



Oregon State University  
College of Public Health  
and Human Sciences



# **High School *Physical Activity* and Nutrition Environment Tool**

## **HSPAN-ET (Nutrition Context)**

Student Version Updated July 2017

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Funding for OSU GROW Healthy Kids and Communities was supported by the Agriculture and Food Research Initiative of the  
USDA National Institute of Food and Agriculture, Grant Number 2011-68001-30020.

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

<b>Nutrition Areas of Interest Title (Environment Category)</b>	<b>Observation Conditions</b>	<b>Documents to Review</b>
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 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.

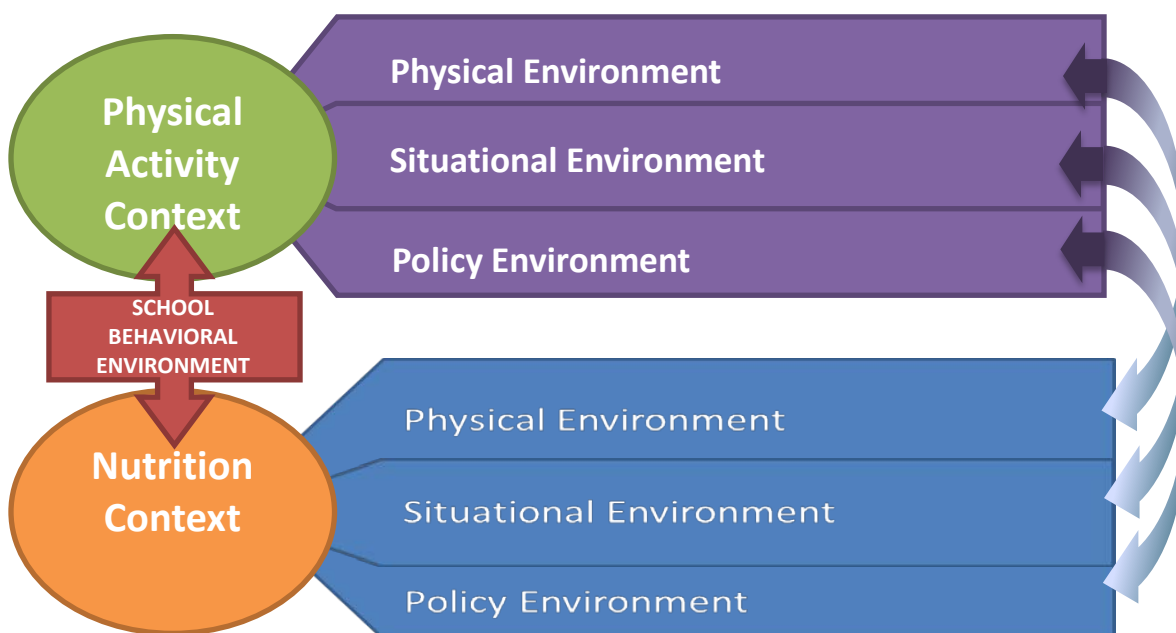
**Nutrition** – Meals and snacks eaten at school provide students with up to ½ of their daily nutrition.

**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 AIs. 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 AIs 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 to and gather, the different documents such as a school website and district wellness policy , so that it can be 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 AIs 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

<p><b>Required Data Sources:</b></p> <p><input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM</p> <p><input checked="" type="checkbox"/> Interview</p> <p><input type="checkbox"/> Document Review</p> <p><input type="checkbox"/> Other, please specify: _____</p>	<p><b>Informants:</b></p> <p><input checked="" type="checkbox"/> School Administrator</p> <p><input type="checkbox"/> Teacher, specify: _____</p> <p><input checked="" type="checkbox"/> District Food Service Director</p> <p><input type="checkbox"/> Meal Service Manager/Cafeteria Staff</p> <p><input type="checkbox"/> Classified Staff/Volunteer, specify: _____</p> <p><input type="checkbox"/> Wellness Committee</p> <p><input type="checkbox"/> Other, specify: _____</p>
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### 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.

Code	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  or fill in the box like this:  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.

<b>School Observation Description:</b>		
<b>Student Auditor Names:</b> Each assessor write their names here in their separate forms.		
<b>Date (day/month/year) of completing this Area of Interest:</b> Write in the day you are completing the audit.		
<b>School:</b> Write in your school name		
<b>Weather conditions:</b> Write in sunny, raining, cloudy, etc. as this affects your impressions		
<b>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> If you have a short day or some other situation that affects what you observe, write that here.		
<b>Description:</b> Cafeteria or alternative meal service area (i.e. classroom) offers a clean, pleasant and safe setting with adequate space for eating meals. <b>Criteria:</b>		
<b>Observe (See)</b>	<b>Interview (Hear)</b>	<b>Document (Written or Image)</b>
<input checked="" type="checkbox"/> <input type="checkbox"/> <b>A</b> – 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.		
<b>See Criteria A:</b>  <b>You observe and take photos that show...</b>  <input checked="" type="checkbox"/> Space to serve meals is adequate. <input checked="" type="checkbox"/> Space to buy meals is adequate. <input checked="" type="checkbox"/> Space to eat meals is adequate.	<b>Hear Criteria A:</b> <b>The Meal Service Manager/Cafeteria Staff</b> <input checked="" type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff.  <b>You hear (from the people above) that...</b> <b>The eating space has the following</b> ...(find a third person if the first two do not agree).  <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Space to serve meals is adequate. <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Space to buy meals is adequate. <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Space to eat meals is adequate.	<b>Document Criteria D:</b>  <b>Not needed on this</b>

Next, use the “Practice” table to assign a ratio and percentage score. Instruction: 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.

<input type="checkbox"/> <b>Poor Practice</b>	<input type="checkbox"/> <b>Fair Practice</b>	<input type="checkbox"/> <b>Good Practice</b>	<input checked="" type="checkbox"/> <b>Best Practice</b>
≤ 25%	26% ≤ 50%	51% ≤ 75%	76% ≤ 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.
<b>Number (#) criteria met 1/1 total (#) applicable criteria = 100 %</b>			
<b>Notes:</b> <i>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)</i>			
<b>Instructions:</b> 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.			





Observe (See)	Interview (Hear)		Document (Written or Image)
<p><b>□ C</b> – Eating space (all available eating spaces during meal times) maximizes students choosing and eating healthy foods through one or more measures such as: adequate lighting, noise reduction and seating arrangements.</p>			
<p><b>See Criteria C:</b>  <b>You observe and take photos that there is....</b></p> <p><input type="checkbox"/> Adequate lighting.  <input type="checkbox"/> Noise level is adequate.  <input type="checkbox"/> Seating set up allows for social interaction.  <input type="checkbox"/> Seating is available for everyone to sit with friends.</p>	<p><b>Hear Criteria C:</b>  <b>The School Meal Program/Cafeteria Staff:</b>  <input type="checkbox"/> District Food Service Director  <input type="checkbox"/> Meal Service Manager/Cafeteria Staff  <b>You hear (from the above, find a third person if these two don't agree) that there is...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Adequate lighting.  <input type="checkbox"/> <input type="checkbox"/> Noise level adequate.  <input type="checkbox"/> <input type="checkbox"/> Seating set up allows for social interaction.  <input type="checkbox"/> <input type="checkbox"/> Seating is available for everyone to sit with friends.</p>		<p><b>Document Criteria C:</b>   <b>Not needed on this.</b></p>
<p><b>□ D</b> – There are hand-washing/sanitizing stations that are easy for students to use near meal service to encourage hand cleanliness and safe food handling practices.</p>			
<p><b>See Criteria D:</b>  <b>You observe and take photos that show...</b></p> <p><input type="checkbox"/> There is a place to wash hands is located near eating area (i.e. in the same room, or in the hallway next to the) eating area.  <input type="checkbox"/> Students can easily access it to wash hands.</p>	<p><b>Hear Criteria D:</b>  <b>The School Meal Program/Cafeteria Staff:</b>  <input type="checkbox"/> District Food Service Director  <input type="checkbox"/> Meal Service Manager/Cafeteria Staff.  <b>You hear (from the above, find a third person if these two don't agree) that there is...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> A place to wash hands is located near (i.e. in the same room, or in the hallway next to) eating area.  <input type="checkbox"/> <input type="checkbox"/> Students can easily access it to wash hands.</p>		<p><b>Document Criteria D:</b>   <b>Not needed on this</b></p>
<p><b>□ E</b> – Entrances to eating are clearly marked, dry, free of obstacles, and students can easily come and go without colliding with each other (or other hazard) or being in a crowd (i.e. a congested area).</p>			
Observe (See)	Interview (Hear)		Document (Do, written or image)
<p><b>See Criteria E:</b>  <b>You observe and take photos that show that.</b></p> <p><input type="checkbox"/> Clearly marked (“exit”).  <input type="checkbox"/> Entrances are dry.  <input type="checkbox"/> Entrances are free of obstacles.  <input type="checkbox"/> Students can easily come and go without collisions or getting stuck in a crowd.</p>	<p><b>Hear Criteria E:</b>  <b>The School Meal Program/Cafeteria Staff:</b>  <input type="checkbox"/> District Food Service Director  <input type="checkbox"/> Meal Service Manager/Cafeteria Staff.  <b>You hear (from the above, find a third person if these two don't agree) that there is...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Entrances are dry.  <input type="checkbox"/> <input type="checkbox"/> Entrances are free of obstacles.  <input type="checkbox"/> <input type="checkbox"/> Students can easily come and go without collisions or getting stuck in a crowd.  <input type="checkbox"/> <input type="checkbox"/> Clearly marked (“exit”).</p>		<p><b>Document Criteria E:</b>   <b>Not needed on this</b></p>
<p><input type="checkbox"/> <b>Poor Practice</b>  ≤ 25%  No/very few criteria are met, can be seen or documented.</p>	<p><input type="checkbox"/> <b>Fair Practice</b>  26% ≤ 50%  Some criteria are met, can be seen or documented.</p>	<p><input type="checkbox"/> <b>Good Practice</b>  51% ≤ 75%  Many criteria are met, can be seen or documented.</p>	<p><input type="checkbox"/> <b>Best Practice</b>  76% ≤ 100%  Most criteria are met; some may exceed current best practice.</p>
<p><b># criteria met _____ / 5 total criteria = _____ %</b></p>			
<p><b>Notes:</b></p>			

## Nutrition

<b>Category: Physical Environment (with students absent)</b>	
<b>Area of Interest 18: Garden Features</b>	
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> Teacher, specifically _____ <input type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> School has orchards, greenhouses, in-ground gardens, raised beds, and/or container gardens to grow edible produce. Check all that apply for criteria A and B in the columns below. Do all observations without students using the space. <b>Criteria listed below</b>	

<b>Observe (See)</b>	<b>Interview (Hear)</b>	<b>Document (Do, written or image)</b>
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> <div style="width: 15px; height: 15px; background-color: purple; margin-right: 5px;"></div> <div> <input type="checkbox"/> <b>A</b> – A variety of indoor and outdoor features, and/or other landscape features, such as in-ground gardens, raised beds, containers, and/or other landscape features, exist where edible plants can be grown and harvested across seasons. Need at least two different types of features checked in both columns to claim this criteria is met.           </div> </div>		
<b>See Criteria A:</b>  <b>You observe and take photos that show that...</b> There is a variety of indoor outdoor features outside of classrooms so accessible to more students.  <input type="checkbox"/> Orchards <input type="checkbox"/> Greenhouse <input type="checkbox"/> In-ground gardens <input type="checkbox"/> Raised beds <input type="checkbox"/> Container gardens <input type="checkbox"/> Others (list below)	<b>Hear Criteria A:</b> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> <div style="width: 15px; height: 15px; background-color: purple; margin-right: 5px;"></div> </div> Meal Service/Cafeteria Manager School Administrator  <b>You hear (from the above) that...</b> There is a variety of indoor outdoor features outside of classrooms so accessible to more students.  <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: yellow; margin-right: 5px;"></div> <div style="width: 15px; height: 15px; background-color: purple; margin-right: 5px;"></div> </div> <input type="checkbox"/> <input type="checkbox"/> Orchards <input type="checkbox"/> <input type="checkbox"/> Greenhouse <input type="checkbox"/> <input type="checkbox"/> In-ground gardens <input type="checkbox"/> <input type="checkbox"/> Raised beds <input type="checkbox"/> <input type="checkbox"/> Container gardens <input type="checkbox"/> <input type="checkbox"/> Others (list below) Find a third person if the first two do not agree.	<b>Document Criteria A:</b>  <b>Not needed</b>
<b>Criteria A Notes:</b>		
















Observe (See)		Interview (Hear)		Document (Do, written or image)	
<p><b>□ B</b> - Garden space(s)/features are used to grow a variety of edible plants, including vegetables, fruits, legumes, greens, herbs, and others. Need at least 3 different types of items being grown checked in each column to claim this criteria is met.</p>					
<p><b>See Criteria B:</b>  <b>You observe that...</b>            The garden grows a variety of edible plants including at least 3 different types of the following...</p> <p><input type="checkbox"/> Vegetables  <input type="checkbox"/> Fruits  <input type="checkbox"/> Legumes (beans/peas)  <input type="checkbox"/> Greens, (lettuce, kale, arugula, swiss chard, cabbage, etc)  <input type="checkbox"/> Herbs, (rosemary, thyme, mint, cilantro, etc)  <input type="checkbox"/> Others (list below)</p>		<p><b>Hear Criteria B:</b>  <input type="checkbox"/> Meal Service/Cafeteria Manager  <input type="checkbox"/> School Administrator</p> <p><b>You hear (from the above) that...</b>            The garden grows a variety of edible plants including at least 3 different types of the following.</p> <p><input type="checkbox"/> <input type="checkbox"/> Vegetables  <input type="checkbox"/> <input type="checkbox"/> Fruits  <input type="checkbox"/> <input type="checkbox"/> Legumes (beans/peas)  <input type="checkbox"/> <input type="checkbox"/> Greens, (lettuce, kale, arugula, swiss chard, cabbage, etc.)  <input type="checkbox"/> <input type="checkbox"/> Herbs, (rosemary, thyme, mint, cilantro, etc)  <input type="checkbox"/> <input type="checkbox"/> Others. (list below)</p> <p>Find a third person if the first two do not agree</p>		<p><b>Document Criteria B:</b>  <b>Not needed</b></p>	
<p><input type="checkbox"/> <b>Poor Practice</b>  <math>\leq 25\%</math>            No/very few criteria are met, can be seen or documented.</p>		<p><input type="checkbox"/> <b>Fair Practice</b>  <math>26\% \leq 50\%</math>            Some criteria are met, can be seen or documented.</p>		<p><input type="checkbox"/> <b>Good Practice</b>  <math>51\% \leq 75\%</math>            Many criteria are met, can be seen or documented.</p>	
<p><input type="checkbox"/> <b>Best Practice</b>  <math>76\% \leq 100\%</math>            Most criteria are met; some may exceed current best practice.</p>					
<p># criteria met _____ / 2 total criteria = _____%</p>					
<p><b>Notes:</b></p>					

## Nutrition

<b>Category: Situational Environment (with students present)</b>	
<b>Area of Interest 19: School Meals</b>	
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher, specifically _____ <input checked="" type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> Program meets or exceeds food and nutrition standards and is managed efficiently and inclusively. <b>Criteria listed below.</b>	

Observe (See)	Interview (Hear)	Document (Do, written or image)
<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div> <input type="checkbox"/> <b>A</b> – Serves both breakfast and lunch.         </div>		
<b>See Criteria A:</b>  <b>You observe and take photos that show that...</b>  <input type="checkbox"/> The school meal program serves both breakfast and lunch. You can include a photo of observation.	<b>Hear Criteria A:</b> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div>         District Food Service Manager       </div> <b>You hear (from the above) that...</b>  <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div> <input type="checkbox"/> The school meal program serves both breakfast and lunch.       </div>	<b>Document Criteria A:</b>  <b>You have reviewed written documentation of...</b> <input type="checkbox"/> Signage that is visible in the cafeteria or where breakfast or lunch information is publically posted stating that both breakfast or lunch is served, or a place on the website that markets the serving of both breakfast and lunch.
<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div> <input type="checkbox"/> <b>B</b> – School meals program meets or exceeds the USDA and/or state standards for reimbursable meals (Directions: show the District Food Service Manager ‘appendix 1’ or links (below) for state/federal meal standards for breakfast and lunch. Have the appendix with you taking about this AI with people).  <a href="http://www.ode.state.or.us/wma/nutrition/snp/lunch-at-a-glance-v2.pdf">http://www.ode.state.or.us/wma/nutrition/snp/lunch-at-a-glance-v2.pdf</a>  <a href="http://www.ode.state.or.us/wma/nutrition/snp/breakfast-at-a-glance.pdf">http://www.ode.state.or.us/wma/nutrition/snp/breakfast-at-a-glance.pdf</a> </div>		
<b>See Criteria B:</b>  <b>Not needed</b>	<b>Hear Criteria B:</b> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div>         District Food Service Manager       </div> <b>You hear (from the above) that...</b>  <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div> <input type="checkbox"/> The school meals program standards meet or exceed the USDA and/or state standards for reimbursable meals.       </div>	<b>Document Criteria B:</b>  <b>You have written documentation of...</b> <input type="checkbox"/> The school handbook, website or wellness policy has a written statement that the school meals program standards meet or exceed the USDA and/or state standards for reimbursable meals.
<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div> <div style="width: 10px; height: 10px; background-color: #008000; margin-right: 5px;"></div> <input type="checkbox"/> <b>C</b> – School meals program participates in farm-to-school activities that integrate local agriculture products into school meals.         </div>		

Observe (See)	Interview (Hear)	Document (Do, written or image)
<p><b>See Criteria C:</b></p> <p><b>You observe and take photos that show that...</b></p> <p><input type="checkbox"/> The school meal program participates in farm-to-school activities that integrate local agriculture products into school meals.</p>	<p><b>Hear Criteria C:</b></p> <p><input type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff.</p> <p><b>You hear (from the above) that...</b> Find a third person if the first two do not agree. Two out of the three must agree.</p> <p><input type="checkbox"/> <input type="checkbox"/> The school meal program participates in farm-to-school activities that integrate local agriculture into school meals.</p>	<p><b>Document Criteria C:</b></p> <p><b>You have written documentation of...</b></p> <p><input type="checkbox"/> 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 products into school meals.</p>
<p><input type="checkbox"/> <input type="checkbox"/> <b>D</b> – Lunch is served between 11am and 1pm.</p>		
<p><b>See Criteria D:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Lunch is served between 11am and 1pm.</p>	<p><b>Hear Criteria D:</b></p> <p><input type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff.</p> <p><b>You hear (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> 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.)</p>	<p><b>Document Criteria D:</b></p> <p><b>You have written documentation of...</b></p> <p><input type="checkbox"/> The school handbook, website or wellness policy has a written statement that lunch is served between 11am and 1pm.</p>
<p><input type="checkbox"/> <input type="checkbox"/> <b>E</b> – 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.</p>		
<p><b>See Criteria E:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Observe at meal time that you cannot identify who receives free or reduced meals and who receives full paid meals.</p>	<p><b>Hear Criteria E:</b></p> <p><input type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff.</p> <p><b>You hear (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> 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.</p> <p><input type="checkbox"/> <input type="checkbox"/> 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 not agree.)</p>	<p><b>Document Criteria E:</b></p> <p><b>You have written documentation of...</b></p> <p><input type="checkbox"/> The school handbook, website or wellness policy has a written statement explains what is in place to protect student privacy about free and reduced meal status.</p>

Observe (See)	Interview (Hear)	Document (Do, written or image)
<p> <input type="checkbox"/> <b>F</b> – Menu items represent the ethnic and cultural diversity of the student population through serving foods that reflect the ethnic and cultural preferences of the student body.</p>		
<p><b>Observe Criteria F:</b></p> <p><b>You observe and take photos that show that...</b></p> <p><input type="checkbox"/> 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).</p>	<p><b>Hear Criteria F:</b></p> <p> District Food Service Director   Meal Service Manager/Cafeteria Staff.</p> <p><b>You hear (from the above) that...</b>  Find a third person if the first two do not agree.</p> <p>  <input type="checkbox"/> <input type="checkbox"/> Menu items reflect the ethnic-specific and culturally-specific that students eat at home. (Two out of the three must agree.)</p>	<p><b>Document Criteria F:</b></p> <p><b>You have written documentation of...</b></p> <p><input type="checkbox"/> 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.</p>
<p> <input type="checkbox"/> <b>G</b> – Menus are available in the language(s) that students primarily speak.</p>		
<p><b>Observe Criteria G:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> 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).</p>	<p><b>Hear Criteria G:</b></p> <p> District Food Service Director   Meal Service Manager/Cafeteria Staff.</p> <p><b>You hear (from the above) that...</b></p> <p>  <input type="checkbox"/> <input type="checkbox"/> 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.)</p>	<p><b>Document Criteria G:</b></p> <p><b>You have written documentation of...</b></p> <p><input type="checkbox"/> The school handbook, website or school newsletter or bulletin board display school menus in the language(s) that students primarily speak.</p>
<p> <input type="checkbox"/> <b>H</b> – Information about the nutritional content of meals is available to students and parents.</p>		
<p><b>Observe Criteria H:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria H:</b></p> <p> District Food Service Director   Meal Service Manager/Cafeteria Staff.</p> <p><b>You hear (from the above) that...</b>  Find a third person if the first two do not agree.</p> <p>  <input type="checkbox"/> <input type="checkbox"/> Information about the nutritional content of meals is available to students and parents.</p>	<p><b>Document Criteria H:</b></p> <p><b>You have written documentation of...</b></p> <p><input type="checkbox"/> The school handbook, website or school newsletter, or bulletin board display information about the nutritional content of meals is available to students and parents.</p>





















## Nutrition

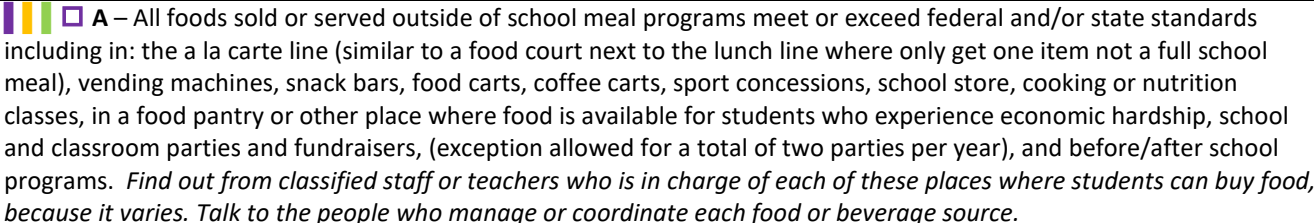
<b>Category: Situational Environment (with students present)</b>	
<b>Area of Interest 20: Food and Beverage Habits</b>	
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> Teacher, specifically _____ <input checked="" type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> Promoting healthy food and beverage choices and habits is accepted and integrated into the school culture. (For example, see the USDA "My Plate" in appendix 2 descriptions of quality and quantity of types of nutritious foods for a healthy diet. In this AI you are looking for encouragement to students to eat healthier - for example "eat more fruit and vegetables and skip the second dessert," or "remember to fill up your water bottle.") <b>Criteria listed below.</b>	




















Observe (See)	Interview (Hear)	Document (Do, written or image)
<input type="checkbox"/> <b>A</b> – Staff is encouraged to model healthy food and beverage practices. (For example eating mostly healthy food and drink only water in front of students).		
<b>See Criteria A:</b>  <b>You observe that...</b>  <input type="checkbox"/> The staff is encouraged by leadership to model healthy food and beverage practices. You can write examples in the notes.	<b>Hear Criteria A:</b> <input checked="" type="checkbox"/> School Administrator  <b>You heard from above that...</b> <input type="checkbox"/> The staff is encouraged to model healthy food and beverage practices.	<b>Document Criteria A:</b>  <b>Not needed</b>
<input checked="" type="checkbox"/> <b>B</b> – Staff encourages students to make healthy food and beverage choices.		
<b>See Criteria B:</b>  <b>You observe that...</b>  <input type="checkbox"/> The staff encourages students to make healthy food and beverage choices. You can write examples of how they do this in the notes.	<b>Hear Criteria B:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input checked="" type="checkbox"/> District Food Service Director (Two out of three people must agree.)  <b>You heard from the above that...</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The staff encourages students to make healthy food and beverage choices. You can write examples of how they do this in the notes.	<b>Document Criteria B:</b>  <b>Not needed</b>






















Observe (See)	Interview (Hear)	Document (Do, written or image)
<p><b>C</b> – An edible garden (it has things in it you can eat, not just flowers) is designated for active student and staff participation in gardening and experiential learning about healthy eating.</p>		
<p><b>See Criteria C:</b>  <b>You observe that...</b>  <input type="checkbox"/> An edible garden is designated for active student and staff participation in gardening and experiential learning about healthy eating. You can include a photo of activity in the edible garden (this relates to AI 18).</p>	<p><b>Hear Criteria C:</b>  School Administrator  <b>You heard (from the above) that...</b>  <input type="checkbox"/> An edible garden is designated for active student and staff participation in gardening and experiential learning about healthy eating (this relates to AI 18).</p>	<p><b>Document Criteria C:</b>  <b>Not needed</b></p>
<p><b>D</b> – Local (from within Oregon) fruits and vegetables from school and/or community gardens, or nearby farms, is used in the preparation of school meals/tastings and/or student snacks.</p>		
<p><b>See Criteria D:</b>  <b>You observe that...</b>  <input type="checkbox"/> Local (from within Oregon) fruits and vegetables from school and/or community gardens, or nearby farms, is used in the preparation of school meals/tastings and/or student snacks. You can include a photo of this.</p>	<p><b>Hear Criteria D:</b>  School Administrator  Meal Service Manager/Cafeteria Staff  District Food Service Director  (Two out of three people must agree)  <b>You heard (from the above) that...</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  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.</p>	<p><b>Document Criteria D:</b>  <b>Not needed</b></p>
<p><b>E</b> – School conducts and involves students in taste tests of healthy foods &amp; beverages intended for inclusion in school meals and snacks at least once per school year.</p>		
<p><b>See Criteria E:</b>  <b>You observe that...</b>  <input type="checkbox"/> The school conducts and involves students in taste tests of healthy foods &amp; beverages intended for inclusion in school meals and snacks at least once per school year.</p>	<p><b>Hear Criteria E:</b>  School Administrator  Meal Service Manager/Cafeteria Staff  District Food Service Director  (Two out of three people must agree)  <b>You heard (from the above) that...</b>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The school conducts and involves students in taste tests of healthy foods &amp; beverages intended for inclusion in school meals and snacks at least once per school year.</p>	<p><b>Document Criteria E:</b>  <b>Not needed</b></p>
<p><b>Notes:</b></p> <p><b>F</b> – School engages in marketing (for example posters promoting sales of foods or beverages sold on school grounds even if the item is at a location off campus) of only healthy foods and beverages that meet the USDA or state standards for food and beverages sold in schools (see appendix for standards).</p>		






Observe (See)		Interview (Hear)		Document (Do, written or image)	
<b>See Criteria F:</b> <b>You observe and can provide examples that show that...</b>  <input type="checkbox"/> The school engages in marketing, (menus, website, posters, signs, bulletin boards, table tents etc.) of only healthy foods and beverages that meet the USDA or state standards for food and beverages sold in schools.		<b>Hear Criteria F:</b>  School Administrator  Meal Service Manager/Cafeteria Staff  District Food Service Director (Two out of three people must agree)  <b>You heard (from the above) that...</b>     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The school engages in marketing of only healthy foods and beverages that meet the USDA or state standards for food and beverages sold in schools.		<b>Document Criteria F:</b>  <b>Not needed</b>	
    <b>G</b> – Marketing of healthy foods and beverages, including local foods, includes posters, table tents, creative naming of menu items, strategic placement of healthy options to make them easier for students to choose and/or pricing strategies (i.e. lower prices for nutritious items).					
<b>See Criteria G:</b> <b>You observe and take photos that show that...</b>  <input type="checkbox"/> The marketing of healthy foods, including local foods, and beverages includes posters, table tents, creative naming of menu items, strategic placement of healthy options to make them easier for students to choose and/or pricing strategies (i.e. lower prices for nutritious items).		<b>Hear Criteria G:</b>  School Administrator  Meal Service Manager/Cafeteria Staff  District Food Service Director (Two out of three people must agree)  <b>You heard (from the above) that...</b>     <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Marketing of healthy foods and beverages, including local foods, includes posters, table tents, creative naming of menu items, strategic placement of healthy options to make them easier for students to choose and/or pricing strategies (i.e. lower prices for nutritious items).		<b>Document Criteria G:</b>  <b>Not needed</b>	
<input type="checkbox"/> <b>Poor Practice</b>		<input type="checkbox"/> <b>Fair Practice</b>		<input type="checkbox"/> <b>Good Practice</b>	
<input type="checkbox"/> <b>≤ 25%</b> No/very few criteria are met, can be seen or documented.		<input type="checkbox"/> <b>26% ≤ 50%</b> Some criteria are met, can be seen or documented.		<input type="checkbox"/> <b>51% ≤ 75%</b> Many criteria are met, can be seen or documented.	
				<input type="checkbox"/> <b>76% ≤ 100%</b> Most criteria are met; some may exceed current best practice.	
<b># criteria met _____ / 7 total criteria = _____ %</b>					
<b>Notes:</b>          					

## Nutrition

<b>Category: Situational Environment (with students present)</b>		
<b>Area of Interest 21: Food and Beverage Practices</b>		
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Teacher, specifically _____ <input checked="" type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input checked="" type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____	
<b>School Observation Description:</b>		
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>		
<b>Description:</b> All foods and beverages available served or sold outside of the school meals program that “compete” or supplement school meals, meaning students can choose these foods instead of school meals during the regular and extended school day (including to take home) meet or exceed federal and/or state nutrition standards for foods and beverages sold in schools (refer people you interview to Appendix 2 or send them this link via email: <a href="https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf">https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf</a> . <b>Criteria listed below.</b>		
<b>Observe (See)</b>	<b>Interview (Hear)</b>	<b>Document (Do, written or image)</b>
		
<b>See Criteria A:</b>  <b>Not needed</b>	<b>Hear Criteria A:</b> School Administrator Meal Service Manager/Cafeteria Staff District Food Service Director (Two out of three people must agree)  <b>You heard (from the above) that ALL the foods in each of the areas below meet the state and/or federal nutrition guidelines:</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 'A la carte' line <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Vending machines <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Snack bars <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Food carts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Coffee carts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sport concessions <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School store <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School or classroom parties <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Fundraisers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Food pantry <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Snacks or food for any other reason (i.e. after breakfast, during exams)	<b>Document Criteria A:</b>  <input type="checkbox"/> School policy, website or school handbook talks about all of the foods served or sold outside of school meal programs needing to meet 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 (See)	Interview (Hear)	Document (Do, written or image)
<p> <b>B</b> – Foods and beverages sold and served in the staff lounge and at school-sponsored staff functions meet or exceed the federal and/or state standards for foods and beverages sold in schools.</p>		
<p><b>See Criteria B:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria B:</b></p> <p> Teacher   Meal Service Manager/Cafeteria Staff   District Food Service Director  (Two out of three people must agree)  <b>You heard (from the above) that...</b></p> <p> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/></p> <p>All foods and beverages sold and served in the staff lounge meet or exceed federal or state standards.</p>	<p><b>Document Criteria B:</b></p> <p><input type="checkbox"/> School policy, website or school handbook talks about foods and beverages sold and served in staff lounge and at school-sponsored staff functions meeting or exceeding federal nutrition standards.</p>
<p> <input type="checkbox"/> <b>C</b> – Sports drinks are not available except for student athletes participating in sport programs involving vigorous activity of more than one hour.</p>		
<p><b>See Criteria C:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Sports drinks are not available to anyone but student athletes participating in sports programs involving vigorous activity of more than one hour.</p>	<p><b>Hear Criteria C:</b></p> <p> Teacher   School Administrator  (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b></p> <p> <input type="checkbox"/>  <input type="checkbox"/></p> <p>Sports drinks are not available except for student athletes.</p>	<p><b>Document Criteria C:</b></p> <p><input type="checkbox"/> School policy, website or 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.</p>
<p> <input type="checkbox"/> <b>D</b> – All beverages served or sold in all locations in school [the a la carte line, vending machines, snack bars, food carts, coffee carts, sport concessions, school store, the food pantry, school and classroom parties and fundraisers] meet or exceed state and/or federal nutrition standards, meaning only the following beverage options are offered: plain water; plain (unflavored) fat-free or low-fat milk (1% or lower milk fat) or fat-free flavored milk with no more than 150 calories per 8 oz.; 100% juice with no more than 120 calories per 8 oz.</p>		
<p><b>See Criteria D:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria D:</b></p> <p> School Administrator   Meal Service Manager/Cafeteria Staff   District Food Service Director  (Two out of three people must agree)  <b>You heard (from the above) that...</b> all beverages in the following locations are only those listed above...</p> <p> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 'A la carte' line  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Vending machines  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Snack bars  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Food carts  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Coffee carts  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sport concessions  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School store  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School or classroom parties  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Drinks for any other reason (i.e. after breakfast, during exams)</p>	<p><b>Document Criteria D:</b></p> <p><input type="checkbox"/> School policy, website or school handbook talks about beverages sold in schools meeting the standards described above.</p>
<p><b>Notes:</b></p>		

Observe (See)	Interview (Hear)	Document (Do, written or image)
<p> E – Foods and beverages are not used as a reward or withheld for academic performance or behavior. Need two columns fully checked to meet this criteria.</p>		
<p><b>See Criteria E:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria E</b></p> <p> School Administrator   Classified Staff   Teacher            (Two out of three people must agree)</p> <p><b>You heard (from the above) that...</b></p> <p>  </p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Food and beverages are not used as a reward or withheld for discipline.</p>	<p><b>Document Criteria E:</b></p> <p><input type="checkbox"/> School policy, website or school handbook talks about not using foods or beverages as a reward or withheld as discipline.</p>
<p> F – Foods that compete with school meal program outside of the meal serving area including vending machines, snack bars, school store, drink carts (i.e. coffee carts), food pantry, are unavailable for purchase or pick up during meals times.</p>		
<p><b>See Criteria F:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Vending machines have a lock on them making them inaccessible during meal times.</p> <p><input type="checkbox"/> School store, food pantry, drink carts, snack bars are closed during meal times.</p>	<p><b>Hear Criteria F:</b></p> <p> School Administrator   Classified Staff   Teacher            (Two out of three people must agree)</p> <p><b>You heard (from the above) that...</b></p> <p>  </p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Vending machines have a lock on them making them inaccessible during meal times.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School store, drink carts, snack bars are closed during meal times.</p>	<p><b>Document Criteria F:</b></p> <p><input type="checkbox"/> School policy, website or school handbook talks about competing foods not being available for purchase during meal times.</p>
<p> G. School provides alternative options to participate in school meal programs such as breakfast, lunch, snack, or supper for students from homes experiencing economic hardship.</p>		
<p><b>See Criteria G:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria G.</b></p> <p> School Administrator   Classified Staff   Teacher            (Two out of three people must agree)</p> <p><b>You heard (from the above) that...</b></p> <p>  </p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Students having alternative 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 food.</p>	<p><b>Document Criteria G.</b></p> <p><input type="checkbox"/> School policy, website or school handbook talks about students having alternative methods to obtain food during the school day if they are unable to participate in the standard meal time (i.e. breakfast, lunch, snack).</p>
<p><b>Notes:</b></p>		

Observe (See)	Interview (Hear)	Document (Do, written or image)	
<p> H. School provides multiple places to obtain food for students from homes experiencing economic hardship who have difficulty getting enough to eat outside of school. All foods and beverages in these places meet or exceed federal and/or state nutrition standards.</p>			
<p><b>See Criteria H.</b></p>	<p><b>Hear Criteria H.</b></p> <p> School Administrator   Classified Staff   Teacher            (Two out of three people must agree)</p> <p><b>You heard (from the above) that...</b></p> <p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School provides multiple places to obtain food for students from homes experiencing economic hardship who have difficulty getting enough to eat outside of school. All foods and beverages in these places meet or exceed federal and/or state nutrition standards.</p>	<p><b>Document Criteria H.</b></p> <p><input type="checkbox"/> School policy, website or school handbook talks about students having alternative methods to obtain food during the school day if they are unable to participate in the standard meal time (i.e. breakfast, lunch, snack).</p>	
<input type="checkbox"/> <b>Poor Practice</b>	<input type="checkbox"/> <b>Fair Practice</b>	<input type="checkbox"/> <b>Good Practice</b>	<input type="checkbox"/> <b>Best Practice</b>
<p>≤ 25% No/very few criteria are met, can be seen or documented.</p>	<p>26% ≤ 50% Some criteria are met, can be seen or documented.</p>	<p>51% ≤ 75% Many criteria are met, can be seen or documented.</p>	<p>76% ≤ 100% Most criteria are met; some may exceed current best practice.</p>
<p># criteria met _____ / 5 total criteria = _____%</p>			
<p><b>Notes:</b></p>			

## Nutrition

<b>Category: Situational Environment (with students present)</b>	
<b>Area of Interest 22: Drinking Water</b>	
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Teacher, specifically _____ <input checked="" type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input checked="" type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> Clean, safe, palatable (that means it tastes okay to drink) drinking water is available, accessible, and promoted to all students and staff throughout the school day. <b>Criteria:</b>	

Observe (See)	Interview (Hear)	Document (Written or Image)
<input checked="" type="checkbox"/> <b>A</b> – Students are encouraged or promoted to access drinking water that is available on the school grounds through signs, or from location being close to food, or being told about water.		
<b>See Criteria A:</b>  <b>You observe that...</b>  <input type="checkbox"/> Signs about water are up in school hallways and/or rooms to encourage students to access drinking water.	<b>Hear Criteria A:</b> <input checked="" type="checkbox"/> School Administrator  <b>You heard (from the above) that...</b> <input type="checkbox"/> Students are encouraged to access drinking water through signs.	<b>Document Criteria A:</b>  <b>Not needed</b>
<input checked="" type="checkbox"/> <b>B</b> – Water is available, free of charge, in multiple places throughout the school.		
<b>See Criteria B:</b>  <b>You observe that...</b>  <input type="checkbox"/> Water is available. <input type="checkbox"/> Water is free. <input type="checkbox"/> Water is in multiple places.	<b>Hear Criteria B:</b> <input checked="" type="checkbox"/> School Administrator  <b>You heard (from the above) that...</b> <input type="checkbox"/> Water is available. <input type="checkbox"/> Water is free. <input type="checkbox"/> Water is in multiple places.	<b>Document Criteria B:</b>  <b>Not needed</b>
<b>Notes:</b>		



Observe (See)	Interview (Hear)	Document (Written or Image)
<p><b>  </b> <input type="checkbox"/> <b>C</b> – Students are allowed to bring and use drinking water containers from home.</p>		
<p><b>See Criteria C:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Students are allowed to bring and use drinking water containers from home.</p>	<p><b>Hear Criteria C:</b></p> <p><b>  </b> School Administrator  <b> </b> Teacher          (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><b>  </b> <input type="checkbox"/> <input type="checkbox"/> Students are allowed to bring and use drinking water containers from home.</p>	<p><b>Document Criteria C:</b></p> <p><b>Not needed</b></p>
<p><b>   </b> <input type="checkbox"/> <b>D</b> – School staff models water consumption i.e. drink water in front of students.</p>		
<p><b>See Criteria D:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> School staff models water consumption.</p>	<p><b>Hear Criteria D:</b></p> <p><b>  </b> School Administrator  <b> </b> Classified Staff  <b> </b> Teacher          (Two out of three people must agree)</p> <p><b>You heard (from the above) that...</b></p> <p><b>   </b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The school staff models water consumption.</p>	<p><b>Document Criteria D:</b></p> <p><b>Not needed.</b></p>
<p><b> </b> <input type="checkbox"/> <b>E</b> – Water delivery methods (i.e. water fountains, jugs, hydration stations, etc.) work, meet hygiene standards and receive regular maintenance.</p>		
<p><b>See Criteria E:</b></p> <p><input type="checkbox"/> 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).</p>	<p><b>Hear Criteria E:</b></p> <p><b> </b> School Administrator</p> <p><b>You heard (from the above) that...</b></p> <p><b> </b> <input type="checkbox"/> Water delivery methods (i.e. water fountains, jugs, hydration stations, etc.) work, meet hygiene standards and receive regular maintenance.</p>	<p><b>Document Criteria E:</b></p> <p><input type="checkbox"/> There is written documentation that water delivery methods (i.e. water fountains, jugs, hydration stations, etc.) work, meet hygiene standards and receive regular maintenance.</p>
<p><b> </b> <input type="checkbox"/> <b>F</b> – All drinking water sources are subject to periodic testing to ensure water safety and results are made available to students, parents, and staff.</p>		
<p><b>See Criteria F:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria F:</b></p> <p><b> </b> School Administrator</p> <p><b>You heard (from the above) that...</b></p> <p><b> </b> <input type="checkbox"/> All drinking water sources are subject to periodic testing and results are made available to students, parents, and staff.</p>	<p><b>Document Criteria F:</b></p> <p><input type="checkbox"/> There is written documentation that all drinking water sources are subject to periodic testing and results are made available to students, parents, and staff.</p>
<p><b>Notes:</b></p>		



## Nutrition

<b>Category: Situational Environment (with students present)</b>	
<b>Area of Interest 23: Cafeteria Atmosphere</b>	
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____ _____	<b>Informant:</b> <input type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Teacher, specifically _____ <input type="checkbox"/> District Food Service Director <input checked="" type="checkbox"/> Meal Service Manager/Cafeteria Staff <input checked="" type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____ _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> 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)
<span style="color: blue;">■</span> <span style="color: yellow;">■</span> <input type="checkbox"/> <b>A</b> – Staff is friendly and encourages students to practice healthy eating and to enjoy mealtime.		
<b>See Criteria A:</b>  <b>You observe the....</b> Meal service manager, teacher, and cafeteria staff...  <input type="checkbox"/> Being friendly. <input type="checkbox"/> Encouraging students to practice healthy eating and enjoying mealtime.	<b>Hear Criteria A:</b> <span style="color: yellow;">■</span> Meal Service Manager/Cafeteria Staff (MSM-CS) <span style="color: blue;">■</span> Teacher (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <span style="color: yellow;">■</span> <span style="color: blue;">■</span> <input type="checkbox"/> <input type="checkbox"/> The staff is friendly <input type="checkbox"/> <input type="checkbox"/> The staff encourages students to practice healthy eating and enjoy mealtime.	<b>Document Criteria A:</b>  <b>Not needed</b>
<span style="color: blue;">■</span> <span style="color: yellow;">■</span> <input type="checkbox"/> <b>B</b> – Students are encouraged to socialize among their peers and with adults.		
<b>See Criteria B:</b>  <b>You observe that the...</b> Meal service manager, teacher, and cafeteria staff...  <input type="checkbox"/> Encourage students to socialize among their peers and with adults during meal times.	<b>Hear Criteria B:</b> <span style="color: yellow;">■</span> Meal Service Manager/Cafeteria Staff (MSM-CS) <span style="color: blue;">■</span> Teacher (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <span style="color: yellow;">■</span> <span style="color: blue;">■</span> <input type="checkbox"/> <input type="checkbox"/> Students are encouraged to socialize among their peers and with adults during meal times.	<b>Document Criteria B:</b>  <b>Not needed</b>

Observe (See)	Interview (Hear)	Document (Written or Image)
<p><b>C</b> – Space is clean, free of litter and well utilized.</p>		
<p><b>Observe Criteria C:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> The cafeteria space is clean, free of litter.</p> <p><input type="checkbox"/> The cafeteria or other common eating space is well utilized.</p> <p>*A photo can help document this.</p>	<p><b>Hear Criteria C:</b></p> <p><b>Meal Service Manager/Cafeteria Staff (MSM-CS)</b></p> <p><b>Teacher</b></p> <p>(Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> The cafeteria or other common eating space is clean, free of litter.</p> <p><input type="checkbox"/> <input type="checkbox"/> The cafeteria or other common eating space is well utilized.</p>	<p><b>Document Criteria C:</b></p> <p><b>Not needed.</b></p>
<p><b>D</b> – Students have a convenient location to wash or sanitize their hands before eating.</p>		
<p><b>See Criteria D:</b></p> <p><b>You observe and can take a photo that shows that...</b></p> <p><input type="checkbox"/> The students have a convenient location to wash or sanitize their hands before eating.</p>	<p><b>Hear Criteria D:</b></p> <p><b>Meal Service Manager/Cafeteria Staff (MSM-CS)</b></p> <p><b>Teacher</b></p> <p>(Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> The students have a convenient location to wash or sanitize their hands before eating.</p>	<p><b>Document Criteria D:</b></p> <p><b>Not needed</b></p>
<p><b>E</b> – Amount of time students spend waiting in line is minimal (i.e. no more than ten minutes).</p>		
<p><b>See Criteria E:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> The amount of time the students spend waiting in line is minimal, less than ten minutes. Using a timer can help to determine this.</p>	<p><b>Hear Criteria E:</b></p> <p><b>Meal Service Manager/Cafeteria Staff (MSM-CS)</b></p> <p><b>Teacher</b></p> <p>(Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> The amount of time students spend waiting in line is minimal, less than ten minutes.</p>	<p><b>Document Criteria E:</b></p> <p><b>Not needed</b></p>
<p><b>F</b> – At least 10 minutes to eat breakfast and at least 20 minutes to eat lunch (actual seat time) is provided.</p>		
<p><b>See Criteria F:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> The students have at least 10 minutes to eat breakfast.</p> <p><input type="checkbox"/> The students have at least 20 minutes to eat lunch (actual seat time). Using a timer can help determine this.</p>	<p><b>Hear Criteria F:</b></p> <p><b>Meal Service Manager/Cafeteria Staff (MSM-CS)</b></p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> The students have at least 10 minutes to eat breakfast</p> <p><input type="checkbox"/> The students have at least 20 minutes to eat lunch (actual seat time).</p>	<p><b>Document Criteria F:</b></p> <p><b>Not needed</b></p>
<p><b>Notes:</b></p>		




















Observe (See)		Interview (Hear)		Document (Written or Image)
<b>G</b> – Foods are presented in a manner that is tempting and appealing for students.				
<b>See Criteria G:</b> <b>You observe and can take a photo that shows that ...</b>  <input type="checkbox"/> The foods are presented in a manner that is tempting and appealing for students.		<b>Hear Criteria G:</b> <input type="checkbox"/> Meal Service Manager/Cafeteria Staff (MSM-CS) <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> The foods are presented in a manner that is tempting and appealing for students.		<b>Document Criteria G:</b>  <b>Not needed</b>
<b>H</b> – Decorative elements or objects add visual and/or auditory interest (such as music) and appeal to the cafeteria (table décor, wall art, posters, music, etc.).				
<b>See Criteria H:</b> <b>You observe and can take a photo that shows that...</b>  <input type="checkbox"/> The decorative elements or objects add visual and/or auditory interest and appeal to the cafeteria (table décor, wall art, posters, music, etc.).		<b>Hear Criteria H:</b> <input type="checkbox"/> Meal Service Manager/Cafeteria Staff (MSM-CS) <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> The decorative elements or objects add visual and/or auditory interest and appeal to the cafeteria (table décor, wall art, posters, music, etc.).		<b>Document Criteria H:</b>  <b>Not needed</b>
<b>I</b> – 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.				
<b>See Criteria J:</b> <b>You observe that the...</b>  <input type="checkbox"/> Teachers/Adults properly supervise the meal period for safe behavior <input type="checkbox"/> Teachers/Adults serve as healthy eating role models to students.		<b>Hear Criteria J:</b> <input type="checkbox"/> Meal Service Manager/Cafeteria Staff (MSM-CS) <input type="checkbox"/> Classified Staff/Volunteer (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> The adults properly supervise the meal period for safe behavior and serve as healthy eating role models to students.		<b>Document Criteria J:</b>  <b>Not needed.</b>
<input type="checkbox"/> <b>Poor Practice</b>	<input type="checkbox"/> <b>Fair Practice</b>	<input type="checkbox"/> <b>Good Practice</b>	<input type="checkbox"/> <b>Best Practice</b>	
≤ 25% No/very few criteria are met, can be seen or documented.	26% ≤ 50% Some criteria are met, can be seen or documented.	51% ≤ 75% Many criteria are met, can be seen or documented.	76% ≤ 100% Most criteria are met; some may exceed current best practice.	
<b># criteria met _____ / 10 total criteria = _____%</b>				
<b>Notes:</b>     				

## Nutrition

<b>Category: Situational Environment (with students present)</b>	
<b>Area of Interest 24: Before/After School and Summer Food Access and Extracurricular Programs</b>	
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> Teacher, specifically _____ <input checked="" type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input checked="" type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> 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. <b>Criteria:</b>	

Observe (See)	Interview (Hear)	Document (Written or Image)
<input checked="" type="checkbox"/> <b>A</b> – Nutrition education is incorporated into extracurricular programs that serve meals or snacks.		
<b>See Criteria A:</b>  <b>You observe that...</b> <input type="checkbox"/> A nutrition lesson being taught in a before or after school extracurricular setting.	<b>Hear Criteria A:</b> <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> Wellness Committee Member (Find a third person if the first two do not agree.)  <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> A nutrition lesson is being taught in an afterschool setting.	<b>Document Criteria A:</b>  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.
<input checked="" type="checkbox"/> <b>B</b> – Programs use nutrition resources that are evidence-based or aligned with credible professional groups.		
<b>See Criteria B:</b>  <input type="checkbox"/> You observe that programs use nutrition resources that are evidence based or aligned with credible professional groups.	<b>Hear Criteria B:</b> <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> Wellness Committee Member (Find a third person if the first two do not agree.) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Nutrition resources are evidence based or aligned with credible professional groups.	<b>Document Criteria B:</b>  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)
<p><b>  </b> <input type="checkbox"/> <b>C</b> – Nutrition education is used to support other enrichment and extracurricular program goals and activities. For example, it might be used as a supplemental to a P.E, health, garden or science lesson taught in a program before or after school.</p>		
<p><b>See Criteria C:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Nutrition education is used to support other enrichment or extracurricular program goals and activities, (see above examples).</p>	<p><b>Hear Criteria C:</b></p> <p><b>  </b> School Administrator  <b>  </b> Wellness Committee Member  (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><b>  </b> <b>  </b></p> <p><input type="checkbox"/> <input type="checkbox"/> Nutrition education is used to support other enrichment or extracurricular program goals and activities, (see above examples).</p>	<p><b>Document Criteria C:</b></p> <p>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.</p>
<p><b>  </b> <input type="checkbox"/> <b>D</b> – All program staff receives training in nutrition/healthy eating/drinking and has opportunities for continuing or advanced education.</p>		
<p><b>See Criteria D:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> All program staff receive training in nutrition.</p>	<p><b>Hear Criteria D:</b></p> <p><b>  </b> School Administrator  <b>  </b> Wellness Committee Member  (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><b>  </b> <b>  </b></p> <p><input type="checkbox"/> <input type="checkbox"/> Staff receives training in nutrition/healthy eating/drinking.</p> <p><input type="checkbox"/> <input type="checkbox"/> Staff have opportunities for continuing or advanced education.</p>	<p><b>Document Criteria D:</b></p> <p>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.</p>
<p><b>  </b> <input type="checkbox"/> <b>E</b> – Staff serves as role models for students by making healthy food/beverage choices.</p>		
<p><b>See Criteria E:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Staff members serve as role models by making healthy food and beverage choices during the school day.</p>	<p><b>Hear Criteria E:</b></p> <p><b>  </b> School Administrator  <b>  </b> Wellness Committee Member  (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><b>  </b> <b>  </b></p> <p><input type="checkbox"/> <input type="checkbox"/> Staff serves as role models for students by making healthy food/beverage choices.</p>	<p><b>Document Criteria E:</b></p> <p>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.</p>
<p><b>Notes:</b></p>		

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

































## Nutrition

<b>Category: Policy Environment</b>	
<b>Area of Interest 25: Nutrition and Wellness Policy</b>	
<b>Required Data Sources:</b> <input type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Teacher, specifically <input checked="" type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff <input checked="" type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input checked="" type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> 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 a comprehensive wellness policy to create an optimal nutrition environment: <b>Criteria listed below.</b>	

Observe (See)	Interview (Hear)	Document (Written or Image)
<input checked="" type="checkbox"/> <input type="checkbox"/> <b>A</b> – 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 plan includes at least some of the same elements as the district policy, and includes nutrition components.		
<b>See Criteria A:</b> <b>Not needed</b>	<b>Hear Criteria A:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Wellness Committee Member (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> The school's wellness policy or plan includes components that are similar to the district policy and nutrition-specific elements.	<b>Document Criteria A:</b>  <b>You have documentation that...</b> <input type="checkbox"/> A written document exists that states the school-specific wellness policy or plan that aligns with the district policy.  <input type="checkbox"/> The school's wellness policy or plan has some of the same components as the district policy and includes nutrition elements.
<input checked="" type="checkbox"/> <input type="checkbox"/> <b>B</b> – Drinking water is available and accessible to students throughout the school day, free of charge.		
<b>See Criteria B:</b> <b>Not needed</b>	<b>Hear Criteria B:</b> <input checked="" type="checkbox"/> School Administrator  <b>You heard (from the above) that...</b> <input type="checkbox"/> The school has a wellness policy that drinking water is available and accessible to students throughout the school day, free of charge.	<b>Document Criteria B:</b>  <b>You have documentation that...</b> <input type="checkbox"/> 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)
<p><b>C</b> – School meals program participates in farm-to-school activities that integrate local agriculture products into school meals.</p>		
<p><b>See Criteria C:</b></p> <p>Not needed, but if you do observe this a photo would be helpful to include.</p>	<p><b>Hear Criteria C:</b></p> <p><b>C</b> District Food Service Director <b>S</b> School Administrator (Find a third person to ask if the first two do not agree)</p> <p><b>You hear (from the above) that...</b></p> <p><b>C</b> <b>S</b> <input type="checkbox"/> <input type="checkbox"/> The school has a wellness policy that the school meals program participates in farm-to-school activities that integrate local agriculture products into school meals.</p>	<p><b>Document Criteria C:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy or plan that school meals program participates in farm-to-school activities that integrate local agriculture products into school meals.</p>
<p><b>D</b> – School provides appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat).</p>		
<p><b>See Criteria D:</b></p> <p>Not needed</p>	<p><b>Hear Criteria D:</b></p> <p><b>S</b> School Administrator</p> <p><b>You heard (from the above) that...</b></p> <p><b>S</b></p> <p><input type="checkbox"/> The school has a wellness policy provides appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat).</p>	<p><b>Document Criteria D:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy or plan that the school provides appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat).</p>
<p><b>E</b> – Alternate activities are not scheduled during meal times unless students may eat during such activities.</p>		
<p><b>See Criteria E:</b></p> <p>Not needed</p>	<p><b>Hear Criteria E:</b></p> <p><b>S</b> School Administrator</p> <p><b>You heard (from the above) that...</b></p> <p><b>S</b></p> <p><input type="checkbox"/> The school has a wellness policy that alternate activities are not scheduled during meal times unless students may eat during such activities.</p>	<p><b>Document Criteria E:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy or plan that alternate activities are not scheduled during meal times unless students may eat during such activities.</p>
<p><b>F</b> –Lunch is scheduled three hours after start time..</p>		
<p><b>See Criteria F:</b></p> <p>Not needed</p>	<p><b>Hear Criteria F:</b></p> <p><b>S</b> School Administrator</p> <p><b>You heard (from the above) that...</b></p> <p><b>S</b></p> <p><input type="checkbox"/> The school has a wellness policy that says lunch is scheduled between 11am and 1pm.</p>	<p><b>Document Criteria F:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy. Lunch is scheduled between 11am and 1pm.</p>
<p><b>Notes:</b></p>		

Observe (See)	Interview (Hear)	Document (Written or Image)
<p> <input type="checkbox"/> <b>G</b> – Food and beverages are never used as a reward or reinforcement for students nor are they withheld as punishment.</p>		
<p><b>See Criteria G:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria G:</b></p> <p> School Administrator   Teacher  (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p>  <input type="checkbox"/> <input type="checkbox"/> The school has a wellness policy that food and beverages are never used as a reward or reinforcement for students nor are they withheld as punishment and that it is part of the written wellness policy.</p>	<p><b>Document Criteria G:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy that food and beverages are never used as a reward or reinforcement for students nor are they withheld as punishment.</p>
<p> <input type="checkbox"/> <b>H</b> – School garden space designated for active student and staff participation in edible/food gardening; all students/staff have equal opportunities to participate in garden activities on a regular schedule.</p>		
<p><b>See Criteria H:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria H:</b></p> <p> School Administrator   Teacher   Classified Staff/Volunteer  (Two of the three must agree)</p> <p><b>You heard (from the above) that...</b></p> <p>   <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The school has a wellness policy that the school garden space is designated for active student and staff participation in edible/food gardening.</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The school has a wellness policy that all students/staff have equal opportunities to participate in garden activities on a regular schedule and is part of the written wellness policy.</p>	<p><b>Document Criteria H:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy that the school garden space is designated for active student and staff participation in edible/food gardening.</p> <p><input type="checkbox"/> A written document exists that includes a policy that all students/staff have equal opportunities to participate in garden activities on a regular schedule.</p>
<p><b>Notes:</b></p>		

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

Observe (See)	Interview (Hear)	Document (Written or Image)
<p><b>L</b> <input type="checkbox"/> <b>L</b> – Marketing (for example promoting food or drink items for sale in a fundraiser or in concessions with posters, ads in the school newspaper, etc.) is restricted to those competitive foods and beverages that meet the state and/or federal standards for foods and beverages sold in schools.</p>		
<p><b>See Criteria L:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria L:</b></p> <p><b>District Food Service Director</b>  <b>School Administrator</b>          (Find a third person to ask if the first two do not agree)</p> <p><b>You hear (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> The school has a written wellness policy in place that marketing is restricted to those competitive foods and beverages that meet the state standards for foods and beverages sold in schools.</p>	<p><b>Document Criteria L:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy that marketing is restricted to those competitive foods and beverages that meet the state standards for foods and beverages sold in schools.</p>
<p><b>M</b> <input type="checkbox"/> <b>M</b> – All <b>foods</b> served or sold outside of the school meals program during the regular and extended school day meet or exceed the state standards for foods and beverages sold in schools (includes a la carte, snack shops, food pantries, vending machines, snack and other food/beverage carts, cooking classes, home economics, food education, sports concessions, coffee carts, school store, fundraising, and school and classroom parties-(exception allowed for a total of two parties per year).</p>		
<p><b>See Criteria M:</b></p> <p>Not needed</p>	<p><b>Hear Criteria M:</b></p> <p><b>District Food Service Director</b>  <b>School Administrator</b>          (Find a third person to ask if the first two do not agree)</p> <p><b>You hear (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> The school has a wellness policy in place that <b>foods</b> served or sold outside of the school meals program during the regular and extended school day meet or exceed the state standards for foods and beverages sold in schools.</p>	<p><b>Document Criteria M:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy that <b>foods</b> served or sold outside of the school meals program during the regular and extended school day meet or exceed the state standards for foods and beverages sold in schools.</p>
<p><b>N</b> <input type="checkbox"/> <b>N</b> – All <b>beverages</b> served or sold outside of the school meals program during the regular and extended school day meet or exceed the state standards for foods and beverages sold in schools (includes a la carte, vending, snack and other sports concessions, food/beverage carts, food pantries, snack shops, school store, fundraising, and school and classroom parties-exception allowed for a total of two parties per year.</p>		
<p><b>See Criteria N:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria N:</b></p> <p><b>District Food Service Director</b>  <b>School Administrator</b>          (Find a third person to ask if the first two do not agree)</p> <p><b>You hear (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> The school has a wellness policy in place that <b>beverages</b> served or sold outside of the school meals program during the regular and extended school day meet or exceed the state standards for foods and beverages sold in schools.</p>	<p><b>Document Criteria N:</b></p> <p><b>You have documentation that...</b></p> <p><input type="checkbox"/> A written document exists that includes a policy that all <b>beverages</b> served or sold outside of the school meals program during the regular and extended school day meet or exceed the state standards for foods and beverages sold in schools.</p>



## Nutrition

<b>Category: Policy Environment</b>	
<b>Area of Interest 26: Nutrition and Wellness Committee</b>	
<b>Required Data Sources:</b> <input type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> Teacher, specifically _____ <input type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input checked="" type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> There is an active wellness council/committee and it has specific nutrition-related objectives and/or an active nutrition council/subcommittee. <b>Criteria:</b>	

Observe (See)	Interview (Hear)	Document (Written or Image)
<input checked="" type="checkbox"/> <b>A</b> – The council or committee exists and operates with broad representation from stakeholders (e.g. parents, students, school staff, teachers, and administrators).		
<b>Observe Criteria A:</b>  <b>Not needed</b>	<b>Hear Criteria A:</b> <input type="checkbox"/> Wellness Committee Member <input type="checkbox"/> School Administrator (Find a third person to ask if the first two do not agree) <b>You hear (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> A wellness committee exists. <input type="checkbox"/> <input type="checkbox"/> The wellness committee operates with broad representation from stakeholders (e.g. parents, students, school staff, teachers, and administrators). (Find a third person if the first two do not agree.)	<b>Document Criteria A:</b>  <input type="checkbox"/> The wellness policy, or other written guidelines for the wellness committee, describes how the committee exists and the committee operates with broad representation from stakeholders (e.g. parents, students, school staff, teachers, and administrators).
<input checked="" type="checkbox"/> <b>B</b> – The council or committee meets regularly and encourages input from the school community including students.		
<b>Observe Criteria B:</b>  <b>Not needed</b>	<b>Hear Criteria B:</b> <input type="checkbox"/> Wellness Committee Member <input type="checkbox"/> School Administrator (Find a third person to ask if the first two do not agree) <b>You hear (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> A wellness committee or subcommittee meets regularly. <input type="checkbox"/> <input type="checkbox"/> A committee encourages input from the school community. (Find a third person if the first two do not agree.)	<b>Document Criteria B:</b>  <input type="checkbox"/> The wellness policy, or other written guidelines for the Wellness Committee, describes how:  <input type="checkbox"/> A wellness committee or subcommittee meets regularly.  <input type="checkbox"/> The committee encourages input from the school community.



Observe (See)		Interview (Hear)	Document (Written or Image)
<p><b>  </b> <input type="checkbox"/> <b>C</b> – The wellness committee recommends/prioritizes new and revised nutrition policies and activities for inclusion in the school and/or district policy. Nutrition activities can also focus on address food insecurity in the school.</p>			
<p><b>Observe Criteria D:</b> <b>Not needed</b></p>		<p><b>Hear Criteria D:</b>  <input type="checkbox"/> Wellness Committee Member  <input type="checkbox"/> School Administrator            (Find a third person to ask if the first two do not agree.)  <b>You hear (from the above) that...</b>  <input type="checkbox"/> <input type="checkbox"/> A wellness committee or subcommittee recommends/ prioritizes new and revised nutrition policies and activities for inclusion in the school and/or district policy.</p>	<p><b>Document Criteria D:</b>  <input type="checkbox"/> The wellness policy, or other written guidelines for the wellness committee, describes how a wellness committee achieves or acts on outcomes or changes to the school nutrition environment on annual basis and provides avenues for student input.</p>
<p><b>  </b> <input type="checkbox"/> <b>D</b> – A wellness committee achieves or acts on outcomes or changes to the school nutrition environment on annual basis and provides avenues for student input.</p>			
<p><b>Observe Criteria D:</b> <b>Not needed</b></p>		<p><b>Hear Criteria D:</b>  <input type="checkbox"/> Wellness Committee Member  <input type="checkbox"/> School Administrator            (Find a third person to ask if the first two do not agree)  <b>You hear (from the above) that...</b>  <input type="checkbox"/> <input type="checkbox"/> A wellness committee or subcommittee achieves or acts on outcomes or changes to the school nutrition environment on an annual basis.</p>	<p><b>Document Criteria D:</b>  <input type="checkbox"/> The wellness policy, or other written guidelines for the wellness committee, describes how a wellness committee achieves or acts on outcomes or changes to the school nutrition environment on annual basis and provides avenues for student input.</p>
<p><b>  </b> <input type="checkbox"/> <b>E</b> – The council or committee prepares an annual progress and evaluation report, including recommended nutrition changes or revisions, for the school and district.</p>			
<p><b>Observe Criteria E:</b> <b>Not needed</b></p>		<p><b>Hear Criteria E:</b>  <input type="checkbox"/> Wellness Committee Member  <input type="checkbox"/> School Administrator            (Find a third person to ask if the first two do not agree)  <b>You hear (from the above) that...</b>  <input type="checkbox"/> <input type="checkbox"/> A wellness committee or subcommittee prepares an annual progress and evaluation report, including recommended nutrition changes or revisions, for the school and district.</p>	<p><b>Document Criteria E:</b>  <input type="checkbox"/> You can review/read/see an example annual progress and evaluation report, including recommended nutrition changes or revisions, for the school and district.</p>
<input type="checkbox"/> <b>Poor Practice</b>	<input type="checkbox"/> <b>Fair Practice</b>	<input type="checkbox"/> <b>Good Practice</b>	<input type="checkbox"/> <b>Best Practice</b>
≤ 25% No/very few criteria are met, can be seen or documented.	26% ≤ 50% Some criteria are met, can be seen or documented.	51% ≤ 75% Many criteria are met, can be seen or documented.	76% ≤ 100% Most criteria are met; some may exceed current best practice.
<p># criteria met _____ / 5 total criteria = _____ %</p>			
<p><b>Notes:</b></p>			

## Nutrition

<b>Category: Policy Environment</b>	
<b>Area of Interest 27: Health and Nutrition Education</b>	
<b>Required Data Sources:</b> <input type="checkbox"/> Direct Observation    Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____ _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Teacher, specifically _____ <input type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically _____ <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____
<b>School Observation Description:</b>	
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>	
<b>Description:</b> Health education program includes functional knowledge and skills-based nutrition lessons. Nutrition behaviors/habits are taught in all grades. <b>Criteria:</b>	

Observe (See)	Interview (Hear)	Document (Written or Image)
<input checked="" type="checkbox"/> <b>A</b> – Nutrition, food or health concepts are incorporated into relevant science, health, history, geography, physical education, home economics, social sciences and/or trade classes in all grades.		
<b>See Criteria A:</b>  <b>Not needed</b>	<b>Hear Criteria A:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Nutrition food, or health taught in all grades incorporated into relevant classes.	<b>Document Criteria A:</b>  <input type="checkbox"/> 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.
<input checked="" type="checkbox"/> <b>B</b> – Health educators receive annual professional development on effective practices for nutrition education.		
<b>See Criteria B:</b>  <b>Not needed</b>	<b>Hear Criteria B:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Health educators receive annual professional development on effective practices for nutrition education.	<b>Document Criteria B:</b>  <input type="checkbox"/> 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 nutrition education.
<b>Notes:</b>		

Observe (See)	Interview (Hear)	Document (Written or Image)
<b>  </b> <input type="checkbox"/> <b>C</b> – Nutrition education is aligned to the State Department of Education Health Education standards.		
<b>See Criteria C:</b> <b>Not needed</b>	<b>Hear Criteria C:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Nutrition education is aligned to the State Department of Education Health Education standards.	<b>Document Criteria C:</b> <input type="checkbox"/> Written documentation exists in a school policy, handbook or website that states; Nutrition education is aligned to the State Department of Education Health Education standards.
<b>  </b> <input type="checkbox"/> <b>D</b> – Nutrition education includes instructional time equivalent to a required course or credit.		
<b>See Criteria D:</b> <b>Not needed</b>	<b>Hear Criteria D:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Nutrition education includes a required course or credit.	<b>Document Criteria D:</b> <input type="checkbox"/> Written documentation exists in a school policy, handbook or website that states; Nutrition education includes a course or credit such as Health Education and Nutrition.
<b>  </b> <input type="checkbox"/> <b>E</b> – Nutrition curriculum provides developmentally and culturally appropriate examples and activities with opportunities to practice skills.		
<b>See Criteria E:</b> <b>Not needed</b>	<b>Hear Criteria E:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Nutrition curriculum provides developmentally and culturally appropriate examples and activities with opportunities to practice skills.	<b>Document Criteria E:</b> <input type="checkbox"/> Written documentation exists in a school policy, handbook or website that states; nutrition curriculum provides developmentally and culturally appropriate examples and activities with opportunities to practice skills.
<b>  </b> <input type="checkbox"/> <b>F</b> – Healthy eating/drinking messages are integrated into at least two subjects other than health class.		
<b>See Criteria F:</b> <b>Not needed</b>	<b>Hear Criteria F:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree) <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Healthy eating/drinking messages are integrated into at least two other subjects.	<b>Document Criteria F:</b> <input type="checkbox"/> Written documentation exists in a school policy, handbook or website that states; Healthy eating/drinking messages are integrated into at least two other subjects.
<b>Notes:</b>		

Observe (See)	Interview (Hear)	Document (Written or Image)	
<p><b>■ ■ ■</b> <input type="checkbox"/> <b>G</b> – Student learning outcomes are assessed in health and nutrition courses and reported on students’ records of achievement.</p>			
<p><b>See Criteria G:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria G:</b></p> <p><b>■</b> School Administrator  <b>■</b> Teacher            (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><b>■ ■</b> <input type="checkbox"/> <input type="checkbox"/> Student learning outcomes are assessed in health and nutrition courses and reported on students’ records of achievement.</p>	<p><b>Document Criteria G:</b></p> <p><input type="checkbox"/> 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.</p>	
<p><b>■</b> <input type="checkbox"/> <b>H</b> – A health and nutrition educator is employed by the school or school district.</p>			
<p><b>See Criteria H:</b></p> <p><b>Not needed</b></p>	<p><b>Hear Criteria H:</b></p> <p><b>■</b> School Administrator</p> <p><b>You heard (from the above) that...</b></p> <p><b>■</b> <input type="checkbox"/> Health and nutrition educator is employed by the school or school district.</p>	<p><b>Document Criteria H:</b></p> <p><input type="checkbox"/> Written documentation exists in a school policy, handbook or website that states; A Health and nutrition educator is employed by the school or school district.</p>	
<p><input type="checkbox"/> <b>Poor Practice</b></p>	<p><input type="checkbox"/> <b>Fair Practice</b></p>	<p><input type="checkbox"/> <b>Good Practice</b></p>	<p><input type="checkbox"/> <b>Best Practice</b></p>
<p>≤ 25% No/very few criteria are met, can be seen or documented.</p>	<p>26% ≤ 50% Some criteria are met, can be seen or documented.</p>	<p>51% ≤ 75% Many criteria are met, can be seen or documented.</p>	<p>76% ≤ 100% Most criteria are met; some may exceed current best practice.</p>
<p># criteria met _____ / 8 total criteria = _____ %</p>			
<p><b>Notes:</b></p>			

## Nutrition

<b>Category: Policy Environment</b>			
<b>Area of Interest 28: Closed Campus Policy and Neighborhood Food Access Environment</b>			
<b>Required Data Sources:</b> <input checked="" type="checkbox"/> Direct Observation Time _____ : _____ AM / PM <input checked="" type="checkbox"/> Interview <input checked="" type="checkbox"/> Document Review <input type="checkbox"/> Other, please specify _____	<b>Informant:</b> <input checked="" type="checkbox"/> School Administrator <input checked="" type="checkbox"/> Teacher, specifically  <input type="checkbox"/> District Food Service Director <input type="checkbox"/> Meal Service Manager/Cafeteria Staff <input type="checkbox"/> Classified Staff/Volunteer, specifically  <input type="checkbox"/> Wellness Committee <input type="checkbox"/> Other, specifically _____		
<b>School Observation Description:</b>			
<b>Student Auditor Names:</b> <b>Date (day/month/year) of completing this Area of Interest:</b> <b>School:</b> <b>Weather conditions:</b> <b>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>			
<b>Description:</b> School has a <b>closed campus policy</b> that prevents students from having alternative food and beverage options from various sources in the neighborhood that compete with healthy in-school meals on campus. <b>Criteria:</b>			
<b>Observe (See)</b>	<b>Interview (Hear)</b>	<b>Document (Do, written or image)</b>	
<input type="checkbox"/> <b>A</b> – The school does NOT have an open campus policy that allows students to leave the campus during the school day.			
<b>See Criteria A:</b>  <b>You observe that...</b> <input type="checkbox"/> You do not see students leaving campus to eat off school grounds during meal times.	<b>Hear Criteria A:</b> <input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree)  <b>You heard (from the above) that...</b> <input type="checkbox"/> <input type="checkbox"/> Policy states students are NOT allowed to leave the campus during the school day.	<b>Document Criteria A:</b>  <input type="checkbox"/> Written documentation exists in a school policy, handbook or website that states students are <b>NOT</b> allowed to leave the campus during the school day except by permission.	
<input type="checkbox"/> <b>Poor Practice</b> $\leq 25\%$ No/very few criteria are met, can be seen or documented.	<input type="checkbox"/> <b>Fair Practice</b> $26\% \leq 50\%$ Some criteria are met, can be seen or documented.	<input type="checkbox"/> <b>Good Practice</b> $51\% \leq 75\%$ Many criteria are met, can be seen or documented.	<input type="checkbox"/> <b>Best Practice</b> $76\% \leq 100\%$ Most criteria are met; some may exceed current best practice.
<b># criteria met _____ / 1 total criteria = _____ %</b>			
<b>Notes:</b>   			

The following 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.

<p><b>28 B</b> – Residential neighborhoods where students live are located within ½ mile walking distance from campus so that students may be permitted to go home to eat.</p>		
<p><b>See Criteria B:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> You see students going home to eat during the school day.</p>	<p><b>Hear Criteria B:</b></p> <p><input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Students leave campus to eat at home. (Find a third person if the first two do not agree.)</p>	<p><b>Document Criteria B:</b></p> <p><input type="checkbox"/> 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.</p>
<p><b>What can be done?</b></p>		
<p><b>28 C</b> – Fast food restaurants are available within ½ mile walking distance from campus. Photograph and mark the location (FF) of all fast food restaurants with an "FF" on the school neighborhood map.</p>		
<p><b>See Criteria C:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Fast food restaurants are within ½ mile walking distance from campus.</p> <p><input type="checkbox"/> There are not any students visiting food restaurants before and after school or during school hours.</p>	<p><b>Hear Criteria C:</b></p> <p><input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Fast food restaurants are within ½ mile walking distance from campus.</p> <p><input type="checkbox"/> <input type="checkbox"/> Students are visiting food restaurants before and after school or during school hours. (Find a third person if the first two do not agree.)</p>	<p><b>Document Criteria C:</b></p> <p><input type="checkbox"/> Mark the location of all fast food restaurants on the school neighborhood map. Use "FF" to indicate that it's a fast food restaurant.</p>
<p><b>What can be done?</b></p>		
<p><b>28 D</b> - Convenience stores are located within ½ mile walking distance from campus. Photograph and mark the location of all convenience stores with a "CS" on the school neighborhood map.</p>		
<p><b>See Criteria D:</b></p> <p><b>You observe that...</b></p> <p>Take photographs of convenience stores selling foods and beverages that are within ½ mile walking distance from campus.</p> <p><input type="checkbox"/> There are not any students visiting convenience stores before or after school or during school hours.</p>	<p><b>Hear Criteria D:</b></p> <p><input type="checkbox"/> School Administrator <input type="checkbox"/> Teacher (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Convenience stores are located within ½ mile walking distance from campus. (Find a third person if the first two do not agree.)</p>	<p><b>Document Criteria D:</b></p> <p><input type="checkbox"/> 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.</p>

<b>What can be done?</b>		
<p><b>28 E</b> – 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.</p>		
<p><b>See Criteria E:</b></p> <p><b>You observe that...</b> Take photographs of grocery stores selling foods and beverages that are within ½ mile walking distance from campus.</p> <p><input type="checkbox"/> You do not see students visiting convenience stores before or after school or during school hours.</p>	<p><b>Hear Criteria E:</b></p> <p>School Administrator Teacher (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> A grocery or supermarket is located within ½ mile walking distance from campus. (Find a third person if the first two do not agree.)</p>	<p><b>Document Criteria E:</b></p> <p><input type="checkbox"/> 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.</p>
<b>What can be done?</b>		
<p><b>28 F</b> – 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.</p>		
<p><b>See Criteria F:</b></p> <p><b>You observe that...</b> Take photographs of coffee and/or snack/pastry shops selling foods and beverages that are within ½ mile walking distance from campus.</p> <p><input type="checkbox"/> You do not see students visiting convenience stores before or after school or during school hours.</p>	<p><b>Hear Criteria F:</b></p> <p>School Administrator Teacher (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> 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.)</p>	<p><b>Document Criteria F:</b></p> <p><input type="checkbox"/> 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.</p>
<b>What can be done?</b>		
<p><b>28 G</b> – Food trucks are parked and available within ½ mile walking distance from campus. Photograph and mark the location with an FT of all parked food trucks on the school neighborhood map.</p>		
<p><b>See Criteria G:</b></p> <p><b>You observe that...</b></p> <p><input type="checkbox"/> Take photographs of food trucks selling foods and beverages that are within ½ mile walking distance from campus.</p> <p><input type="checkbox"/> You do not see students visiting convenience stores before or after school or during school hours.</p>	<p><b>Hear Criteria F:</b></p> <p>School Administrator Teacher (Find a third person to ask if the first two do not agree)</p> <p><b>You heard (from the above) that...</b></p> <p><input type="checkbox"/> <input type="checkbox"/> Food trucks are parked and available within ½ mile walking distance from campus. (Find a third person if the first two do not agree.)</p>	<p><b>Document Criteria G:</b></p> <p><input type="checkbox"/> 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.</p>
<p><b>What can be done?</b></p> <p><b>Additional Notes:</b></p>		

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

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