Purchase</h3> <p>Single purchase is <u>below \$10,000</u> (or your purchase threshold*)</p> <p>Procurement tool: <u>Simple Purchase</u> - Request for Information Template is sufficient documentation of your purchases</p>	<h3>Small Purchase</h3> <p>Single purchase is <u>below \$250,000</u></p> <p>Procurement tool: <u>3 Bids and a Buy</u> - Request for Information Template may be used as a tool, but is not sufficient documentation of your purchases</p>
<h3>Sealed Bid</h3> <p>Single purchase is <u>equal to or above \$250,000</u></p> <p>Procurement tool: <u>Invitation for Bid (IFB)</u></p>	<h3>Competitive Proposals</h3> <p>Single purchase is <u>equal to or above \$250,000</u></p> <p>Procurement tool: <u>Request for Proposal (RFP)</u></p>
<p>* The purchase threshold determines whether you will use the Micro or Small Purchase method. The federal purchase threshold is \$10,000. Your school may establish a lower purchase threshold, as your local or state regulations could be more restrictive, but it cannot be higher than \$10,000.</p>	

MAXIMIZING YOUR BUDGET FOR TRADITIONAL FOODS

Now that you have determined which procurement method is appropriate for your purchases, maximize your budget by participating in the **USDA Foods Distribution Program (USDA Foods)**. This program provides schools with healthy, domestically grown and processed foods to use in the cafeteria. USDA Foods are exclusively grown in the United States and support domestic agriculture by purchasing more than two billion pounds of food from American farmers each year.¹² School districts that participate in the NSLP receive yearly entitlement dollars to spend toward the value of USDA Foods.

The following [USDA Foods: A Resource for Buying Local](#) shows how utilizing USDA Foods allows schools to maximize their local purchases, which can include traditional foods. Every entitlement dollar spent on USDA Foods frees up food service funds for local purchases that would have otherwise been spent commercially.

Note: If the potential higher cost of local and traditional foods is a barrier during your procurement process, consider combining those foods with USDA Foods or other commercial commodities to balance out the cost. For example, combine bison, typically a higher priced local, traditional food, with beef, typically a lower priced domestically-raised food, to lower the price of sourcing locally. Similarly, use wild rice in combination with brown rice as a menu item. Featuring traditional foods on a monthly or quarterly basis, rather than daily or weekly, is another way to stay within budget while still exposing students to traditional foods.

There are different processing methods for USDA Foods. Specifically, the **Department of Defense (DoD) Fresh Produce Program** allows schools to use their entitlement dollars to purchase locally sourced fruits and vegetables from the current DoD vendor. This offers flexibility and a variety of local fruits and vegetables to schools, and does not impose a maximum on how much USDA Foods entitlement dollars a school can spend toward fresh produce. More information can be found on the DPI's [Wisconsin USDA Foods webpage](#).

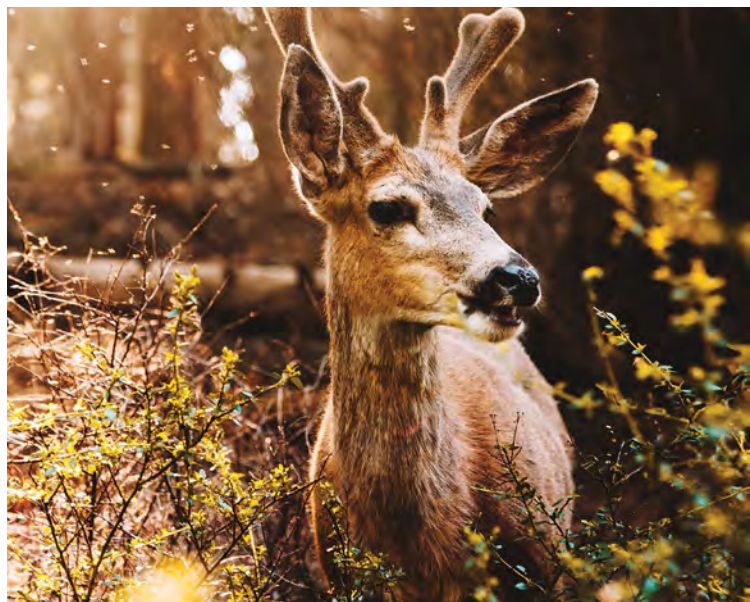


Regulations and Guidance for Incorporating Traditional Foods

School districts not currently serving traditional foods reported state and federal regulations as the largest barrier for incorporating traditional foods.¹³ These regulations are put in place to protect children, a high risk population, against food-borne illness. Certain traditional foods may pose a greater food safety risk due to their harvesting, hunting, and preparation methods. The following guidance addresses schools' interests in serving wild game meat, eggs, maple syrup, fish, and donations of these foods in school meals programs. This guidance is specific to the Wisconsin (WI) Food Code, and therefore, other states may have different regulations.

WILD GAME MEAT

According to the WI Food Code, game animals include reindeer, elk, deer, antelope, water buffalo, bison, rabbit, squirrel, bear, muskrat, wild ducks, geese, quail, pheasant, rattlesnakes, alligators, turtles, and aquatic mammals. These do not include game animals and birds raised in captivity and obtained from inspected sources approved by the Wisconsin Department of Agriculture, Trade and Consumer Protection (DATCP), or other regulatory authorities having jurisdiction.



Schools Located Off Tribal Lands

According to the USDA FBG, schools located *off* tribal lands are **not allowed to serve uninspected game meat (e.g., hunted) in the school meals programs.** Game animals represent an uninspected food source, and therefore, the wholesomeness cannot be guaranteed for public consumption. To serve game meat in schools, it must be purchased from a USDA-inspected establishment, or a State Meat and Poultry Inspection Program.

The WI Food Code states that **the *only* way to serve *wild* game meat is to conduct pre- and post-mortem inspections, as well as to be processed in a licensed USDA facility,** which goes against the traditional practice of hunting wild game meat.

Schools Located On Tribal Lands

In Wisconsin, "reservation" refers to all land within the boundaries of the Bad River, Forest County Potawatomi, Lac Courte Oreilles, Lac du Flambeau, Menominee, Mole Lake, Oneida, Red Cliff, St. Croix, and Stockbridge-Munsee reservations, as well as any Ho-Chunk Nation lands.¹⁴ If a school or district lies within one of these reservations, they are not subject to the WI Food Code.

However, in Wisconsin, schools on reservations that administer the USDA School Meals Programs agree to comply with the WI Food Code or an equivalent, state-recognized Tribal Food Code when signing the DPI Permanent Agreement with the online school nutrition contract. **Therefore, a school in these programs cannot accept and serve wild game meat, unless it has undergone a pre- and post-inspection and is processed in a facility licensed by USDA, as required by the WI Food Code.** As stated above, these requirements go against the traditional practice of hunting wild game meat.¹⁵

If the school is on tribal lands and has a state-recognized Tribal Food Code in place, which may include an allowance for serving wild game meat, below are “best practices” and considerations:

- **Transfer of Possession Form:** This provides information regarding the hunter, the animal transferred, and the recipient to whom the animal was given. A form aids in the trail of communication if, by chance, the population that consumes the product becomes ill. Use the Alaska Department of Fish and Game’s [Transfer of Possession Form](#) for reference.
- **Standard Operating Procedure (SOP):** SOPs are steps to follow when using a specific food (e.g., wild game meat). An example of an “Approved Food Source” SOP is available on the DPI’s [Wisconsin School Food Safety webpage](#).

Donated Meats

In Wisconsin, donated meats must first pass through a federal, state, or tribal inspected facility to be an allowable food served in the USDA School Meals Programs.¹⁶

EGGS

If a school or district raises its own chickens, and would like to use the eggs in their school meals programs, they must follow basic food safety guidelines:

- Eggs must be sold or donated directly to the consumer (e.g., raised and consumed within the school district), and not to a wholesaler or distributor.
- Eggs sold must meet the following requirements:
 - Eggs must be packaged in a carton that is labeled with
the producer’s name and address,
the date the eggs were packed into the carton,
a sell-by date within 30 days, and
a statement indicating that the eggs in the package are ungraded and uninspected.
 - Packaged eggs must be kept at an ambient temperature at or below 41°F at all times.
- If a school is a “small-scale producer” (150 birds or less), it is exempt from obtaining a food processing plant license. However, the school must complete a no-fee [Nest Run Egg Producer and Seller Registration Form](#).
- If a school is a “large-scale producer” (more than 150 birds), then it must have a [food processing plant license](#).

If the above requirements are met, it is allowable for a school or district to raise chickens and serve the eggs produced in the school meals programs.



MAPLE SYRUP

A food processor license is required if any of the following apply:

- Maple syrup and/or concentrated sap is sold to another processor for further processing and the annual sales (between April 1 and March 31) are more than \$5,000.
- Maple syrup is obtained from others for bottling, packaging, or processing.
- The maple syrup is processed by adding color, flavors, or other ingredients.
- The bottled syrup is sold to another business that will resell it.
- The maple syrup is made into a food product, such as candy, maple cream, or another maple product.

If a food processor license is required, complete the online [Getting Started with Food, Dairy and Recreational Licensing form](#).

A food processor license is not required if a school collects maple sap and wants to process and serve it in its USDA School Meals Programs. However, a registration form must be filled out if:

- The maple syrup and/or concentrated sap is sold to another processor for further processing, or
- The annual sales of the maple syrup (between April 1 and March 31) are less than \$5,000.
- To register, complete the [Maple Sap Processor Registration form](#).

Regardless of whether a license is required or not, you are responsible for producing a safe, wholesome product. The [Focus on Food Safety When Making and Marketing Maple Syrup](#) resource from the University of Wisconsin outlines food safety best practices for harvesting and boiling down maple syrup.



FISH

If a school wants to raise fish and harvest it from its aquaponics system, and then serve it in the USDA School Meals Programs, the school should contact its local regulatory authority for specific guidance. **A school must be registered as a “fish farm”** with WI DATCP. To register, complete the [Fish Farm Registration Application](#). There may be additional registration and licensing requirements involved in implementing these fish production practices, which may vary by locality.

DONATIONS

In Wisconsin, there are no regulations regarding food donations to schools.¹⁷ However, it is important to practice the following guidance to ensure proper food safety:

- All food must come from an approved, reputable supplier. These suppliers must have an implemented food safety plan based on Hazard Analysis Critical Control Point (HACCP), and hold the necessary licenses from the state and/or local regulatory authority as applicable (e.g., retail license, food processor license, etc.)
- All produce must have documented traceability (e.g., harvest dates, by whom it was harvested, etc.)
- Food safety procedures and a donation-specific SOP must be in place at the school prior to accepting donated food products.
- Reconditioned food products (e.g., products received in soiled, but intact, labeled packaging that can be cleaned before use) are allowable. However, salvaged goods are unallowable (e.g., products donated to a food bank, which are then donated to a school).
- Be sure to contact your local regulatory authority regarding accepting donations in your district, as there may be stricter regulations in your area.



Oneida Nation

Oneida Nation is home to Tsyunhehkwa Farm, which is an organic farm. Its name means “life sustenance.” The farm strives to maintain many agricultural traditions, one of which can be seen in the Three Sisters garden of corn, beans, and squash.

“It’s good to try new things and see what you don’t like and do like. The buffalo didn’t sound appetizing at first, but once I tried it, it was pretty good!”

— Student
Menominee Tribal
School

Nutrition Education with Traditional Foods

Nutrition education fosters healthy eating habits and increases the likelihood students will try new foods. Nutrition education can positively influence healthy eating behaviors by teaching students about the benefits of traditional foods. Getting youth involved in harvesting, processing, and cooking traditions can inspire entire communities to continue learning and growing together.

NUTRITION EDUCATION IN THE CLASSROOM, CAFETERIA, AND BEYOND

Deliver nutrition education to students in a variety of ways, including taste tests, farm and farmer visits, school gardens, and educational activities in the classroom.

Taste Tests

Encouraging children to try nutritious foods at an early age is an important first step to a lifetime of healthy decisions when choosing foods. Taste testing exposes students to foods they may not otherwise have tried or have access to at home.

Taste testings offer a small sample of a new food item or dish to students. Try this in the classroom or cafeteria to introduce students to the different flavors, textures, and smells of the new item. Food waste may be a concern when a new food item is menued. However, starting with taste tests can help students overcome their worries and be more open to trying new dishes. Wisconsin Team Nutrition’s [Home Grown Taste Test Guide](#) explains how to implement a successful taste test.



Farm and Farmer Visits

Involving local farmers to teach students about the growing and harvesting of traditional foods benefits both the students and the farmers, creating a valuable, hands-on learning experience. Visits with farmers challenge prior beliefs about food and educate the teachers and adults facilitating the learning. Use the following resources to help connect with farmers:

- [Farm Fresh Atlas](#) features Wisconsin farms, farmers' markets, restaurants, and more. The purpose of the atlas is to connect more people to local foods in Wisconsin.
- [Guide for Connecting Farm to Schools and Communities](#), a Vermont Farm to School resource, includes information on ensuring a safe environment for students, advertising the farm, using activities at the farm, as well as ways to reach out to the community.

School Gardens

School gardens are not only a place to grow food, but are a place to create an outdoor, living classroom. School gardens incorporate hands-on learning and can be used for many learning activities for any grade level. From kindergarteners counting green beans during a math lesson, to high school students determining the best light source for growing squash, traditional and non-traditional growing methods foster learning from the ground up. More information on school gardens can be found in the Traditional Foods in School Gardens section (pg. X).

BISON TASTE TEST

During the grant project, a taste test was conducted at Menominee Tribal School where students in kindergarten through fifth grade tried ground bison with whole grain-rich corn tortilla chips. Small samples in plastic cups were given to each student. After they tried the sample, they put their cup in the "I like it" bucket or the "I don't like it" bucket. Out of 144 students that sampled the bison, 132 students liked it! Many students enjoyed the bison and said they would eat it again if served at school. This feedback made food service staff more comfortable with the idea of serving traditional foods on the menu.



Taste Tests

During the grant project, taste tests were also conducted at Lac Courte Oreilles Ojibwe School where students tried yogurt parfaits with butternut squash, dried cranberries, and granola at breakfast. Many students had never tried butternut squash before and were excited to taste it.

Food and Nutrition Education in the Classroom

Nutrition education in the classroom is another way to teach students about the use of traditional foods. Incorporating nutrition education using traditional foods into core subjects of a Family and Consumer Science or health education class can demonstrate healthy eating habits to students.

AmeriCorps

AmeriCorps is a way to include nutrition education in the classroom. AmeriCorps is a national service program where members engage in pressing national issues through their service. The AmeriCorps Farm to School program builds healthy communities by:

- Increasing children's nutrition through educational farm to school activities for students and families
- Encouraging healthy eating choices
- Creating future community leaders
- Connecting schools with local farmers and food businesses
- Supporting sustainable farm to school programs that encourage healthy behaviors and expand the school food environment

To get involved, visit the DPI's [AmeriCorps Farm to School Program webpage](#).

Culinary Classes

Students can develop cooking skills through hands-on learning with traditional ingredients in culinary classes. The Oneida Nation School System offers culinary classes to its high school students. These students learn where their food comes from starting with how the crops and animals are raised all the way to processing and cooking. They practice food-handling and knife skills and receive their food-handling license at the end of the course. This demonstrates food safety knowledge and makes them more eligible to obtain food service jobs.



Resources

Use the following resources to incorporate nutrition education using traditional foods into your classrooms and cafeteria.

- **Wisconsin Team Nutrition** - [*Teaching Nutrition through Family and Consumer Sciences: A Curriculum Guide for Middle Schools*](#) can be modified to meet each school's specific needs. Curriculum topics in this resource include: nutrition for health, energy, and growth; food safety; critical thinking; promotion of healthy behaviors; diversity in relation to food; and the identification and classification of foods. This free resource is available through the [Wisconsin Team Nutrition Resource Order Form](#).
- **Centers for Disease Control and Prevention (CDC)** - [*Eagle Books*](#) is for children in grades 5 through 8 and encourage physical activity and healthy eating using traditional storytelling to help prevent diabetes and obesity.
- **The Indian Health Service (IHS)** - [*My Native Plate*](#) aims to help families make healthy choices with real-life plate examples using traditional foods. They encourage making half your plate fruits and vegetables, choosing more whole grains, and being mindful of portion sizes.
- **College of Menominee Nation** - [*Sacred Little Ones*](#) is a project with books and lesson plans for early childhood that includes presentations with Menominee history and traditions using traditional foods. Stories include "Wild Ricing" and "Maplesugaring".
- **AmeriCorps VISTA** - [*Kidsnacks! A Traditional Snack Guide Based on Ojibwe Foods*](#) is a curriculum for educators and after-school care providers involving traditional snacks using Ojibwe foods.



Traditional Foods in School Gardens

“If they make it, they will eat it!”

To the left is USDA’s mantra for hands-on learning, which stems from the idea that students are more likely to try foods they helped grow and prepare themselves. School gardens are an example of hands-on learning that provide a fun and interactive learning opportunity for students and staff. Students who participate in school gardens may have increased fruit and vegetable consumption, increased science scores, enhanced social skills and behaviors, and a deeper connection with nature.¹⁸

Using school gardens as a tool for teaching students about traditional foods highlights the rich and storied culture of American Indians. For centuries, American Indian nations have grown their own food. The methods they practice today ensure that more fresh and local foods are made available to students and their families. The [Wisconsin School Garden Network](#) has a library of lessons, activities, and garden planning resources to help get your garden started.

TYPES OF SCHOOL GARDENS

School gardens come in many shapes and sizes. From outdoor gardens on the school grounds, hydroponic towers in the cafeteria, to aquaponics systems in the classroom, there are many ways to grow traditional foods on the school campus.

Outdoor Garden

An outdoor school garden may be planted and maintained on the school grounds. Flowers, bushes, trees, fruits, and vegetables can be planted and used for learning, recreation, or consumption.



Aquaponics

The Oneida Nation School System in Oneida, Wisconsin implemented a successful aquaponics system. The food service director, Jesse Padron, uses the lettuce produced in their cafeteria on a weekly basis! Veterans and other community members also take part in caring for the aquaponics system, and the school has even given aquaponics demonstrations to visitors from another state.

Hydroponics

A hydroponics system grows plants without soil, using only nutrient-rich water. This system takes up little space and can grow plants and herbs all year round, which is good for areas with short growing and harvesting seasons, like Wisconsin.



Aquaponics

An aquaponics system is a combination of fish culture and hydroponics to grow plants. The fish waste gives nutrients to the water for the plants to grow. In turn, the plants naturally filter the water for the fish.

SERVING SCHOOL GARDEN PRODUCE IN SCHOOL MEALS PROGRAMS

Food service directors are encouraged to use school garden produce in the cafeteria. From tomatoes in a meat sauce, fresh green beans on the salad bar, to butternut squash for a seasonal vegetable soup, school cafeterias can use the garden-grown produce in their breakfast and lunch programs.

To serve school garden produce in your school meals program, first determine if the produce will either be accepted as a donation or if the produce will be purchased by food service. Use the guidance below for either option.

Donated School Garden Produce


If school garden produce is donated for use in the school meals programs, procurement regulations are not required. However, there are food safety considerations when accepting donated food.

Purchased School Garden Produce

Schools can purchase produce from school gardens. Depending on who operates and funds the garden, procurement regulations may or may not be required. If procurement is required, the procurement method may differ depending on how much the product costs. Reference the flowchart below to determine if procurement is required.

Selling School Garden Produce

A school can sell produce from their school garden to other groups in the school, such as a science club or student council. Schools can also sell produce to community members using a Community Supported Agriculture (CSA) or farmers' market. **If the garden is funded through the nonprofit school food service account, any revenue from the sale of the produce must accrue back into the nonprofit school food service account.** ^{19 20}



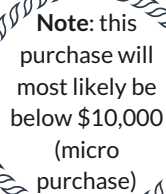
Who operates
the school
garden?



School Group



Food Service

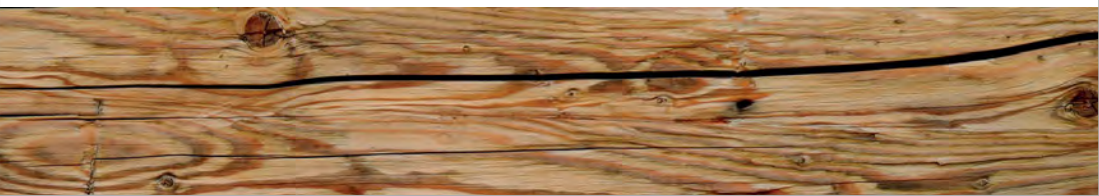


Note: this
purchase will
most likely be
below \$10,000
(micro
purchase)

Who funds
the school
garden?

School Group:
Procurement is required
if food service purchases the
produce for use in the school
meals programs.

Food Service:
Procurement is not required
if food service utilizes the
produce in school meals
programs.



School Garden Resources

The following resources can help start a school garden or teach curriculums using school gardens.

- **Wisconsin Team Nutrition - [Home Grown School Gardens in Wisconsin](#)** features school garden success stories and strategies to overcome garden barriers.
- **Wisconsin Team Nutrition - [Nutritious, Delicious, Wisconsin](#)** is a curriculum highlighting the fruits and vegetables of Wisconsin.
- **Wisconsin Department of Health Services - [Got Dirt? Garden Toolkit for Implementing Youth Gardens](#)** has steps for starting a school garden, success stories, and additional gardening resources for implementing a youth garden.
- **Wisconsin Department of Health Services - [Got Veggies? A Youth Garden-based Nutrition Education Curriculum](#)** is a garden-based nutrition education curriculum that includes lesson plans, garden-based activities, and tips for cultivating and incorporating fruits and vegetables into recipes.
- **Obama White House - [Let's Move! School Garden Checklist](#)** includes information on assessing garden space, gathering support, and getting your garden started.





Promoting Traditional Foods in School Meals Programs

Informing students, parents, elders, and staff of the school's efforts to serve local, traditional food can gain support and create new ideas and connections for future farm to school efforts using traditional foods. The ideas below can promote traditional foods in your school meals programs.

Harvest of the Month

A Harvest of the Month program highlights local, traditional foods while providing the history, cultural relevance, and health benefits of each. The goals of a Harvest of the Month program are to increase access to fruits, vegetables, meats, and grains, and encourage selection and consumption of these foods through school meals programs. Establishing a Harvest of the Month program supports the local farmers and economy by providing foods that are grown and harvested locally. It allows students to become more familiar with and select foods native to their communities.

With a Harvest of the Month program, schools can decide their level of participation, allowing food service and other educational staff to develop new recipes, conduct taste tests, teach classroom or school garden lessons, or feature the item on the school's salad bar. Develop a Harvest of the Month calendar to highlight a traditional food each month. Butternut squash, cranberries, or corn are examples of foods traditionally grown in Wisconsin and culturally relevant to American Indian nations and tribal communities. Display signage in the cafeteria, service areas, or around the building with fun facts, pictures, and history of each food. Find an example of a Harvest of the Month calendar using traditional foods in **Appendix D**.

Promotional Materials

In order to reach as many students and parents as possible, create informative flyers, colorful posters, and take-home letters that explain the goals of the food service department. Promote the consumption of fruits and vegetables and other nutritious, traditional foods. Educate parents, elders, and students about the benefits of consuming and purchasing local, traditional foods. Send home the breakfast and lunch menus with new recipes or menu items that incorporate traditional foods. Include a recipe for parents and elders to prepare and eat with their children. Explain how the students benefit, by trying healthy options, or how the school benefits financially or through increased participation.

Smarter Lunchrooms

Smarter Lunchrooms techniques help promote school meals programs by changing the lunchroom environment in a way that encourages students to select healthy options. The examples below are ways to incorporate Smarter Lunchrooms techniques in your cafeteria:

Creatively name menu items so they are more likely to be purchased. Instead of bison burgers, choose a name like Savory Bison Sliders. Instead of sweet potatoes, consider a catchy name like Roasted Cinnamon Sweet Potatoes.

Create colorful, visually appealing signage to display near the menu item with notes of “local,” “from the elementary school garden,” “made using corn from Oneida,” or “wild rice from the Lac Courte Oreilles Ojibwe reservation.”

Display a blurb or fun fact about the traditional menu item, such as the health benefits, history of the product, or cultural relevance. More information on Smarter Lunchrooms techniques can be found on Wisconsin Team Nutrition’s Smarter Lunchrooms webpage.

Community Support

Provide opportunities for the community to support the farm to school mission using traditional foods. Whether pulling weeds in a school garden, helping procure local food, or creating a culture of using more foods that are traditional in from-scratch recipes, anyone can get involved. Include community partners like grocery stores, retailers, restaurants, farms, hospitals, and tribal councils as promotional partners. Collaborate with Family and Consumer Science teachers to incorporate nutrition lessons related to traditional foods. Invite tribal members to demonstrate preparing foods using traditional cooking techniques. School and community partners can hold promotional events or share educational materials like recipes using traditional foods, trivia, or local farm information.

Club Involvement

Explore multiple learning environments within the school, not just the classroom or cafeteria. Consider collaborating with school clubs like the Native American Student Association or other clubs like business clubs, Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), 4-H, or local girl and boy scouts. Get students involved in marketing your program or developing events and promotional materials. There are many ways for all to get involved in incorporating and promoting the use of traditional foods in cafeterias, classrooms, and the community.

Whipping Up Wellness Student Chef Competition

In 2017, The Enaemaehkiw Cepahkowiak (Thunder Cooks) from Menominee Indian Middle School of the Menominee Indian School District made Manomaeh Maskucihsak Mesek Meseqnaew Napop, which is Menominee for wild rice, bean and turkey soup. This competition is held annually by Wisconsin Team Nutrition where students across the state compete to develop and cook nutritious recipes that can easily be incorporated into the school food service program and at home. This recipe can be found in the [Whipping Up Wellness Wisconsin Student Chef Competition 2017 Cookbook](#). The Enaemaehkiw Cepahkowiak came back for the 2018 Whipping Up Wellness Competition serving an Asian Inspired Pork Roll.



The Bad River Band of Lake Superior Chippewa Tribe

The Bad River Band of Lake Superior Chippewa Tribe gets youth involved by hosting a Manoomin (wild rice) Youth Harvesting Workshop in late summer.



NATIONAL FARM TO SCHOOL MONTH

October is National Farm to School Month and a great time to celebrate and promote local, traditional foods. Schools, early care and education sites, farms, communities and organizations across the country celebrate food education, school gardens, and lunch trays filled with healthy, local ingredients. Use this opportunity to feature traditional foods on your menu, conduct a taste test, take students to local farms, or incorporate nutrition education!

NATIONAL NATIVE AMERICAN HERITAGE MONTH

November is National Native American Heritage Month, which recognizes and celebrates contributions made by American Indians since before the European colonization of America. Native American Heritage Day is on November 27. Designate this month and day to celebrate the unique traditions and heritage of the first Americans by creating activities and programs by highlighting traditional foods on menus within your school. For more information, visit the [Native American Heritage Month webpage](#).



Setting Goals

You may have an idea of some new farm to school initiatives surrounding traditional foods to incorporate into your school meals programs. Before completing and evaluating your work, develop SMART Goals, which are specific, measurable, achievable, relevant, and time-bound.

SPECIFIC

Ask why, when, how, and who will be involved. What exactly do you want to achieve? The more specific the goal, the more likely it will be met.

MEASURABLE

Assign numbers to your goal to see achievements. Setting a goal of incorporating two new traditional foods into next school year's menu is a great example.

ACHIEVABLE

Be realistic and reasonable. It is not achievable to set a goal that requires 100 acres of land and 200 staff members when you only have a half-acre of land and ten people available. Challenge yourself, but be realistic and set a goal within your means!



RELEVANT

Make sure your goal is relevant and what you and others want to achieve. Setting an undesirable goal is less likely to be met. Gather input from school staff, students, and tribal members about what they would like to see on the menu.

TIME-BOUND

Create a timeline for your goal with markers for each step along the way. For example, the first taste test will be in October and the second taste test will be in February.

Sample SMART Goal

Sunshine School District wants to add two new traditional foods to their menus: bison and squash (measurable). The foods will be offered next school year, therefore two taste tests will be conducted by food service this school year to familiarize the students with these menu items and to see how the students like the traditional foods (specific and relevant).

The squash taste test will be conducted in October, and the bison taste test will be conducted in February (time-bound). In March, food service will assess the results of the taste tests to see if any changes need to be made to the recipes and then begin planning menus to incorporate bison and squash for the next school year (achievable)!

Evaluating Your Efforts

Evaluate the success of your newly implemented farm to school efforts to maximize student exposure to traditional foods. The information below will help you examine the effects of traditional foods incorporated into school meals programs.

WHAT TO EVALUATE

- Student knowledge about traditional foods
- Student opinions about traditional foods they tried from a taste test
- Variety of traditional foods and how often they are served
- Local foods purchased in volume and dollars
- Student meal participation numbers in connection with educational, promotional, and engagement activities
- Length and frequency of nutrition education activities (e.g., classroom curriculums, school gardening, farm and farmer visits, taste tests)

WHY EVALUATE

Assess your goals

Review the goals established at the start of incorporating foods that are more traditional and assess if they were met. If goals were met, create new ones to continue developing your promotional efforts to encourage students to select and consume traditional foods. If goals were not met, investigate the reasons why. Re-evaluate the goals and develop new strategies to meet them going forward.



Gain support

Demonstrate your program's success to the community to gain ongoing support. Showing the success of your efforts can be beneficial for securing funding opportunities for future promotional and educational farm to school activities.

Set an example

Share educational resources and success stories throughout the state and across the country looking to incorporate more traditional foods into school meals programs. Show success through websites, social media platforms, or newsletters. Share pictures through the DPI's [School Nutrition Programs webpage](#) by clicking the "share" button. Have a story featured in the [Wisconsin Farm to School and Farm to ECE Newsletter](#), or by local media.

HOW TO EVALUATE

Evaluation methods differ depending on the activities you incorporate. For example, measure the success of a Harvest of the Month program through an increase in participation, pounds of fruits or vegetables produced, dollars gained, and overall attitudes toward traditional foods. However you choose to evaluate your program, do so in a measurable way.

Measure success in participation

Record breakfast and lunch participation numbers on days when a new menu item or a Harvest of the Month taste test occurs. Participation should increase with proper advertising and promotion as well as visually-pleasing, tasteful recipes. Keep an eye on those results! The [Wisconsin Farm to School: Toolkit for School Nutrition Programs](#) from CIAS provides an overview of the program evaluation process, a sample evaluation report, and additional tools for evaluation.

Measure success in pounds

Measure success of a Harvest of the Month program using the pounds harvested in the garden, served in school meals, or grown in the classroom. Measure the results of a taste test by selection and consumption, weighed or measured before, during, and after implementation to assess the likeability and overall success of the new menu item.





Forest County Potawatomi Community

“We protect and preserve our land, our traditional values, and our cultural heritage in such a manner as to leave a legacy for future generations.”

—Nesh Nabek
Ge Ken De Jek

Sustainability for the Next Seven Generations

This toolkit includes information on incorporating and purchasing traditional foods, understanding regulations and guidance, promoting and evaluating your programs, and educating students. Take the lessons learned and design a farm to school program using traditional foods that is sustainable with lasting benefits for students and the community.

WHAT IS SUSTAINABILITY?

Sustainability is living within your means and building balance and continuance for the future. American Indians seek sustainability in important areas of their lives, including the environment, education, and agriculture. Based on Iroquois ideals, the Seventh Generation philosophy explains how the decisions made today should result in sustainability for the next seven generations.²¹

Sustainable farm to school programs using traditional foods have many benefits, including the creation of a positive school environment, stimulation of local economies, and development of children’s academic performance. More specifically, using traditional foods in sustainable growing and harvesting practices is an important connection to American Indian culture, all while teaching students about the origin of their food.

STRATEGIES FOR BUILDING A SUSTAINABLE PROGRAM

Community Engagement

The community plays a role in the growth and development of its young people. Engagement within the community builds support and leadership by sharing the importance of restoring traditional methods. Involve youth and their elders in activities such as cultural preservation, leadership development, disease prevention, and health promotion. Engaging tribal leaders in the local food system fosters intergenerational knowledge and strengthens cultural identity.



Involve parents, grandparents, and other community members with your farm to school work. Invite the media and community organizations to participate in events and activities focused on incorporating traditional foods into the breakfast and lunch programs. Whether it is a “bring your parent to lunch” day, or inviting community members to plant seeds in the Three Sisters school garden, everyone can take part in growing a sustainable farm to school program.

Relationships with Local Farmers and Producers

Building strong relationships with local farmers and producers of traditional foods is important for ongoing connections. Keep the lines of communication open so there is a better understanding of your needs for traditional fruits, vegetables, grains, and meat or meat alternates. Working with farmers and producers increases the availability of healthful, traditional, and local foods and benefits the economy, schools, and students.

School Farmers’ Markets

Establish a student-run farmers’ market at your school to raise money for various activities and events. A school farmers’ market is a great way to teach students how to complete transactions, handle money, and offer customer service while also introducing traditional foods. Collaborating with your school’s business and agriculture departments can further teach students about farming practices. The money collected and skills gained in a student-run farmers’ market can help sustain and support other farm to school projects within the district.

Local Wellness Policy

School districts participating in the NSLP or SBP are required to develop a local wellness policy that promotes the health of students, staff, and community members. Include farm to school or sustainable agricultural language in your school’s wellness policy or create a farm to school task force to help outline the goals of your program. Speak to the desire and need to incorporate more traditional foods into the breakfast and lunch programs. A policy with clear goals and expectations can create a lasting farm to school culture within the district. Minnesota’s Public Health Center has farm to school language in this [Sample School Wellness Policy](#). Find more information on local wellness policies on the DPI’s [School Wellness webpage](#).



USDA Grants

USDA awards millions of dollars in competitive grants for training, supporting operations, planning, purchasing equipment, developing school gardens, creating partnerships, and implementing farm to school programs. These grants are for state or local agencies, American Indian organizations, small and medium-sized agricultural producers, and non-profits. Consider applying for one of these grants to meet your farm to school needs and goals to incorporate foods that are more traditional. Receiving a grant can fund a project that continues to offer benefits to students and the community even after funding ends. Information about the grant process, awards, and resources for applying can be found on USDA's [Community Food Systems webpage](#).

The Bad River Reservation Federally Recognized Tribes Extension Program (FRTEP), 2013

In 2013, University of Wisconsin Extension received a USDA grant. The grant aimed to use traditional and local foods to fight obesity by engaging and educating youth in harvesting, gardening, and preparing traditional foods. These activities have long been part of the Bad River culture, and this program works to bring them to the younger community. The youth were involved in and learned about the following activities:

- Harvesting, growing, preparing, and preserving skills using conventional and traditional Ojibwe food knowledge.
- Planting and harvesting traditional foods and medicines including wild onions, strawberries and blueberries, wild rice, and fish.
- Producing food in two high tunnel greenhouses and several plots at the Food Sovereignty Facility. The youth, their families, Head Start children and staff, and community elders consumed the food as part of the Elderly dining program.
- Cooking using traditional Ojibwe corn and a bootaagan, a traditional corn meal grinder, to prepare food for the school Round Dance.
- Planting a Three Sisters garden at the school, where the produce will be used in school lunch.

The grant team worked with a group of high school students through the Youth Advocates for Community Health to cultivate leadership around health and food sovereignty. The youth plant and harvest vegetables and fruits for the community and grow tea as a way to replace sugary beverages. This intensive program is ongoing and intends to cultivate leadership around the food sovereignty goals of the tribe.

The Oneida Nation - Support Service Grant, 2015

In 2015, The Oneida Nation of Wisconsin received a Support Service Grant. The project's goal was to establish an aquaponics food production system to produce fish and fresh produce all year round. The aquaponics system educates through tours, enhances curriculum for food systems, and offers college credit for Oneida High School seniors in collaboration with the nearby technical college. Youth continue to be involved in the activities that incorporate health foods. These activities use traditional methods for harvesting corn at an organic farm, picking berries at an orchard for canning, and developing healthy menus for their school feast day.

The Red Cliff Band of Lake Superior Chippewa Indians - Implementation Grant, 2018

In 2018, The Red Cliff Band of Lake Superior Chippewa Indians of Bayfield, Wisconsin received an implementation grant. Within this project, students will be making the traditional food known as sugar bush maple syrup. This project aims to increase school district participation in Mino Bimaadiziwin Farm activities through field trips as well as increase district funds for purchasing local foods.

NSLP Equipment Grant

Another grant opportunity is USDA's NSLP Equipment Grant. For Wisconsin schools in need of new equipment to cook healthier, traditional foods safely, consider applying for this grant. More information can be found on the DPI's [NSLP Equipment Grant Opportunities webpage](#).

Creating an environment where students are exposed to traditional foods reveals a culture that is rich in flavor and goes deeper than the surface of our plates. With the right support and motivation, this mindset can sustain itself for generations to come. We want to put health, wellness, and traditional dietary habits back into the hands of American Indian students as well as all students throughout the country. Work to create success for the next seven generations!



Oneida Youth Leadership Institute

The Oneida Youth Leadership Institute helps develop and empower young Oneida leaders. The program instills values relating to traditional heritage and culture, healthfulness, engagement, academic excellence, and entrepreneurship.



Red Cliff Band of Lake Superior Chippewa

The Red Cliff Band aspires “to promote, plan and provide for the health, welfare, education, environmental protection, cultural preservation and economic well-being of Tribal Members and to protect Treaty Rights now and in the future.

Gathering It All Together

From the information gathered throughout this toolkit, decide on the actions you will take to incorporate traditional foods into your classrooms and cafeteria. Below is a **summary of 10 action steps** that were discussed in this toolkit. Your answers to the following questions will help you serve traditional foods in your school meals programs:

- Where on the menu you can incorporate traditional foods
- What traditional foods you want to incorporate
- From whom you can purchase these traditional foods
- Are there any food safety barriers regarding these traditional foods
- How to prepare and cook these traditional foods using menu planning resources
- If students like and enjoy the traditional foods served
- How to promote these traditional foods
- How to evaluate your promotional efforts of these traditional foods
- How to educate students on these traditional foods
- How to build a sustainable program with lasting benefits

Integrating traditional foods into breakfast and lunch programs offers schools the opportunity to educate, alert, and reconnect all students to traditional, local, and healthy meals. We hope this toolkit and the videos provided ideas and guidance to help you build a sustainable farm to school program incorporating American Indian traditional foods.



Endnotes

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Appendix A: Recipes

BISON NACHOS

RECIPE NAME: Bison Nachos		File Category: Main Dishes	
Grade Group: K-12		HACCP Process:	
Number of Portions: 60		<input type="checkbox"/> #1 No Cook	
Portion Size: Each (2 ounces tortilla chips + 2.3 ounces bison meat)		<input checked="" type="checkbox"/> #2 Cook & Serve Same Day	
Serving Utensil:		<input type="checkbox"/> #3 Includes Cooling Step	
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Olive oil	12 pounds	½ cup	<ol style="list-style-type: none"> In a large frying pan, heat olive oil over medium-high heat. Cook the onion until softened, about 4 minutes. Add bison and cook, stirring well to break up the meat until it is no longer pink, about 8 minutes. Season with salt and pepper. Place 2 ounces tortilla chips in each boat. Top with 2.3 ounces bison meat.
Bison, ground, raw		6 cups	
Onion, yellow, chopped	7 ½ pounds	1 Tbsp	
Salt		1 Tbsp	
Black pepper, ground			
Corn tortilla chips, whole grain-rich			
Total Yield: 60 portions		Equipment (if not specified in procedures above):	
Weight:		Number of Pans:	
Measure (volume):		Pan Size:	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate		2.25 oz eq	
Vegetable Subgroups		DG	B/P R/O S
Fruits			
Grains		2 oz eq	
		Nutrient Analysis Based on Portion Size	
		Calories: 427	
		Saturated Fat (g): 5.7	
		Sodium (g): 319	

DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other

BISON SLIDERS

RECIPE NAME: Bison Sliders		File Category: Main Dish	
Grade Group: K-12		HACCP Process:	
Number of Portions: 48		<input type="checkbox"/> #1 No Cook	
Portion Size: 1 each		<input checked="" type="checkbox"/> #2 Cook & Serve Same Day	
Serving Utensil:		<input type="checkbox"/> #3 Includes Cooling Step	
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Beef, ground, raw, no more than 20% fat	5 pounds		1. Combine beef, bison, salt, and pepper in a large bowl. Work mixture with hands until ingredients are uniform. 2. Form 48 even patties (about 3.33 ounces each). 3. Heat olive oil on griddle over medium-high heat. Place patties in batches and cook, about five minutes on each side (or to an internal temperature of 155 °F). 4. Serve patty on top of bun. Note: To keep burger patties from drying out, add a small amount of water to tray, if needed.
Bison, ground, raw	5 pounds		
Salt		2 tsp	
Black pepper, ground		2 tsp	
Olive oil		2 Tbsp	
Bun, whole grain-rich		48 Each	
Total Yield: 48 portions		Equipment (if not specified in procedures above):	
Weight: _____ Measure (volume): _____		Number of Pans: _____	
		Pan Size: _____	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate	2.25 oz eq		
Vegetable Subgroups	DG	B/P	R/O S O
Fruits			
Grains	2 oz eq		
DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other Calories: 306 Saturated Fat (g): 4 Sodium (g): 429			

BUTTERNUT SQUASH AND WILD RICE SOUP

RECIPE NAME: Butternut Squash and Wild Rice Soup		File Category: Vegetable	
HACCP Process: <input type="checkbox"/> #1 No Cook <input checked="" type="checkbox"/> #2 Cook & Serve Same Day <input type="checkbox"/> #3 Includes Cooling Step			
Grade Group: K-12 Number of Portions: 48 Portion Size: 1 cup Serving Utensil: 8 fl. oz. scoop Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Water Wild rice Butternut Squash, frozen (#110861) Onion, white, chopped Olive oil + extra for drizzling Vegetable broth, low-sodium Milk, white, low-fat Beans, Great Northern, canned, low-sodium, drained (#100373) Black pepper, ground Salt	2 - 5# bags	6 cups 2 cups 22 cups 1 ½ cups 6 Tbsp 8 cups 2 cups 8 cups 2 tsp 1 Tbsp	<ol style="list-style-type: none"> Preheat oven to 350 °F. In a large stockpot, bring water to a boil. Stir in wild rice and simmer, covered, for 40-45 minutes or just until kernels puff open. While rice is cooking, divide squash evenly between two baking sheets. Toss each sheet with 2 Tbsp olive oil and season with 1 tsp salt. Bake for 15 minutes. In large sauté pan, heat 2 Tbsp olive oil over medium heat and cook onion for 5 minutes or until translucent. Set aside. When squash is tender, take one sheet out of the oven and set aside. Allow the second sheet to bake for an additional 5 minutes, or until mash-able. Add the first sheet to another large stockpot and mash. Add vegetable broth and milk to stockpot with mashed squash. Bring to a boil and simmer for 5 minutes. Uncover wild rice, fluff with a fork, and simmer an additional 5 minutes. To the stockpot with mashed squash, add wild rice, the second baking sheet of cubed squash, beans, onions, pepper, and 1 tsp salt. Mix and let simmer for an additional 5 minutes. Stir all ingredients together and serve immediately.
Total Yield: 48 portions		Equipment (if not specified in procedures above):	
Weight: Measure (volume):		Number of Pans: Pan Size:	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate		Nutrient Analysis Based on Portion Size	
Vegetable		DG	Calories: 127
Fruits		B/P	Saturated Fat (g): 0
Grains		R/O	Sodium (g): 463
5/8 cup total*		S	
1/8		*	
3/8			

DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other

*The onions alone are less than 1/8th cup per serving and cannot count toward the meal pattern. However, it can count toward the total volume of vegetable offered.

MAPLE SQUASH BAKE

RECIPE NAME: Maple Squash Bake		File Category: Fruit / Vegetable	
Grade Group: K-12		HACCP Process:	
Number of Portions: 50		<input type="checkbox"/> #1 No Cook	
Portion Size: ½ cup		<input checked="" type="checkbox"/> #2 Cook & Serve Same Day	
Serving Utensil: 8 fl. oz. scoop		<input type="checkbox"/> #3 Includes Cooling Step	
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Acorn squash, whole Olive oil Apples, red variety, chopped (125-138 count) Maple syrup Butter, unsalted, melted Cranberries, dried (#110723)	4.2 pounds	2 squash (about 9 cups) 4 Tbsp 9 cups 1 cup ¼ cup 3 cups	<ol style="list-style-type: none"> 1. Preheat oven to 350 °F. 2. Peel, seed, and dice squash into ¾ inch cubes. 3. Divide squash evenly between two baking sheets. Toss each sheet with 2 Tbsp olive oil and bake for 15 minutes. 4. In a separate bowl, combine apples, maple syrup and butter. Add mixture to baking sheet with cooked squash. Stir to make mixture uniform. 5. Place squash mixture back in oven. Reduce temperature to 320 °F and bake for 1 hour. Remove from oven, add cranberries and serve warm.
Total Yield: 50 portions		Equipment (if not specified in procedures above):	
Weight:	Measure (volume):	Number of Pans:	
		Pan Size:	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate			Calories: 61
Vegetable Subgroups	DG	B/P	R/O
			S
			O
Fruits			Saturated Fat (g): 0.5
Grains	3/8		Sodium (g): 2
DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other			

THREE SISTERS SALAD

RECIPE NAME: Three Sisters Salad		File Category: Vegetable	
Grade Group: K-12			
Number of Portions: 60			
Portion Size: 1 cup			
Serving Utensil: 8 fl. oz. scoop			
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Butternut squash, frozen (#110861)	4 - 5# packages (approx. 8 fresh butternut squash)	#10 can	1. Preheat oven to 400°F.
Olive oil	3/8 cup + 3 Tbsp	#10 can	2. Distribute squash evenly between three baking sheets. Toss each sheet with 2 Tbsp olive oil and bake for 20 minutes, stirring halfway through. Set aside to cool.
Beans, Great Northern, canned, low-sodium, drained (#100373)		1/2 cup	3. In a large bowl, toss together beans, corn, and onion, and dress with 3 Tbsp olive oil and balsamic vinegar.
Corn, whole kernel, canned, drained (#100313)		18 cups	4. Serve immediately with lettuce or chill for 2-4 hours and then toss with lettuce.
Onion, red, small, sliced		3 Tbsp	
Lettuce, Romaine, chopped			
Balsamic Vinegar			
Total Yield: 60 portions	Number of Pans:	Equipment (if not specified in procedures above):	
Weight:	Measure (volume):		
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate			Nutrient Analysis Based on Portion Size
Vegetable Subgroups	7/8 cup total*	DG 1/8	Calories: 127
Fruits		B/P 1/8	Saturated Fat (g): 0
Grains		R/O 3/8	Sodium (g): 43
		S 1/8	
		O *	

DG= Dark Green B/P= Beans/Peas (Legumes) R/O= Red/Orange S=Starchy O=Other

*The onions alone are less than 1/8th cup per serving, and cannot count toward the meal pattern. However, it can count toward the total volume of vegetable offered.

WHOLE GRAIN RICH FRY BREAD

RECIPE NAME: Whole Grain-Rich Fry Bread		File Category: Grain	
HACCP Process: <input type="checkbox"/> #1 No Cook <input checked="" type="checkbox"/> #2 Cook & Serve Same Day <input type="checkbox"/> #3 Includes Cooling Step			
Grade Group: K-12			
Number of Portions: 8			
Portion Size: Each			
Serving Utensil:			
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Flour, whole wheat		1 cup	<ol style="list-style-type: none"> In a large mixing bowl, combine flours, baking powder, Splenda, milk and salt, and mix until dough is formed. Turn dough out onto waxed paper and sprinkle with self-rising flour. Knead dough and add self-rising flour as needed to make a smooth and pliable dough. Cover and let rise in warm place for 1 hour, or until doubled in size. Divide and shape dough into 8 equal portions. In a large frying pan, pour olive oil so it is about 1 inch deep and heat over high heat. Sprinkle a small amount of flour on the oil to test whether it is hot enough; it should sizzle when the oil is ready for frying. Fry dough until golden brown, about 1-2 minutes per side. Immediately remove from oil and drain well on paper towels.
Flour, self-rising		1 cup	
Baking powder		1 tsp	
Splenda, sugar substitute		1 Tbsp	
Milk, white, skim		1 cup	
Salt		½ tsp	
Olive oil		½ cup	
Total Yield: 8 portions		Equipment (if not specified in procedures above):	
Weight:	Measure (volume):	Number of Pans:	
		Pan Size:	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate			Nutrient Analysis Based on Portion Size
Vegetable Subgroups		DG B/P R/O S	
Fruits			Calories: 231
Grains			Saturated Fat (g): 1.9
			Sodium (g): 380
		1.75 oz eq	

DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other

WILD RICE AND OATMEAL BAKE

RECIPE NAME: Wild Rice and Oatmeal Bake		File Category: Breakfast	
Grade Group: K-12		HACCP Process:	
Number of Portions: 50		<input type="checkbox"/> #1 No Cook	
Portion Size: 1 cup		<input checked="" type="checkbox"/> #2 Cook & Serve Same Day	
Serving Utensil: 8 fl. oz. scoop		<input type="checkbox"/> #3 Includes Cooling Step	
Servings per Pan:		Procedure:	
Ingredients:	Weight:	Measure:	
Water	1 gallon +1 gallon, 11 cups		1. In a large stockpot, bring 1 gallon water to a boil. Stir in wild rice and simmer, covered, for 40-45 minutes or until kernels puff open.
Wild rice	2.5 pounds		
Oats, quick-cooking	2 pounds	4.5 cups	2. In another large stockpot, bring the remaining 1 gallon + 11 cups of water to a boil. Combine oats, dried cranberries, salt and sugar, and cook over medium-heat until thickened, about 5 minutes.
Cranberries, dried		1 Tbsp	
Salt		¾ cup	
Brown sugar		2 ¼ cups	
Milk, white, skim			3. Add in wild rice and milk. Stir all ingredients together until well combined. Serve warm.
Maple syrup, optional			Optional: top with maple syrup
Total Yield: 50 portions	Number of Pans:	Equipment (if not specified in procedures above):	
Weight:	Measure (volume):		
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate		DG	B/P R/O S O
Vegetable Subgroups			
Fruits	1/8		
Grains	1.25 oz eq		
		Nutrient Analysis Based on Portion Size*	
		Calories: 188	
		Saturated Fat (g): 0	
		Sodium (g): 148	

DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other

*Values do not include maple syrup.

VEGETABLE MEDLEY

RECIPE NAME: Vegetable Medley		File Category: Vegetables	
HACCP Process: <input type="checkbox"/> #1 No Cook <input checked="" type="checkbox"/> #2 Cook & Serve Same Day <input type="checkbox"/> #3 Includes Cooling Step			
Grade Group: K-12			
Number of Portions: 60			
Portion Size: ½ cup			
Serving Utensil: 8 fl. oz. scoop			
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Olive oil	1 pound	¼ cup	1. In a large sauté pan, heat olive oil. Add onions and cook over medium-low heat, stirring occasionally, about 5 minutes or until onions are translucent. 2. Add tomatoes, corn, beans, lime juice, salt and pepper, and cook on low heat for an additional 5 minutes, stirring occasionally. Serve warm.
Onion, yellow, large, diced	3 pounds	#10 can	
Cherry or grape tomatoes, fresh, halved		#10 can	
Corn, whole kernel, canned, low-sodium, drained (#100313)		¼ cup	
Black beans, canned, low-sodium, drained (#100359)		2 tsp	
Lime juice		2 tsp	
Salt			
Black pepper, ground			
Total Yield: 60 portions		Equipment (if not specified in procedures above):	
Weight:		Number of Pans:	
Measure (volume):		Pan Size:	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate		Nutrient Analysis Based on Portion Size	
Vegetable Subgroups		Calories: 168	
Fruits		Saturated Fat (g): 0	
Grains		Sodium (g): 294	

DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other

*The onions alone are less than 1/8th cup per serving and cannot count toward the meal pattern. However, it can count toward the total volume of vegetable offered.

YOGURT PARFAIT WITH BUTTERNUT SQUASH, DRIED CRANBERRIES, AND GRANOLA

RECIPE NAME: Yogurt Parfait with Butternut Squash, Dried Cranberries, and Granola		File Category: Breakfast	
HACCP Process: <input type="checkbox"/> #1 No Cook <input checked="" type="checkbox"/> #2 Cook & Serve Same Day <input type="checkbox"/> #3 Includes Cooling Step			
Grade Group: K-12			
Number of Portions: 60			
Portion Size: Each			
Serving Utensil:			
Servings per Pan:			
Ingredients:	Weight:	Measure:	Procedure:
Butternut squash, frozen (#110861)	4 - five # packages (approx. 8 fresh butternut squash)		1. Preheat oven to 425°F.
Olive oil		3/8 cup	2. Distribute squash evenly onto three baking sheets. Toss each sheet with 2 Tbsp olive oil and 2 Tbsp maple syrup.
Maple syrup		3/8 cup	3. Sprinkle each sheet evenly with salt and cinnamon. Evenly coat by tossing squash together. Bake for 30 minutes then set aside.
Salt		2 tsp	4. In one, 8-fl. oz. cup, add 4 ounces, or 1/2 cup, of yogurt.
Cinnamon, ground		2 Tbsp	5. Add 1 oz. of granola on top of yogurt.
Cranberries, dried		7 1/2 cups	6. Top granola with 1/2 cup squash and 1/8 cup cranberry.
Yogurt, vanilla, non-fat	15 pounds		
Granola, whole grain-rich	4 pounds		
Total Yield: 60 servings		Equipment (if not specified in procedures above):	
Weight:	Measure (volume):	Number of Pans:	
		Pan Size:	
Meal Component Contribution Based on Portion Size			
Meat/Meat Alternate	1 oz eq	Nutrient Analysis Based on Portion Size	
Vegetable Subgroups	DG B/P R/O S	Calories: 325	
Fruits	1/4 cup	Saturated Fat (g): 0.5	
Grains	1 oz eq	Sodium (g): 442	

DG= Dark Green B/P= Beans/Peas (Legumes) R/O=Red/Orange S=Starchy O=Other

Appendix B: Cycle Menu

CYCLE MENU

K - 8 AND 9 - 12* LUNCH

FIRST WEEK

Diced Chicken

Brown Rice, **Sweet Cinnamon Squash, Corn**, Applesauce, Orange*

Turkey Meatballs

Breadstick(s*), **Baked Sweet Potatoes and Apple**, Cucumbers, Cauliflower, Orange Slices, **Dried Cranberries***

Santa Fe Wrap

Vegetable Medley, Watermelon, Banana*

Bison & Beef Sliders

Baked Beans, Roasted Pumpkin, Jicama, Grapes, Assorted Fruit*

Butternut Harvest Chili

Whole grain-rich Fry Bread, Crackers, **Bean Medley**, Broccoli, Pears, Peaches*

THIRD WEEK

Alaska Pollock Breaded Sticks

Cornbread(s*), Asparagus, Romaine Lettuce, Apple

Butternut Squash Chicken Pot Pie

Breadstick*, Green Peas, Orange Slices, Peaches*

Turkey Tacos

Local Harvest Bake, Baked Beans, Pears, **Dried Cranberries***

Chicken Quesadilla

Apple Cranberry Slaw, Cauliflower, **Blueberries, Cherries***

Butternut Squash Lasagna

Dinner Roll*, Cheese Stick*, Carrots, Peaches, Assorted Fruit*

SECOND WEEK

Roast Turkey

Dinner Roll(s*), **Mashed Potatoes, Corn**, Banana, Apple Slices*

Wild Rice, Bean & Turkey Soup

Baked Beans, Dinner Roll(s*), **Green Beans, Roasted Garbanzo Beans, Dried Cranberries, Cherries***

Toasted Cheese Sandwich

Tomato Soup, Broccoli, Spinach Leaves, Peaches, **Blueberries***

Bean & Cheese Quesadilla

Three Sisters Salad, Carrots, Blueberries, Strawberry Cup*

Cheese Pizza

Cucumbers, Green Peppers, **Strawberry Cup**, Pears*

FOURTH WEEK

Creamy Wild Rice

Diced Chicken, Dinner Roll*, Crackers, Red Bell Peppers, Romaine Lettuce, Applesauce, Apple Slices*

Bison & Beef Spaghetti

Breadstick*, **Summer Squash**, Honeydew Melon, Banana*

Catfish Breaded Strips

Wild Rice, Broccoli, Cherry Tomatoes, Cantaloupe, Assorted Fruit*

Hamburger on a Bun

Roasted Squash, Roasted Potatoes, Apple

Bison Nachos

Three Bean Salad, Cucumbers, Pears, **Blueberries***

All meals come with a choice of 1% or skim white milk. All grains are whole grain-rich.

K-12 BREAKFAST

FIRST WEEK

Maple Squash Bake

Yogurt, Granola, Apple Slices, Banana

Blueberry Oat Muffin

Cheese Stick, 100% Grape Juice, **Strawberries**

Whole Wheat Toast

Hard-boiled Egg, Apple Slices, **Blueberries**

Wild Rice & Oatmeal Bake

Orange Slices, 100% Apple Juice, **Maple Syrup**

Cheesy Omelet

English Muffin, Red Pepper Strips, Applesauce Cup

Appendix A

- Vegetable Medley
- Bean & Beef Sliders
- Whole Grain-Rich Fry Bread
- Three Sisters Salad
- Bison Nachos
- Maple Squash Bake
- Wild Rice & Oatmeal Bake
- Butternut Squash Yogurt Parfait

Whipping Up Wellness Wisconsin Student Chef Competition

- Wild Rice, Bean & Turkey Soup - 2017
- Butternut Squash Lasagna - 2015
- Savory Wild Rice Quiche - 2014

SECOND WEEK

Oatmeal

Whole Wheat Toast, **Dried Cranberries, Cherries, Maple Syrup**

Butternut Squash Yogurt Parfait

100% Apple Juice, Peaches

Savory Wild Rice Quiche

Green Pepper Strips, Pears

Whole Wheat Bagel

Peanut Butter, Banana, Watermelon

Pumpkin Chocolate Chip Muffin

Yogurt, 100% Orange Juice

On, Wisconsin! Cycle Menus

- Sweet Cinnamon Squash
- Baked Sweet Potatoes and Apple
- Santa Fe Wrap
- Roast Turkey
- Baked Beans
- Butternut Squash Chicken Pot Pie
- Apple Cranberry Slaw
- Roasted Squash
- Three Bean Salad
- Blueberry Oat Muffin

What's Cooking? USDA Mixing Bowl

- Butternut Harvest Chili
- Cornbread
- Local Harvest Bake
- Chicken Quesadilla
- Creamy Wild Rice

Appendix C: Request for Information Template

REQUEST FOR INFORMATION (RFI)

Record product and supplier information for procurement using this template. Gather information about your school needs, suppliers, and if the supplier can meet those needs. The information documented here is sufficient for informal procurement methods.

Name of product:

School's specifications: _____

Needed by: _____

Amount needed: _____

Other specifications (quality/grade, local, etc.): _____

Name of potential supplier: _____

Contact Information: _____

Address: _____

Product Information: _____

Product Availability (when): _____

Amount of product available: _____

Delivery options (deliver to school, pick up, etc.): _____

Name of potential supplier: _____

Contact Information: _____

Address: _____

Product Information: _____

Product Availability (when): _____

Amount of product available: _____

Delivery options (deliver to school, pick up, etc.): _____

Name of potential supplier: _____

Contact Information: _____

Address: _____

Product Information: _____

Product Availability (when): _____

Amount of product available: _____

Delivery options (deliver to school, pick up, etc.): _____

Name of potential supplier: _____

Contact Information: _____

Address: _____

Product Information: _____

Product Availability (when): _____

Amount of product available: _____

Delivery options (deliver to school, pick up, etc.): _____

Name of potential supplier: _____

Contact Information: _____

Address: _____

Product Information: _____

Product Availability (when): _____

Amount of product available: _____

Delivery options (deliver to school, pick up, etc.): _____

Appendix D: Harvest of the Month Calendar

<h2>Harvest of the Month</h2>		<p>SEPTEMBER Fresh Corn & Fresh Acorn Squash</p> 	<p>OCTOBER Pumpkin</p> 
<p>NOVEMBER Wild Rice & Fresh Cranberries</p> 	<p>DECEMBER Fresh Butternut Squash & Frozen Blackberries</p> 	<p>JANUARY Ground Bison and Dried Cranberries</p> 	<p>FEBRUARY Maple Syrup & Low-sodium Canned Corn</p> 
<p>MARCH Dry Beans</p> 	<p>APRIL Frozen Butternut Squash & Corn Meal / Dry Corn / Hominy</p> 	<p>MAY Ramps & Frozen Blueberries</p> 	<p>JUNE Strawberries</p> 

Appendix E: Web Links and Additional Resources

ADDITIONAL RESOURCES

Wisconsin Department of Public Instruction, American Indian Studies Program

dpi.wi.gov/amind

Wisconsin First Nations: American Indian Studies in Wisconsin

wisconsinfirstnations.org

United States Department of Agriculture, Traditional Foods Resources

fns.usda.gov/farmentoschool/farm-school-resources#Traditional%20Food%20Resources

WEB LINKS

Introduction

Wisconsin Department of Public Instruction, State Statues for American Indian Studies in Wisconsin

dpi.wi.gov/amind/state-statues

Bad River Band of Lake Superior Chippewa

badriver-nsn.gov

Forest County Potawatomi

fcpotawatomi.com

Ho-Chunk Nation

ho-chunknation.com

Lac Courte Oreilles Band of Lake Superior Chippewa

lco-nsn.gov

Lac du Flambeau Band of Lake Superior Chippewa

ldftribe.com

Menominee Indian Tribe of Wisconsin

menominee-nsn.gov

Oneida Nation of Wisconsin

oneida-nsn.gov

Red Cliff Band of Lake Superior Chippewa

redcliff-nsn.gov

Mole Lake (Sokaogon Chippewa Community) Band of Lake Superior Chippewa

sokaogonchippewa.com

St. Croix Chippewa Indians of Wisconsin

stcciw.com/9-uncategorised?start=5

Stockbridge-Munsee Community Band of Mohican Indians
mohican.com

Wisconsin Department of Public Instruction, American Indian Studies Program
dpi.wi.gov/amind

Wisconsin Department of Public Instruction, Tribal Nations of Wisconsin
dpi.wi.gov/amind/tribalnationswi

Wisconsin Department of Public Instruction, Traditional Foods
dpi.wi.gov/school-nutrition/farm-to-school/traditional-foods

Foods Indigenous to Wisconsin

Great Lakes Indian Fish and Wildlife Commission, Manoomin: The Good Berry
glifwc.org/publications/pdf/Goodberry_Brochure.pdf

Wisconsin Bison Producer's Association, Purchase Bison Meat
wibison.com/purchase.iml

Incorporating Traditional Foods

Wisconsin Department of Public Instruction, NSLP Menu Planning
<https://dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning>

Wisconsin Department of Public Instruction, Conducting an In-House Yield Study
dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/in-house-yield-study-procedures.pdf

Intertribal Bison Cooperative, Cooking with Buffalo
oneida-nsn.gov/dl-file.php?file=2016/02/CookingWithBuffalo.pdf

Exhibit A: School Lunch and Breakfast
dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/exhibit-a.pdf

Whole Grain Resource for the National School Lunch and School Breakfast Programs
fns-prod.azureedge.net/sites/default/files/WholeGrainResource.pdf

Connecticut State Department of Education, Vegetable Subgroups
dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/vegetable-subgroups.pdf

Wisconsin Department of Public Instruction, Meal Pattern Components
dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/meal-pattern#milk

Wisconsin Department of Public Instruction, Standardized Recipes
dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/recipes

United States Department of Agriculture, "What's Cooking?" USDA Mixing Bowl
whatscooking.fns.usda.gov

Native Tech, Indigenous Food and Traditional Recipes
nativetech.org/recipes/index.php

Wisconsin Department of Public Instruction, Cycle Menu Resources
dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/cycle-menu

Iowa Department of Education, Smart Snacks in School
educateiowa.gov/pk-12/nutrition-programs/quick-links-nutrition/learning-tools-nutrition/smart-snacks-school

Wisconsin Department of Public Instruction, Smart Snacks
dpi.wi.gov/school-nutrition/national-school-lunch-program/smart-snacks

United States Department of Agriculture, Food Buying Guide for Child Nutrition Programs Interactive Web-Based Tool
foodbuyingguide.fns.usda.gov

United States Department of Agriculture, Certification of Compliance Worksheets: 5-Day Schedule
fns.usda.gov/school-meals/certification-compliance-worksheets-5-day-schedule

Wisconsin Department of Public Instruction, Menu Planning Worksheets
dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning#menuplanningtools

Weekly Nutrient Calculator
<https://dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning#menuplanningtools>

Dietary Specification Tool for Recipes
dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/recipes

Recipe Crediting Tool
dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/recipes

Procuring Traditional and Local Foods

Wisconsin Farm to School Toolkit, Seasonal Availability of Wisconsin Fruits and Vegetables
cias.wisc.edu/foodservtools14/2-get-started/seasonal-availability-of-wisconsin-foods.pdf

Wisconsin Department of Public Instruction, Procurement
dpi.wi.gov/school-nutrition/procurement

United States Department of Agriculture, USDA Foods: A Resource for Buying Local
fns-prod.azureedge.net/sites/default/files/f2s/USDAFoods.pdf

Wisconsin Department of Public Instruction, Wisconsin USDA Foods
dpi.wi.gov/school-nutrition/usda

Regulations and Guidance for Incorporating Traditional Foods

Alaska Department of Fish and Game, Transfer of Possession Form
adfg.alaska.gov/static/applications/web/nocache/regulations/wildliferegulations/pdfs/transfer.pdf30705BDAFB66DA1C680BBA668B6FAB24/transfer.pdf

Wisconsin Department of Public Instruction, Wisconsin School Food Safety
dpi.wi.gov/school-nutrition/food-safety

Wisconsin Department of Agriculture, Trade and Consumer Protection, Nest-Run Egg Producer and Seller Registration form
datcp.wi.gov/Pages/Programs_Services/FSEggs.aspx

Wisconsin Department of Agriculture, Trade, and Consumer Protection, Food, Dairy & Restaurant Licenses
datcp.wi.gov/Pages/Licenses_Permits/FoodLicenses.aspx

Wisconsin Department of Agriculture, Trade, and Consumer Protection, Getting Started with Food, Dairy, and Recreational Licensing form
datcp.wi.gov/Pages/Licenses_Permits/FoodRecLicenseGeneral.aspx

Wisconsin Department of Agriculture, Trade, and Consumer Protection, Maple Sap Processor Registration form
datcp.wi.gov/Pages/Programs_Services/FSMapleSyrup.aspx

University of Wisconsin, Focus on Food Safety When Making and Marketing Maple Syrup
foodsafety.wisc.edu/assets/pdf_Files/Making%20Maple%20Syrup.pdf

Wisconsin Department of Agriculture, Trade, and Consumer Protection, Fish Farm Registration Application
datcp.wi.gov/Pages/Programs_Services/FishFarmRegistration.aspx

Nutrition Education with Traditional Foods

Wisconsin Team Nutrition, Home Grown Taste Test Guide
dpi.wi.gov/sites/default/files/imce/team-nutrition/pdf/homegrown-taste-test-guide.pdf

Farm Fresh Atlas
farmfreshatlas.org

Vermont Farm to School, Guide for Connecting Farm to Schools and Communities
vtfeed.org/resources/guide-connecting-farms-schools-communities

Wisconsin Department of Public Instruction, AmeriCorps Farm to School Program
dpi.wi.gov/school-nutrition/farm-to-school/ameriCorps

Wisconsin Team Nutrition, Teaching Nutrition through Family and Consumer Sciences: A Curriculum Guide for Middle Schools
dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/tncurr.pdf

Wisconsin Team Nutrition Resource Order Form
dpi.wi.gov/team-nutrition

Centers for Disease Control and Prevention, Eagle Books
cdc.gov/diabetes/ndwp/eagle-books/youth.html

The Indian Health Service, My Native Plate
ihs.gov/diabetes/education-materials-and-resources/index.cfm?module=productDetails&productID=2469

College of Menominee Nation, Sacred Little Ones
<http://www.cmnsacredlittleones.com/books/default.aspx>

AmeriCorps VISTA, Kidsnacks! A Traditional Snack Guide Based on Ojibwe Foods
scribd.com/document/110651160/Final-Draft-Kidsnacks-1

Traditional Foods in School Gardens

Wisconsin School Garden Network

wischoolgardens.org

Wisconsin Team Nutrition, Home Grown School Gardens in Wisconsin

dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/tn_hmgrwn_wi.pdf

Wisconsin Team Nutrition, Nutritious, Delicious, Wisconsin

dpi.wi.gov/sites/default/files/imce/team-nutrition/pdf/ndw.pdf

Wisconsin Department of Health Services, Got Dirt? Garden Toolkit for Implementing Youth Gardens

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Promoting Traditional Foods in School Meals Programs

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Wisconsin Team Nutrition, Whipping Up Wellness Wisconsin Student Chef Competition 2017 Cookbook

dpi.wi.gov/sites/default/files/imce/team-nutrition/pdf/whipping-up-wellness-cookbook-2017.pdf

Native American Heritage Month

nativeamericanheritagemonth.gov

Evaluating Your Efforts

Wisconsin Department of Public Instruction, School Nutrition Programs

dpi.wi.gov/school-nutrition

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Center for Integrated Agricultural Services, Wisconsin Farm to School: Toolkit for School Nutrition Programs

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Sustainability for the Next Seven Generations

Minnesota Public Health Center, Sample School Wellness Policy

healthymeals.fns.usda.gov/sites/default/files/uploads/ship-fs2-schoolwellnesssamplepolicylanguage-2011FarmtoSchool.pdf

Wisconsin Department of Public Instruction, School Wellness

dpi.wi.gov/school-nutrition/wellness-policy

United States Department of Agriculture, Community Food Systems

fns.usda.gov/farmtoschool/farm-school-grant-program

Wisconsin Department of Public Instruction, NSLP Equipment Grant Opportunities

dpi.wi.gov/school-nutrition/grants-opportunities/equipment-grant

Appendix B: Cycle Menu

Wisconsin Department of Public Instruction, On, Wisconsin! Menus

dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/cycle-menu/on-wisconsin-cycle-menu

USDA, "What's Cooking?" USDA Mixing Bowl

whatscooking.fns.usda.gov

Wisconsin Team Nutrition, Whipping Up Wellness Wisconsin Student Chef Competition 2017 Cookbook

dpi.wi.gov/team-nutrition/whipping-up-wellness

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Wisconsin Team Nutrition, Whipping Up Wellness Wisconsin Student Chef Competition 2014 Cookbook

dpi.wi.gov/team-nutrition/whipping-up-wellness

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