

LaVerne Elementary Preparatory Academy/Desert Trails Preparatory Academy Local Wellness Policy

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; Laverne Elementary Preparatory Academy/Desert Trails Preparatory Academy (LEPA/DTPA) is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of LEPA/DTPA that:

- LEPA/DTPA will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing LEPA/DTPA-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans and the CDE NSD*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, LEPA/DTPA will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

Creation of Wellness Committee

LEPA/DTPA will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

Nutrition and Physical Activity Promotion and Food Marketing

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;¹

Schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Breakfast.

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.

- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals.

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals². Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" or classroom breakfast.

Meal Times and Scheduling.

Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Should schedule meal periods according to school schedule
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and

should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff.

Qualified nutrition professionals will administer the school meal programs. It is LEPA/DTPA's responsibility to operate a food service program and provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.³

Sharing of Foods and Beverages.

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Elementary Schools.

The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools.

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

- **Beverages**
 - **Allowed:** water or seltzer water⁴ without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally- equivalent nondairy beverages (to be defined by USDA);

- **Not allowed**: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).
- **Foods**
 - A food item sold individually:

-See Meal Pattern Chart

- **Portion Sizes**
 - Limit portion sizes of foods and beverages sold individually to those listed below:

See Meal Pattern Chart

- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.
- See Meal Pattern Chart

Nutrition Education and Promotion.

LEPA/DTPA aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting.

For students to receive the nationally-recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to

maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;

- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents.

LEPA/DTPA will support parents' efforts to provide a healthy diet and daily physical activity for their children. LEPA/ DTPA will send home nutrition information, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

LEPA/DTPA will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools.

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).⁵ School-based marketing of brands promoting predominantly low-nutrition foods and beverages⁶ is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples

or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness.

LEPA/DTPA highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. LEPA/DTPA should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

Physical Education and Physical Activity Opportunities

Daily Physical Education (P.E.) K-12.

All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 200 minutes for every 10 school days for students in grades 1-6
- A minimum of 400 minutes for every 10 school days for students in grades 7-12
- Schools shall annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

Daily Recess.

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Monitoring.

The Wellness Committee will ensure compliance with established school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to LEPA/DTPA's Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, LEPA/DTPA will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If LEPA/DTPA has not received a SMI review from the state agency within the past five years, LEPA/DTPA will request from the state agency that a SMI review be scheduled as soon as possible.

The Wellness Committee will develop a summary report every three years on school-wide compliance with LEPA/DTPA established nutrition and physical activity wellness policies, based on input from schools within LEPA/DTPA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in LEPA/DTPA.

Monitor and Policy Review

Policy Review.

To help with the initial development of LEPA/DTPA's wellness policies, each school in LEPA/DTPA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.⁷ The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, LEPA/DTPA will review our nutrition and physical activity

policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. LEPA/DTPA, and individual schools within LEPA/DTPA, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

Footnotes

- ¹ To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.
- ² It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.
- ³ School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.
- ⁴ Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).
- ⁵ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.
- ⁶ Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition

standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

- 7 Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

(cf. 6142.7 - Physical Education)

Legal Reference:

EDUCATION CODE

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49560 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51222 Physical education

51223 Physical education, elementary schools

CODE OF REGULATIONS, TITLE 5

10060- Criteria for Physical Education Program

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

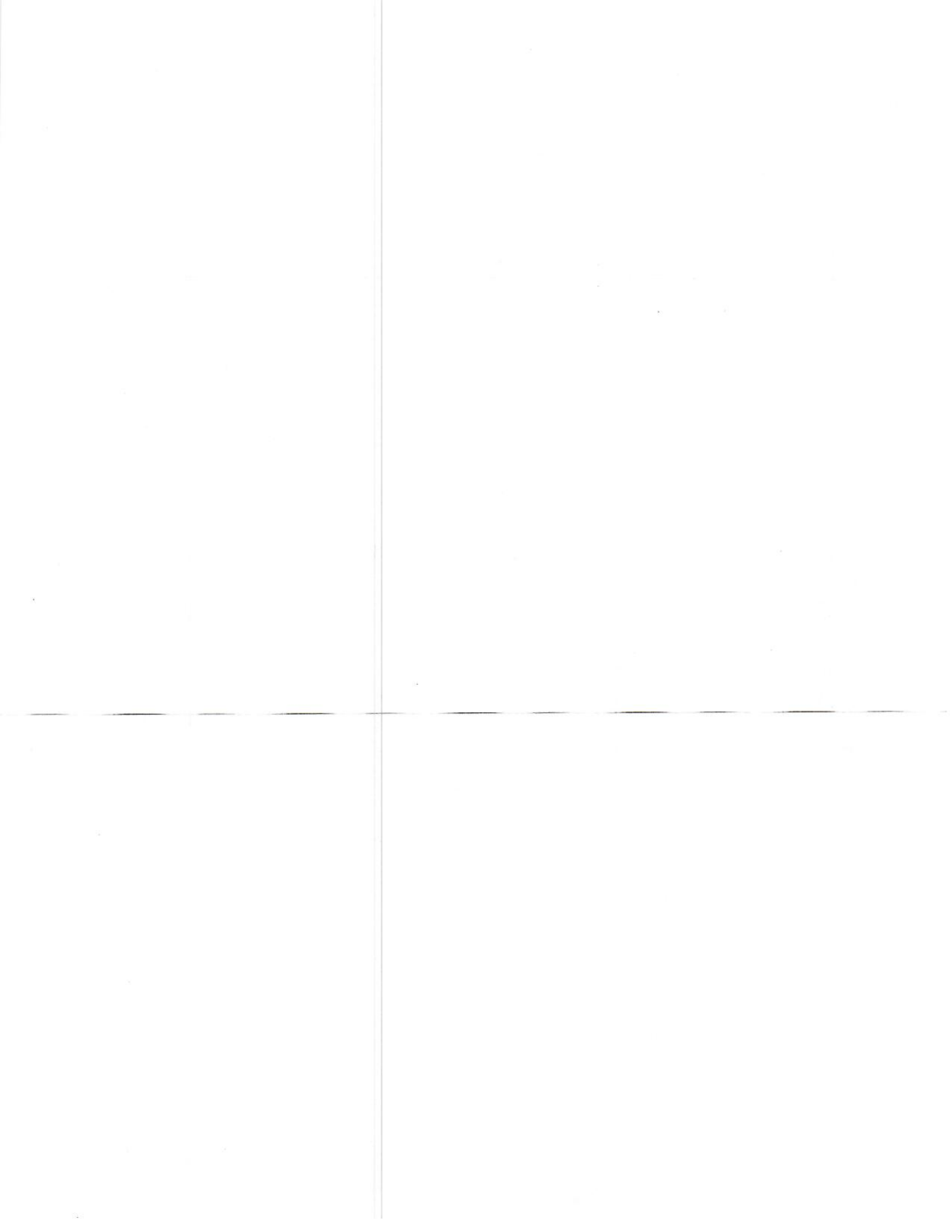
UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:

1751 Note Local wellness policy

1771-1791 Child Nutrition Act, including:

1773 School Breakfast Program



(5-Day) Meal Pattern for National School Lunch Program

Serve Only:

- Must PREPARE all 5 components in required amounts

AT POS: Must SERVE all 5 components in minimum required amount

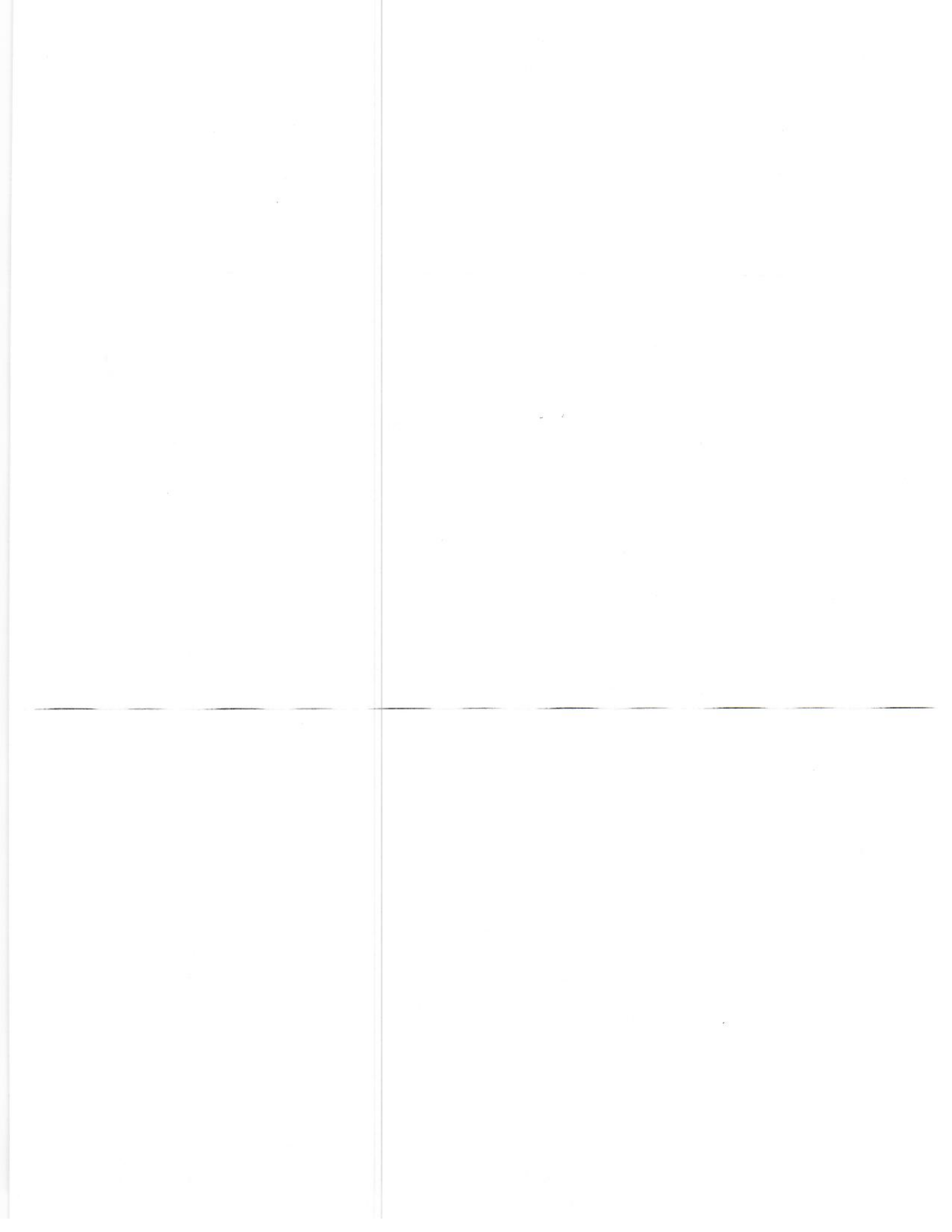
Offer Versus Serve (OVS):

- Must PREPARE all 5 components in required amounts

AT POS: Must TAKE at least 3 components in minimum required amount, one must be fruit or vegetable

Component Specifications: Daily and Weekly Amount Based on the Average for a 5-Day week

Grades		K-5	6-8	K-8	9-12	Additional Information
Fruit (cups)	Weekly (daily)	2½ (½)			5 (1)	Only 100% Fruit juice is allowed and no more than half the weekly offering for the fruit component may be 100% juice.
	Serve Only: minimum amount required at POS	½			1	
	OVS: minimum amount to count at POS	½			½	
Total Vegetable (cups)	Weekly (daily)	3¾ (¾)			5 (1)	Only 100% Vegetable juice is allowed and no more than half the weekly offering for the vegetable component may be 100% juice.
	Serve Only: minimum amount required at POS	¾			1	
	OVS: minimum amount to count at POS	½			½	
Vegetable Subgroups (cups)		Minimum weekly amounts				
	Dark green	½			½	No maximum for any subgroup. <i>*Must offer more than minimum weekly values in order to meet weekly total.</i>
	Red/Orange	¾			1 ¼	
	Beans/Peas (legumes)	½			½	
	Starchy	½			½	Minimum creditable amount to count as a subgroup is 1/8 cup.
	Other	½			¾	
	To meet weekly requirement, vegetables from ANY subgroup	1			1.5	
Grains (oz/eq.)	Weekly (daily) amounts <i>*Not required to meet Weekly maximum</i>	8-9* (1)	8-10* (1)	8-9* (1)	10-12* (2)	All grains offered must be <i>whole grain rich</i> .
	Serve Only and OVS: Minimum amount to count as a component at POS	1	1	1	2	Weekly, no more than 2 oz/eq. grain based dessert.
Meat/ Meat Alternate (oz/eq.)	Weekly (daily) amounts <i>*Not required to meet Weekly maximum</i>	8-10* (1)	9-10* (1)	9-10* (1)	10-12* (2)	
	Serve Only and OVS: Minimum amount to count as a component at POS	1	1	1	2	
Fluid milk (cups)	Weekly (daily)	5 (1)				Offer two varieties daily. (variety: fat content or flavor)

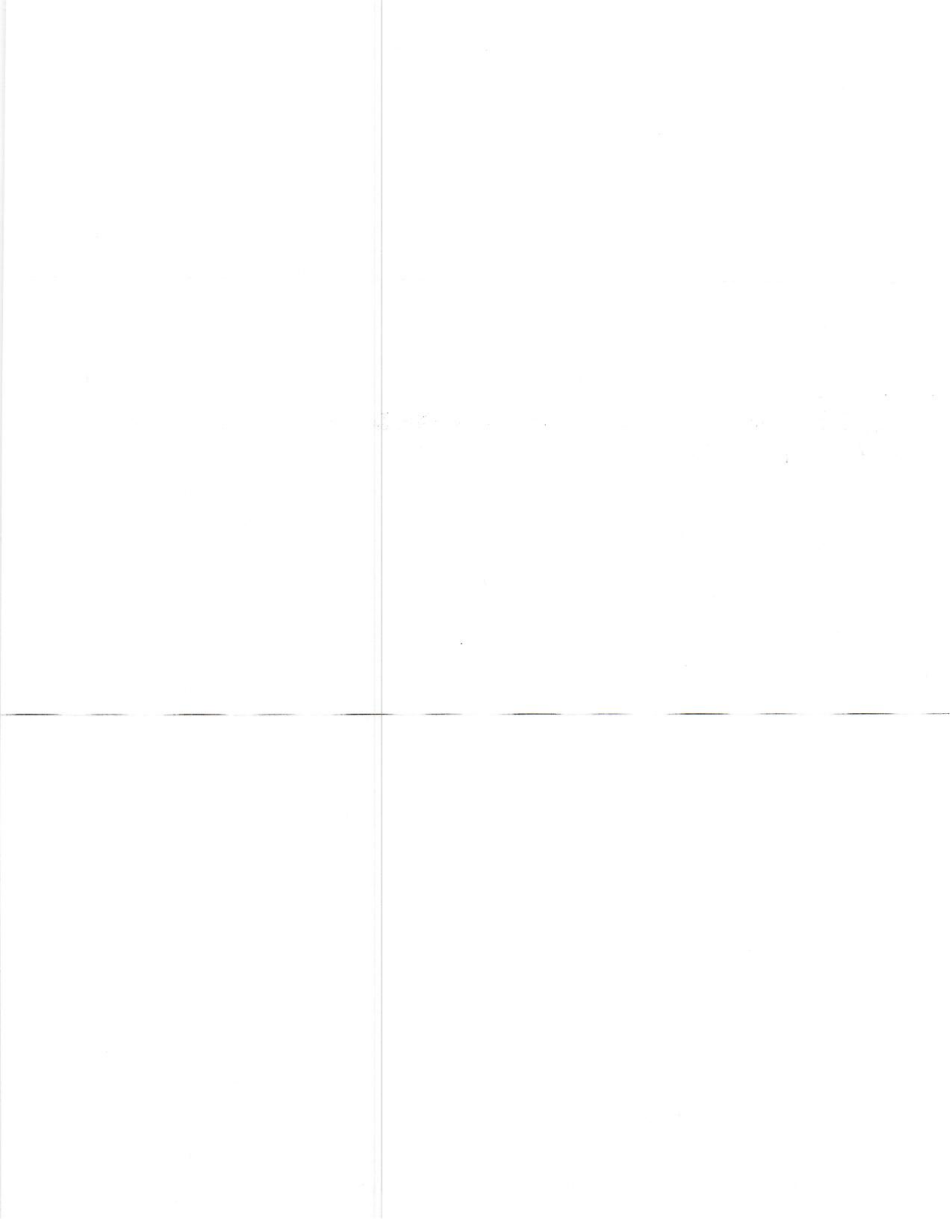


Dietary Specifications: Weekly Average Requirement for a 5-Day week

Grades	K-5	6-8	K-8	9-12	Additional information
Minimum - Maximum calories (kcal)	550-650	600-700	600-650	750-850	
Sodium (mg)	≤ 1230	≤ 1360	≤ 1230	≤ 1420	<i>The current sodium guidelines (Target 1) were implemented SY 14-15.</i>
<i>Sodium Target 2 implement in SY 2017/18</i>	≤ 935	≤ 1035	≤ 935	≤ 1080	
<i>Sodium Final Target Implement in SY 2022/23</i>	≤ 640	≤ 710	≤ 640	≤ 740	
Saturated fat (% of calories)	≤ 10				

Dietary Specifications: Daily Requirement for a 5-Day week

Grades	K-5	6-8	K-8	9-12	
Trans fat	Nutrition label or manufacturer spec must indicate zero grams of trans fat per serving.				



(5-Day) Meal Pattern for School Breakfast Program





Serve Only

Offer vs. Serve (OVS)

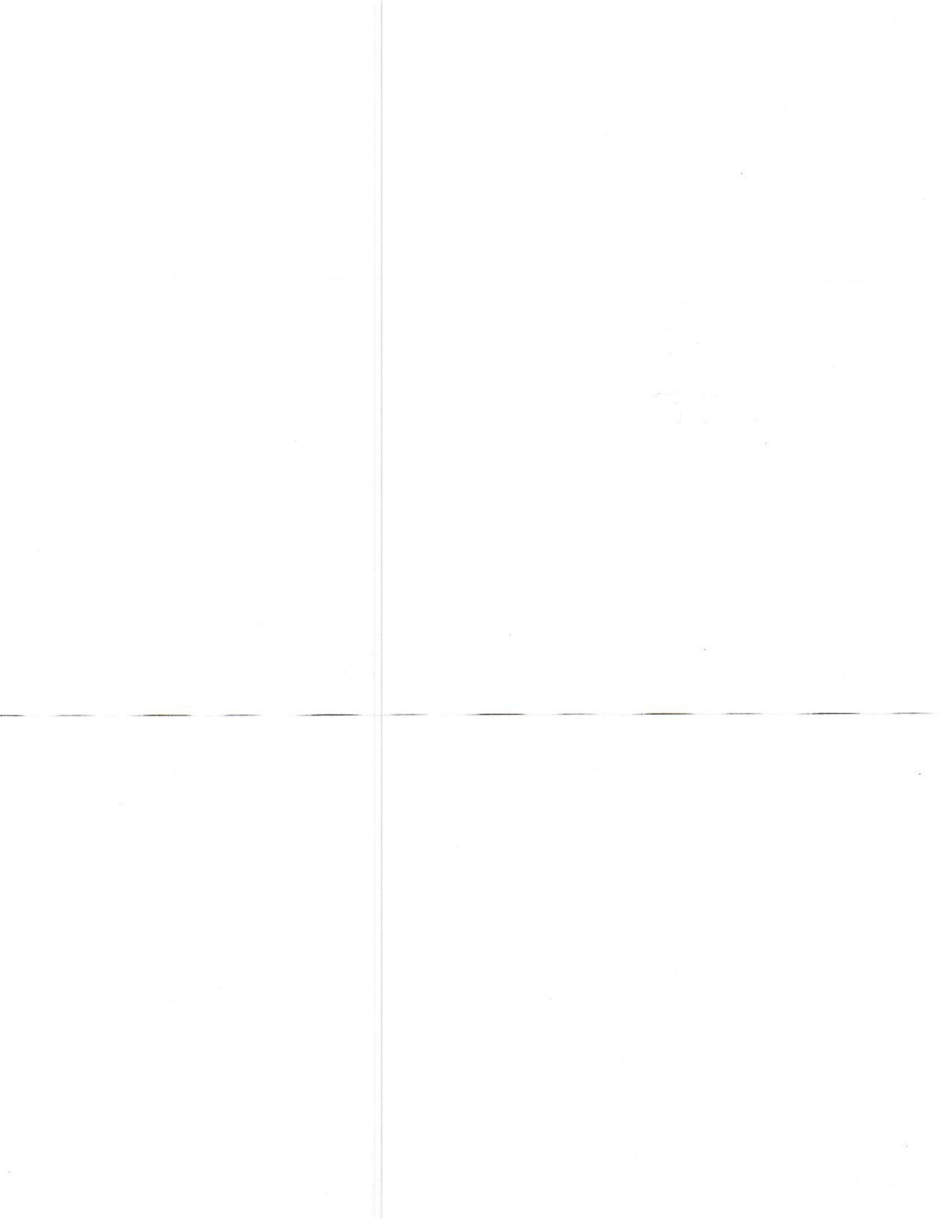
- Minimum 3 items daily. Must prepare each of 3 required items in required amounts: Milk, Fruit/Juice/Vegetable, Grain

- Minimum 4 items daily. Must prepare each of 3 required items in required amounts: Milk, Fruit/Juice/Vegetable, Grain and 1 additional item (may be grain, fruit/juice/veg, or meat/meat alternate)
- Students must have at least 3 items on tray at POS, 1 item must be a ½ cup Fruit/Juice/Vegetable

Required

	Grade K-5	Grade 6-8	Grade K-8	Grade 9-12	Grade K-12
Fluid milk Must offer two varieties in fat content and/or flavor: Fat-free flavored, Fat-free plain, 1% plain	1 cup daily 	1 cup daily	1 cup daily	1 cup daily	1 cup daily
Fruits/Juice/Vegetables Juice must be 100% full-strength. No more than half weekly offering may be juice. In order to count starchy vegetables, must serve 2 cups of vegetables from other, dark green, red/orange and/or bean/peas subgroups in same week.	1 cup daily 	1 cup daily	1 cup daily	1 cup daily	1 cup daily
Grains/Breads Daily and weekly minimums must be met. Flexibility for grain maximums. All of grains offered must be whole grain-rich	1 oz/eq (daily) 7-10 oz/eq (weekly) 	1 oz/eq (daily) 8-10 oz/eq (weekly)	1 oz/eq (daily) 8-10 oz/eq (weekly)	1 oz/eq (daily) 9-10 oz/eq (weekly)	1 oz/eq (daily) 9-10 oz/eq (weekly)
Optional					
1 item of Meat/Meat Alternate No daily or weekly requirement 1 item (1 oz/eq) Item counts towards grain weekly requirement.	0 	0	0	0	0

Calories Weekly Average	350-500	400-550	400-500	450-600	450-500
Sodium (mg) Weekly Average	≤540	≤600	≤540	≤640	≤540
Saturated Fat (% of total calories) Weekly Average	≤10				
Trans Fat Daily	0g/serving				



LaVerne Elementary Preparatory Academy

&

Desert Trails Preparatory Academy

Assessment of: Local Wellness Policy

LaVerne Elementary Preparatory Academy & Desert Trails Preparatory Academy (LEPA/DTPA) take great pride in healthy eating and physical activity. We play a significant role in the lives of children; thus, LEPA/DTPA serve as an important setting for providing scholars with a healthy environment where they can consume nutritious foods, be physically active, and learn about the importance of life-long healthy behaviors. Therefore, monitoring school environments that influence diet, physical activity, and other facets of wellness are essential priorities.

LEPA/DTPA utilized the *School and Community Actions for Nutrition (SCAN) Survey* to assess the prior Local Wellness Policy. Several areas of strength and improvement were discovered. These issues are addressed below.

Strengths:

Currently LEPA/DTPA have a district wellness policy in place and it is implemented by a coordinator.

The school environments promote model breakfast and lunch programs as evident in innovative service, high quality meals and nutritious offerings. Healthy food choices are available on the school premises and are marketed utilizing innovative methods.

The schools also encourage physical activity on daily basis utilizing PE curriculum and training equipment.

More than 60% of the student body participates in the lunch program daily.

Areas for Improvement:

Prior to the 2021-2022 school year, a wellness policy committee was not in place. Due to the pandemic, there was some setbacks, however the wellness policy coordinator for LEPA/DTPA will work on implementing a Wellness committee this upcoming year.

Currently, there is no school garden in place. Due to the pandemic, there have been some setbacks and challenges to overcome. LEPA/DTPA administration are researching various curriculum and opportunities for developing a school garden on site.

Currently, there is no salad bar that offers a variety of fresh vegetable choices in are school meal program like prier years due to the pandemic. All vegetables and fruits were served directly to the student. However, this year the food coordinator will work closely with the food vender to explore options on reimplementing the fresh Salad bar in its national school meal program.

Currently, foods offered outside of the school meal program are not mandated by administration to meet state/federal requirements. Therefore, school staff will work on developing procedures/polices to ensure compliance of state and federal nutrition standards.

Currently, no parent take-homes or related materials are used. The LEA is working on exploring options for implementing nutritional take home materials to parents. Thus, staff is developing and researching instructional materials for parents regarding nutrition education and training.

Currently, the LEA is working on ideas to improve participation in its national breakfast program.

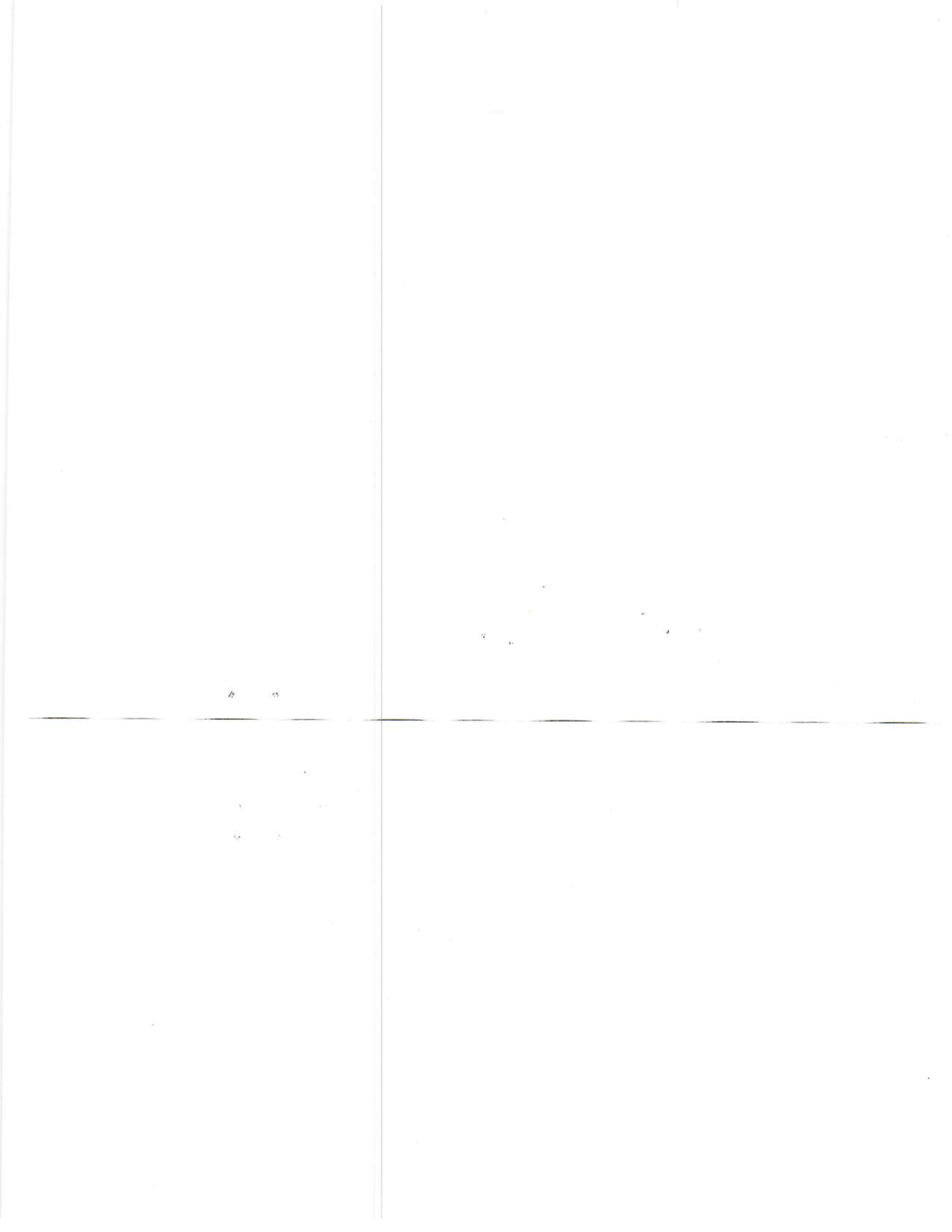
The school is also planning to inventory and select community partners to improve participation in community food and nutrition programs.

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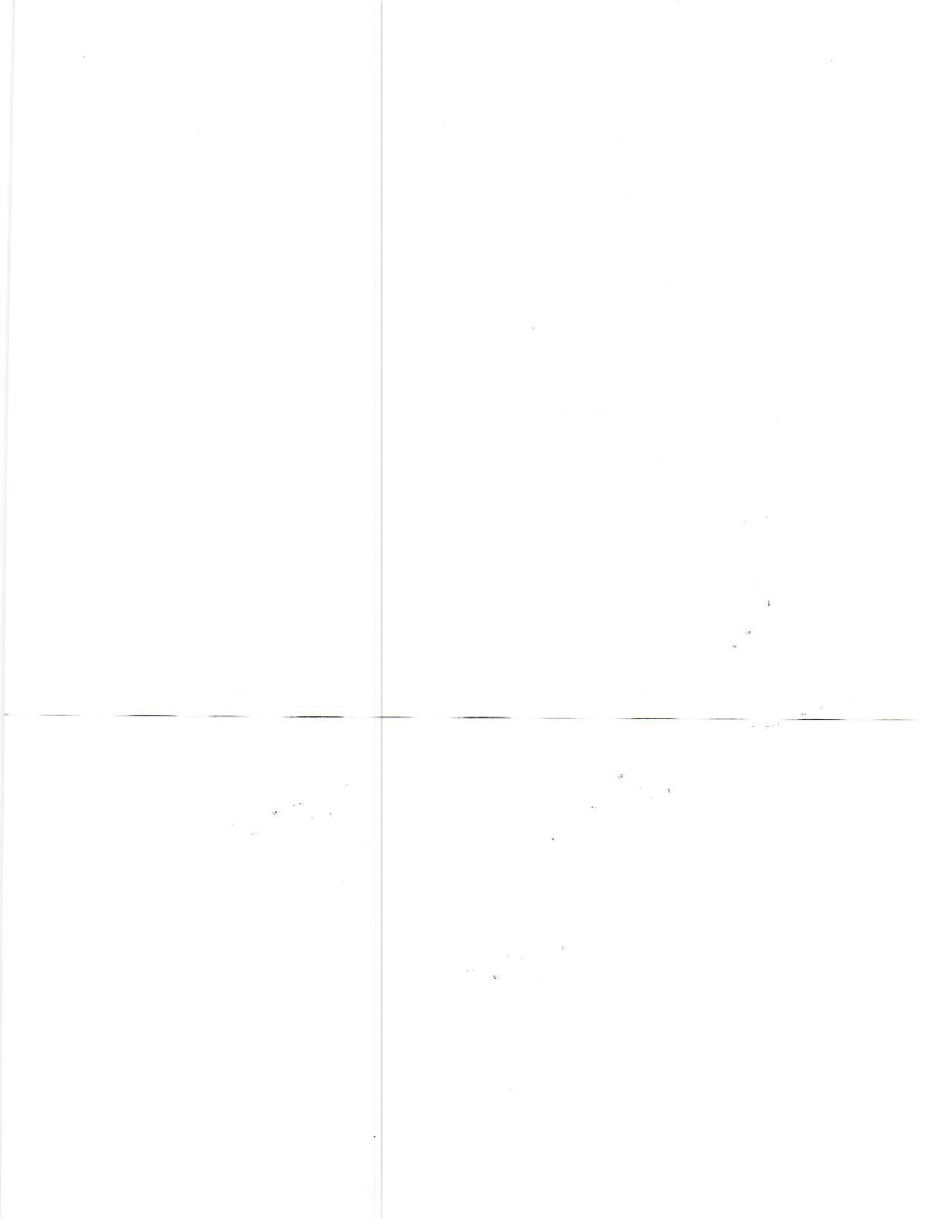
School and Community Actions for Nutrition (SCAN) Survey

Points	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
I. Wellness Policy					
1. A wellness policy that meets federal requirements in place.	The district does not have a wellness policy.	A district wellness policy is in development.	The district has a wellness policy meeting all federal and state requirements, including a plan for monitoring.	The school site uses innovative strategies and model practices in implementation of the school wellness policy.	2
2. A wellness policy coordinator is designated.	No school staff are assigned to coordinate the district wellness policy.	District administrators are developing a plan for coordination of the wellness policy.	A district wellness policy coordinator is designated and is coordinating policy implementation.	The district wellness policy is implemented by a coordinator.	3
3. A wellness policy advisory committee is in place.	No wellness policy committee is in place.	Planning for a wellness policy committee is in place.	A district wellness policy committee is in place.	Key school, parent, and community members are represented on a wellness committee that meets at least quarterly.	1
4. A process evaluation system for monitoring the implementation of the wellness policy is in place.	No wellness plan monitoring or evaluation process is in place.	Planning is underway for monitoring and/or evaluating the implementation of the wellness policy.	A process evaluation system to track success in the implementation of the wellness policy is in place at the district level.	Process evaluation and/or monitoring occur at the school site to provide feedback on wellness policy implementation procedures.	1

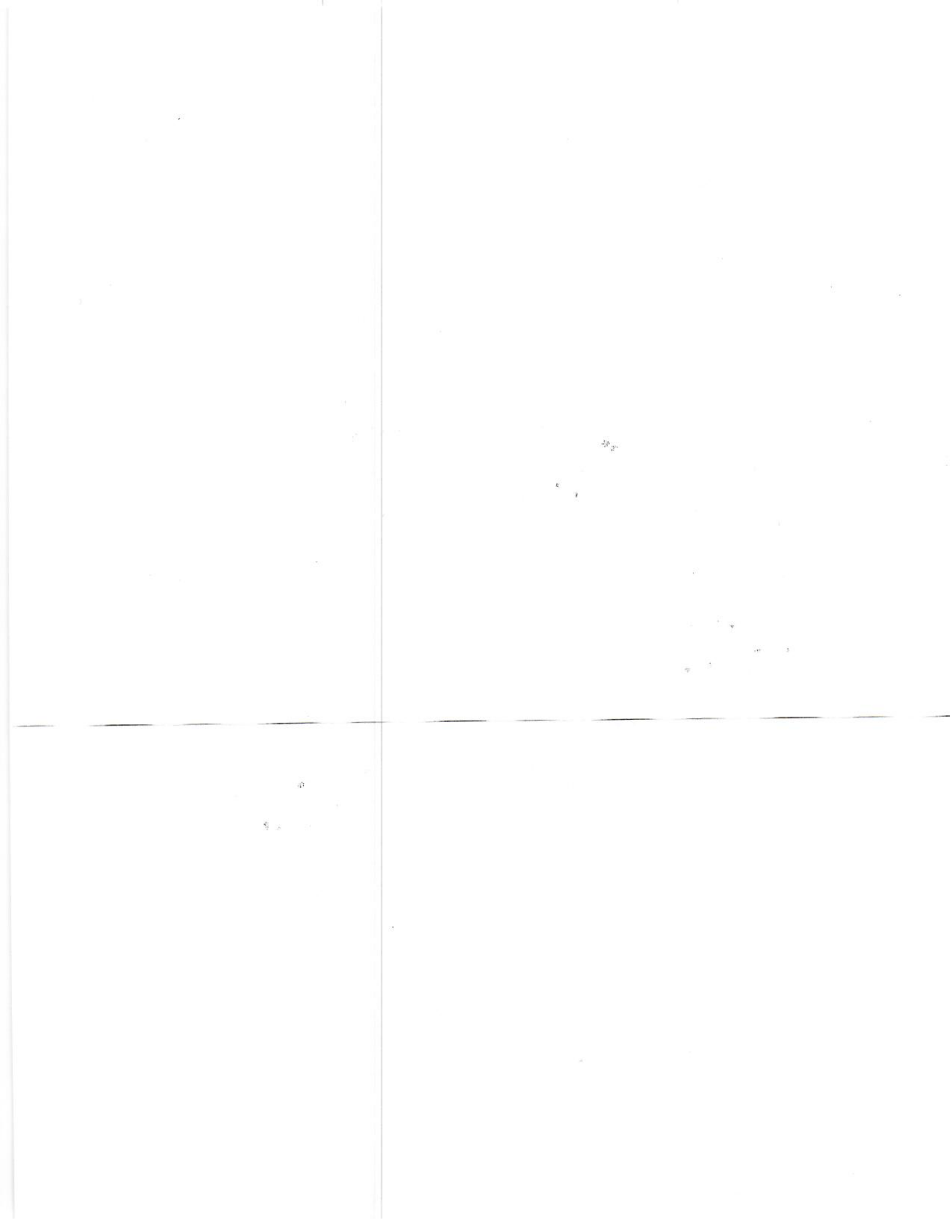
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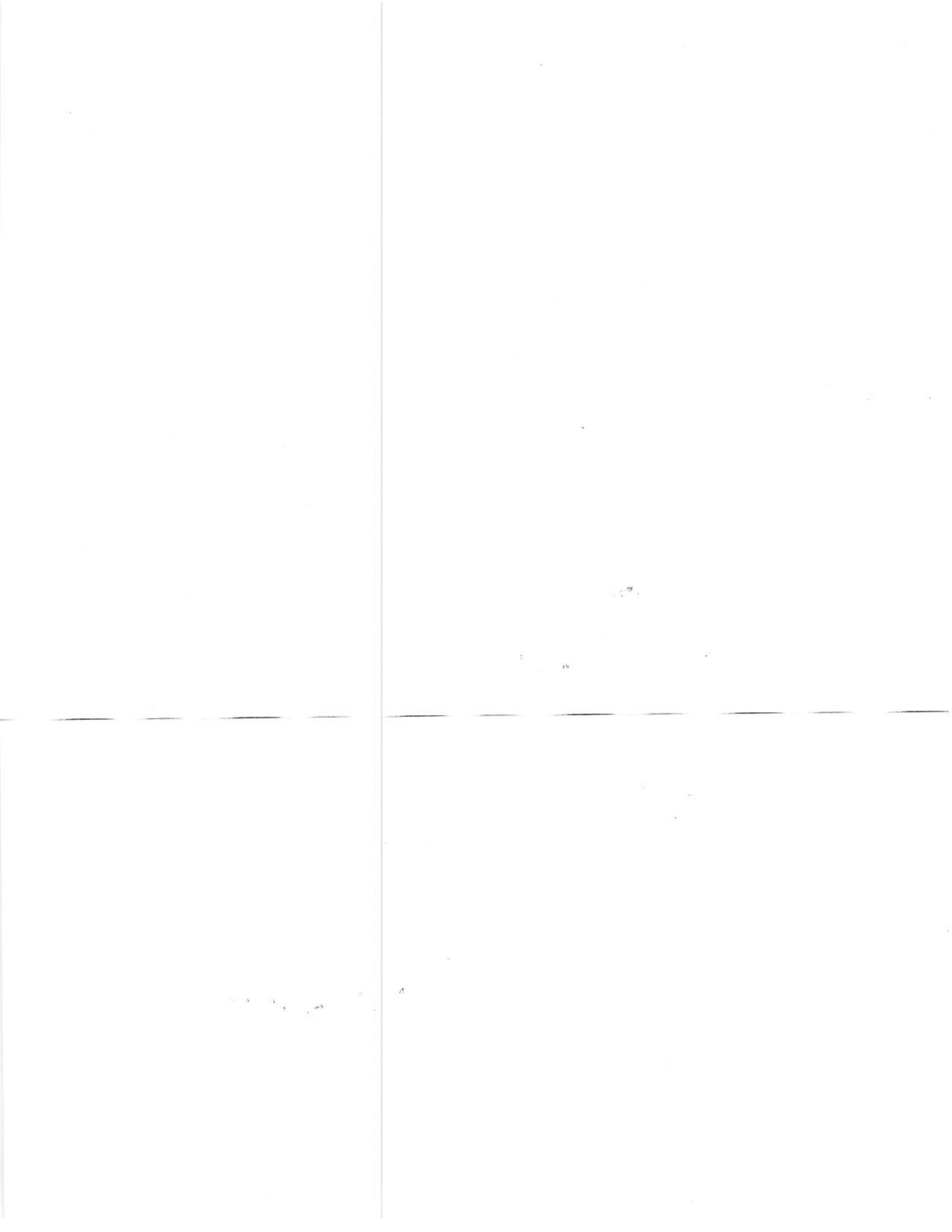
Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
5. Priority/target student nutrition-related health needs/issues are identified.	No student nutrition-related health needs/issues are targeted in the wellness policy.	Designated school staff are planning to identify targeted nutrition-related student health needs/issues and outcome measures.	Designated school staff have identified priority student nutrition-related health needs and plan for addressing these needs.	Staff have used appropriate data, such as California Healthy Kids Index, to identify priorities and measure progress in achieving student nutrition-related outcomes.	2
II. School Environment					
Wellness Policy Score					
6. A nutritious school breakfast is available daily.	No breakfast is served at the school site.	Planning is underway to begin/improve the lunch program.	Breakfast is available to students daily and meets menu planning option requirements.	Model breakfast program is evident; e.g. innovative service or high quality, nutritious offerings.	3
7. A nutritious lunch is available daily.	No lunch is served at the school site.	Planning underway to begin/ improve the lunch program.	Lunch available to students daily; meets menu planning option requirements.	Model lunch program is evident; e.g. innovative service, selections, direct purchase of foods from local farmers.	2
8. A salad bar offering a variety of fruit/vegetable choices is available in the school meal program.	No salad bar is available.	Plans underway to begin salad bar program.	Salad bar in place, offering a variety of fruits and vegetables.	Model salad bar program is evident; e.g. farm to school program; a variety of local, seasonal produce served.	1



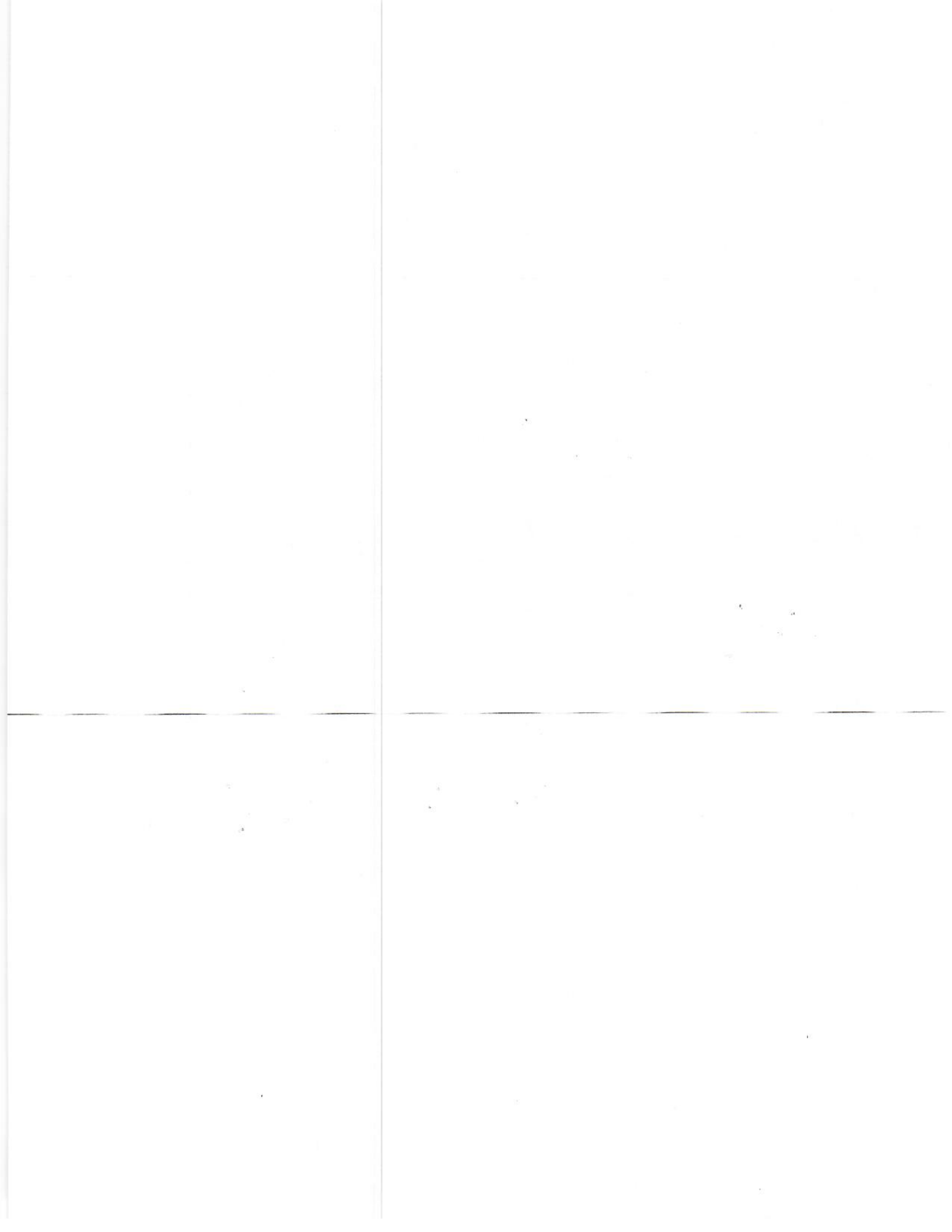
Criteria Points	Not in Place 0	Under Development/ Partially in Place 1	Meets Standard 2	Exceeds Criteria 3	Score
9. A safe and inviting location for students to consume meals, with sufficient time, is provided.	No dining area is provided	A dining area is provided but students have less than 15 minutes to consume meals after obtaining the meal.	Students are provided a safe and inviting location for dining, with sufficient time to consume meals after obtaining the meal.	Innovative strategies are used to create a dining space that is pleasant and inviting.	2
10. A school garden is available on the school site.	No school garden is available.	Plans are underway or staff/others are developing the use of school gardens.	A school garden is available for garden-enhanced education.	Exemplary school garden programs are evident; e.g. community involvement, integration with food and nutrition education lessons.	0
11. If foods are offered outside of the school meal program, foods available model healthy food choices.	Foods available on the school premises do not meet state/federal requirements.	School staff are developing procedures/policies to ensure compliance of state and federal nutrition standards.	All foods meet state and federal laws/regulations; or removed all foods other than meal program offerings.	The school is implementing exemplary meal program practices that model healthy food choices.	0
12. All beverages offered on the school premises model nutritious beverage selections.	Highly sweetened beverages are available on the school campus.	A process is in place to monitor beverage selections and increase selection of healthy beverages, including water.	Water is available to students; all beverages available on the school premises meet state and federal requirements.	No highly-sweetened beverages are available on the school premises; milk (at proper temperature) and water are available for students.	1



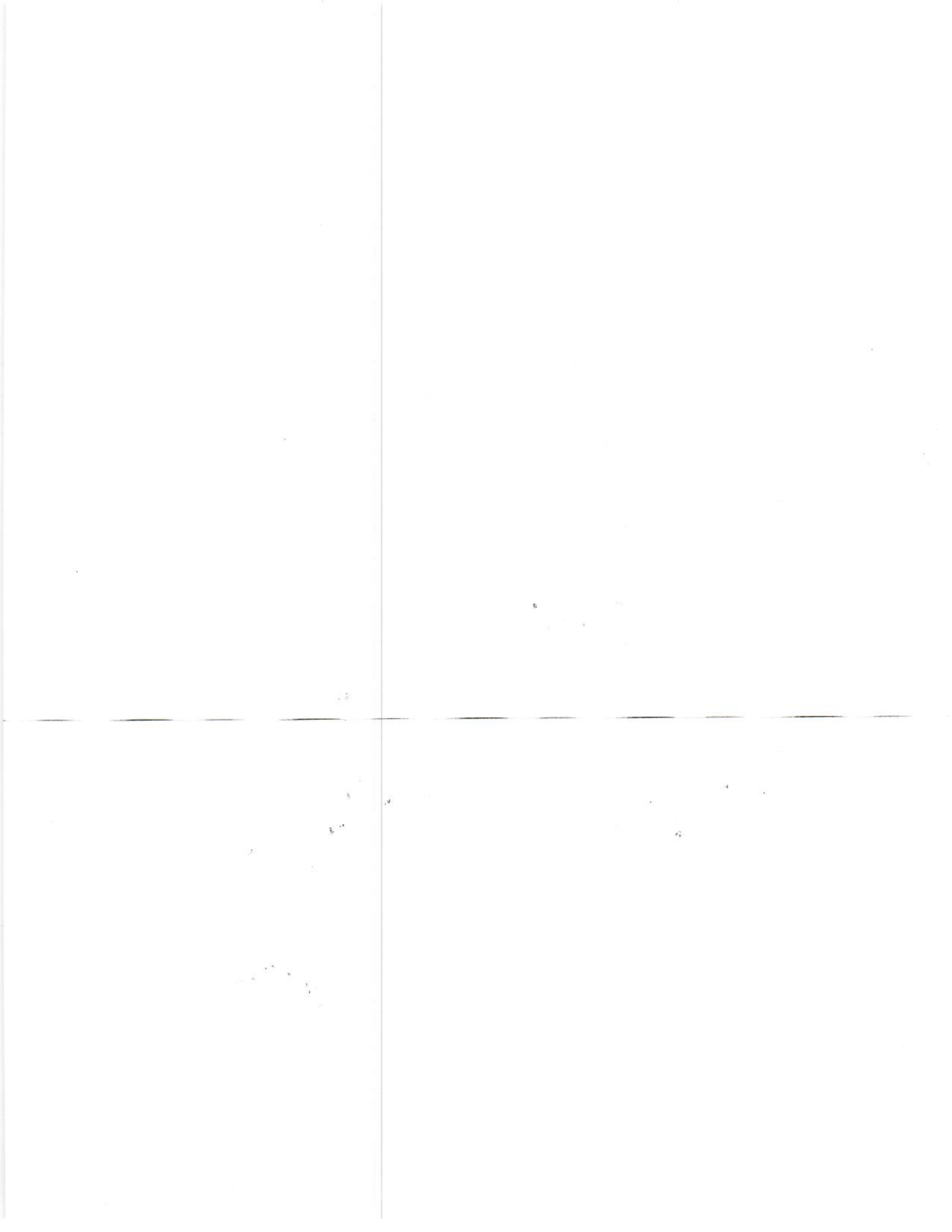
Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
13. Marketing and media messages on the school premises reinforce food and nutrition education.	Advertisements for commercial food products are allowed on the school premises.	Marketing messages in process of evaluation with goal of reinforcing nutrition education curriculum.	Standards for media and marketing messages for food and beverage products are in place.	Healthy food choices are available on the school premises and are marketed using innovative methods.	3
14. A place for students to engage in physical activity is available on the school premises.	No locations are available for students to engage in physical activity.	School staff is planning to improve opportunities for student's physical activity in the school environment.	Locations for students to engage in physical activity are available on the school site.	School environment encourages physical activity; innovative programs available, e.g. training equipment	3
III. Student Education Programs					
School Environment Score					
15. Nutrition education included in classroom instruction.	No plan or standard is in place for nutrition-related instruction.	Planning is in place to provide nutrition-related instruction in the classroom at specified grade levels.	Students receive at least 50 hours of nutrition-related instruction at specified grade levels.	Innovative nutrition education programs in place offering more than 50 hours of instruction at specified grade level.	1
16. Nutrition education curriculum is used in the classroom.	No planned nutrition education curriculum is available.	Plans are underway to develop/adopt a theory-based nutrition education curriculum.	Theory-based nutrition education curriculum is in use.	School plans theory-based curriculum so that students receive at least 50 hours of sequential instruction.	2



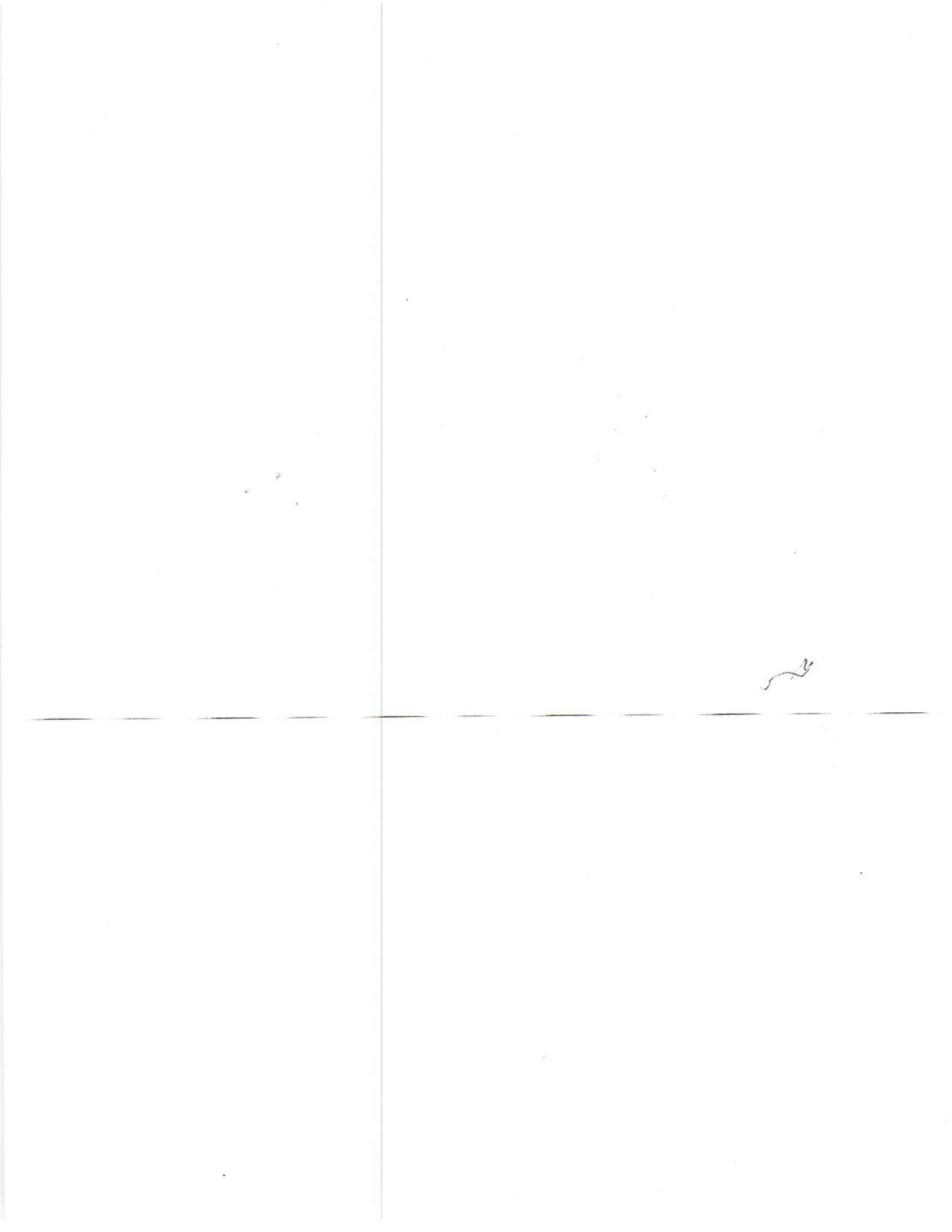
Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
17. Nutrition education is based on health education standards and nutrition competencies.	Nutrition education competencies or health education standards are not used to guide student instruction.	Plans are underway to incorporate nutrition education competencies/ health education standards.	Nutrition education is based on nutrition education competencies/ health education standards.	Nutrition education competencies and health education standards are used to plan scope and sequence of nutrition instruction at all grade levels.	2
18. Nutrition education is integrated with and reinforced through the foods available on the school premises.	No coordination between teachers and the nutrition program is in place.	Teaching and nutrition staff are working together to plan nutrition education and/or the food service area promotes nutritious food choices.	Nutrition education is integrated with and reinforced through the foods available on the school premises and food service area promotes nutritious food choices.	Innovative strategies are used to reinforce nutrition education curriculum; e. g. school menus integrate with classroom themes; a nutrition education specialist is available for assistance.	2
19. Garden-enhanced instruction is included in the curriculum.	No school staff use garden-enhanced education.	Plans are underway or the use of the garden in student instruction is being developed.	School staff are using garden-enhanced education curricula.	Innovative use of garden is evident; e.g. food education is integrated with core subject area content standards.	0
20. Students participate in the school breakfast program.	Less than 10 per cent of students participate in the school breakfast program daily.	Less than 20 per cent of students participate in the school breakfast program daily.	A minimum of 30 per cent of students participate in the school breakfast program daily.	More than 30 per cent of students participate in the school breakfast program daily.	1



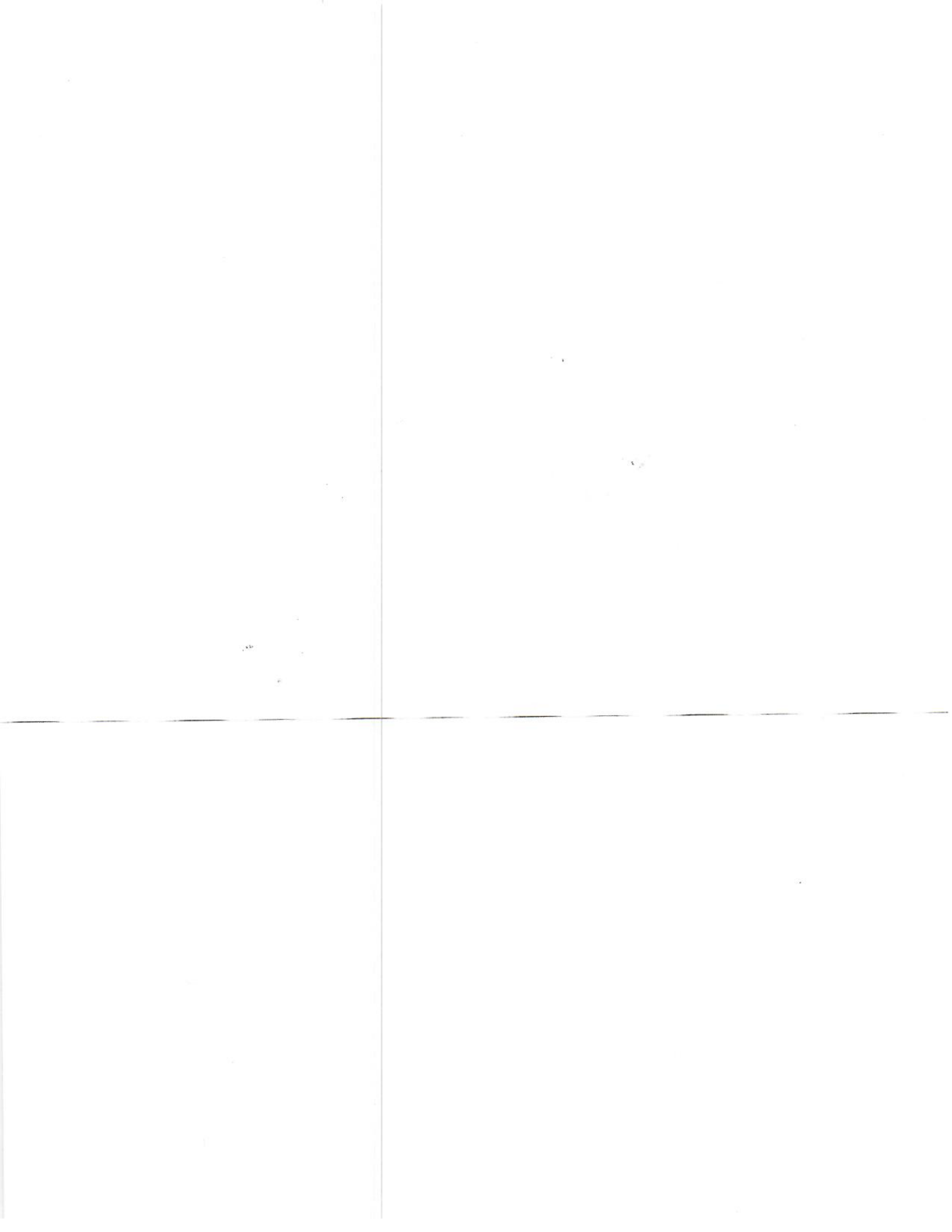
Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
21. Students participate in the school lunch program.	Less than 30 percent of students participate in the school lunch program daily.	Less than 40 percent of students participate in the school lunch program daily.	A minimum of 60 percent of students participate in the school breakfast program daily.	More than 60 percent of students participate in the school breakfast program daily. Lunch	3
22. Physical education is based on state physical education standards.	No physical education program is in place at the school site.	Physical education programs meet state requirements.	Physical education programs meet state requirements and use the state physical education standards as a guide.	Physical education programs go beyond minimum standards, and use innovative practices, e.g. integrated with nutrition instruction.	2
IV. Professional Development Programs					
Student Education Programs Score					
23. Teachers are trained in nutrition science and use of nutrition education curricula.	No nutrition education or training programs are provided for school staff.	School staff participate in independent nutrition-related training opportunities.	Teachers have received at least one hour of nutrition-related training.	School staff participate in more than one hour of a variety of nutrition education and training programs.	1
24. Food service staff are trained in federal and state requirements, menu planning options, and nutrition science.	No training has been provided to food service staff.	One hour or less of training has been provided to food service staff; a minimum of 3 hours of training is required for new staff.	A district food service training program is in place; and/or employees are supported in participating in off-site training opportunities.	A comprehensive professional development program is in place; certification in professional organizations is encouraged.	2



Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
25. The garden coordinator is trained in garden-enhanced nutrition education.	A garden coordinator is not available, or is available but has not been trained in nutrition.	The garden coordinator has received at least one hour of training on garden-enhanced nutrition education.	The garden coordinator has participated in at least two hours of training relating to gardens and nutrition education.	The garden coordinator provides on-site training for other staff as a result of training opportunities; and/or garden/nutrition curriculum is used.	0
26. The school site has access to a nutrition education specialist for consultation regarding nutrition-related programs.	A nutrition education specialist is not available.	A nutrition education specialist is used to provide staff and/or student nutrition-related training/education.	A nutrition education specialist is available for consultation regarding nutrition-related programs.	A nutrition education specialist participates in planning and implementing comprehensive staff and/or student nutrition-related training/education programs.	1
Professional Development Programs Score					
Parent Involvement					
27. Nutrition education programs provide parent education materials reinforcing student instruction.	No parent take-homes or other materials are used.	Instructional materials for parents are in development.	Nutrition education programs provide parent education materials reinforcing student instruction.	A parent link to nutrition education curriculum is consistently provided; innovative strategies are used to involve parents.	0



Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
28. Parents have opportunities for involvement in nutrition education.	Parents are not involved in food and nutrition programs.	Strategies to involve parents are in development; parent participation is encouraged.	Parents are participating in food and nutrition education programs.	Parents are involved in diverse ways, e.g. gardening activities, cooking demonstrations	1
29. Parent nutrition education/training programs are provided.	No parent education/training is available through the school.	A plan to involve parents at the school site is in development.	Parents receive information about school food and nutrition education programs at planned school events, e.g. school open houses.	Parent food and nutrition education training/events are provided by the school.	0
Community Partnerships					
30. The school site participates in food and health/nutrition-related community programs, e.g. information regarding services is provided.	The school site does not participate in food and health/nutrition-related community programs.	Planning is underway to inventory and select community partners, or to improve participation in community food and nutrition programs.	The school site is using and/or promoting community food and nutrition programs, e.g. cooperative extension nutrition education programs, county health programs, food stamp programs, summer feeding programs.	The school site is using innovative practices in participating or promoting community food and health/nutrition-related services; e.g. a school health clinic provides nutrition counseling for teens.	0
Parent Involvement Score					



Criteria	Not in Place	Developing Plan/ Partially in Place	Meets Standard	Exceeds Criteria	Score
Points	0	1	2	3	
31. The school site involves local agriculture partners in food and nutrition education programs.	The school has no involvement with the local agricultural community.	Coordination with the local agricultural community is in the planning process.	The school involves the local agricultural community in food and nutrition education programs, e.g. food systems education through farm to school programs.	Innovative strategies are used to involve local agriculture partners in food and nutrition education programs, e.g. farm visits, food and cooking demonstrations, and/or farmers visiting the classroom.	0
32. Outside-of-school-hours programs (e.g. after school, summer feeding) reinforce healthy food choices and provide nutrition and health instruction.	Outside-of-school hours programs do not include nutrition/health-related activities or instruction; foods available do not promote healthy food choices.	Planning/seeking funds to provide nutrition/health instruction and/or provide nutritious food/meals in outside-of-school-hours programs.	Outside-of-school-hours programs reinforce healthy food choices and provide nutrition and health instruction.	Innovative, model nutrition and health programs are provided in outside-of-school-hour programs, e.g. a summer school nutrition class coordinated with a summer feeding program offering nutritious, appealing food choices.	0
96 Possible Points					
Community Partnerships Score					
SCORE TOTAL					42

