

# School Health Environment and Lunchrooms Form

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## Wellness Policy

### 1. School health oversight

Does someone at the school currently oversee or coordinate school health programs and activities?

- ☐ Yes (1)
- ☐ No (0)

School Health Oversight Subtotal: \_\_\_\_ out of 1

### 2. Representative school health committee or team

Does the school have a representative committee or team that oversees school health and safety policies and programs? (May select multiple)

- ☐ Meets >4 times per year (1)
- ☐ Includes parents (1)
- ☐ Includes community members (1)
- ☐ Includes school nutrition service staff (1)
- ☐ Includes PE staff (1)
- ☐ Includes school administration (1)
- ☐ Includes teachers (1)

School Health Committee Subtotal: \_\_\_\_ out of 7

### 3. School health action plan

Does the school have an action plan for health and wellness initiatives?

- ☐ Yes (1)
- ☐ No (0)

School Health Action Plan Subtotal: \_\_\_\_ out of 1



***SNAP-Ed staff should review the district local wellness policy before completing the following questions.***

*By the start of the 2006-2007 school year, every school district participating in the Federal meal program was required to establish a local school wellness policy for all schools under its jurisdiction. In addition, beginning July 1, 2014, USDA Smart Snacks in School nutrition standards, required by the Healthy, Hunger-Free Kids Act of 2010, allowed schools to offer healthier snack foods to children, while limiting junk food. USDA Smart Snacks in School nutrition standards are practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The Smart Snacks in School nutrition standards were updated in 2016.*

#### 4. Local wellness policy – development

How is the local education agency (LEA) or district local school wellness policy developed? (May select multiple)

- ☐ Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public are invited to participate in the development, implementation, review and update of the local school wellness policy (1)
- ☐ One or more school district and/or school official(s) have the authority and responsibility to ensure each school enacts the policy (1)
- ☐ The public (including parents, students, and others in the community) are informed and updated about the local school wellness policy on an annual basis (1)

Wellness Policy Development Subtotal: \_\_\_\_ out of 3

#### 5. Local wellness policy – implementation

Which of the following components of the local education agency (LEA) or district local school wellness policy have been implemented? (May select multiple)

- ☐ Specific goals for nutrition education and promotion activities (1)
- ☐ Specific goals for physical activity opportunities (1)
- ☐ Specific goals for other school-based activities that promote student wellness (1)
- ☐ Specific goals to ensure that nutrition and physical activities are inclusive and culturally-sensitive (1)
- ☐ Recess takes place prior to lunch (1)
- ☐ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and USDA Smart Snacks in School\* nutrition standards (1)
- ☐ Policy to ensure that only foods and beverages that meet USDA Smart Snacks in School\* nutrition standards can be marketed or advertised to students on the school campus during the school day (1)
- ☐ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., healthy celebrations for classroom parties or classroom snacks brought by parents) (1)

Wellness Policy Implementation Subtotal: \_\_\_\_ out of 8



#### ***\*Smart Snacks in School Nutrition Standards***

*The following guidelines should be reviewed when assessing the foods and beverages that are sold and marketed to students.*

Any food sold in schools must:

- Be a **grain** product that contains 50% or more whole grains by weight or have whole grains as the first ingredient; or

- Have as the **first ingredient a fruit, a vegetable, a dairy product, or a protein food** (e.g., beans, eggs, poultry, meat, nuts, seeds etc.); or be a combination food that contains at least 1/4 cup of fruit and/or vegetable

Foods must also meet several nutrient requirements:

- Calorie limits:  
Snack items:  $\leq 200$  calories  
Entrée items:  $\leq 350$  calories
- Sodium limits:  
Snack items:  $\leq 200$  mg  
Entrée items:  $\leq 480$  mg
- Fat limits:  
Total fat:  $\leq 35\%$  of calories  
Saturated fat:  $< 10\%$  of calories  
Trans fat: zero grams
- Sugar limit:  $\leq 35\%$  of weight from total sugars in foods

#### 6. **Local wellness policy – measurement**

Does the school measure the following at least once every 3 years? (May select multiple)

- ☐ Schools compliance with the local school wellness policy (1)
- ☐ Compare local education agency local wellness policy to model local school wellness policies (1)
- ☐ Progress made in attaining the goals of the local wellness policy (1)

Wellness Policy Measurement Subtotal: \_\_\_\_ out of 3

**Wellness Policy Section**

**Subtotal: \_\_\_\_ out of 23**

## Physical Activity Environment

### 7. Physical education meets age-appropriate guidelines

Do all students in each grade receive the recommended amount of physical education each week? *NOTE: The items below are based on national recommendations for physical education, which vary by age and differ from Washington State guidelines which can be found [here](#). Physical education classes should be spread over at least three days per week, with daily physical education preferable.*

- ☐ Students in each grade receive the recommended amount of physical education each week throughout the school year (150 minutes per week for elementary/225 minutes per week for middle and high school) (3)
- ☐ Students in each grade receive a moderate amount of physical education each week throughout the school year (90-149 minutes per week for elementary/135-224 minutes per week for middle and high school) (2)
- ☐ Students receive limited physical education each week throughout the school year (60-89 minutes per week for elementary/90-134 minutes per week for middle and high school) (1)
- ☐ Not all students receive physical education or students receive very limited physical education each week throughout the school year (fewer than 60 minutes per week for elementary/fewer than 90 minutes per week for middle and high school) (0)

Physical Education Guidelines Subtotal: \_\_\_\_ out of 3

### 8. Sequential physical education curriculum consistent with standards

Do all PE teachers use age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards below) and the district's requirements for physical education? *Note: Washington State has adopted National Health Education Standards (NHES) K-12 Health Education Learning Standards – a description of standards is available [here](#). The CDC's Physical Education Curriculum Analysis Tool (PECAT) may be useful in assessing school PE curriculum.*

- ☐ All teachers use sequential physical education curriculum that is consistent with state standards (2)
- ☐ Some teachers use sequential physical education curriculum that is consistent with state standards (1)

PE Curriculum Subtotal: \_\_\_\_ out of 2

### 9. Tracking student progress

Does the physical education program track student progress? (May select multiple)

- ☐ Fitness is assessed using Fitnessgram or \_\_\_\_\_ (write in) (1)
- ☐ Student are encouraged to set physical activity goals (1)
- ☐ Students' goals are tracked (1)

Tracking Progress Subtotal: \_\_\_\_ out of 3

#### 10. Certified physical education staff

Are all physical education classes taught by teachers who are certified or endorsed to teach physical education?

- ☐ All physical education classes are taught by certified physical education staff (2)
- ☐ Some physical education classes are taught by certified physical education staff (1)

Certified PE Staff Subtotal: \_\_\_\_ out of 2

#### 11. Professional development for physical education teachers

Are PE teachers required to participate in professional development in physical education at least once a year?

- ☐ All PE teachers are required to participate in annual PE professional development (2)
- ☐ Some PE teachers are required to participate in annual PE professional development (1)

Professional Development – PE Subtotal: \_\_\_\_ out of 2

#### 12. Prohibit using physical activity as a punishment

Does the school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed? (May select multiple)

*NOTE: Please do not consider issues related to participation in interscholastic sports programs when answering this question.*

- ☐ Using physical activity as punishment is prohibited and consistently followed (1)
- ☐ Withholding physical education as punishment is prohibited and consistently followed (1)

Prohibit PA as Punishment Subtotal: \_\_\_\_ out of 2

#### 13. Professional development for classroom teachers

Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?

- ☐ All classroom teachers are required to participate in professional development on physical activity (2)
- ☐ Some classroom teachers are required to participate in professional development on physical activity (1)

Professional Development - PA Subtotal: \_\_\_\_ out of 2

#### 14. Promotion/support of walking and bicycling to/from school

Is walking and bicycling to and/or from school supported or promoted in the following ways? (May select multiple)

- ☐ Designation of safe or preferred routes to school and/or distribution of maps depicting these routes (1)
- ☐ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) (1)
- ☐ Instruction on walking/bicycling safety provided to students (1)
- ☐ Crossing guards (1)
- ☐ Crosswalks on streets leading to schools (1)
- ☐ Walking school buses (1)

Walking and Bicycling to/from School Subtotal: \_\_\_\_ out of 6

#### 15. Availability of before- and after-school physical activity opportunities

Does the school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)? (May select multiple)

- ☐ Organized physical activity is offered **before** school (1)
- ☐ Organized physical activity is offered **after** school (1)

Before and After-School Physical Activity Subtotal: \_\_\_\_ out of 2

#### 16. Availability of physical activity breaks in classrooms

Are all students provided opportunities to participate in physical activity breaks in classrooms outside of physical education, recess, and class transition periods?

NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.

- ☐ Physical activity breaks are provided on all days (2)
- ☐ Physical activity breaks are provided on some days during a typical school week (1)

Classroom Physical Activity Subtotal: \_\_\_\_ out of 2

#### 17. Physical activity facilities meet safety standards

Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance? (May select multiple)

- ☐ Indoor and outdoor playing surfaces are regularly inspected (1)
- ☐ Physical activity equipment (e.g., balls, jump ropes, weight lifting machines, etc.) are regularly inspected and repaired (1)

Physical Activity Safety Standards Subtotal: \_\_\_\_ out of 2

**18. Access to physical activity facilities outside school hours (joint-use agreements)**

Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours? (May select multiple)

*NOTE: Making facilities open and available to students, their families, and the community outside of school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*

- ☐ Facilities are available to students, families and community outside school hours (1)
- ☐ Joint-use agreements with one or more entities are in place (1)

Access to Physical Activity Facilities Subtotal: \_\_\_\_ out of 2

**19. Modeling physical activity behaviors**

Are staff encouraged to model physical activity behaviors? (May select multiple)

- ☐ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior (1)
- ☐ Provide staff with information about the importance of engaging in physical activities with students (1)
- ☐ Provide staff with information or strategies on how to incorporate physical activity into classrooms (1)

Modeling Physical Activity Subtotal: \_\_\_\_ out of 3

**Physical Activity Section**

**Subtotal: \_\_\_\_ out of 33**



## Healthy Eating Environment

### Nutrition Services

#### 20. Breakfast and Lunch Programs

Are school meals programs (breakfast and lunch) fully accessible, and offered to all students? (May select multiple)

- ☐ A fully accessible school lunch program is offered to students (1)
- ☐ A fully accessible school breakfast program is offered to students (1)

School Meals Subtotal: \_\_\_\_ out of 2

#### 21. School breakfast

Which strategies are used to maximize participation in the school breakfast program? (May select multiple)

- ☐ Universal free breakfast\* is offered, including breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (1)
- ☐ Breakfast after the bell is offered, including breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (1)
- ☐ Traditional breakfast program is served and consumed in the cafeteria (1)

*\*Generally, universal free breakfast is ideal for schools with >70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.*

School Breakfast Subtotal: \_\_\_\_ out of 3

#### 22. Annual continuing education and training requirements for school nutrition services staff

Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements? Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.

*NOTE: USDA's Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See <https://professionalstandards.fns.usda.gov/content/professional-standards-information>)*

- ☐ All food and nutrition services staff meet or exceed the annual continuing education training hours required by USDA's Professional Standards requirements (2)
- ☐ Some food and nutrition services staff meet or exceed the annual continuing education training hours required by USDA's Professional Standards requirements (1)

School Nutrition Service Staff Training Subtotal: \_\_\_\_ out of 2

### 23. Nutrition Education

Do students in all grades receive nutrition education?

- ☐ All students receive nutrition education (2)
- ☐ Some students receive nutrition education (1)

Nutrition Education Subtotal: \_\_\_\_ out of 2

### 24. Venues outside the cafeteria offer fruits and vegetables

Do food venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) offer fruits and non-fried vegetables?

- ☐ Yes (1)
- ☐ No (0)

Fruits/Vegetables outside Cafeteria Subtotal: \_\_\_\_ out of 1

### 25. Access to free drinking water

Does the school make safe, unflavored, drinking water available throughout the school day at no cost to students? (May select multiple)

- ☐ Students can access water fountains or water filling stations throughout the day (1)
- ☐ Students are allowed to bring filled water containers or bottles to class (1)

Water Access Subtotal: \_\_\_\_ out of 2

### 26. Prohibit using food as a reward or punishment

Does the school prohibit giving students food as a reward, and withholding food as punishment? Is this prohibition consistently followed? (May select multiple)

- ☐ Using food as a reward is prohibited and consistently followed (1)
- ☐ Withholding food as punishment is prohibited and consistently followed (1)

Prohibit Food as Punishment Subtotal: \_\_\_\_ out of 2

### 27. Adequate time to eat school meals

Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?

NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments).

- ☐ Yes (1)
- ☐ No (0)

Time to Eat Subtotal: \_\_\_\_ out of 1

**28. Modeling healthy eating**

Does your school support staff to model healthy eating? (May select multiple)

- ☐ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior (1)
- ☐ Provide staff with information about the importance of modeling healthy eating (1)
- ☐ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students (1)
- ☐ Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day (1)

Modeling Healthy Eating Subtotal: \_\_\_\_ out of 4

**Nutrition Services**

**Subtotal: \_\_\_\_ out of 19**



# SMARTER LUNCHROOMS SCORECARD

Date \_\_\_\_\_ School Name \_\_\_\_\_ Completed by \_\_\_\_\_

The Smarter Lunchrooms Scorecard is a list of simple, no-cost or low-cost strategies that can increase participation, reduce food waste, and increase selection and consumption of healthy school food.

## INSTRUCTIONS

1. Review the scorecard before beginning.
2. Observe a lunch period. Check off statements that reflect the lunchroom.
3. Ask other school nutrition staff, teachers, or administration about items that have an asterisk.\*



4. Tally the score.
5. Discuss the results with stakeholders. Choose unchecked strategies to implement in the lunchroom.

[SmarterLunchrooms.org](https://SmarterLunchrooms.org)

## FOCUS ON FRUIT

- ☐ At *least* two kinds of fruit are offered.
- ☐ Sliced or cut fruit is offered.
- ☐ A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans).
- ☐ Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale.

- ☐ At *least* one fruit is identified as the featured fruit-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- ☐ A fruit taste test is offered at least once a year.\*

Focus on Fruit Subtotal \_\_\_\_\_ of 6

## VARY THE VEGETABLES

- ☐ At *least* two kinds of vegetables are offered.
- ☐ Vegetables are offered on *all* service lines.
- ☐ Both hot *and* cold vegetables are offered.
- ☐ When cut, raw vegetables are offered, they are paired with a low-fat dip such as ranch, hummus, or salsa.\*
- ☐ A serving of vegetables is incorporated into an entrée item at *least* once a month (e.g., beef and broccoli bowl, spaghetti, black bean burrito).\*



- ☐ Self-serve spices and seasonings are available for students to add flavor to vegetables.
- ☐ At *least* one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- ☐ A vegetable taste test is offered at *least* once a year.\*

Vary the Vegetables Subtotal \_\_\_\_\_ of 8

## HIGHLIGHT THE SALAD

- ☐ Pre-packaged salads or a salad bar is available to all students.
- ☐ Pre-packaged salads or a salad bar is in a high traffic area.
- ☐ Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.

- ☐ Pre-packaged salads or salad bar choices are labeled with creative, descriptive names and displayed next to each choice.

Highlight the Salad Subtotal \_\_\_\_\_ of 4

## MOVE MORE WHITE MILK

- ☐ Milk cases/coolers are kept full throughout meal service.
- ☐ White milk is offered in *all* beverage coolers.
- ☐ White milk is organized and represents at least 1/3 of all milk in *each* designated milk cooler.
- ☐ White milk is displayed in front of other beverages in *all* coolers.



- ☐ 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name.

Move More White Milk Subtotal \_\_\_\_\_ of 5

## BOOST REIMBURSABLE MEALS

- ☐ Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable.
- ☐ One entrée is identified as the featured entrée-of-the-day, is labeled with a creative name next to the point of selection, *and* is the first entrée offered.
- ☐ Creative, descriptive names are used for featured items on the monthly menu.
- ☐ One reimbursable meal is identified as the featured combo meal *and* is labeled with a creative name.
- ☐ The combo meal of the day or featured entrée-of-the-day is displayed on a sample tray or photograph.

- ☐ A (reimbursable) combo meal is offered as a grab-and-go meal.
- ☐ Signs show students how to make a reimbursable meal on *any* service line (e.g., a sign that says "Add a milk, fruit and carrots to your pizza for the Power Pizza Meal Deal!")
- ☐ Students can pre-order lunch in the morning or day before.\*
- ☐ Students must use cash to purchase à la carte snack items if available.
- ☐ Students have to ask a food service worker to select à la carte snack items if available.\*
- ☐ Students are offered a taste test of a new entrée at least once a year.\*

Reimbursable Meals Subtotal \_\_\_\_\_ of 11

## LUNCHROOM ATMOSPHERE

- Cafeteria staff smile and greet students upon entering the service line and throughout meal service.
- Attractive, healthful food posters are displayed in dining and service areas.
- A menu board with today's featured meal options with creative names is readable from 5 feet away when approaching the service area.
- The lunchroom is branded and decorated in a way that reflects the student body.
- Cleaning supplies or broken/unused equipment are not visible during meal service.

- All lights in the dining and meal service areas work and are turned on.
- Compost/recycling and trash cans are at least 5 feet away from dining students.
- There is a clear traffic pattern. Signs, floor decals, or rope lines are used when appropriate.
- Trash cans are emptied when full.
- A menu board with *tomorrow's* featured meal with creative names is readable from 5 feet away in the service or dining area.

Lunchroom Atmosphere Subtotal \_\_\_\_\_ of 10

## STUDENT INVOLVEMENT

- Student artwork is displayed in the service area or dining space.
- Students, teachers, or administrators announce today's menu in daily announcements.\*
- Students are involved in the development of creative and descriptive names for menu items.\*
- Students have the opportunity to volunteer in the lunchroom.

- Students are involved in the creation of artwork or marketing materials to promote menu items.\*
- Students provide feedback (informal – “raise your hand if you like...” or formal – focus groups, surveys) to inform menu development.\*

Student Involvement Subtotal \_\_\_\_\_ of 6

## SCHOOL COMMUNITY INVOLVEMENT

- A monthly menu is posted in the main office.
- A menu board with creative, descriptive names for today's featured meal options is located in the main office.
- A monthly menu is provided to students, families, teachers, and administrators.\*
- Information about the benefits of school meals is provided to teachers and administration at least annually.\*
- Nutrition education is incorporated into the school day.\*
- Students are engaged in growing food (for example, gardening, seed planting, farm tours, etc.).\*

- Elementary schools provide recess before lunch.\*
- The school participates in one or more food promotion programs such as Chefs Move to Schools, Fuel Up to Play 60, Share Our Strength, etc.\*
- The school has a partnership with Farm to School, local business(es), or a farmer's market.\*
- Smarter Lunchrooms strategies are included in the Local School Wellness Policy.\*

School Involvement Subtotal \_\_\_\_\_ of 10

## SMARTER LUNCHROOMS SCORECARD TOTAL

Focus on Fruit	_____	of 6
Vary the Vegetables	_____	of 8
Highlight the Salad	_____	of 4
Move More White Milk	_____	of 5
Reimbursable Meals	_____	of 11
Lunchroom Atmosphere	_____	of 10
Student Involvement	_____	of 6
School Involvement	_____	of 10

Scorecard Total \_\_\_\_\_ of 60

## AWARD LEVEL



### Bronze 15-25

Great job! This lunchroom is off to a strong start.



### Silver 26-45

Excellent. Think of all the kids that are inspired to eat healthier!



### Gold 46-60

This lunchroom is making the most of the Smarter Lunchroom Movement. Keep reaching for the top!

For Scorecard FAQs visit:

[SmarterLunchrooms.org](http://SmarterLunchrooms.org)

The asterisk \* indicates items that may need input from other school nutrition staff, teachers, or administration.

Smarter Lunchrooms Scorecard 2.0

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## DEFINITIONS

**Point of Sale (POS):** Anywhere students leave the line with food and are charged or counted, such as at a register, check-out, or PIN pad

**Point of Selection:** Anywhere students select food or drink

**Service Line:** A designated line for meal selection—deli bar, salad bar, hot lunch line, snack window, etc.

**Grab-and-Go:** A pre-packaged reimbursable meal

**Reimbursable Meal/Combo Meal:** Any meal that meets all the USDA meal requirements and is priced as a unit

**Featured Items:** A fruit, vegetable, milk, or entrée that has been identified for promotion

## Farm to School + Gardens

### 29. Farm to School activities

Is the school implementing any Farm to School activities?

- ☐ Local and/or regional products are incorporated into the school meal programs (1)
- ☐ School hosts a farmer's market (student and parent involvement) (1)
- ☐ Menu states local product(s) being served (1)
- ☐ Messages about agriculture and nutrition are reinforced throughout the learning environment (1)
- ☐ School hosts a school fruit or vegetable garden (1)

Farm to School Subtotal: \_\_\_\_ out of 5



*SNAP-Ed staff should ONLY complete the following questions for schools with a school garden.*

### 30. Garden Resources

Does the school garden have adequate resources?

- ☐ School administration is supportive of the garden (1)
- ☐ There is a garden coordinator (1)
- ☐ The garden has adequate funding (1)
- ☐ Parents or volunteers are invited to support the garden (1)

Garden Resources Subtotal: \_\_\_\_ out of 4

### 31. Garden Environment

Is the garden well-maintained?

- ☐ The garden is well-maintained (1)
- ☐ A variety of crops are planted (1)

Garden Environment Subtotal: \_\_\_\_ out of 2

### 32. Garden Integration

Is the garden integrated into other aspects of school?

- ☐ All students access the garden throughout the year (1)
- ☐ Garden learning is integrated into other curriculum (1)
- ☐ Garden produce is used in school meals or tastings (1)

Garden Integration Subtotal: \_\_\_\_ out of 3

<b>Farm to School</b>	<b>Subtotal: ____ out of 5</b>
<b>Farm to School + Garden</b>	<b>Subtotal: ____ out of 14</b>

<b>Scoring SHELF</b>  Add scores from each of the sections to form a composite score. Please note that the total number of possible points will be different depending on whether or not the school you reviewed had a garden.	Wellness Policy Section: ____/23
	Physical Activity Section: ____/33
	Nutrition Services Section: ____/19
	Smarter Lunchrooms Scorecard: ____/60
	Farm to School: ____/5 Farm to School + Garden: ____/14
<b>TOTAL SCORE</b>	_____ out of 140 (149 w/ Garden)

## Citations

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