

## Rethinking School Lunch Self-Assessment Rubric

Rubric is adapted from: Rethinking School Lunch Self-Assessment Rubric by the Center for Ecoliteracy and the Center for Nutrition in Schools, UC Davis

CRITERIA	Not in Place	Developing Plan/ Partially in Place	Meet Standards	Exceeds Criteria	SCORE
Points:	0	1	2	3	
I. Food Policy: Developing a Shared Vision					
1. A Wellness Policy that meets federal requirements is in place.	The School does not have a wellness policy.	The school wellness policy is in development.	The school has a wellness policy that meets all federal and state requirements, including a plan for monitoring.	The school site uses innovative strategies and model practices in implementation of the school Wellness Policy.	3
2. A wellness Policy coordinator is designated.	No school staff is assigned to coordinate the district wellness policy.	District administrators are developing a plan for coordination of the wellness policy.	A district wellness policy coordinator is designated and is coordinating policy implementation.	A coordinator at the school site implements the school wellness policy.	2.5
3. A wellness policy advisory committee is in place.	No wellness policy committee is in place.	Planning for a wellness policy committee is in place.	The school's wellness policy committee is in place.	Key school, parent, and community members are represented on a wellness committee that meets at least quarterly.	2.5
4. A process evaluation system for monitoring the implementation of the wellness policy is in place.	No plan for monitoring or evaluating the wellness policy's process is in place.	Planning is underway for monitoring and/or evaluating the implementation of the wellness policy.	A process evaluation system to track success in the implementation of the wellness policy is in place at the district level.	Process evaluation and/or monitoring occur at the school site to provide feedback on wellness policy implementation procedures.	2
5. Priority/target student nutrition-related health needs/issue are identified.	No student nutrition-related health needs/issues are targeted in the wellness policy.	Designated school staff is planning to identify targeted nutrition-related student health needs/issues and outcome measures.	Designated school staff has identified priority student nutrition-related health needs and plan for addressing these needs.	Staff use data, such as <a href="#">National School Lunch Program</a> or <a href="#">Smart Snack Calculator</a> , to measure progress towards nutrition-related outcomes.	3
<b>FOOD POLICY SCORE</b>					<b>13/15</b>

## II. Curriculum Integration: Connecting Learning to Experience

6. A school garden is available on the school site.	No School garden is available.	Plans are underway or staff/others are developing the use of school gardens.	A school garden is available for garden-enhanced education.	Exemplary school garden programs are evident; e.g. community involvement, integrated with food and nutrition education lessons.	2.5
7. Nutrition education is included in classroom instruction.	No plan or standard is in place for nutrition-related instruction.	Planning is in place, curriculum development is in process, or up to 3 grade levels have nutrition education implemented.	At least 3 grade levels receive nutrition related instruction at specified grade levels.	Innovative nutrition education programs are in place offering more than 3 grade levels of instruction.	3
8. Nutrition education curriculum is used in the classroom.	No planned nutrition education curriculum is available.	Plans are underway to develop/adopt a theory-based nutrition education curriculum.	Theory-based nutrition education curriculum is in use.	Students receive at least 50-hours of theory-based, sequential instruction.	2
9. Nutrition education is based on health education standards and nutrition competencies.	Nutrition education competencies or health education standards are NOT used to guide student instruction.	Plans are underway to incorporate nutrition education competencies/health education standards.	Nutrition education is based on nutrition education competencies/health education standards.	Nutrition education competencies and health education standards are used to plan scope and sequence of nutrition instruction at all grade levels.	2.5
10. Nutrition education is integrated with and reinforced through the schools' foods.	No coordination between teachers and the nutrition program is in place.	Teaching and nutrition staff work together to plan nutrition education and/or the food service/dining area promotes nutrition food choices.	Nutrition education is integrated and reinforces through the school nutrition program, including the availability of nutritious food choice.	Innovative strategies are used to reinforce nutrition education curriculum; e.g. school menus integrate with curricular themes.	2.5
11. Garden-enhanced instruction is included in the curriculum.	No school staff uses garden-enhanced education.	Plans are underway or the use of the garden in student instruction is being developed.	School staff is using garden-enhanced education curricula.	Innovative use of garden is evident; e.g. food education is integrated with core subject areas and content standards	2.5
12. Outside-of-school hours programs (e.g. after school, summer feeding) reinforce healthy food choices and provide nutrition and health instruction.	Outside-of-school hours programs do not include nutrition/health-related activities or instruction; foods available do not promote healthy food choices.	Planning/seeking funds to provide nutrition/health instruction and/or provide nutritious food/meals in outside-of-school-hours programs.	Outside-of-school-hours programs reinforce healthy food choices and provide nutrition and health instruction.	Innovative nutrition and health programs are provided in outside-of-school-hour programs, e.g. a summer school nutrition class coordinated with a summer meal program offering nutritious, appealing food choices.	1.5 Can summer camp and in nutrition classes?
CURRICULUM INTEGRATION SCORE					16.5/21

III. Food and Health: Improving Meals Served at School					
13. A nutritious school breakfast is available daily.	No breakfast is served at the school site.	Planning is underway to begin/improve the breakfast program.	Breakfast is available to students daily and meets menu planning option requirement.	Model breakfast program is evident; e.g. innovative service and high quality, nutritious offerings.	3
14. A nutritious lunch is available daily.	No lunch is served at the school site.	Planning underway to begin/improve the lunch program.	Lunch available to students daily; meets menu planning option requirements.	Model lunch program is evident; e.g. innovative service, selections, direct purchase of foods from local farmers.	3
15. A salad bar offering a variety of fruit/vegetable choices is part of the school meal.	No salad bar is available.	Plans are underway to begin salad bar program.	Salad bar is in place, offering a variety of fruits and vegetables.	Model salad bar program is evident; e.g. farm to school program; a variety of local, seasonal produce is served.	3
16. If foods are offered outside of the school meal program, they model healthy food choices.	Foods available on the school premises do not meet state/federal requirements.	School staff is developing procedures/policies to ensure compliance of state and federal nutrition standards.	All school foods meet state and federal laws/regulations; or school removed all foods other than meal program offerings.	The school is implementing an exemplary meal program and practices that model.	3
17. All beverages offered on the school premises model nutritious beverage selections.	Highly sweetened beverages are available on the school campus.	A process is in place to monitor beverage selections and increase selections of healthy beverages, including water.	Water is available to students; all beverages available on the school premises meet state and federal requirements.	No high-fructose beverages distributed on school premises; milk (at proper temperature) and water are available.	3
18. Student participate in the school breakfast program.	Less than 10 percent of students participate in the school breakfast program daily.	Less than 20 percent of students participate in the school breakfast program daily.	Less than 30 percent of students participate in the school breakfast program daily.	More than 30 percent of students participate in the school breakfast program daily.	2 Need to encourage 7-12 to eat
19. Students participate in the school lunch program.	Less than 30 percent of students participate in the school lunch program daily.	Less than 40 percent of students participate in the school lunch program daily.	Less than 60 percent of students participate in the school lunch program daily.	More than 60 percent of students participate in the school lunch program daily.	3
FOOD AND HEALTH SCORE					20/21

IV. Finances: Funding Systems Change					
20. School nutrition decision-makers have access to planning and budgeting tools.	Decision-makers have no access to planning or budgeting tools.	The school is acquiring planning and/or budgeting tools for decision- makers.	The school provides planning and budgeting tools that help track revenue and expenses and participation rates.	The school uses the tools to carefully analyze budget-related decisions and programs.	3
21. A financial analysis has been conducted to reveal "true" costs of food.	No financial analysis has been conducted to reveal true cost of foods, e.g. processed, packaged foods.	The school plans to conduct a financial analysis of the true costs of foods currently served.	The school defines true cost of foods and uses financial analysis based on this standard.	The school uses the analysis to develop a program that improves efficiency and the quality of food.	3
22. The district continuously improves efficiency of the school nutrition program.	The school has no strategies in place to improve efficiency of the school nutrition program.	The school is developing a plan to monitor and improve the efficiency of the school nutrition program.	The school occasionally implements strategies to increase the efficiency of food preparation and service.	The school has conducted a thorough study of program efficiency and implements/monitors goals for improvements.	3
FINANCIAL SCORE					9/9

V. Facilities: Designing a Dining and Learning Center					
23. The school has a facilities planning team in place to develop a school nutrition facility that supports health education.	The school has no facilities team in place.	The school is in the planning stage of forming a facilities team.	The school has an active facilities team in place and/or a plan for designing innovative food preparation and dining facilities.	The school team has an innovative approach to designing dining facilities and views it as part of the learning environment.	2
24. The facilities planning team does a thorough study to develop a successful facilities design.	A team does not conduct a study.	The team conducts a brief study, looking at a few components, such as estimated costs and number of students who will use the facility.	The team's study also considers demographic trends, and they visit other sites with a similar population and approach.	The team's study includes articulating clear goals for the facility, such as increasing local, seasonal vegetable service.	1 (Constance?)
FACILITIES SCORE					3/6

VI. Dining Experience: Ambience in the Lunchroom					
25. A safe and inviting location for students to consume meals, with sufficient time, is provide.	No dining area is provided.	A dining area is provided but students have less than 15 minutes to consume meals after obtaining the meal.	Students are provided a safe and inviting location for dining, with sufficient time to consume meals after obtaining the meal.	Innovative strategies are used to create a dining space and time that is pleasant and inviting.	Eldron 2.5  Wyoming 2
26. The dining experience is part of learning.	The dining facility is not part of the learning environment.	The dining facility has a few posters or signs that teach about health and nutrition.	Nutritional information is available regarding menu selections, and students may have input to their food choices.	The dining facility models nutritious food choices and teachers may use the dining experience as a springboard for teaching concepts across the curriculum.	Eldron 2  Wyoming 1
DINING EXPERIENCE SCORE					Eldron 4.5  Wyoming 3 / 6

VII. Professional Development: Training Educators for New Roles					
27. Teachers are trained in nutrition science and the use of nutrition education curricula.	No nutrition education or training programs are provided for school staff.	School staff participates in independent nutrition-related training opportunities.	Teachers have received at least one hour of nutrition-related training.	Teachers participate in more than one hour of a variety of nutrition education and training programs.	0 (all staff)  3 (garden and nutrition team)
28. School nutrition staff are trained in federal/state/local requirements, menu planning and nutrition.	No training has been provided to school nutrition staff.	One hour or less of training has been provided to school nutrition staff; a minimum of 3 hours of training is required for new staff.	School nutrition training program is in place; and/or employees participate in off-site training opportunities.	A comprehensive professional development program is in place; certification in professional organization expected.	2.75 Improved plan is in place. Staff taking classes
29. The garden coordinator is in place and trained in garden-enhanced nutrition education.	There is no garden coordinator in place or no training has been provided to the garden coordinator.	Garden coordinator is in place and has received at least one hour of training on garden-enhanced nutrition.	The garden coordinator has participated in at least two hours of training relating to gardens and nutrition education.	The garden coordinator provides on-site training for other staff as a result of training opportunities and/or garden/nutrition curriculum is used.	2

30. The school site has access to a nutrition education specialist for consultation regarding nutrition-related programs.	A nutrition education specialist is not used or not available.	Plans are in place to hire a nutrition education specialist.	A nutrition education specialist is available for consultation regarding nutrition-related programs.	A nutrition education specialist participates in planning and implementing comprehensive staff and/or student nutrition-related training/education programs.	0 Software resources are used to develop menus
31. Teachers use food as a springboard for teaching concepts related to health, culture, and the environment.	Teachers do not teach about the link between food, culture, health, and the environment.	Teachers have received professional development, limited to 1-3 hours, on ways to link food to the curriculum.	Some teachers have attended professional development and have designed or mastered lessons and units that link food, culture, health, and the environment.	School-wide, the teachers participate in ongoing professional development and coaching to increase the conceptual link between food, culture, health, and the environment.	2
PROFESSIONAL DEVELOPMENT SCORE					All Score 6.5 (Nutrition staff score 9.5)/15

VIII. Procurement: The Farm to Table Model					
32. The school site involves local agriculture partners in food and nutrition education programs.	The school has no involvement with the local agriculture community.	Coordination with the local agriculture community is in the planning process.	The school involves the local agricultural community in food and nutrition education programs, e.g. food systems education through farm to school programs.	Innovative strategies are used to involve local agriculture partners in food and nutrition education programs, e.g. farm visits, food and cooking demonstrations, and/or farmers visiting the classroom.	2.5
33. Local food sourcing supports classroom learning.	There is no link between where school food comes from and classroom learning.	A planning process is in place that will make the link between where food come from and learning.	Students take an occasional field trip to a farm or farmers market.	The connections between school food, health, and the environment are modeled in the school nutrition program, reinforcing learning in the classroom.	3
PROCUREMENT SCORE					5.5/6

IX. Waste Management: Reduce, Reuse, and Recycle					
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34. The school has a waste prevention and reduction policy in place.	There is no waste prevention and reduction policy in place.	The school is in the process of drafting a waste policy.	The school has a policy in place.	The school has a program in place; the school monitors the schools to ensure the policy is followed.	2
35. The school has a waste management system in place that encourages waste prevention.	There is no waste prevention system in place.	The school leaves it up to each classroom to implement waste prevention.	The school has school-wide strategies for waste prevention.	The school is committed to a variety of waste prevention strategies and monitors them regularly.	2.5
36. The school has a waste management system in place that encourages recycling.	All of the school's waste goes into the garbage stream, including paper, food, and landscape organic waste.	The school leaves it up to each classroom to implement a recycling program.	The school has an agreement with their waste hauler to pick up some recycling, including paper and cardboard.	The school has a program in place that recycles paper, cardboard, plastics, cans, food waste, cell phones, printer cartridges, and batteries.	2
37. The school incorporates waste prevention and reduction into the curriculum	The curriculum does not address concepts, attitudes, and behaviors related to waste prevention and reduction.	The school leaves it up to individual teachers and schools to teach about waste prevention and reduction.	The school has a school-wide program for teaching students about the importance of reducing waste; school composting programs are planned.	The school considers instructional time for environmental issues, such as waste, across grade levels and disciplines; students learn the science of decomposition and composting and/or students participate in composting programs.	1.5
WASTE MANAGEMENT SCORE					8/12

X. Food and Health: Improving Meals Served at School

38. Marketing and media messages on the school premises reinforce food and nutrition education.	Advertisements for commercial food products are allowed on the school premises.	Marketing messages have a goal of reinforcing nutrition education curriculum.	Standards for media and marketing messages for food and beverage products are in place.	Healthy food choices are available on the school premises and are marketed using innovative methods.	2.5
39. Nutrition education programs provide parent education materials reinforcing student instruction.	No parent take-homes or other material are used.	Instructional materials for parents are in development.	Nutrition education programs provide parent education materials reinforcing student instruction.	A parent link to nutrition education curriculum is consistently provided; innovative strategies are used to involve parents.	1
40. Parents have opportunities for involvement in nutrition education.	Parents are not involved in food and nutrition programs.	Strategies to involve parents are in development; parent participation is encouraged.	Parents are participating in food and nutrition education programs.	Parents are involved in diverse ways, e.g. gardening activities, cooking demonstrations.	1

41. Parent nutrition education/training programs are provided.	No parent education/training is available through the school.	A plan to educate/train parents at the school site is in development.	Parents receive information about school food nutrition programs at planned school events, e.g. school open house.	The school provides parent food and nutrition education training/events.	0
42. The school participates in food and health/nutrition-related community programs.	The school does not participate in food and health/nutrition-related community programs.	Planning is underway to inventory and select community partners, or to improve participation in community food and nutrition programs.	The school implements community food and nutrition programs, e.g. cooperative extension, health, food stamp, and summer meal programs.	The school is using innovative practice in participating or promoting community food and health/nutrition-related services.	1
MARKETING AND COMMUNICATIONS SCORE					5.5/15

<b>RETHINKING SCHOOL LUNCH SELF-ASSESSMENT SCORE</b>	<b>TOTAL</b>	92.25/126
	<b>PERCENTAGE</b>	73%



2021-2022 Rethinking School Lunch BOY Self-Assessment			
Category		Points Earned	Potential Points
I	<u>Food Policy</u>	13	15
II	<u>Curriculum Integration</u>	16.5	21
III	<u>Food and Health: Improving Meals Served at School</u>	20	21
IV	<u>Finances: Funding System Change</u>	9	9
V	<u>Facilities: Designing a Dining and Learning Center</u>	3	6
VI	<u>Dining Experience: Ambience in the Lunchroom</u>	3.75	6
VII	<u>Professional Development: Training Educators for New Roles</u>	8	15
VIII	<u>Procurement: The Farm to Table Model</u>	5.5	6
IX	<u>Waste Management: Reduce, Reuse, and Recycle</u>	8	12
X	<u>Food and Health: Improving Meals Served at School</u>	5.5	15
<b>Total</b>		<b>92.25</b>	<b>126</b>
<b>Percentage</b>		<b>73%</b>	

2021-2022 Rethinking School Lunch EOY Self-Assessment			
Category		Points Earned	Potential Points
I	<u>Food Policy</u>		15
II	<u>Curriculum Integration</u>		21
III	<u>Food and Health: Improving Meals Served at School</u>		21
IV	<u>Finances: Funding System Change</u>		9
V	<u>Facilities: Designing a Dining and Learning Center</u>		6
VI	<u>Dining Experience: Ambience in the Lunchroom</u>		6
VII	<u>Professional Development: Training Educators for New Roles</u>		15
VIII	<u>Procurement: The Farm to Table Model</u>		6
IX	<u>Waste Management: Reduce, Reuse, and Recycle</u>		12
X	<u>Food and Health: Improving Meals Served at School</u>		15
<b>Total</b>			<b>126</b>
<b>Percentage</b>			