

School Association for Special Education in DuPage County



Student Wellness Policy

Table of Contents

Preface.....	1
Student Wellness Policy Committee.....	2
Wellness Policy Leadership.....	2
Wellness Policy Committee Members.....	2
Student Wellness Policy Committee Responsibilities.....	3
Public Involvement.....	3
Assessments.....	3
Updates.....	3
Records.....	3
Nutrition.....	4
Nutrition Standards.....	4
Nutrition Education.....	5
Nutrition Promotion.....	6
Marketing.....	6
Physical Activity.....	7
Physical Education.....	7
Other Opportunities for Physical Activity.....	7
Physical Activity Promotion.....	8
Other School-Based Activities.....	8
Smarter Lunchrooms Movement, Scorecard, FAQ.....	9-14

Preface

In accordance with 7 CFR 210.31(c), a Local Education Agency that participates in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) must establish a Local School Wellness Policy for all schools under its jurisdiction. As of June 30, 2017, Local Wellness Policies must meet the minimum requirements set forth in the Final Rule: Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010.

Local Wellness Policies are a valuable tool in the promotion of student health and wellness through the NSLP and SBP. Schools play an essential role in preparing students for successful futures, and proper nutrition and physical activity are key to creating constructive learning environments. Local Wellness Policies provide guidance to further support schools efforts to provide students with a successful and healthy future.

Student Wellness Policy Committee

Wellness Policy Leadership

Don Robinson, Director of Business Services/CSBO
2900 Ogden Avenue, Lisle, IL; (630) 955-8105; drobinson@sased.org

Wellness Policy Committee Members

Anne Belgio, Staff member, Southeast Alternative School
6S331 Cornwall Road, Naperville, IL; (630) 548-7114; anbelgio@sased.org

Joan Burger, Director of Food Services
2900 Ogden Avenue, Lisle, IL; (630) 955-8116; jburger@sased.org

Laura Capparelli, Principal, Southeast Alternative School
6S331 Cornwall Road, Naperville, IL; (630) 548-7110; lcapparelli@sased.org

Shawn Milos, Nurse, Southeast Alternative School
6S331 Cornwall Road, Naperville, IL; (630) 548-7167; smilos@sased.org

Gia Petrilli, Staff Member, SASSED Transition Center
2900 Ogden Avenue, Lisle, IL; (630) 548-7170; gpetrilli@sased.org

Lisa Smith, P.E. Teacher, Southeast Alternative School
6S331 Cornwall Road, Naperville, IL; (630) 548-7131; lsmith@sased.org

Greg Terzick, P.E. Teacher, Southeast Alternative School
6S331 Cornwall Road, Naperville, IL; (630) 548-7124; gterzick@sased.org

Laura Zacharski, Teacher, SASSED Transition Center
2900 Ogden Avenue, Lisle, IL; (630) 548-7169; lzacharski@sased.org

Student Wellness Policy Committee Responsibilities

Public Involvement

SASED permits and encourages public involvement in Student Wellness Policy development, implementation, updates, and reviews. Therefore, SASED shall invite a variety of stakeholders within the general public to participate in Student Wellness Policy processes. The following methods of communication will be utilized to notify the general public of the opportunity to participate in these processes:

- SASED Website – under Parent Resources & District Resources
- Parent Portal
- Newsletters where applicable
- Parent Advisory Council

Assessments

Under the Healthy, Hunger-Free Kids Act of 2010, assessments of the Local Wellness Policy must occur no less than every three years. SASED shall conduct assessments of the Student Wellness Policy every 3 years, beginning in 2019 and occurring every 3 years thereafter. These assessments will:

- Ensure the wellness policy is in compliance with USDA, State, and Local rules and regulations
- Compare SASED's wellness policy to model wellness policies
- Measure the progress made in achieving the goals as outlined in the LEA's wellness policy

Updates

The Student Wellness Policy Committee must update the Student Wellness Policy as appropriate in order to fit the needs and goals of SASED. SASED shall make the following available to the public:

- The Student Wellness Policy, including any updates to the policy, on a yearly basis
- The triennial assessment, including progress toward meeting the goals outlined in the wellness policy

Through the following channels:

- SASED Website – under Parent Resources & District Resources
- Parent Portal
- Newsletters where applicable
- Parent Advisory Council

Records

SASED shall maintain records of the Student Wellness Policy. This includes keeping a copy of the current wellness policy on file and maintaining documentation of the following actions:

- The most recent assessment of the policy
- Availability of the wellness policy and assessments to the public

- Reviews and revisions of the policy, including the individuals involved and the efforts made to notify stakeholders of their ability to participate in the process

Nutrition

SASED recognizes the important role nutrition plays in academic performance as well as overall quality of life. The National Education Association references numerous articles supporting the effects of nutrition on the classroom. For example, hunger often has a negative impact on students' success, attendance, and behavior.

According to the Centers for Disease Control and Prevention, approximately 18.5 percent of the nation's youth was considered obese in 2015-16. This percentage increased 1.3 percent when compared to the previous year. Conversely, 15.7 percent of American families experienced food hardship in 2017. Through participation in the U.S. Department of Agriculture's School Nutrition Programs, SASED commits to serving nutritious meals to students in order to prevent both overconsumption of nutrient-poor foods and food insecurity to give students the best chance to succeed inside and outside the classroom.

Nutrition Standards

Meals

All reimbursable meals served for the purposes of the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must meet or exceed USDA nutrition standards and regulations. This includes meeting standards for each of the meal pattern components (i.e. Grains, Meat/Meat Alternates, Fruits, Vegetables, and Milk) as well as meeting or exceeding the limitations set for calories, sodium, saturated fat, and trans fat.

In addition to the above, Southeast Alternative School would like to explore additional nutritious options via a salad bar. The committee, in conjunction with the Food Services Director, will explore and consider this option for a potential roll out during the 20/21 school year.

All competitive foods and beverages sold must comply with the USDA Smart Snacks in Schools nutrition standards (7 CFR 210.31(c)(3)(iii)). Competitive foods and beverages refer to those that are sold to students outside the reimbursable meal on the school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day). This includes, but is not limited to, vending machine and à la carte items.

Other Foods and Beverages

- A. The following policy refers to all foods and beverages provided, but not sold to students. Providing alternatives to food as a reward promotes healthier habits by reducing exposure to less nutritious food items and, therefore, the amount of calorie-dense food items consumed (e.g. cakes, cookies, candy, etc.). This helps children develop improved

food preferences and hunger cues to carry them throughout life. SASSED will implement the following methods for rewards and celebrations:

- SASSED will provide teachers and other relevant school staff a list of alternative ways to reward students.
- SASSED will continue to use reinforcers as needed.

B. The following policy refers to all foods and beverages provided, but not sold to students. SASSED will prohibit food and beverage items that do not meet Smart Snacks nutrition standards for reward and celebration purposes. More than 25 percent of children’s daily calories may come from snacks, therefore, providing Smart Snacks allows for a more nutrient-dense calorie intake.

Fundraisers

All fundraisers promoting food and/or beverage items that are held on school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day) must meet Smart Snacks nutrition standards.

SASSED shall also utilize non-food fundraisers to promote healthy habits and well-being.

Nutrition Education

SASSED will teach, model, encourage and support healthy eating by all students. Programs will provide nutrition education and engage in nutrition promotion that is designed to provide students with the knowledge and skills necessary to promote and protect their health.

In accordance with the Illinois Learning Standards, SASSED shall meet all Illinois requirements and standards for Health Education. SASSED shall include nutrition education within the health education curriculum and integrate nutrition education into other core subjects, as appropriate. Various grade levels and curriculums shall use nutrition education information, research, and materials from the following resources:

- ILCCLS Health & PE Learning Standards

SASSED will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

SASSED shall incorporate nutrition education into the following curriculums for the following grade levels:

- All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Physical education instruction incorporates nutrition instruction.
- All middle and high school students are required to take the equivalent of one academic year of physical education. Physical education instruction incorporates nutrition instruction.

- Health Education will be required in all grades (elementary) and SASSED will require middle and high school students to take and pass at least one health education course.

Nutrition Promotion

SASSED shall implement nutrition promotion techniques through multiple channels, including the cafeteria, classroom, and home.

SASSED shall make cafeteria menus and nutrition information available through the following platforms:

- Website – Site specific and parent specific pages

The Smarter Lunchrooms Movement uses behavioral economics to positively influence food choices made by children. The evidence-based techniques implemented through the Movement have been proven to increase children’s consumption of nutritious foods. The District shall participate in the Smarter Lunchrooms Movement by utilizing the Smarter Lunchrooms 60-point Scorecard and other educational and promotional tools. The District shall implement the following Smarter Lunchrooms techniques:

- Each school will complete the Smarter Lunchrooms Scorecard annually with a goal of achieving Gold. This goal will be overseen and implemented by the Food Services Director (see pages 9-12 for more details).

Farm to School efforts positively impact School Nutrition Programs by serving fresh and nutritious food items. Additionally, Farm to School programs have been linked to increased consumption of fruits and vegetables. SASSED may participate in Farm to School activities.

Marketing

SASSED will prohibit the marketing and advertising of all foods and beverages that do not meet Smart Snacks nutrition standards on the school campus (i.e. locations on the school campus that are accessible to students) during the school day (i.e. the midnight before to 30 minutes after the end of the school day). The marketing standards described above apply, but are not limited to, oral, written, and graphic statements made for promotional purposes. Items subject to marketing requirements include, but are not limited to, posters, menu boards, vending machines, coolers, trash cans, scoreboards, and other equipment. This policy does not require schools to immediately replace equipment that does not meet this requirement, however, the District shall implement these standards as equipment is replaced in the future.

Physical Activity

Physical activity is a key component of the health and well-being of all students. Physical activity lowers the risk for certain diseases, including obesity, heart disease, and diabetes. Physical activity also helps improve brain function, allowing students to perform better in school.

The Centers for Disease Control and Prevention recommends adolescents get at least 60 minutes of physical activity five days per week. Nearly 79 percent of school-age children fall short of meeting this requirement. SASSED recognizes this connection and commits to promoting and providing opportunities for physical activity during and outside the school day.

Physical Education

In accordance with the Illinois Learning Standards, SASSED shall meet all Illinois requirements and standards for Physical Education. SASSED shall offer Physical Education class as follows:

- All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. Physical education instruction incorporates nutrition instruction.
- All middle and high school students are required to take the equivalent of one academic year of physical education. Physical education instruction incorporates nutrition instruction.
- Health Education will be required in all grades (elementary) and SASSED will require middle and high school students to take and pass at least one health education course.

Other Opportunities for Physical Activity

SASSED shall include additional physical activity opportunities, outside of Physical Education class, during the school day through the following:

- *Recess (Elementary)* – all elementary programs will offer at least 20 minutes of recess on all days during the school year (*this policy may be waived on early dismissal or late arrival days*). In the event that the program must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class.
- *Classroom Physical Activity Breaks (Elementary and Secondary)* – SASSED recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week.
- *Active Academics* – teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g. science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

Physical Activity Promotion

SASED will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Other School-Based Activities

During the 19/20 school year, the Student Wellness Committee will plan at least 1 activity in conjunction with spring parent/teacher conference night to promote Student Wellness.



THE SMARTER LUNCHROOMS MOVEMENT



NUDGING KIDS TO EAT HEALTHIER

Smarter Lunchrooms is a nationwide movement based on proven strategies for nudging students to select and eat the healthiest foods in the school lunchroom. To date, nearly 30,000 elementary, middle and high schools have successfully used Smarter Lunchroom strategies. Smarter Lunchrooms is dedicated to providing schools with the knowledge, motivation, and resources needed to build a lunchroom environment that makes *the healthy choice the easy choice*.

The Smarter Lunchrooms Movement...

- Is easy and inexpensive to implement
- Grows school meals participation
- Increases student satisfaction
- Uses simple evidence-based strategies to gently nudge students to make healthy choices
- Empowers, energizes, and engages school nutrition staff
- Increases the amount of healthy food students eat and reduces waste



5 Easy Smarter Lunchroom Changes

- Offer sliced or cut fruit
- Offer fruits and vegetables in all service lines
- Keep milk coolers full throughout meal service
- Offer at least 2 types of fruit and 2 types of vegetables
- Offer pre-packaged salads or a salad bar to all students




IT'S NOT NUTRITION UNTIL IT'S EATEN!

THE SMARTER LUNCHROOMS MOVEMENT - IT WORKS!



↑40%

Offering vegetables in two locations can result in students taking up to **40%** more




↑54%

Holding recess before lunch can increase vegetable and fruit consumption by **54%**



↑100%

Moving fruit from a stainless steel tray to a colorful fruit bowl can **double** sales




↑30%

Giving healthy food choices fun, descriptive names – for example, calling green beans “supercharged green beans” - can increase consumption by over **30%**



↑70%

Offering sliced fruit can increase student consumption by over **70%**



↑70%

Suggesting students take a fruit can increase the number of students eating (not just taking) a fruit by as much as **70%**

“I really appreciate the partnership with the B.E.N. Center and the work Smarter Lunchrooms has done across this country to encourage children to eat healthier meals. What’s really beneficial is that the whole entire initiative has science to back it up.”

Katie Wilson
Deputy Under Secretary
for Food, Nutrition and Consumer Services

“Strategies like Smarter Lunchrooms give schools simple, actionable, low-cost steps that help make sure that the healthy food on kids’ plates ends up in their stomachs.”

Tom Vilsack
United States Secretary
of Agriculture



“We started implementing the Smarter Lunchrooms Movement techniques and we saw an increase in our fruit selections by putting those fruits at the point of sale. We’ve also seen an increase in the white milk ... so we are seeing choices made by the students have improved drastically.”

Melinda Bonner
Director of Child Nutrition
Hoover City Schools

VISIT SMARTERLUNCHROOMS.ORG TO GET STARTED!



For Scorecard Visit:

SmarterLunchrooms.org

© Smarter Lunchrooms Movement, Cornell University 2017
Funded in part by USDA FNS/ERS



SMARTER LUNCHROOMS SCORECARD FAQs

WHY SHOULD I USE THE SCORECARD?

It offers research-based strategies that can increase participation in school meal programs, reduce food waste, and increase consumption of healthy foods. It provides a snapshot of how many strategies are currently in place in a lunchroom and which ones the lunchroom can work toward. The Scorecard can be filled out repeatedly to measure improvement over time.

WHO SHOULD COMPLETE THE SCORECARD?

The Scorecard is a valuable tool for school nutrition professionals to use in their own lunchroom(s). School nutrition professionals are encouraged to welcome stakeholders such as students, administrators, PTO members, and outside professionals to complete a Scorecard to give diverse perspectives. Always ask permission before completing a scorecard in a lunchroom that is not your own and always provide results and feedback to the lunchroom leaders afterwards.

HOW CAN I MAKE THE SCORECARD WORK FOR MY SCHOOL?

Each school is unique and may not be able to implement all the items on the Scorecard – that's OK! Mark off items that currently reflect the lunchroom and use the Scorecard as a list of items to consider for the future.

WHAT IF A STRATEGY IS ONLY HALF TRUE FOR THE SCHOOL?

Only mark an item if it is completely true for the school. Consider partially true strategies to be prime candidates to implement first!

IS THE SCHOOL NUTRITION STAFF RESPONSIBLE FOR IMPLEMENTING ALL OF THE STRATEGIES ON THE SCORECARD?

The Smarter Lunchrooms Movement was designed to include support from students, administrators, and the wider school community. These stakeholders can assist with some strategies, especially those in the Student Involvement and School Community Involvement sections.

THE SCORECARD ITEMS WITH ASTERISKS * ARE NOT OBSERVABLE. HOW DO I KNOW IF I SHOULD CHECK IT OFF OR NOT?

Check in with the school nutrition director, teachers, or administrators for input on items that are not easily visible.

HOW LONG SHOULD I OBSERVE WHEN COMPLETING THE SCORECARD?

Arrive 20 minutes before the first meal service begins and plan to stay for at least one entire lunch period. The best practice is to stay for at least two lunch periods.

MY SCHOOL DOESN'T HOLD RECESS. HOW WILL THAT AFFECT MY SCORECARD TOTAL?

Recess before lunch results in kids eating more fruits and vegetables! However, many middle and high schools don't have recess. If your school doesn't hold recess, do not check off this box. It will not prevent the school from achieving the gold award level.

WHAT IF ONLY HALF OF THE STUDENTS GO TO RECESS BEFORE LUNCH AND THE OTHER HALF GO AFTER?

Only check off a strategy if it is completely true for all students. If only half the students get recess before lunch, do not check off the strategy.

WHAT IS AN EXAMPLE OF A GRAB-AND-GO MEAL?

A grab-and-go meal at an elementary school might consist of a turkey sandwich, apple, carrots and ranch, and milk. A grab-and-go meal at a middle or high school might include a grilled chicken salad with whole grain crackers, an orange, and milk. The grab-and-go meal should be pre-packaged for quick service and, ideally, be branded with a creative name and/or image. These meals may be served from a special line, window or cart for added speed and convenience.



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

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

© Smarter Lunchrooms Movement, Cornell University 2019

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

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

Smarter Lunchrooms Scorecard 2.0

© Smarter Lunchrooms Movement, Cornell University 2019
Funded in part by USDA FNS/ERS



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



SMARTER LUNCHROOMS SCORECARD SUMMARY

Date _____ School Name _____ Completed by _____

FIRST IMPRESSIONS

When I walk into this lunchroom, the first thing I notice is...



STRENGTHS

This lunchroom is doing a really good job at...



OPPORTUNITIES

This lunchroom could be an even Smarter Lunchroom by...



NEXT STEPS



SMARTER LUNCHROOMS SCORECARD TOTAL _____ of 60

AWARD LEVEL

Bronze 15-25 Silver 26-45 Gold 46-60



For Scorecard Visit:
SmarterLunchrooms.org

Smarter Lunchrooms Summary
Funded in part by USDA FNS/ERS