



# <u>H</u>igh <u>S</u>chool *Physical Activity* and <u>N</u>utrition<u>E</u>nvironment <u>T</u>ool

**HSPAN-ET** (Nutrition Context)

Student Version Updated July 2017

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Note: Areas of Interest 1-16 are focused on Physical Activity and not included in this version of the tool.

Nutrition Areas of Interest Title (Environment Category)	Observation Conditions	Documents to Review
17 – Cafeteria/Meal Service Area (Physical)	Students absent	Not needed
18 – Garden Features (Physical)	Students absent	Not needed
19 – School Meals (Situational)	Students present	Signs, school handbook, website or wellness policy, others
20 - Food and Beverage Habits (Situational)	Students present	Not needed
21 – Food and Beverage Practices (Situational)	Students present	School policy, website, school handbook, wellness policy, others
22 – Drinking Water (Situational)	Students present	School policy
23 - Cafeteria Atmosphere (Situational)	Students present	Not needed
24 – Before/After School and Summer Food Access and Extracurricular Programs (Situational)	Students present	Not needed
25- Nutrition and Wellness Policy (Policy)	n/a	School and/or district wellness policies or other written policies
26 –Nutrition and Wellness Committee (Policy)	n/a	School and/or district wellness policies
27 - Health and Nutrition Education (Policy)	n/a	School and/or district wellness policies
28 - Closed Campus Policy and Neighborhood Food Access Environment (Policy)	n/a	School and/or district wellness policies, school and neighborhood map

#### Introduction to the School Physical Activity and Nutrition Environment Tool (SPAN-ET)

**School** – is where students spend a lot of time. School settings affect students' eating and activity. **Physical** – activities help students feel good, be fit, stay healthy and prevent many chronic conditions

**Physical** – activities help students feel good, be fit, stay healthy and prevent many chronic conditions like obesity and diabetes, and even learn easier!

**Activity** – Activity in school helps students meet recommendations for "at least 60 minutes of total physical activity every day" with most activity being "moderate-to-vigorous" in intensity.

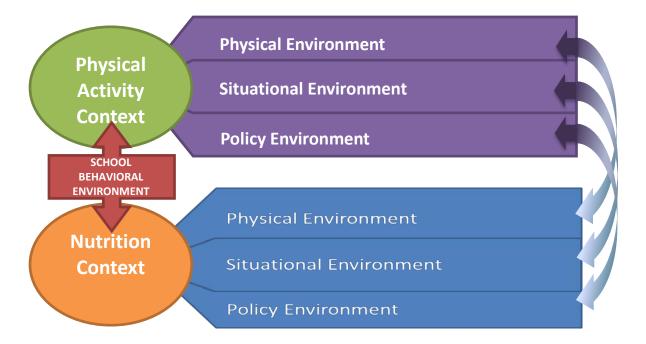
**Nutrition** – Meals and snacks eaten at school provide students with up to ½ of their daily nutrition.

**Environment** – Physical spaces and features, policies that shape those features and their use, and what people, adults and peers, do and say in schools affect all students' choices and options.

**Targeted Actions** – Tools that show exactly what happens in the policy, situational, and physical environments help students to work with adults to take targeted action to improve less than "good" or "best" practices and meet "unmet" conditions that make schools better at supporting healthy behaviors.

Schools are places where students spend lots of time, have opportunities to eat and drink, and move actively during the day. This means schools can be ideal settings for making healthy dietary choices and being physically active easier for **all** students. The School Physical Activity and Nutrition Environment Tool (SPAN-ET) was developed as an environmental survey for assessing the school physical activity (PA) and nutrition contexts, the settings that support students' nutrition and PA behaviors at school. That includes assessing the school, staff and student's resources and readiness to make improvements. The full SPAN-ET assessment tool provides scores that can be used to identify which specific PA and/or nutrition areas need to be improved. The tool helps to link needed improvements with students' and school priorities, and with 'best practice strategies for change. The original tool focuses on both PA and nutrition, and is guided by a theoretical model (see Figure 1). The High School – Nutrition version for student users has 12 Areas of Interest, or Als. The tool helps students examine three different aspects of high schools: Physical Environment, or the physical spaces, structures and objects that can be directly observed; Situational Environment, or the way people interact, what they say and how messages they share affect students' actions; and Policy Environment, or the written rules and guidelines a school and district have in place, which regulate physical and situational aspects of the context related to PA and nutrition behaviors at school.

Figure 1. School Physical Activity and Nutrition Environment Tool (SPAN-ET) Environment Model



#### Using the High School - Nutrition Version (HSPAN-ET) of the SPAN-ET Tool

The **HSPAN-ET** version is a tool designed to help high school students assess the nutrition environmental context of their school, and work with adults to take action - increase opportunities that support students' access to healthy dietary options. The **HSPAN-ET** is adapted from the original version that was created and tested specific to the elementary school PA and nutrition contexts and environments. Completing the environmental assessment happens in ten steps:

- 1. Review the tool and supporting resources read and study thoroughly to 1) become familiar with each survey section, or "Area of Interest" is asking; 2) find out which documents you need to collect for the document review activities, and 3) think about who you might interview and what you will want to ask for each section. Advisors will want to also review the accompanying toolkit of items that includes a template email introduction about the assessment, a template summary report for organizing your results and a template power point presentation for communicating to various audiences about your results.
- 2. **Practice -** as a group complete one Area of Interest together to identify questions your team may have and identify barriers you might run into in completing the assessment.
- 3. Plan your assessment decide the timeline of when you want it completed (aim for at least three separate days that teams of two complete the observations at least an hour at a time); discuss what pairs of students will complete which Als at what time of the school day (some require that students be absent during an observation, others require students be present); discuss when and how you will interview people; plan when you will review documents, and set a day on the calendar after the assessment is complete. When you complete your assessment your team will discuss what you learned for each Area of Interest and then across the whole school in order to decide what to take action on.
- 4. **Set up team roles and responsibilities for the assessment -** Each pair of students is responsible for filling out the Area of Interest worksheet tool and transferring the information into a summary slide and a report for communicating findings. It helps if student team members take on different roles and responsibilities to keep the assessment materials organized.
- 5. **Notify your school community** students work with advisors to let the school and school district administration know your team is going to conduct the assessment and why. See the template email for an example.
- 6. Gather and organize your documents Students and advisors can get access toand gather, the different documents such as a school website and district wellness policy, so that it can used in the SPAN-ET. It can help to have a few student leaders work with an advisor to gather the documents, review them, and highlight, or attach the relevant parts of each document to a specific AI so that document review is faster during the assessment. Keep track of your efforts with a folder on a computer or multiple folders in print that include your notes, your assessment results, other data sources, your interviews, etc. Some youth teams may find using google documents where people can share their work with one another and live edit efficient for working together.
- 7. Develop and practice interviews Students and advisors work together to develop draft interviews and practice interviewing each other. When students feel comfortable, send an introduction about the project and questions in an email to adults as part of setting up a time to meet. Both students completing the AI should interview the person at the same time. You can also have groups of administrators or teachers meet students at one time where adults rotate among stations where students ask a series of questions that were sent out ahead of time. Remember to respect people's time!
- 8. **Conduct the assessment in pairs** Teams of two students will work together to complete each AI of the SPAN-ET, bringing the completed AI forms, any pictures you take, any completed

interview notes, and any new documents back with you for discussion. An AI can take between 15 minutes to one hour to complete. Any photographs you take require a release form, see appendix 3 for a sample.

- 9. **Review and discuss the assessment findings** Each pair that completes an AI needs to report back to the rest of the team what they found including criteria that were or were not met, things that you noticed that you would want to improve, concerns, and any ideas for projects you would want to do to make things better.
- 10. Identify and decide on opportunities for targeted action Determine what opportunities exist to improve the nutrition conditions in the school based on the assessment findings. Talk with partners about what has been effective in other places In selecting what actions take consider the following: discuss the group's goals, recall what people you interviewed seemed most receptive to wanting to change at the school, identify what areas seemed to be most needing attention to improve nutrition for all students, identify what actions are most feasible to change over what period of time, and identify what actions or areas are of greatest interest to the group.

The capacity, time, resources, and interest of your group will affect your final decisions of what targeted actions can most improve conditions during your school year. The team can use the summary report and presentation of findings as information for applying for local grants to support making school changes. Also consider whether the people who make decisions are interested and motivated to make changes in the strategies you bring forward. It is possible to build multiple year efforts that add on to each other over time, and you also want to pick a few things that you feel like you can see progress on during one year. Building momentum is fun; remember to celebrate!

#### **Data Sources**

The High School version of the SPAN-ET tool uses three methods of data collection for the nutrition assessment described in further detail below: 1) direct observations, 2) face-to-face and/or telephone interviews with key informants, and 3) document review of written and/or published district and school wellness policies, nutrition and school meal policies and guidelines, school meals menus, the school or district website and other documents that have written policies. Required data sources and recommended informants are indicated for each Area of Interest throughout the SPAN-ET. Throughout the assessment process, information collected from all sources is used to verify information from other sources. All Als require at least two separate sources of information to confirm the presence or absence of what you are looking for. For example, two interviews count as two sources of information; a document review and an interview counts as two sources.

In each AI, there will be a "Data Source" Box at the top showing the required data sources (check marked) that shows the needed sources of data in this AI. For example, in the box below, the 'Direct Observation' and 'Interview' boxes are checked showing that these are activities that need to be completed in this AI. The right box lists a color-coded series of informant(s) that are recommended as best/preferred sources of information. The example below shows that for this Area of Interest, a School Administrator and District Food Service Director were interviewed. The check marked boxes show who needs to be interviewed during the site.

Figure 1. Example Area of Interest Data Source Box

Required Data Sources	s:			Informants:
☑ Direct Observation	Time	:	AM /	School Administrator
<u>PM</u>				Teacher, specify:
Interview				■ ☑ District Food Service Director
Document Review				☐ Meal Service Manager/Cafeteria Staff
l <b>—</b>				Classified Staff/Volunteer, specify:
☐ Other, please				■□ Wellness Committee
specify:				Other, specify:

#### 1: Observation – SPAN-ET uses walk through observations

- Plan and map your observations. Obtain a detailed map of the school site if possible. Confirm
  with school staff the location of all specific environments designated for meals/snacks. Confirm
  the location of all administrator, teacher, staff offices/classrooms where you will be conducting
  interviews. Leave a copy of your schedule for the day with the front office.
- Survey the site. Walk through the entire school campus. Note on the map (and photograph if helpful) the location of SPAN-ET nutrition Area of Interest (AI) physical environments.
- Observe physical environments. Systematically examine the AI physical environment without students using the space and situational environments with students present. Observe and mark each and all criteria (observed = met) for the AI before progressing to a new AI. Take photographs of conditions that are subject to review or that may be questionable (in terms of met or not met) in your opinion.

#### 2: Document Review- SPAN-ET uses reviewing and coding documents

- Review criteria. Each SPAN-ET Area of Interest (AI) includes a list of criteria. Each criterion on the list for an AI represents a code. For a code to be measured as met, you need to directly observe, hear/confirm, and/or review a document that represents the criteria being examined.
- Review and highlight. Read over policy documents, lunch menus, activities calendar, newsletters, websites or other paper-based information. Use highlighters, pens or cut and paste pieces of the policy into other documents to create "codes" or key words that show the information you understand to indicate that the AI criteria are met or not. Write the AI number and criteria letter associated with the highlighted words, for example AI 23-BCF, next to your code.
- **3: Interviews -** The tool includes a series of Areas of Interest worksheet that includes instructions of who to talk with (or "informant").
  - Prepare for face to face or phone interviews. Be clear about what you are asking before
    contacting the person. Having a solid understanding of the school, topic and tool will make you
    feel more comfortable as an interviewer, enhance the quality of the questions you ask, and
    make your interviewee more comfortable as well.
  - Send an email with your questions ahead of time. Sending questions beforehand helps you and the person you are interviewing prepare for the discussion.
  - Practice and be natural. Create a set of questions first, then rehearse them with teammates and advisors. Consider asking how the person's day is going or making other small talk at the beginning it helps both of you feel at ease.
  - Respect -- make interviewees feel like their answers are very important to you (because you
    won't know what changes to make without them!) and be respectful for the time they're giving to
    help you.
  - Take notes or record -- Put quotation marks around the person's actual words when you take
    notes and don't change what they say. You may ask to record the conversation to supplement
    note-taking (not instead of). If you're going to tape-record your interview, make sure you obtain
    the interviewee's permission beforehand and on tape. Erase the audio recording once
    you've listened to it to verify your notes.

Key informants are grouped into categories representing various levels of sources of information within the school and district. Informants are typically school and/or school district employees, and may be volunteer staff (e.g. recess monitors, wellness committee members, extracurricular program coordinators). Categories are color-coded and the codes are used to indicate which informant should be interviewed as source of information for a specific criterion. In some cases, the recommended informant may not exist at the school, or another informant may be the preferred/available source of information. The auditor is responsible for interviewing all informants necessary to adequately assess each Area of Interest. The following chart identifies the key informant category and color code as well as specific examples of who fits within the category.

 ode	Informant Category	Informants
	School Administrator	Principal; Assistant Principal
	Teacher, specifically: [indicate]	Grade/Classroom; Physical Education; Health
	District Food Service Director	District-level director of food services (or equivalent)
	Cafeteria Staff	School meal program manager; cafeteria staff
	Classified/Volunteer Staff, specifically: [indicate]	Teacher aides; instructional assistants; Extension educator; garden coordinator; before/after school program coordinator
	Wellness	Wellness committee chairperson or members; school nurse; counselor
	Other, specifically: [indicate]	Parents; school bus driver; maintenance

4: Other data sources, please specify: Occasionally, criteria may be informed by some other data source and may require additional documentation, for example a photograph of tobacco chew in a water fountain to show lack of cleanliness in the water access point. Prior to taking any photos on school grounds, the photo release form (see appendix 3) must be signed by a school administrator on the day of site visit. Photographs in which students or staff can be individually identified are not to be taken for the purposes of this project. All photos taken and used for assessment purposes should be printed (grayscale) and included with the signed photo documentation release form in Appendix 3.

In order to provide a valid and reliable SPAN-ET report, it is essential that the student auditors also gain an understanding of, and document, the school environmental conditions at the time of the assessment. Each Area of Interest has a small sub section to capture this information. The purpose of this section is to document any circumstances, such as weather, delayed start/early release, and others that may explain why the assessed conditions do or do not represent typical, current school environments.

#### **SPAN-ET Implementation and Readiness Scale**

#### **Directions:**

For each Area of Interest, assess each criteria to indicate the school does not meet that criteria and leave a box empty  $\square$  or fill in the box like this:  $[\blacksquare]$  for criteria that are met. All conditions included for the criteria must be met to count it and check it off. For each criteria that requires more than one type of data source, all sources of data need to be present to "count" the criteria. If you are unsure if it's "met" or not, make notes at the bottom and discuss with your auditor and team to make a final decision. If some parts of school meet the criteria and others do not, this is "unmet." See below as an example.

#### **School Observation Description:** Student Auditor Names: Each assessor write their names here in their separate forms. Date (day/month/year) of completing this Area of Interest: Write in the day you are completing the audit. School: Write in your school name Weather conditions: Write in sunny, raining, cloudy, etc. as this affects your impressions Special or unusual circumstances (i.e. first or last day of school, half day, atypical school day schedule, high rate of student absence, etc.): If you have a short day or some other situation that affects what you observe, write that here. Description: Cafeteria or alternative meal service area (i.e. classroom) offers a clean, pleasant and safe setting with adequate space for eating meals. Criteria: Observe (See) Interview (Hear) **Document (Written or** Image) $\blacksquare$ $\blacksquare$ A – There is enough space for school staff to serve meals and for students to buy them and to sit down to eat. Need all of the columns below fully checked to meet this criteria. See Criteria A: Hear Criteria A: Document Criteria D: The Meal Service Manager/Cafeteria Staff District Food Service Director You observe and take photos Not needed on this that show... Meal Service Manager/Cafeteria Staff. You hear (from the people above) that... [II] Space to serve meals is The eating space has the following adequate. ...(find a third person if the first two do not [ ] Space to buy meals is agree). adequate. [ ] Space to eat meals is adequate. [■] Space to serve meals is adequate. Space to buy meals is adequate. [■] Space to eat meals is adequate.

Next, use the "Practice" table to assign a ratio and percentage score. <u>Instruction</u>: Divide the number (#) of criteria met [■] by the total number of criteria (see example Practice table below). The result is called the Practice rating. Auditors assign Practice rating based on the percentage of criteria met. The percentage range of the Practice rating is described by the quantity of criteria met (supported by data seen, heard, or in documents). Round percentages appropriately to whole numbers before assigning practice ratings (e.g. 26.6% = 27%). Mark your response in the corresponding box.

□ Poor Practice	☐ Fair Practice	☐ Good Practice	■ Best Practice
<u>&lt;</u> 25%	26% <u>&lt;</u> 50%	51% <u>&lt;</u> 75%	76% <u>&lt;</u> 100%
No/very few criteria are met, can be seen or documented.	Some criteria are met, can be seen or documented.	Many criteria are met, can be seen or documented.	Most criteria are met; some may exceed current best practice.

Number (#) criteria met 1/1 total (#) applicable criteria = 100 %

**Notes:** The cafeteria is very dirty, and trash is littered around the floor = (Area of Interest 17.Criteria A), and too small for everyone, yet there are so many places to eat – discuss if this is really met or not. (Criteria A)

<u>Instructions</u>: A notes section is provided for each Area of Interest of the SPAN-ET. Be sure to write notes clearly so they are easy for anyone to read, and reference the criteria associated for the notes (see example). If you need more space, write on the back of the page of that AI.

Category: Physical Environment (with students absent)			
Area of Interest 17: Cafeteria/Meal Service	Area		
Required Data Sources:	Informant:		
Direct Observation Time : AM / PM	School Administrator Teacher, specifically		
✓ Interview	☑District Food Service Director		
☐ Document Review	✓ Meal Service Manager/Cafeteria Staff		
Other, please specify	Classified Staff/Volunteer, specifically		
	Wellness Committee		
	Other, specifically		
School Observa	tion Description:		
Student Auditor Names: Date (day/month/year) of completing this Area of Int School: Weather conditions:	erest:		
Special or unusual circumstances (i.e. first or last day of school, half day, atypical school day schedule, high rate of student absence, etc.):			
Description:			
Cafeteria or alternative meal service area (i.e. classroor adequate space for eating meals. Criteria listed below			

Observe (See)	Interview (Hear)	Document
		(Written or Image)
■ A – There is enough space for school	I staff to serve meals and for students to buy them and t	o sit down to eat.
See Criteria A:	Hear Criteria A:	Document Criteria A:
	The School Meal Program/Cafeteria Staff:	
You observe and take photos that	District Food Service Director	Not needed on this
show	Meal Service Manager/Cafeteria Staff.	
	You hear (from the above) that	
☐ Space to serve meals is adequate.	The eating space has the following	
Space to buy meals is adequate.		
	☐ ☐ Space to serve meals is adequate.	
☐ Space to eat meals is adequate.	Space to buy meals is adequate.	
	Space to eat meals is adequate.	
	Space to eat means is adequate.	
	Find a third person if the first two do not agree.	
☐ B – The size of tables and chairs fits	students. There is enough space for students with specia	I needs, such as a
wheelchair. The food service equipment	and furniture are in good shape (i.e. not broken).	
See Criteria B:	Hear Criteria B:	Document Criteria B:
	The School Meal Program/Cafeteria Staff:	
You observe and take photos that	District Food Service Director	Not needed on this
show	Meal Service Manager/Cafeteria Staff.	
	You hear (from the above) that	
☐ Size and number of tables and	The eating space has the following:	
chairs fits students.		
	Size of tables and chairs fits students.	
☐ There is pace for students with		
special needs.		
Equipment in good shape.	$\square$ Equipment in good shape.	
	Find a third person if the first two do not agree.	

Observe (See)		Interview (Hear)			Document
					(Written or Image)
• • •	_		al times) maximizes students ch	_	•
See Criteria C:			ing, noise reduction and seating	ig arran	Document Criteria C:
		Hear Criteria C:	roanom /Cofotonia Staff.		Document Criteria C:
You observe and take photos there is	s that	The School Meal Program/Cafeteria Staff:			Not pooded on this
there is		District Food Service Director  Moal Service Manager/Cafetoria Staff			Not needed on this.
		Meal Service Manager/Cafeteria Staff  You hear (from the above, find a third person if these			
Adequate lighting.		two don't agree) th		iiese	
Noise level is adequate.		two don't agree/ that there is			
☐ Seating set up allows for	social	- <u>-</u>			
interaction.			=		
☐ Seating is available for ev	ervone   [	Noise level a	•		
to sit with friends.	<u> </u>		up allows for social interaction.		
to sie with mends.	1		ailable for everyone to sit with		
		friends.			
			e easy for students to use near	meal s	ervice to encourage
hand cleanliness and safe foo	d handling p	ractices.			
See Criteria D:		Hear Criteria D:			Document Criteria
			ogram/Cafeteria Staff:		D:
You observe and take photos	that	District Food Serv			
show			ager/Cafeteria Staff.		Not needed on this
There is a place to wash h	idilas is	-	ne above, find a third person if	•	
located near eating area	(i.e. in	these two don't ag	ree) that there is		
the same room, or in the	hallway				
next to the) eating area.	[	$\square$ $\square$ A place to w	ash hands is located near (i.e. i	n the	
Students can easily access it to same room, or in the hallway next to) eating area.					
wash hands.	[	Students ca	n easily access it to wash hand	s.	
■ E – Entrances to eating	are clearly m	narked, dry, free of	obstacles, and students can ea	sily cor	ne and go without
colliding with each other (or o	other hazard)	or being in a crow	d (i.e. a congested area).		
Observe (See)			Interview (Hear)		Document
					(Do, written or
					image)
See Criteria E:		Hear Criteria E:	- 4-6		Document Criteria E:
You observe and take photos	that show		Program/Cafeteria Staff:		
that.		District Food Se			Not needed on this
Clearly marked ("exit").			anager/Cafeteria Staff.		
Entrances are dry.		-	he above, find a third person i	ſ	
☐ Entrances are free of obs	tacles.	tnese two don't a	agree) that there is		
Students can easily come		<u> </u>			
without collisions or getti	_	☐ ☐ Entrances			
a crowd.	ing stuck in		are free of obstacles.		
a crowd.		☐ ☐ Students of	can easily come and go without	;	
			ng stuck in a crowd.		
		☐☐☐ Clearly ma	rked ("exit").		
☐ Poor Practice	☐ Faiı	r Practice	☐ Good Practice		☐ Best Practice
<u>&lt;</u> 25%		5% ≤ 50%	51% < 75%		76% <u>&lt;</u> 100%
No/very few criteria are		eria are met, can	Many criteria are met, can		criteria are met; some
met, can be seen or		or documented.	be seen or documented.	may	y exceed current best
documented.					practice.
	# criteria m	net / 5	total criteria =%		
Notes:					
1					

Category: Physical Environme	nt (with students absent)		
Area of Interest 18: Garden Fea			
Required Data Sources:	Informant:		
<u></u> '	<b>■</b>	istrator	
	AM / PM  Teacher, spe		
<b>☑</b> Interview		Service Director	
Document Review		Manager/Cafeteria Staff	
Other, please specify			
— other, prease speemy	Uassified Sta	aff/Volunteer, specifically	
	Other, specif	ically	
	chool Observation Description:		
Student Auditor Names:			
Date (day/month/year) of completing	this Area of Interest:		
School:			
Weather conditions:			
Special or unusual circumstances (i.	a first or last day of school half da	v atypical school day	
schedule, high rate of student absen-		y, atypical school day	
oonodalo, mgii rato oi otadoni aboon	55, 515.7.		
Description:			
School has orchards, greenhouses, in-groun	nd gardens, raised beds, and/or container	gardens to grow edible produce.	
Check all that apply for criteria A and B in t	=	= :	
Criteria listed below		and at attached admig the space.	
Observe (See)	Interview (Hear)	Document	
, ,	,	(Do, written or image)	
☐ A – A variety of indoor and outdoor features, and/or other landscape features, such as in-ground gardens, raised			
beds, containers, and/or other landscape fe	eatures, exist where edible plants can be	grown and harvested across seasons	
Need at least two different types of feature	es checked in both columns to claim this c	riteria is met.	
See Criteria A:	Hear Criteria A:		
	Meal Service/Cafeteria Manager	Document Criteria A:	
You observe and take photos that show	School Administrator	Not recoded	
that		Not needed	
There is a variety of indoor outdoor	You hear (from the above) that		
features outside of classrooms so	There is a variety of indoor outdoor		
accessible to more students.	features outside of classrooms so		
	accessible to more students.		
Orchards			
☐ Greenhouse	□ □ Orchards		
	Greenhouse		
☐ In-ground gardens	☐ ☐ In-ground gardens		
Raised beds	Raised beds		
Container gardens	Container gardens		
Others (list below)	Others (list below)		
	Find a third person if the first two do		
	Tilla a tilla person il tile ilist two do		
	not agree		
	not agree.		
Criteria A Notes	not agree.		
Criteria A Notes:	not agree.		

Observe (See) Interview (Hear)			Document (Do, written or image)		
■ B - Garden space(s)/features are used		d to grow a variety of edible plants, including vegetables, fruits, legumes,		<u>,                                      </u>	
greens, herbs, and others. Ne					
criteria is met.		,,			
See Criteria B:		Hear Criteria B:		Docu	ment Criteria B:
You observe that		Meal Service/0	Cafeteria Manager		
The garden grows a variety of	edible	School Admini	strator	Not r	needed
plants including at least 3 diff	erent types				
of the following		-	the above) that		
_			vs a variety of edible		
☐ Vegetables		-	at least 3 different		
☐ Fruits		types of the follo	owing.		
Legumes (beans/peas)		•			
Greens, (lettuce, kale, and	igula swiss	□ □ Vegetabl	es		
chard, cabbage, etc)	aguia, swiss	☐ ☐ Fruits			
Herbs, (rosemary, thyme	mint	Legumes			
cilantro, etc)	:, !!!!!!,		lettuce, kale, arugula,		
Others (list below)		swiss chard, cab	osemary, thyme, mint,		
Others (list below)		cilantro, etc)	osemary, triyine, mint,		
		Others. (I	ist below)		
		(	,		
		Find a third pers	on if the first two do		
		not agree			
☐ Poor Practice	☐ Fa	air Practice	☐ Good Practice		☐ Best Practice
<u>&lt;</u> 25%	26%	% <u>&lt;</u> 50%			76% <u>&lt;</u> 100%
No/very few criteria are		riteria are met,	51% <u>&lt;</u> 75%		Most criteria are met; some
met, can be seen or		seen or	Many criteria are met		may exceed current best
documented.	docum	ented.	be seen or document	.ea.	practice.
	# criteria me	et / 2	total criteria =	%	
Notes:					

Category: Situational Environment (with students present)		
Area of Interest 19: School Meals		
Required Data Sources:	Informant:	
☑ Direct Observation Time : AM / PM	School Administrator	
✓ Interview	Teacher, specifically	
☑ Document Review	District Food Service Director	
Other, please specify	■ Meal Service Manager/Cafeteria Staff	
Other, please specify	Classified Staff/Volunteer, specifically	
	☐ Wellness Committee	
	Other, specifically	
School Observat	ion Description:	
Student Auditor Names:		
Date (day/month/year) of completing this Area of Int	erest:	
School:		
Weather conditions:	ov of cohool, half day, atymical cohool day	
Special or unusual circumstances (i.e. first or last described as schedule, high rate of student absence, etc.):	ay of school, half day, atypical school day	
soliedule, mgm rate of student absence, etc.).		
Description:		
Program meets or exceeds food and nutrition standards	and is managed efficiently and inclusively. Criteria	
listed below.	, , , , , , , , , , , , , , , , , , , ,	

Observe	Interview	Document			
(See)	(Hear)	(Do, written or image)			
■ A – Serves both breakfast and lu	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	(20,			
See Criteria A:	Hear Criteria A:	Document Criteria A:			
	District Food Service Manager				
You observe and take photos that		You have reviewed written			
show that	You hear (from the above) that	documentation of			
		$\square$ Signage that is visible in the			
$\square$ The school meal program serves	☐ The school meal program serves	cafeteria or where breakfast or lunch			
both breakfast and lunch. You can	both breakfast and lunch.	information is publically posted			
include a photo of observation.		stating that both breakfast or lunch is			
		served, or a place on the website that			
		markets the serving of both breakfast			
		and lunch.			
	or exceeds the USDA and/or state sta				
-	ervice Manager 'appendix 1' or links (	•			
	ave the appendix with you taking abo	ut this AI with people).			
http://www.ode.state.or.us/wma/nutri					
http://www.ode.state.or.us/wma/nutrit					
See Criteria B:	Hear Criteria B:	Document Criteria B:			
Not mooded	District Food Service Manager	You have written documentation of			
Not needed	You hear (from the above) that	☐ The school handbook, website or			
		wellness policy has a written			
	☐ The school meals program	statement that the school meals			
	standards meet or exceed the USDA	program standards meet or exceed			
	and/or state standards for	the USDA and/or state standards for			
	reimbursable meals.	reimbursable meals.			
☐ C – School meals program participates in farm-to-school activities that integrate local agriculture products into					
school meals.					

See Criteria C:   Document Criteria C:   Tou have written documentation of   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   Tou have from the above) that   The school meal program participates in farm-to-school activities that integrate local agriculture into school meals.   Tou have written documentation of   The school handbook, website or wellness policy has a written statement that the school meal program participates in farm-to-school activities that integrate local agriculture into school meals.   Tou have written documentation of   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   Tou have written documentation of   The school activities that integrate local agriculture products into school meals.   Tou have written documentation of   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement explains what is in place to maintain student privacy about who receives free or reduce lunch so that peer's cannot identify that who is in the program.   The school handbook, website or wellness policy has a written statement explains what is in place to maintain student	Observe	Interview	Document
Vou observe and take photos that show that    The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.    D = Lunch is served between 11am and 1pm.    D = Lunch is served between 11am and 1pm.    D = Lunch is served between 11am and 1pm.    D = See Criteria D:	(See)	(Hear)	(Do, written or image)
Meal Service Manager/Cafeteria Staff.   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.   The school meals in the farm-to-school activities that integrate local agriculture products into school meals.   The school handbook, website or wellness policy has a written statement that funch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement that funch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement that funch is served between 11am and 1pm.   The school handbook, website or wellness policy has a written statement within the first two do function that is the f	See Criteria C:	Hear Criteria C:	Document Criteria C:
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participates in farm-to-school activities that integrate local agriculture products into school meals.			
not agree. Two out of the three must activities that integrate local agriculture products into school meals.	☐ The school meal program	T	l
agriculture products into school meals.		not agree. Two out of the three must	
agriculture products into school meals.	activities that integrate local	agree.	· · · · ·
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D - Lunch is served between 11am and 1pm.    See Criteria D:	meals.		
participates in farm-to-school activities that integrate local agriculture into school meals.    D - Lunch is served between 11am and 1pm.   Document Criteria D:   Document Criteria D:   Vou have written documentation of   Staff.   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm. (Find a third person if the first two do not agree. Two out of the three must agree.)   Description   Document Criteria D:   Vou have written documentation of   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.		☐ ☐ The school meal program	meals.
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agriculture into school meals.    D - Lunch is served between 11am and 1pm.    Hear Criteria D:			
D - Lunch is served between 11am and 1pm.   See Criteria D:		=	
Hear Criteria D:   District Food Service Director   Meal Service Manager/Cafeteria   Staff.   The school handbook, website or wellness policy has a written statement traiting by other students and staff makes every effort to protect student privacy and prevent eligible students from being embarrassed.    See Criteria E:   District Food Service Director   Meal Service Manager/Cafeteria   The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm. (Find a third person if the first two do not agree. Two out of the three must agree.)    Lunch is served between 11am and 1pm. (Find a third person if the first two do not agree. Two out of the three must agree.)    Lunch is served between 11am and 1pm. (Find a third person if the first two do not agree. Two out of the three must agree.)    Lunch is served between 11am and 1pm. (Find a third person if the first two do not agree. Two out of the three must agree.)    The school handbook, website or wellness policy has a written statement trail unch is served between 11am and 1pm.    Document Criteria D:	□ D – Lunch is served between 11ar	_	L
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between 11am and 1pm.			1
11am and 1pm. (Find a third person if the first two do not agree. Two out of the three must agree.)		<b>.</b>	
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the three must agree.)			
□ E – Staff makes sure that students who are eligible for free and reduced-price school meals are not easy to identify by other students and staff makes every effort to protect student privacy and prevent eligible students from being embarrassed.  See Criteria E:  You observe that  □ Observe at meal time that you cannot identify who receives free or reduced meals and who receives full paid meals.  You hear (from the above) that  □ Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  □ Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		_	
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You observe that  Observe at meal time that you cannot identify who receives free or reduced meals and who receives full paid meals.  District Food Service Director Meal Service Manager/Cafeteria Staff.  You hear (from the above) that  Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		Harri Cittanta E	D Criteria F.
You observe that  Observe at meal time that you cannot identify who receives free or reduced meals and who receives full paid meals.  Meal Service Manager/Cafeteria Staff.  You have written documentation of  The school handbook, website or wellness policy has a written statement explains what is in place to protect student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff.  You have written documentation of  Wellness policy has a written statement explains what is in place to protect student privacy about free and reduced meal status.	See Criteria E:		Document Criteria E:
Connot identify who receives free or reduced meals and who receives full paid meals.  Staff.  You hear (from the above) that  Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do	Variabaania Abak	<mark>=</mark>	V
cannot identify who receives free or reduced meals and who receives full paid meals.  You hear (from the above) that  Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		•	You have written documentation of
reduced meals and who receives full paid meals.  You hear (from the above) that  Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		Starr.	<b>-</b>
paid meals.  Staff has measures in place to maintain student privacy about who receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		Nove bear of frame Alexandra above NALEA	
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receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		☐ ☐ Staff has measures in place to	
receives free or reduce lunch so that peers cannot identify that who is in the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		maintain student privacy about who	and reduced meal status.
the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do			
the program.  Staff make an effort to prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		peers cannot identify that who is in	
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prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do			
prevent students in the free and reduced meal program from being embarrassed.  (Find a third person if the first two do		☐ ☐ Staff make an effort to	
reduced meal program from being embarrassed. (Find a third person if the first two do			
embarrassed. (Find a third person if the first two do		•	
(Find a third person if the first two do			
, <u>v</u> ,			

Observe	Interview	Document
(See)	(Hear)	(Do, written or image)
	nic and cultural diversity of the student p	
reflect the ethnic and cultural preference	· · · · · · · · · · · · · · · · · · ·	
Observe Criteria F:	Hear Criteria F:	Document Criteria F:
You observe and take photos that show that  Menu items menu items reflect the ethnic-specific and culturally-specific foods that students eat at home, (They are posted somewhere in the school where you can observe this this).	District Food Service Director Meal Service Manager/Cafeteria Staff.  You hear (from the above) that Find a third person if the first two do not agree.  Menu items reflect the ethnic-specific and culturally-specific that students eat at home. (Two out of the three must agree.)	You have written documentation of  The school handbook, website or wellness policy has a written statement that the menu items represent the cultural diversity of the student population by reflecting what students eat at home.
☐ G – Menus are available in the lar	guage(s) that students primarily speak.	
Observe Criteria G:  You observe that  Menu items are available in the language(s) that students primarily speak. (They are posted somewhere in the school where you can see the menus in other languages).	Hear Criteria G: District Food Service Director Meal Service Manager/Cafeteria Staff.  You hear (from the above) that Menu items are available in the language(s) that students primarily speak. (Find a third person if the first two do not agree. Two out of the three must agree.)	Document Criteria G:  You have written documentation of  ☐ The school handbook, website or school newsletter or bulletin board display school menus in the language(s) that students primarily speak.
■ <b>H</b> – Information about the nutrition	onal content of meals is available to stude	ents and parents.
Observe Criteria H: Not needed	Hear Criteria H: District Food Service Director Meal Service Manager/Cafeteria Staff.  You hear (from the above) that Find a third person if the first two do not agree. Information about the nutritional content of meals is available to students and parents.	Document Criteria H:  You have written documentation of  ☐ The school handbook, website or school newsletter, or bulletin board display information about the nutritional content of meals is available to students and parents.

Observe			view	Document	
(See)		(He			o, written or image)
☐ I – Annual training cove Guidelines for Americans is co	_	•		-	= -
Observe Criteria I:		Hear Criteria I:		Doci	ument Criteria I:
		District Food Se	rvice Director		
Not needed		Meal Service Mastaff.  You hear (from the is a(find a third pot two do not agree.)  Annual traof the following: fo nutrition and health	anager/Cafeteria  e above) that there erson if the first  ining covering all od safety, basic hy eating concepts etary Guidelines for leted by the food	The so wellness statemer covering and heal with the American service mare show	chool handbook, website or policy has a written in that annual training food safety, basic nutrition thy eating concepts aligned Dietary Guidelines for its is completed by the food manager and staff who is and serves meals. Or you will an agenda or other intation from that training.
	Π	prepares and serve			T
☐ Poor Practice		Fair Practice	☐ Good Pra	ctice	☐ Best Practice
<u>&lt;</u> 25%	2	26% <u>&lt;</u> 50%	51% <u>&lt;</u> 759	%	76% <u>&lt;</u> 100%
No/very few criteria are	Sor	ne criteria are	Many criteria ar		Most criteria are met;
met, can be seen or		t, can be seen or	can be seer		some may exceed current
documented.	doc	umented.	documente	d.	best practice.
#	criteria n	net/ 9	total criteria =		_%
Notes:					

Category: Situational Environment (with students present)		
Area of Interest 20: Food and Beverage Hak	pits	
Required Data Sources:	Informant:	
☑ Direct Observation Time : AM / PM	☑School Administrator	
✓ Interview	Teacher, specifically	
Document Review	☑District Food Service Director	
	<u>Meal Service Manager/Cafeteria Staff</u>	
☐ Other, please specify	Classified Staff/Volunteer, specifically	
	☐ Wellness Committee	
	Other, specifically	
School Observation	ion Description:	
School Observation Description: Student Auditor Names: Date (day/month/year) of completing this Area of Interest: School: Weather conditions: Special or unusual circumstances (i.e. first or last day of school, half day, atypical school day schedule, high rate of student absence, etc.):		
Description: Promoting healthy food and beverage choices and habit (For example, see the USDA "My Plate" in appendix 2 d foods for a healthy diet. In this AI you are looking for end "eat more fruit and vegetables and skip the second dess Criteria listed below.	escriptions of quality and quantity of types of nutritious couragement to students to eat healthier - for example	

Observe	Interview	Document
(See)	(Hear)	(Do, written or image)
☐ A – Staff is encouraged to model he	ealthy food and beverage practices. (For ex	cample eating mostly healthy food and
drink only water in front of students).		
See Criteria A:	Hear Criteria A:	Document Criteria A:
	School Administrator	
You observe that	You heard from above that	Not needed
l <u></u>	Tou neard from above that	
$\square$ The staff is encouraged by	_	
leadership to model healthy food and	$\square$ The staff is encouraged to model	
beverage practices. You can write	healthy food and beverage practices.	
examples in the notes.		
<b>B</b> – Staff encourages students to m	ake healthy food and beverage choices.	
See Criteria B:	Hear Criteria B: School Administrator	Document Criteria B:
You observe that	Meal Service Manager/Cafeteria Staff District Food Service Director	Not needed
lacksquare The staff encourages students to	(Two out of three people must agree.)	
make healthy food and beverage		
choices. You can write examples of how they do this in the notes.	You heard from the above that  The staff encourages	
	students to make healthy food and	
	beverage choices. You can write	
	examples of how they do this in the	
	notes.	
	·	·

Observe (See)	Interview (Hear)	Document (Do, written or image)
	in it you can eat, not just flowers) is designa	
participation in gardening and experien		
See Criteria C:	Hear Criteria C:	Document Criteria C:
You observe that	School Administrator	
$\square$ An edible garden is designated for	You heard (from the above) that	Not needed
active student and staff participation	Tou heard (from the above) that	
in gardening and experiential learning		
about healthy eating. You can include		
a photo of activity in the edible	An edible garden is designated for active student and staff participation in	
garden (this relates to AI 18).	gardening and experiential learning	
	about healthy eating (this relates to Al	
	18).	
	,	
	fruits and vegetables from school and/or co	ommunity gardens, or nearby farms, is
used in the preparation of school meals	Hear Criteria D:	Desument Criterie D
See Criteria D:	School Administrator	Document Criteria D:
You observe that	Meal Service Manager/Cafeteria Staff	Not needed
Local (from within Oregon) fruits	District Food Service Director	Not needed
and vegetables from school and/or	(Two out of three people must agree)	
community gardens, or nearby farms,	You heard (from the above) that	
is used in the preparation of school		
meals/tastings and/or student snacks.		
You can include a photo of this.	Local (from within Oregon) produce	
·	from school and/or community	
	gardens, or nearby farms, is used in the	
	preparation of school meals/tastings	
	and/or student snacks.	
■ E – School conducts and involve	es students in taste tests of healthy foods &	beverages intended for inclusion in
school meals and snacks at least once p	er school year.	
See Criteria E:	Hear Criteria E:	Document Criteria E:
	School Administrator Meal Service Manager/Cafeteria Staff	
You observe that	District Food Service Director	Not needed
☐ The school conducts and involves	(Two out of three people must agree)	
students in taste tests of healthy		
foods & beverages intended for	You heard (from the above) that	
inclusion in school meals and snacks at least once per school year.	<u>L                                   </u>	
at least once per school year.	☐ ☐ ☐ The school conducts and	
	involves students in taste tests of	
	healthy foods & beverages intended for	
	inclusion in school meals and snacks at	
Notes	least once per school year.	
Notes:		
Cohool ongogos in marketine	r (for everyle posters promoting sales of fo	ands or hoverages sold on school
	g (for example posters promoting sales of for off campus) of only healthy foods and beve	
standards for food and beverages sold i		stages that meet the OSDA of state

Observe (See)			rview ear)	(	Document Do, written or image)
See Criteria F:		Hear Criteria F:	eai j	,	ent Criteria F:
You observe and can provide examples that show that		School Administra Meal Service Mar District Food Serv (Two out of three p	nager/Cafeteria Staff rice Director	Not ne	
☐ The school engages in mai	rketing,	You heard (from th	e above) that		
(menus, website, posters, sign					
bulletin boards, table tents et	•	☐ ☐ ☐ The sch	ool engages in		
only healthy foods and bevera	_	marketing of only h	~ ~		
food and beverages sold in sc			et the USDA or state		
l loca ana serenages sera m se		standards for food			
		in schools.			
☐ G — Marketing of heal					
_			ns to make them easie	r for stuc	dents to choose and/or pricing
strategies (i.e. lower prices fo	r nutritiou	s items). Hear Criteria G:		Docum	ent Criteria G:
See Citteria G.		School Administra	ator	Docum	ent Criteria G.
You observe and take photos	that		nager/Cafeteria Staff	Not ne	eded
show that		District Food Serv (Two out of three p			
☐ The marketing of healthy f	onds	You heard (from th			
including local foods, and bev		Tou near a (nom th	ie above, tilatiii		
includes posters, table tents,	_	$\perp \perp \perp$			
naming of menu items, strate	gic		ing of healthy foods		
placement of healthy options		and beverages, incl	_		
them easier for students to ch		includes posters, ta			
and/or pricing strategies (i.e.	lower	naming of menu ite placement of healtl			
prices for nutritious items).		them easier for stu	Tel		
		and/or pricing strat			
		prices for nutritious			
☐ Poor Practice		Fair Practice	☐ Good Pract	ice	☐ Best Practice
<u>&lt;</u> 25%		.6% <u>&lt;</u> 50%	51% <u>&lt;</u> 75%		76% <u>&lt;</u> 100%
No/very few criteria are		ne criteria are	Many criteria are		Most criteria are met;
met, can be seen or documented.		r, can be seen or umented.	can be seen of documented		some may exceed current best practice.
			•		
	criteria n	net/7	total criteria =		_%
Notes:					

Category: Situational Env	ironment (with stu	udents present)	
Area of Interest 21: Food			
Required Data Sources:		Informant:	
☑ Direct Observation Time	: AM /	School Administrat	or
PM		Teacher, specifical	ly
<u> </u>		☑District Food Service	ce Director
☑ Document Review		■ Meal Service Mana	ger/Cafeteria Staff
		☑Classified Staff/Vol	unteer, specifically
☐ Other, please specify		■ Wellness Commit	tee
		Other, specifically	
	School Observa	tion Description:	
Student Auditor Names: Date (day/month/year) of comp School: Weather conditions: Special or unusual circumstant schedule, high rate of student a	ces (i.e. first or last d		, atypical school day
Description:			
All foods and beverages available			
supplement school meals, meani	•		G
regular and extended school day	, -	•	
standards for foods and beverage	•	· · · · ·	• •
link via email: https://www.fns.uso	da.gov/sites/default/file	s/cn/allfoods-summaryo	<u>chart.pdf</u> . Criteria listed below.
Observe (See)		view ear)	Document (Do, written or image)
including in: the a la carte line (simil meal), vending machines, snack bars classes, in a food pantry or other pla and classroom parties and fundraise programs. Find out from classified s	s, food carts, coffee carts ace where food is availab ars, (exception allowed fo	i, sport concessions, schoo le for students who expen or a total of two parties pe	ol store, cooking or nutrition rience economic hardship, school er year), and before/after school
because it varies. Talk to the people	who manage or coording	ate each food or beverage	e source.
See Criteria A:  Not needed	Hear Criteria A: School Administrator Meal Service Manage District Food Service I (Two out of three peop	r/Cafeteria Staff Director le must agree)	Document Criteria A:  School policy, website or school handbook talks about all of the foods served or sold
	You heard (from the ab foods in each of the are state and/or federal nu	eas below meet the	outside of school meal programs needing to meet
	☐ ☐ 'A la carte ☐ ☐ ☐ Vending n ☐ ☐ Snack bar. ☐ ☐ ☐ Food carts ☐ ☐ ☐ Sport cond ☐ ☐ ☐ School std ☐ ☐ ☐ School or ☐ ☐ ☐ Fundraise ☐ ☐ ☐ Food pant	nachines s s ts cessions ore classroom parties rs	state or federal nutrition standards (if there are exceptions such as fundraisers or areas that do not apply, write this down in the notes of this AI)

Observe	Interview	Document (Document)
(See)	(Hear)	(Do, written or image)
	old and served in the staff lounge and at school-spondards for foods and beverages sold in schools.	onsored staff functions meet or
See Criteria B:		Donument Criterie B.
Not needed	Hear Criteria B:  Teacher Meal Service Manager/Cafeteria Staff District Food Service Director (Two out of three people must agree)	Document Criteria B:  School policy, website or school handbook talks about foods and beverages sold and
	You heard (from the above) that  All foods and beverages sold and served in the staff lounge meet or exceed federal or state standards.	served in staff lounge and at school-sponsored staff functions meeting or exceeding federal nutrition standards.
☐ C – Sports drinks are not avail activity of more than one hour.	lable except for student athletes participating in s	port programs involving vigorous
See Criteria C:	Hear Criteria C:	Document Criteria C:
You observe that	Teacher School Administrator	$\square$ School policy, website or
Sports drinks are not available to anyone but student athletes participating in sports programs involving vigorous activity of more than one hour.	(Find a third person to ask if the first two do not agree)  You heard (from the above) that  Sports drinks are not available except for student athletes.	school handbook talks about a policy that sports drinks are not sold or available except for student athletes participating in sport programs involving vigorous activity of more than one hour.
carts, coffee carts, sport concession or exceed state and/or federal nutr	sold in all locations in school [the a la carte line, value, school store, the food pantry, school and classration standards, meaning only the following beveral low-fat milk (1% or lower milk fat) or fat-free flavation more than 120 calories per 8 oz.	oom parties and fundraisers] meet age options are offered: plain
See Criteria D:	Hear Criteria D:	Document Criteria D:
Not needed	School Administrator Meal Service Manager/Cafeteria Staff District Food Service Director (Two out of three people must agree)  You heard (from the above) that all beverages in the following locations are only those listed above  'A la carte' line	School policy, website or school handbook talks about beverages sold in schools meeting the standards described above.
Notes:	□ □ □ Vending machines □ □ □ Snack bars □ □ □ Food carts □ □ □ Coffee carts □ □ □ Sport concessions □ □ □ School store □ □ □ School or classroom parties □ □ □ Drinks for any other reason (i.e. after breakfast, during exams)	

Observe	Interview	Document
(See)	(Hear)	(Do, written or image)
■ <b>E</b> – Foods and beverages ar	e not used as a reward or withheld for academic p	erformance or behavior. Need two
columns fully checked to meet this	criteria.	
See Criteria E:	Hear Criteria E	Document Criteria E:
	School Administrator	
Not needed	Classified Staff	School policy, website or
	Teacher	school handbook talks about
	(Two out of three people must agree)	not using foods or beverages
		as a reward or withheld as
	You heard (from the above) that	discipline.
		·
	Food and beverages are not used as a reward	
	or withheld for discipline.	
	h school meal program outside of the meal serving	
	(i.e. coffee carts), food pantry, are unavailable for	purchase or pick up during meals
times.	Γ	Γ
See Criteria F:	Hear Criteria F:	Document Criteria F:
	School Administrator	
You observe that	Classified Staff	School policy, website or
☐ Vending machines have a	Teacher	school handbook talks about
lock on them making them	(Two out of three people must agree)	competing foods not being
inaccessible during meal	You heard (from the above) that	available for purchase during
times.	<u>                                   </u>	meal times.
School store, food pantry,	□ □ □ Vending machines have a lock on	
drink carts, snack bars are	them making them inaccessible	
closed during meal times.	during meal times.	
	□ □ □ School store, drink carts, snack	
	bars are closed during meal times.	
	ive options to participate in school meal programs	such as breakfast, lunch, snack, or
supper for students from homes ex		
See Criteria G:	Hear Criteria G.	Document Criteria G.
	School Administrator	$\square$ School policy, website or
Not needed	Classified Staff	school handbook talks about
	Teacher	students having alternative
	(Two out of three people must agree)	methods to obtain food
	You heard (from the above) that	during the school day if they
	1.1.1	are unable to participate in
		the standard meal time (i.e.
	Students having alternative	breakfast, lunch, snack).
	methods to obtain food during the school day	
	if they are unable to participate in the	
	standard meal time (i.e. breakfast, lunch,	
	snack). For example, students who arrive late	
	and miss breakfast have another way to obtain	
Notes	food.	
Notes:		

Observe (See)	Inter (He		Document (Do, written or image)
	1	,	riencing economic hardship who
	to eat outside of school. All foo		
and/or state nutrition standar			
See Criteria H.	Hear Criteria H.		Document Criteria H.
	School Administrator		_
	Classified Staff		$\square$ School policy, website or
	Teacher		school handbook talks about
	(Two out of three peopl	le must agree)	students having alternative
			methods to obtain food
	You heard (from the ab	ove) that	during the school day if they
	10.00		are unable to participate in
			the standard meal time (i.e.
	-	vides multiple places to	breakfast, lunch, snack).
	obtain food for student		
	experiencing economic		
	difficulty getting enough		
	school. All foods and be	_	
	meet or exceed federal standards.	and/or state nutrition	
	Standards.		
☐ Poor Practice	☐ Fair Practice	☐ Good Practice	☐ Best Practice
≤ 25%	26% ≤ 50%	51% <u>&lt;</u> 75%	76% <u>&lt;</u> 100%
No/very few criteria are	Some criteria are	Many criteria are met,	Most criteria are met;
met, can be seen or	met, can be seen or	can be seen or	some may exceed current
documented.	documented.	documented.	best practice.
# (	criteria met/ 5	total criteria =	%
Notes:			

Category: Situational Envir	onment (with students preser	nt)
Area of Interest 22: Drinkin		
Required Data Sources:	Informant:	
☑ Direct Observation Time	: AM / PM School Admini	strator
✓ Interview	Teacher, spec	
	☑ District Food S	
☑Document Review	l —	Manager/Cafeteria Staff
Other, please specify		f/Volunteer, specifically
	■□ Wellness Cor	• • •
	Other, specific	
	School Observation Description:	ouny
schedule, high rate of student abs	s (i.e. first or last day of school, half sence, etc.):	
to all students and staff throughout t Criteria:	tastes okay to drink) drinking water is he school day.	available, accessible, and promoted
Observe (See)	Interview (Hear)	Document (Written or Image)
■ A – Students are encouraged or pro	omoted to access drinking water that is av	ailable on the school grounds through
_		
signs, or from location being close to fo		-
signs, or from location being close to fo	od, or being told about water.  Hear Criteria A: School Administrator	Document Criteria A:
	Hear Criteria A:	Document Criteria A:  Not needed
See Criteria A:	Hear Criteria A: School Administrator  You heard (from the above) that	
See Criteria A: You observe that	Hear Criteria A: School Administrator  You heard (from the above) that  Students are encouraged to access	
See Criteria A:  You observe that  Signs about water are up in school	Hear Criteria A: School Administrator  You heard (from the above) that	
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage	Hear Criteria A: School Administrator  You heard (from the above) that  Students are encouraged to access	
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.	Hear Criteria A: School Administrator  You heard (from the above) that  Students are encouraged to access	Not needed
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scholars are encouraged.	Not needed
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of charge	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho	Not needed
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of charge	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scholars are encouraged.	Not needed
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  Ge, in multiple places throughout the scholar Criteria B: School Administrator  You heard (from the above) that	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:  You observe that	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  Ge, in multiple places throughout the scholar Criteria B: School Administrator	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of charge see Criteria B:  You observe that  Water is available.  Water is free.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  Ge, in multiple places throughout the scholar Criteria B: School Administrator  You heard (from the above) that	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:  You observe that  Water is available.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that  Water is available.	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of charge see Criteria B:  You observe that  Water is available.  Water is free.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that Water is available. Water is free.	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:  You observe that  Water is available.  Water is free.  Water is in multiple places.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that Water is available. Water is free.	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of charge see Criteria B:  You observe that  Water is available.  Water is free.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that Water is available. Water is free.	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:  You observe that  Water is available.  Water is free.  Water is in multiple places.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that Water is available. Water is free.	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:  You observe that  Water is available.  Water is free.  Water is in multiple places.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that Water is available. Water is free.	Not needed  ol.  Document Criteria B:
See Criteria A:  You observe that  Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.  B – Water is available, free of chargesee Criteria B:  You observe that  Water is available.  Water is free.  Water is in multiple places.	Hear Criteria A: School Administrator  You heard (from the above) that Students are encouraged to access drinking water through signs.  ge, in multiple places throughout the scho Hear Criteria B: School Administrator  You heard (from the above) that Water is available. Water is free.	Not needed  ol.  Document Criteria B:

Observe (See)	Interview (Hear)	Document (Written or Image)			
☐ C – Students are allowed to bring and use drinking water containers from home.					
See Criteria C:	Hear Criteria C:	Document Criteria C:			
You observe that  Students are allowed to bring and use drinking water containers from home.	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that	Not needed			
	Students are allowed to bring and use drinking water containers from home.				
■ D – School staff models water co	onsumption i.e. drink water in front of stu	dents.			
See Criteria D:  You observe that  School staff models water	Hear Criteria D: School Administrator Classified Staff Teacher (Two out of three people must agree)	Document Criteria D:  Not needed.			
consumption.	You heard (from the above) that  The school staff models water consumption.				
■ E – Water delivery methods (i.e. wa receive regular maintenance.	ter fountains, jugs, hydration stations, etc	c.) work, meet hygiene standards and			
See Criteria E:	Hear Criteria E: School Administrator	Document Criteria E:			
Water fountains, jugs, hydration stations that you have direct access to in hallways or other locations in the school appear clean to you overall (i.e. out of all places to get water very few are not clean).	You heard (from the above) that  Water delivery methods (i.e. water fountains, jugs, hydration stations, etc.) work, meet hygiene standards and receive regular maintenance.	There is written documentation that water delivery methods (i.e. water fountains, jugs, hydration stations, etc.) work, meet hygiene standards and receive regular maintenance.			
■ F – All drinking water sources are su	ubject to periodic testing to ensure water				
students, parents, and staff.  See Criteria F:  Not needed	Hear Criteria F: School Administrator  You heard (from the above) that	Document Criteria F:  There is written documentation that all drinking water sources are			
	All drinking water sources are subject to periodic testing and results are made available to students, parents, and staff.	subject to periodic testing and results are made available to students, parents, and staff.			
Notes:					

Observe (See)		Interview (Hear)		Document (Written or Image)	
Observe (See)		Intervie	w (Hear)	Document (Written or Image)	
☐ G – Water is promoted as an essential nutrient for health.					
See Criteria G:  You observe that  Water is promoted as an e nutrient for health, (you see por signs that promote water a healthy option).	osters	Hear Criteria G: School Administrator Meal Service Manager/Cafeteria Staff District Food Service Director (Two out of three people must agree)  You heard (from the above) that  Water is promoted as an		Not need	nt Criteria G: ded
■ H – Water is promote sugar, sports drinks, and flavo		essential nutrient for sugar-swee		ch as soda	, juice drinks with added
Observe Criteria H:  You observe that  Water is promoted as a sulfor sugar-sweetened beverage as soda, juice drinks with add sports drinks, and flavored mimight be noticeable on poster signs around the school or caf	ostitute es such ed sugar, lk. This rs and	Hear Criteria H:  School Administrator Meal Service Manager/Cafeteria Staff District Food Service Director (Two out of three people must agree)  You heard (from the above) that  Water is promoted as a substitute for sugar-sweetened beverages such as soda, juice drinks with added sugar, sports drinks, and		Document Criteria E:  Not needed	
☐ Poor Practice		flavored milk.  Fair Practice	☐ Good Prac	ctice	☐ Best Practice
≤ 25% No/very few criteria are met, can be seen or documented.	Sor met doc	26% ≤ 50%  me criteria are t, can be seen or cumented.  51% ≤ 75%  Many criteria are can be seen documente		% e met, or	76% ≤ 100%  Most criteria are met; some may exceed current best practice.
	criteria ii	iet/ 8	total criteria =		_%
# criteria met / 8 total criteria =%  Notes:					

Category: Situational Environment (with s	tudents present)			
Area of Interest 23: Cafeteria Atmosphere				
Required Data Sources:	Informant:			
☑ Direct Observation <u>Time</u> : AM /	School Administrator			
<u>PM</u>	✓Teacher, specifically			
✓ Interview	District Food Service Director			
☐ Document Review	✓ Meal Service Manager/Cafeteria Staff			
Other, please specify	✓ Classified Staff/Volunteer, specifically			
	■ Wellness Committee			
	Other, specifically			
School Observation Description:				
Student Auditor Names: Date (day/month/year) of completing this Area of Interest:				
School:				
Weather conditions:				
Special or unusual circumstances (i.e. first or last day of school, half day, atypical school day				
schedule, high rate of student absence, etc.):				
B 1.0				
Description:				
Meals served to students are attractively presented in a pleasant (friendly, comfortable, and inviting) environment with sufficient time for eating. <b>Criteria listed below.</b>				

Observe (See)	Interview (Hear)	Document (Written or Image)
☐ A – Staff is friendly and encourage	es students to practice healthy eating and to enj	
See Criteria A:  You observe the Meal service manager, teacher, and cafeteria staff  Being friendly.	Hear Criteria A: Meal Service Manager/Cafeteria Staff (MSM-CS) Teacher (Find a third person to ask if the first two do not agree) You heard (from the above) that	Document Criteria A:  Not needed
Encouraging students to practice healthy eating and enjoying mealtime.	The staff is friendly The staff encourages students to practice healthy eating and enjoy mealtime. pocialize among their peers and with adults.	
See Criteria B:	Hear Criteria B:	Document Criteria B:
You observe that the Meal service manager, teacher, and cafeteria staff	Meal Service Manager/Cafeteria Staff (MSM-CS) Teacher (Find a third person to ask if the first two do not agree)	Not needed
☐ Encourage students to socialize among their peers and with adults during meal times.	You heard (from the above) that  Students are encouraged to socialize among their peers and with adults during meal times.	

Observe (See)	Interview (Hear)	Document (Written or
		lmage)
☐ C – Space is clean, free of litter an		
Observe Criteria C:	Hear Criteria C: Meal Service Manager/Cafeteria	Document Criteria C:
You observe that	Staff (MSM-CS) Teacher	Not needed.
$\square$ The cafeteria space is clean, free of	(Find a third person to ask if the first two do not agree)	
litter.	You heard (from the above) that	
☐ The cafeteria or other common	Tou heard (from the above) that	
eating space is well utilized.	□ □ The cafeteria or other common	
*A photo can help document this.	eating space is clean, free of litter.  The cafeteria or other common eating space is well utilized.	
☐ D — Students have a convenient lo	ocation to wash or sanitize their hands before ea	iting.
See Criteria D:	Hear Criteria D:	Document Criteria D:
	Meal Service Manager/Cafeteria	
You observe and can take a photo	Staff (MSM-CS) Teacher	Not needed
that shows that	(Find a third person to ask if the first two do	
□ The standard house a second second	not agree)	
The students have a convenient location to wash or sanitize their	You heard (from the above) that	
hands before eating.	lou heard (nom the above) that	
manus before eating.	The students have a convenient	
	location to wash or sanitize their hands	
	before eating.	
■ E – Amount of time students sper	nd waiting in line is minimal (i.e. no more than te	en minutes).
See Criteria E:	Hear Criteria E:	Document Criteria E:
	Meal Service Manager/Cafeteria Staff (MSM-CS)	
You observe that	Teacher	Not needed
☐ The amount of time the students	(Find a third person to ask if the first two do	
spend waiting in line is minimal, less	not agree)	
than ten minutes. Using a timer can	You heard (from the above) that	
help to determine this.	I I	
	☐ ☐ The amount of time students spend	
	waiting in line is minimal, less than ten	
□ F = At least 10 minutes to eat break	minutes. fast and at least 20 minutes to eat lunch (actual	seat time) is provided
See Criteria F:	, 	Document Criteria F:
See Criteria F:	Hear Criteria F: Meal Service Manager/Cafeteria	Document Criteria F:
You observe that	Staff (MSM-CS)	Not needed
	You heard (from the above) that	
$\square$ The students have at least 10		
minutes to eat breakfast.	☐ The students have at least 10 minutes to	
$\square$ The students have at least 20	eat breakfast	
minutes to eat lunch (actual seat	☐ The students have at least 20 minutes to	
time). Using a timer can help	eat lunch (actual seat time).	
determine this.		
Notes:		

Observe (See)		Interv	view (Hear)	Document (Written or	
□ G - Foods are presente	d in a man	ner that is tempting	and annealing for students	Image)	
See Criteria G:	□ G – Foods are presented in a manner that is tempting and appealing for students.  ee Criteria G:  Document Criteria G:				
You observe and can take a p	ohoto	Meal Service Manager/Cafeteria Staff (MSM-CS) Teacher (Find a third person to ask if the first two do		Document Criteria G:  Not needed	
<b>□</b> -,		not agree)			
The foods are presented in	n a	You heard (from th	ne above) that		
manner that is tempting and appealing for students.		l l l l l l l l l l l l l l l l l l l	ie above, triat		
		manner that is tem students.	ls are presented in a pting and appealing for		
☐ H – Decorative element	ts or objec	ts add visual and/or a	auditory interest (such as m	usic) and appeal to the cafeteria	
(table décor, wall art, posters	, music, et	c.).			
See Criteria H: You observe and can take a p	ohoto	Hear Criteria H: Meal Service Mar Staff (MSM-CS) Teacher	nager/Cafeteria	Document Criteria H:  Not needed	
that shows that			n to ask if the first two do		
		not agree)	r to dak ii tile iiist two do		
The decorative elements o	-	You heard (from th	o abovo) that		
add visual and/or auditory int and appeal to the cafeteria (ta		Tou neard (from the	ie abovej tilat		
décor, wall art, posters, music		The doce	arativo alaments ar		
objects add visual and/or auditory interest					
and appeal to the cafeteria (table décor, wall					
art, posters, music, etc.).  I – Adults properly monitor meal periods to keep the environment pleasant and safe (i.e. prevent fighting,					
harassment, noise) and serve as healthy eating role models to students.					
See Criteria J:	as riculting	Hear Criteria J:	o students.	Document Criteria J:	
See Citteria J.		Meal Service Mar	nager/Cafeteria	bocument criteria 3.	
You observe that the		Staff (MSM-CS)	1 .	Not needed.	
		Classified Staff/Vo			
Teachers/Adults properly supervise (Find a third person to ask if the first two do not agree)					
the meal period for safe beha		You heard (from th	ne above) that		
	chers/Adults serve as healthy				
eating role models to student	.5.	☐ ☐ The adults	properly supervise the		
			e behavior and serve as		
		•	models to students.		
☐ Poor Practice	1	Fair Practice	☐ Good Practice	☐ Best Practice	
<u>&lt;</u> 25%		26% <u>&lt;</u> 50%	51% <u>&lt;</u> 75%	76% <u>&lt;</u> 100%	
No/very few criteria are		ne criteria are	Many criteria are met,		
met, can be seen or documented.		t, can be seen or umented.	can be seen or documented.	some may exceed current	
			•	best practice.	
	criteria m	et/ 10	) total criteria =	%	
Notes:					

Category: Situational Environment (with stu	udents present)		
Area of Interest 24: Before/After School and Summer Food Access and			
Extracurricular Programs			
•	Informant:		
<u> </u>	School Administrator		
<u>PM</u>	☐ Teacher, specifically		
✓ Interview	☑District Food Service Director		
☐ Document Review	☐ Meal Service Manager/Cafeteria Staff		
Other, please specify	Classified Staff/Volunteer, specifically		
<del></del>			
	✓Wellness Committee		
	☐ Other, specifically		
School Observation Description:			
Student Auditor Names:	wa a f		
Date (day/month/year) of completing this Area of Interest: School:			
Weather conditions:			
Special or unusual circumstances (i.e. first or last day of school, half day, atypical school day			
schedule, high rate of student absence, etc.):			
Description:			
School provides and/or partners with community resources to provide healthy foods and beverages, and			
nutrition education opportunities before and/or after school and in the summer. Criteria:			

Observe (See)	Interview (Hear)	Document (Written or Image)
■ A – Nutrition education is incorpo	prated into extracurricular programs that serve meal	s or snacks.
You observe that  ☐ A nutrition lesson being taught in a before or after school extracurricular setting.	Hear Criteria A: School Administrator Wellness Committee Member (Find a third person if the first two do not agree.)  You heard (from the above) that A nutrition lesson is being taught in an afterschool setting.	No documentation needed; however if you can't observe a lesson being taught, you could use a nutrition lesson plan from a teacher to count for this criteria, instead of the observation.
■ B – Programs use nutrition resou	I ces that are evidence-based or aligned with credible	e professional groups.
See Criteria B:  You observe that programs use nutrition resources that are evidence based or aligned with credible professional groups.	Hear Criteria B: School Administrator Wellness Committee Member  (Find a third person if the first two do not agree.) You heard (from the above) that  Nutrition resources are evidence based or aligned with credible professional groups.	No documentation needed; however if you can't observe programs using nutrition resources that are evidence based or aligned with credible professional groups, you can take a picture of an example provided by one of the people you talked to instead of the observation.

Observe (See)	Interview (Hear)	Document (Written or Image)
	support other enrichment and extracurricular progrental to a P.E, health, garden or science lesson taugh	=
See Criteria C:  You observe that  Nutrition education is used to support other enrichment or extracurricular program goals and activities, (see above examples).	Hear Criteria C: School Administrator Wellness Committee Member (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition education is used to support other enrichment or extracurricular program goals and activities, (see above examples).	No documentation needed; however if you can't observe programs using nutrition educational to support other program goals, you can take a picture of an example provided by one of the people you talked to, instead of the observation.
■ □ D — All program staff receives trai advanced education.	ning in nutrition/healthy eating/drinking and has op	portunities for continuing or
See Criteria D:	Hear Criteria D:	Document Criteria D:
You observe that  All program staff receive training in nutrition.	School Administrator Wellness Committee Member (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Staff receives training in nutrition/healthy eating/drinking.  Staff have opportunities for continuing or advanced education.	No documentation needed; however, if you can't observe staff receiving training in nutrition education, you can take a picture of an example provided by one of the people you talked to, instead of the observation.
	students by making healthy food/beverage choices	
You observe that  ☐ Staff members serve as role models by making healthy food and beverage choices during the school day.	Hear Criteria E:  School Administrator Wellness Committee Member (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Staff serves as role models for students by making healthy food/beverage choices.	Document Criteria E:  No documentation needed.  If you can't observe a staff member making health food and beverage choices make sure you have heard that staff serve as role models for students from at least two people you are interviewing.
Notes:		

Observe (See)	Interview (Hear)	Document (Written or
		Image)
F – Program healthy meals/snacks	s are promoted and marketed to build community a	wareness.
See Criteria F:	Hear Criteria F:	Document Criteria F:
	School Administrator	
You observe that	Wellness Committee Member (Find a third person to ask if the first two do not	Not needed
☐ Signs, posters or other visual	agree)	
materials in the afterschool programs		
that promote healthy meals/snacks.	You heard (from the above) that	
☐ Verbal communication between	<u>.</u>	
staff and community members about	School newsletters, emails or other	
the programs health meals/snacks.	types of written communications include information about healthy meals and snacks	
A photo of signs, posters etc., is	served in afterschool settings.	
helpful although it's not required.	Served in differential Settings.	
	 erved to support students from homes experiencing	economic hardship meet
USDA, state or federal nutrition standar		cconomic narasinp meet
See Criteria G:	Hear Criteria G:	Document Criteria G:
	School Administrator	
You observe that	Wellness Committee Member District Food Service Director	No documentation needed.
	District Food Service Director	If you can't observe that
☐ – Snacks and/or Supper are served	(Two out of three must agree).	snacks/supper are served to
to support students from homes	You heard (from the above) that	students from homes experiencing economic
experiencing economic hardship meet USDA, state or federal nutrition	Tou heard (nom the above) that	hardship then make sure
standards.	111	you have heard that staff
Starradi asi	□ □ Snacks and/or Supper meet USDA,	serve as role models for
	state or federal nutrition standards.	students from at least two
		people you are
		interviewing.
-	as serve/sell healthy snacks and beverages that mee	
See Criteria H:	Hear Criteria H: School Administrator	Document Criteria H:
You observe that	Wellness Committee Member	Not needed
100 000010 0100111	District Food Service Director	1300.1300.00
☐ Afterschool sports concessions	( <del>-</del>	
serve/sell healthy snacks and	(Two out of three must agree).	
beverages that meet USDA standards.	You heard (from the above) that	
	☐ ☐ ☐ Afterschool sports concessions	
	serve/sell healthy snacks and beverages that	
	meet USDA standards.	
Notes:		

Observe (See)		Interview (Hear)		Document (Written or Image)	
I-School stores, snack shops, food pantries, vending machines etc. serve/sell/give away healthy snacks and beverages that meet USDA standards during before and after school hours.					
See Criteria I:  Hear Crite School / Wellnes		Hear Criteria I: School Administra Wellness Commit District Food Serv	ator tee Member	Document Criteria I:  Not needed	
School stores, snack shops, pantries, vending machines et serve/sell/give away healthy s	tc.	(Two out of three n	nust agree).		
and beverages that meet USD standards during before and a school hours.	Α	□ □ □ Snacks and beverages meeting USDA standards are served in school stores, snack shops, vending machines etc. before and after school hours.			
☐ Poor Practice		Fair Practice	☐ Good Practice	☐ Best Practice	
≤ 25% No/very few criteria are met, can be seen or documented.	Son met	26% ≤ 50% ne criteria are t, can be seen or cumented.	51% ≤ 75%  Many criteria are met,  can be seen or  documented.	76% ≤ 100%  Most criteria are met; some may exceed current best practice.	
#	criteria m	net / 9	total criteria =	_%	

Category: Policy Environment				
Area of Interest 25: Nutrition and Wellness	Policy			
Required Data Sources:	Informant:			
☐ Direct Observation <u>Time</u> : AM /	☑School Administrator			
<u>PM</u>	☑Teacher, specifically			
✓ Interview	☑District Food Service Director			
✓ Document Review	Meal Service Manager/Cafeteria Staff			
Other, please specify	Classified Staff/Volunteer, specifically			
	· · ·			
	✓ Wellness Committee			
	Other, specifically			
Cabaal Obaamia	ion Description.			
School Observation Description: Student Auditor Names:				
Date (day/month/year) of completing this Area of Interest:				
School:				
Weather conditions:				
Special or unusual circumstances (i.e. first or last d	ay of school, half day, atypical school day			
schedule, high rate of student absence, etc.):				
Description:				
School has implemented the district wellness policy, drafted a written nutrition policy and communicates with school staff, families and the school district regarding its nutrition progress on an annual basis. The school's				
nutrition goals are integrated into the school's overall long-range wellness improvement goals/plan. The				
following nutrition-specific policies are included as part of				
nutrition environment:	, , , , , , , , , , , , , , , , , , , ,			
Criteria listed below.				

Observe (See)	Interview (Hear)	Document (Written or Image)	
■ A – The school has a written wellness policy or wellness plan that aligns to the district policy that is listed in a public place such as the school handbook or website. The wellness policy or planincludes at least some of the same elements as the district policy, and includes nutrition components.			
See Criteria A: Not needed	Hear Criteria A: School Administrator	Document Criteria A:	
	Wellness Committee Member (Find a third person to ask if the first two do not agree)	You have documentation that  A written document exists that states the school-specific wellness	
	You heard (from the above) that	policy or plan that aligns with the district policy.	
	☐ ☐ The school's wellness policy or plan includes components that are similar to the district policy and nutrition-specific elements.	The school's wellness policy or plan has some of the same components as the district policy and includes nutrition elements.	
☐ B – Drinking water is available and	accessible to students throughout the sch	ool day, free of charge.	
See Criteria B:	Hear Criteria B: School Administrator	Document Criteria B:	
Not needed	You heard (from the above) that  The school has a wellness policy that drinking water is available and accessible to students throughout the school day, free of charge.	You have documentation that  A written document exists that includes a policy that drinking water is available and accessible to students throughout the school day, free of charge.	

Observe (See)	Interview (Hear)	Document (Written or Image)		
☐ C – School meals program particip	oates in farm-to-school activities that i	ntegrate local agriculture products into		
school meals.				
See Criteria C:	Hear Criteria C:	Document Criteria C:		
	District Food Service Director			
Not needed, but if you do observe this	School Administrator	You have documentation that		
a photo would be helpful to include.	(Find a third person to ask if the first			
	two do not agree)	includes a policy or plan that school		
	Var. bass (fusing the above) that	meals program participates in farm-		
	You hear (from the above) that	to-school activities that integrate		
	☐ ☐ The school has a wellness po	school meals.		
	that the school meals program			
	participates in farm-to-school activit			
	that integrate local agriculture produ	ucts		
	into school meals.			
_		for students to eat (at least 10 minutes for		
breakfast and 20 minutes for lunch afte	T .			
See Criteria D:	Hear Criteria D:	Document Criteria D:		
	School Administrator			
Not needed	You heard (from the above) that	You have documentation that		
	Tou heard (from the above) that	$\square$ A written document exists that		
	•	includes a policy or plan that the		
	☐ The school has a wellness policy	school provides appropriate meal		
	provides appropriate meal times wit			
	adequate time allotted for students			
	eat (at least 10 minutes for breakfas	t minutes for breakfast and 20		
	and 20 minutes for lunch after sitting	g minutes for lunch after sitting down		
	down to eat.	to eat.		
■ E – Alternate activities are not sche	duled during meal times unless stude	nts may eat during such activities.		
See Criteria E:	Hear Criteria E:	Document Criteria E:		
	School Administrator	You have documentation that		
Not needed		$\square$ A written document exists that		
	You heard (from the above) that	includes a policy or plan that		
	•	alternate activities are not		
	☐ The school has a wellness policy t	that scheduled during meal times unless		
	alternate activities are not schedule			
	during meal times unless students m			
	eat during such activities.	•		
■ F –Lunch is scheduled three hours a	·			
See Criteria F:	Hear Criteria F:	Document Criteria F:		
	School Administrator			
Not needed	-	You have documentation that		
	You heard (from the above) that	☐ A written document exists that		
		includes a policy. Lunch is scheduled		
	☐ The school has a wellness policy t			
	says lunch is scheduled between 11a			
	and 1pm.			
Notes:	- ~ =p			

Observe (See)	Interview (Hear)	Document (Written or Image)
☐ G – Food and beverages are neve	r used as a reward or reinforcement for st	udents nor are they withheld as
punishment.		
See Criteria G:	Hear Criteria G:	Document Criteria G:
	School Administrator	
Not needed	Teacher (Find a third person to ask if the first	You have documentation that
	two do not agree)	A written document exists that
		includes a policy that food and
	You heard (from the above) that	beverages are never used as a
	The school has a wellness policy	reward or reinforcement for
	that food and beverages are never used	students nor are they withheld as
	as a reward or reinforcement for	punishment.
	students nor are they withheld as	
	punishment and that it is part of the	
	written wellness policy.	
☐ H – School garden space design	ated for active student and staff participat	ion in edible/food gardening; all
	to participate in garden activities on a reg	
See Criteria H:	Hear Criteria H:	Document Criteria H:
	School Administrator	
Not needed	Teacher Classified Staff/Volunteer	You have documentation that
	(Two of the three must agree)	$\square$ A written document exists that
		includes a policy that the school
	You heard (from the above) that	garden space is designated for active student and staff
	☐ ☐ The school has a wellness	participation in edible/food
	policy that the school garden space is	gardening.
	designated for active student and staff	garacining.
	participation in edible/food gardening.	☐ A written document exists that
		includes a policy that all
	☐ ☐ ☐ The school has a wellness	students/staff have equal
	policy that all students/staff have equal opportunities to participate in garden	opportunities to participate in
	activities on a regular schedule and is	garden activities on a regular
	part of the written wellness policy.	schedule.
	part of the Witten Weilless policy:	
Notes:		

Observe (See)	Interview (Hear)	Document (Written or Image)		
☐ I – School garden supports the I	arger nutrition education goals and values	of the school; has a trained garden		
coordinator and plan in place to sustain the garden/position.				
See Criteria I:	Hear Criteria I:	Document Criteria I:		
Nick wooded	School Administrator Teacher	Vari have de sumantation that		
Not needed	Classified Staff/Volunteer	You have documentation that		
	(Two of the three must agree)	*A written policy or plan exists that includes		
	You heard (from the above) that	includes		
	Tod fleatd (from the above) that	☐ That the garden supports the		
	☐ ☐ The school has a wellness	larger nutrition education goals and		
	policy that the school garden supports	values of the school		
	the larger nutrition education goals and			
	values of the school.	☐ That the school has a trained		
	☐ ☐ ☐ The school has a wellness	garden coordinator on staff.		
	policy that the school has a trained	_		
	garden coordinator.	$\square$ That the school has a plan in		
		place to sustain the		
	☐ ☐ The school has a wellness	garden/position.		
	policy stating there is a plan in place to			
□ □ L Annual training covering food sa	sustain the garden position.  Ifety, basic nutrition and healthy eating con	veents aligned with the Dietary		
	by the food service manager and staff that			
See Criteria J:	Hear Criteria J:	Document Criteria J:		
	District Food Service Director			
Not needed	_	You have documentation that		
	You hear (from the above) that	A written document exists that		
	<b></b>	includes a policy that an annual		
	$\square$ The school has a wellness policy in	training covering food safety, basic		
	place that an annual training covering	nutrition and healthy eating		
	food safety, basic nutrition and healthy	concepts aligned with the Dietary		
	eating concepts aligned with the Dietary	Guidelines for Americans is		
	Guidelines for Americans is completed	completed by the food service		
	by the food service manager and staff that prepares and serves meals.	manager and staff that prepares		
■ ■ K Food and howerages sold and	served in the staff lounge and at school-spo	and serves meals.		
	endix 2) for foods and beverages sold in sch			
See Criteria K:	Hear Criteria K:	Document Criteria K:		
	District Food Service Director			
Not needed	School Administrator	You have documentation that		
	(Find a third person to ask if the first	A written document exists that		
	two do not agree)	includes a policy that food and		
		beverages sold and served in the		
	You hear (from the above) that	staff lounge and at school-		
	☐ ☐ The school has a wellness policy	sponsored staff functions meet or		
	in place that food and beverages sold	exceed the state or federal		
	and served in the staff lounge and at	standards for foods and beverages		
	school-sponsored staff functions meet	sold in schools.		
	or exceed the state or federal standards			
	for foods and beverages sold in schools.			
Notes:				

Observe (See)	Interview (Hear)	Document (Written or Image)		
☐ L – Marketing (for example promo	oting food or drink items for sale in a fund	raiser or in concessions with posters,		
ads in the school newspaper, etc.) is res	tricted to those competitive foods and be	verages that meet the state and/or		
federal standards for foods and beverages sold in schools.				
See Criteria L:	Hear Criteria L:	Document Criteria L:		
	District Food Service Director			
Not needed	School Administrator	You have documentation that		
	(Find a third person to ask if the first			
	two do not agree)	$\square$ A written document exists that		
		includes a policy that marketing is		
	You hear (from the above) that	restricted to those competitive		
	1 1	foods and beverages that meet the		
	☐ ☐ The school has a written	state standards for foods and		
	wellness policy in place that marketing	beverages sold in schools.		
	is restricted to those competitive foods			
	and beverages that meet the state			
	standards for foods and beverages sold			
	in schools.			
■ M – All <b>foods</b> served or sold outsi	de of the school meals program during the	e regular and extended school day meet		
	and beverages sold in schools (includes a			
	d/beverage carts, cooking classes, home ed	· · · · · · · · · · · · · · · · · · ·		
	fundraising, and school and classroom par			
two parties per year).	р	(		
See Criteria M:	Hear Criteria M:	Document Criteria M:		
Not needed	District Food Service Director			
	School Administrator	You have documentation that		
	(Find a third person to ask if the first			
	two do not agree)	☐ A written document exists that		
	Vou hear (from the above) that	includes a policy that <b>foods</b> served		
	You hear (from the above) that	or sold outside of the school meals		
		program during the regular and		
	☐ ☐ The school has a wellness policy	extended school day meet or		
	in place that <b>foods</b> served or sold	exceed the state standards for foods		
	outside of the school meals program	and beverages sold in schools.		
	during the regular and extended school			
	day meet or exceed the state standards			
	for foods and beverages sold in schools.			
Observe (See)	Interview (Hear)	Document (Written or Image)		
	outside of the school meals program during			
	foods and beverages sold in schools (inclu	<del>-</del>		
<u> </u>	s, food pantries, snack shops, school store,	fundraising, and school and classroom		
parties-exception allowed for a total of	1	T		
See Criteria N:	Hear Criteria N:	Document Criteria N:		
	District Food Service Director			
Not needed	School Administrator (Find a third person to ask if the first	You have documentation that		
	two do not agree)			
	two do not agree)	A written document exists that		
	You hear (from the above) that	includes a policy that all <b>beverages</b>		
		served or sold outside of the school		
	☐ ☐ The school has a wellness policy	meals program during the regular		
	in place that <b>beverages</b> served or sold	and extended school day meet or		
	outside of the school meals program	exceed the state standards for foods		
	during the regular and extended school	and beverages sold in schools.		
	day meet or exceed the state standards			
	for foods and beverages sold in schools.			
1	T	1		

Observe (See)		Interview (				nt (Written or Image)
☐ O – School obtains fund	s or levera		port nutrition p			
See Criteria O:  Not needed.		Hear Criteria O:  Wellness Commits School Administrative (Find a third person two do not agree)  You hear (from the The School wellness policy in person secures funds or lever and staff.	ator to ask if the firs above) that has a written lace that the sch	in sool es to	You had a write a contract of the contract of	ve documentation that ritten document exists that is a policy that the school is funds or leverages test to support nutrition es for students and staff.
☐ Poor Practice	☐ Faiı	r Practice	☐ Good Pra	ctice		☐ Best Practice
≤ 25% No/very few criteria are met, can be seen or documented.	26% ≤ 5 Son met		51% ≤ 75%  Many criteria can be seen of documented.	are met,	,	76% ≤ 100%  Most criteria are met; some may exceed current best practice.
# c	riteria m	et / 15	total criteria	=		_%
Notes:						

Category: Policy Environme	ent	
Area of Interest 26: Nutrition	and Wellness Committee	
Required Data Sources:	Informant:	
☐ Direct Observation <u>Time</u>	: AM / PM School Administration	tor
✓ Interview	Teacher, specific	•
☑Document Review	District Food Serv	
_		nager/Cafeteria Staff
☐ Other, please specify		olunteer, specifically
	<b>I</b> ✓Wellness Committe	
	Other, specifically	
Student Auditor Names:	School Observation Description:	
Date (day/month/year) of completi	ng this Area of Interest:	
School:		
Weather conditions:		
	(i.e. first or last day of school, half day	, atypical school day
schedule, high rate of student abs	ence, etc.):	
Description:	ammittae and it has anacific nutrition relat	ad abjectives and/or an active
nutrition council/subcommittee. <b>Crite</b>	ommittee and it has specific nutrition-relat	ed objectives and/or an active
Transfer Coaron/Sabcommittee. Crite		
Observe (See)	Interview (Hear)	Document (Written or Image)
	ts and operates with broad representation fro	, , ,
students, school staff, teachers, and adr	ninistrators).	
Observe Criteria A:	Hear Criteria A:	Document Criteria A:
	Wellness Committee Member	
Not needed	School Administrator	$\square$ The wellness policy, or other
	(Find a third person to ask if the first two	written guidelines for the
	do not agree)	wellness committee, describes
	You hear (from the above) that	how the committee exists and the
	• •	committee operates with broad
	A wellness committee exists.	representation from stakeholders
	☐ ☐ The wellness committee operates	(e.g. parents, students, school
	with broad representation from	staff, teachers, and
	stakeholders (e.g. parents, students,	administrators).
	school staff, teachers, and administrators).	
	(Find a third person if the first two do not	
R - The council or committee made	agree.) ets regularly and encourages input from the so	chool community including
students.	ets regularly and encourages input from the si	chool community including
Observe Criteria B:	Hear Criteria B:	Document Criteria B:
Observe Criteria B:	Wellness Committee Member	Document Criteria B:
Not needed	School Administrator	☐ The wellness policy, or other
Not necueu	(Find a third person to ask if the first two	written guidelines for the
	do not agree)	Wellness Committee, describes
	You hear (from the above) that	how:
	I I	
	☐ ☐ A wellness committee or	$\square$ A wellness committee or
	subcommittee meets regularly.	subcommittee meets regularly.
	☐ ☐ A committee encourages input	_

from the school community. (Find a third

person if the first two do not agree.)

 $\hfill\Box$  The committee encourages

input from the school community.

Observe (See)	In	terview (Hear)	Document (Written or Image)		
☐ C – The wellness commi	lacksquare C – The wellness committee recommends/prioritizes new and revised nutrition policies				
in the school and/or district po	in the school and/or district policy. Nutrition activities can also focus on address food insecurity in the school.				
Observe Criteria D:	Hear Criteria D	):	Document Criteria D:		
Not needed	Wellness C School Adı	ommittee Member ministrator	☐ The wellness policy, or other		
	(Find a third pe	erson to ask if the first two	written guidelines for the		
	do not agree.)		wellness committee, describes		
	You hear (fron	n the above) that	how a wellness committee		
		***	achieves or acts on outcomes or		
		ness committee or	changes to the school nutrition		
		recommends/ prioritizes ed nutrition policies and	environment on annual basis and		
		clusion in the school and/or	provides avenues for student		
	district policy.	ciasion in the school anapor	input.		
■ □ □ □ A wellness committe	1 1	comes or changes to the scho	ol nutrition environment on annual		
basis and provides avenues for		comes of changes to the seno	or national circumstiffer on armadi		
Observe Criteria D:	Hear Criteria	<u> </u>	Document Criteria D:		
Not needed	_	ommittee Member	Document Criteria D:		
Not needed		ministrator	$\square$ The wellness policy, or other		
	(Find a third po	erson to ask if the first two	written guidelines for the		
	do not agree)		wellness committee, describes		
	You hear (fron	n the above) that	how a wellness committee		
			achieves or acts on outcomes or		
	□ □ A wellr	ness committee or	changes to the school nutrition		
	subcommittee	achieves or acts on	environment on annual basis and		
	outcomes or c	hanges to the school	provides avenues for student		
	nutrition envir	onment on an annual basis.	input.		
■ E – The council or comm	nittee prepares an annual	progress and evaluation repo	rt, including recommended		
nutrition changes or revisions,	for the school and distric	t.			
Observe Criteria E:	Hear Criteria E	:	Document Criteria E:		
		ommittee Member	_		
Not needed	School Adı		☐ You can review/read/see an		
	do not agree)	erson to ask if the first two	example annual progress and		
		n the above) that	evaluation report, including		
	Tou near (non	in the above, that	recommended nutrition changes or revisions, for the school and		
		ness committee or	district.		
	_	prepares an annual	district.		
		valuation report, including			
		nutrition changes or			
		he school and district.			
☐ Poor Practice	☐ Fair Practice	☐ Good Practice	☐ Best Practice		
<u>&lt;</u> 25%	26% <u>&lt;</u> 50%	51% <u>&lt;</u> 75%	76% <u>&lt;</u> 100%		
No/very few criteria are	Some criteria are	Many criteria are met,	Most criteria are met; some		
met, can be seen or	met, can be seen	can be seen or	may exceed current best		
documented.	or documented.	documented.	practice.		
	criteria met	_ / 5 total criteria =	%		
Notes:					

Category: Policy Environme	ent		
Area of Interest 27: Health a	nd Nutrition Education		
Required Data Sources:	Informant:		
☐ Direct Observation <u>Time</u>	: AM / School Administrator		
<u>PM</u>	Teacher, spec	ifically	
<u></u> Interview	District Food Service Director		
☑ Document Review	Meal Service Manager/Cafeteria Staff		
Other, please specify		off/Volunteer, specifically	
	■☐ Wellness Cor		
	☐ Other, specifi	cally	
	School Observation Description:		
Student Auditor Names:			
Date (day/month/year) of completi	ng this Area of Interest:		
School: Weather conditions:			
	(i.e. first or last day of school, half	day, atypical school day	
schedule, high rate of student abs		, , , , , , , , , , , , , , , , , , ,	
Description:			
	unctional knowledge and skills-based	nutrition lessons. Nutrition	
behaviors/habits are taught in all gra	des. Criteria.		
Observe (See)	Interview (Hear)	Document (Written or Image)	
	cepts are incorporated into relevant science		
education, home economics, social scien			
See Criteria A:			
See Criteria A:	Hear Criteria A:	Document Criteria A:	
		_	
Not needed	Hear Criteria A:  School Administrator Teacher	☐ Written documentation exists in a	
	School Administrator Teacher (Find a third person to ask if the first	☐ Written documentation exists in a school policy, handbook or website	
	School Administrator Teacher (Find a third person to ask if the first two do not agree)	Written documentation exists in a school policy, handbook or website that describes nutrition, food or	
	School Administrator Teacher (Find a third person to ask if the first	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into	
	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that	Written documentation exists in a school policy, handbook or website that describes nutrition, food or	
	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into	
	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  \[ \begin{align*}	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into	
Not needed	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  UNUTRIENT DIVIDING NOT HEALTH TO THE T	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.	
Not needed  B – Health educators receive annu	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Lal professional development on effective	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.	
Not needed	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Just professional development on effective the control of the contr	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.	
Not needed  B – Health educators receive annu	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Just professional development on effective thear Criteria B:  School Administrator	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  D Nutrition food, or health taught in all grades incorporated into relevant classes.  ual professional development on effective Hear Criteria B:  School Administrator Teacher	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  e practices for nutrition education.  Document Criteria B:	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Just professional development on effective thear Criteria B:  School Administrator	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  practices for nutrition education.  Document Criteria B:  Written documentation exists in a school policy, handbook or website that states; Health educators in the	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  D Nutrition food, or health taught in all grades incorporated into relevant classes.  ual professional development on effective Hear Criteria B:  School Administrator Teacher (Find a third person to ask if the first	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  practices for nutrition education.  Document Criteria B:  Written documentation exists in a school policy, handbook or website that states; Health educators in the district receive annual professional	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  DNutrition food, or health taught in all grades incorporated into relevant classes.  Leal professional development on effective thear Criteria B:  School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  practices for nutrition education.  Document Criteria B:  Written documentation exists in a school policy, handbook or website that states; Health educators in the district receive annual professional development on effective practices for	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Just professional development on effective thear Criteria B:  School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Health educators receive	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  practices for nutrition education.  Document Criteria B:  Written documentation exists in a school policy, handbook or website that states; Health educators in the district receive annual professional	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Hear Criteria B: School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Health educators receive annual professional development on	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  practices for nutrition education.  Document Criteria B:  Written documentation exists in a school policy, handbook or website that states; Health educators in the district receive annual professional development on effective practices for	
Not needed  B – Health educators receive annuments See Criteria B:	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Nutrition food, or health taught in all grades incorporated into relevant classes.  Just professional development on effective thear Criteria B:  School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Health educators receive	Written documentation exists in a school policy, handbook or website that describes nutrition, food or health concepts are incorporated into relevant classes in all grades.  practices for nutrition education.  Document Criteria B:  Written documentation exists in a school policy, handbook or website that states; Health educators in the district receive annual professional development on effective practices for	

Notes:

Observe (See)	Interview (Hear)	Document (Written or Image)
☐ C – Nutrition education is aligned	to the State Department of Education He	alth Education standards.
See Criteria C:	Hear Criteria C:	Document Criteria C:
Not needed		
	School Administrator	$\square$ Written documentation exists in a
	Teacher (Find a third person to ask if the first	school policy, handbook or website
	two do not agree)	that states; Nutrition education is
	You heard (from the above) that	aligned to the State Department of
	Tou heard (nom the above) that	Education Health Education standards.
	Nutrition education is aligned	
	to the State Department of Education	
	Health Education standards.	
	nstructional time equivalent to a required	course or credit.
See Criteria D:	Hear Criteria D:	Document Criteria D:
	_	<u> </u>
Not needed	School Administrator	$\square$ Written documentation exists in a
	Teacher (Find a third person to ask if the first	school policy, handbook or website
	two do not agree)	that states; Nutrition education
	- '	includes a course or credit such as
	You heard (from the above) that	Health Education and Nutrition.
	L L	
	Nutrition education includes a	
	required course or credit.	
■ E – Nutrition curriculum provides	developmentally and culturally appropria	te examples and activities with
opportunities to practice skills.		
See Criteria E:	Hear Criteria E:	Document Criteria E:
Not needed		
	School Administrator	$\square$ Written documentation exists in a
	Teacher	school policy, handbook or website
	(Find a third person to ask if the first two do not agree)	that states; nutrition curriculum
	- '	provides developmentally and
	You heard (from the above) that	culturally appropriate examples and
	<u> </u>	activities with opportunities to
	☐ ☐ Nutrition curriculum provides	practice skills.
	developmentally and culturally	·
	appropriate examples and activities	
	with opportunities to practice skills.	
☐ F – Healthy eating/drinking messa	ages are integrated into at least two subje	cts other than health class.
See Criteria F:	Hear Criteria F:	Document Criteria F:
Not needed	School Administrator	$\square$ Written documentation exists in a
ivot needed	Teacher	school policy, handbook or website
	(Find a third person to ask if the first	that states; Healthy eating/drinking
	two do not agree)	messages are integrated into at least
	You heard (from the above) that	two other subjects.
	☐ ☐ Healthy eating/drinking	
	messages are integrated into at least	
	two other subjects.	
Notes:	in a content adaptates.	

Observe (See)		Interview (Hear)		Docume	ent (Written or Image)
☐ G – Student learning out	comes ar	e assessed in health a	and nutrition courses	and repor	rted on students' records of
achievement.					
See Criteria G:		Hear Criteria G:		Documer	nt Criteria G:
Not needed  □ H – A health and nutrition	educator	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Student learning outcomes are assessed in health and nutrition courses and reported on students' records of achievement.		Written documentation exists in a school policy, handbook or website that states; student learning outcomes are assessed in health and nutrition courses and reported on students' records of achievement.	
See Criteria H:		Hear Criteria H:		1	nt Criteria H:
		near Chechani.		Documen	it criteria ii.
Not needed		School Administrator  You heard (from the above) that  Health and nutrition educator is employed by the school or school district.		school po that state educator school dis	
□ Poor Practice		Fair Practice	☐ Good Prac	ctice	☐ Best Practice
≤ 25% No/very few criteria are met, can be seen or documented.	Son met	26% ≤ 50% 51% ≤ 75% me criteria are Many criteria are t, can be seen or can be seen		re met, n or	76% ≤ 100%  Most criteria are met; some may exceed current best practice.
		umented.	documente		
# criteria met/ 8 total criteria =%			.%		
Notes:					

<b>Category: Policy Environme</b>	ent		
Area of Interest 28: Closed C	ampus Policy ar	nd Neighborh	ood Food Access
Environment			
Required Data Sources:	I	Informant:	
☑ Direct Observation Time	: AM /	☑School Adminis	strator
PM	<u> </u>	☑Teacher, specit	
✓ Interview			
☑ Document Review		= -::::::::::::::::::::::::::::::::::::	Service Director
	-		Manager/Cafeteria Staff
☐ Other, please specify	I	☐ Classified Sta	ff/Volunteer, specifically
	l <sub>•</sub> r	Wellness Com	
	"		
		☐ Other, specific	cally
	Cabaal Obaamiatia	n Description.	
Cturdent Auditon Nonco	School Observation	on Description:	
Student Auditor Names:		_	
Date (day/month/year) of completing	ng this Area of Inter	rest:	
School:			
Weather conditions:			
Special or unusual circumstances		of school, half	day, atypical school day
schedule, high rate of student abs	ence, etc.):		
Description:			
School has a closed campus policy			
from various sources in the neighbor	hood that compete w	rith healthy in-sch	ool meals on campus. Criteria:
Observe (See)	Interview (Hear) Document		

Observe (See)		Interview (Hear)		Document (Do, written or image)			
■ A – The school does NOT have an open campus policy that allows students to leave the campus during the school day.							
See Criteria A:  You observe that  You do not see students leaving campus to eat off school grounds during meal times.		Hear Criteria A:  School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Policy states students are NOT allowed to leave the campus during the school day.		Document Criteria A:  Written documentation exists in a school policy, handbook or website that states students are NOT allowed to leave the campus during the school day except by permission.			
☐ Poor Practice	☐ Fair Practice		☐ Good Prac	ctice	☐ Best Practice		
<u>&lt;</u> 25%	26% < 50%		51% <u>&lt;</u> 75%	%	76% <u>&lt;</u> 100%		
No/very few criteria are met, can be seen or documented.	Some criteria are met, can be seen or documented.		Many criteria are met, can be seen or documented.		Most criteria are met; some may exceed current best practice.		
# criteria met/ 1 total criteria =%							
Notes:							

The following are observations are conducted in the neighborhood surrounding the school because the neighborhood food environment affects students' food and beverage access and choices, and therefore the school nutrition environment. For example, even if the school has a closed campus, students may be able to access and purchase food and drinks on the way to and from school and therefore can bring food/beverages with them to campus, or wait to eat/drink until after school.

Because the neighborhood is beyond school/school district oversight, Area of Interest 28, Criteria B – G are NOT included when calculating the score for AI 28. As you scan the neighborhood and complete each criterion, reflect on what can be done to support, that is make "easier" students' healthy food and beverage choices and habits relative to school days, before, during, and after school.

-	where students live are located within ½	mile walking distance from campus so				
that students may be permitted to go home to eat.						
You observe that  ☐ You see students going home to eat during the school day.	Hear Criteria B: School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Students leave campus to eat at home. (Find a third person if the first two do not agree.)	Document Criteria B:  Written documentation exists in a school policy, handbook or website that states students are NOT allowed to leave the campus during the school day except by permission.				
What can be done?						
■ 28 C – Fast food restaurants are a	vailable within $rac{1}{2}$ mile walking distance fro	om campus				
Photograph and mark the location (FF) of	of all fast food restaurants with an "FF" on	the school neighborhood map.				
See Criteria C:	Hear Criteria C:	Document Criteria C:				
You observe that  Fast food restaurants are within ½ mile walking distance from campus.  There are not any students visiting food restaurants before and after school or during school hours.  What can be done?	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Fast food restaurants are within ½ mile walking distance from campus.  Students are visiting food restaurants before and after school or during school hours. (Find a third person if the first two do not agree.)	Mark the location of all fast food restaurants on the school neighborhood map. Use "FF" to indicate that it's a fast food restaurant.				
☐ 28 D - Convenience stores are loca	ated within ½ mile walking distance from	campus.				
Photograph and mark the location of all	convenience stores with a "CS" on the sc	hool neighborhood map.				
See Criteria D:	Hear Criteria D:	Document Criteria D:				
You observe that  Take photographs of convenience stores selling foods and beverages that are within ½ mile walking distance from campus.  There are not any students visiting convenience stores before or after	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Convenience stores are located within ½ mile walking distance from campus. (Find a third person if	☐ Mark the location of all convenience stores within ½ mile of school campus on the school neighborhood map. Use "CS" to indicate that it's a snack shop.				
school or during school hours.	the first two do not agree.)					

What can be done?							
■ 28 E – A grocery or supermarket is located within ½ mile walking distance from campus. Photograph and mark the location of all convenience stores with a "G" on the school neighborhood map.							
See Criteria E:	Hear Criteria E:	Document Criteria E:					
You observe that  Take photographs of grocery stores selling foods and beverages that are within ½ mile walking distance from campus.  You do not see students visiting convenience stores before or after school or during school hours.	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  A grocery or supermarket is located within ½ mile walking distance from campus. (Find a third person if the first two do not agree.)	Mark the location of all convenience stores within ½ mile of school campus on the school neighborhood map. Use "G" to indicate that it's a grocery store.					
What can be done?							
■ 28 F – Coffee and/or snack/pastry shops are available within ½ mile walking distance from campus.  Photograph and mark the location with an "SS" of all coffee and/or snack/pastry shops on the school neighborhood map.							
See Criteria F:	Hear Criteria F:	Document Criteria F:					
You observe that  Take photographs of coffee and/or snack/pastry shops selling foods and beverages that are within ½ mile walking distance from campus.  You do not see students visiting convenience stores before or after school or during school hours.	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Coffee and/or snack/pastry shops are available within ½ mile walking distance from campus. (Find a third person if the first two do not agree.)	☐ Mark the location of all coffee and/or snack/pastry shops within ½ mile of school campus on the school neighborhood map. Use "SS" to indicate that it's a snack shop.					
What can be done?							
	d available within ½ mile walking distance	· ·					
See Criteria G:	an FT of all parked food trucks on the scholenge of the s	Document Criteria G:					
You observe that  Take photographs of food trucks selling foods and beverages that are within ½ mile walking distance from campus.  You do not see students visiting convenience stores before or after school or during school hours.	School Administrator Teacher (Find a third person to ask if the first two do not agree)  You heard (from the above) that  Food trucks are parked and available within ½ mile walking distance from campus. (Find a third person if the first two do not agree.)	Mark the location of all food trucks within ½ mile of school campus on the school neighborhood map. Use "FT" to indicate it's a food truck.					
What can be done? Additional Notes:							

All appendices are included in a separate document, **HS**PAN-ET curriculum.

- APPENDIX 1: Breakfast at a Glance and Lunch at a Glance
- APPENDIX 2: State Smart Snacks Standards
- APPENDIX 3: Photo Release Form