

**WALLER INDEPENDENT SCHOOL DISTRICT
NUTRITION/WELLNESS PLAN
IMPLEMENTATION REVIEW**

District: WALLER ISD

Date: _____

Directions: As a campus team, investigate the degree of implementation of the indicators of each component of the Nutrition/Wellness Plan. Score each indicator with a checkmark based on degree of implementation. Make comments on how it is being implemented at the campus or improvements that are needed. Total each column, multiply total "Exceptional" by 3, total "Acceptable" by 2, and total "Needs Improvement" by 1. Tally scores to get grand total.

Indicators	Exceptional	Acceptable	Needs Improvement	Comments:
Component 1: A Commitment to Nutrition and Physical Activity				
A. Campus principal appoints interested individuals as SHAC representatives who meet to address nutrition and physical activity concerns and acts in the best interest of the students. List members.	X			
B. Campus administrators act on concerns received regarding nutrition and physical activity issues.	X			
C. SHAC members and administration involve campus school nutrition staff in the development of decisions/guidelines affecting the school nutrition environment.	X			
Component 2: Quality School Meals				
A. Universal free breakfast, lunch, and after school snack programs are available to all students.	X			Universal Breakfast at all campuses

Indicators	Exceptional	Acceptable	Needs Improvement	Comments:
B. School nutrition staff is properly qualified. Is manager certified at TASN Level 3 or higher? Is majority of staff certified at Level 1 or higher?	X			
C. Food safety is a key part of the operation. Examine the Standard Operating Procedure manual followed in production and serving.	X			
D. Menus conform to good menu planning principles (variety of foods, colors, shapes, flavors, etc.), including healthy choices served at proper temperatures.	X			
1) Are foods higher in fat served no more than twice a week? Ask manager to see Nutrition Facts.	X			
2) Are flash fried potato products served in small portions no more than once a week at elementary schools and three times a week at secondary schools?	N/A			No frying on campuses
3) Are fresh fruits &/or vegetables available daily to all students? List varieties available that were observed.	X			
4) Is low fat milk available daily to all students? List varieties available that were observed.	X			
Component 3: Other Healthy Food Options				
A. All staff and parents have been provided nutrition guidelines for school functions. Ask several persons what guidelines are followed. Do they align?	X			

Indicators	Exceptional	Acceptable	Needs Improvement	Comments:
B. Foods and beverages of minimal nutritional value are collected from students when in possession at unapproved times. What is the campus policy?	X			See Wellness Policy
C. Food and beverages of minimal nutritional value are limited to students: no availability at elementary, after the end of the school day at junior high, and after the end of the last lunch period at high school. Do foods available at allowable times confirm to portion sizes in Attachment A? How are classroom snacks scheduled, and what types of snacks are provided at elementary schools?	X			See Wellness Policy
D. Food as a reward and withholding of food as punishment is not practiced.	X			
E. Besides information on school menus each six weeks, parents are provided with nutritional information. How?	X			Online Menus with Nutritional information
F. Food fund-raisers are for consumption after school hours. No on-campus candy sales as fund-raisers. Ask what fund raisers are used, what proceeds are used for, and approximately how much money is raised annually.	X			See Wellness Policy
Component 4: Pleasant Eating Experience				
A. Dining facility provides adequate space and is a pleasant atmosphere for meals. If not, is renovation planned to correct situation?	X			

Indicators	Exceptional	Acceptable	Needs Improvement	Comments:
B. Drinking fountains are available at mealtime and during day.	X			
C. Short recess is scheduled before lunch for elementary students. List times for lunch and recess.	X			
D. Students develop healthy hand washing practices before lunch.	X			
E. Lunch time is scheduled so students do not have to spend too much time in line.	X			
F. Activities are not scheduled during meals. List any mealtime activities.	X			
G. Lunch period is long enough to allow at least 20 minutes after all children are served to allow students time to eat, relax, and socialize. Breakfast allows 10 minutes after service. How many minutes were observed?	X			
H. Supervising adults demonstrate proper conduct and voice level.	X			
I. Creative methods are used to keep noise levels appropriate. List examples.	X			
Component 5: Nutrition Education				
A. Following approved TEA health/physical education curriculum, nutrition education is linked with coordinated school health curriculum. Ask facilitator what is the health/PE curriculum used? How is nutrition linked?	X			CATCH

Indicators	Exceptional	Acceptable	Needs Improvement	Comments:
B. All students receive interactive nutrition education that will help them learn healthy eating behaviors, by integrating nutrition education into core curriculum areas as applicable. How is this achieved?	X			DURING PE AND SCIENCE CLASSES.
C. Teachers and school nutrition staff coordinate efforts to provide nutrition education in classrooms and dining room. How do they coordinate?	X			CAFETERIA IS DECORATED WITH HEALTHY EATING INFORMATION AND CLASSROOM USES INFO WHEN APPROPRIATE.
D. Campus participate in USDA nutrition education programs to involve students, parents, and the community. Is the campus registered and participating in the Team Nutrition program?	X			
Component 6: Marketing				
A. Personnel encourage students to select and consume full meals and provide positive nutrition and physical activity statements. List examples. Observe school nutrition personnel and dining room supervisors; are students being encouraged with positive statements and pleasant tones?	X			
B. There are opportunities, such as surveys, for student input into creating a healthier school environment. Examples?	X			
C. Healthy food choices are promoted and no advertising of less nutritious foods is allowed. List advertising observed such as signs, book covers, vending machines, etc.	X			

Indicators	Exceptional	Acceptable	Needs Improvement	Comments:
D. Healthy eating and physical activity is actively promoted to students, staff, and community. List examples.	X			SHAC
E. Media is used to advertise healthy school nutrition environment. List examples.	X			WEBSITE INFORMATION AND MENU BOARDS
Component 7: Implementation				
A. Campus administration appoints SHAC representatives and orients them as to their responsibilities in a timely fashion (several weeks before first meeting).	X			
B. Campus SHAC representatives conduct reviews, attend meetings, and recommend revisions as needed.	X			
Total Score	36 X 3 = 108	X 2 =	X 1 =	Grand Total Score: 108

Campus Improvement Plan: (Attach separate sheet if necessary.)

Waller ISD consistently addresses any community or campus concerns at the SHAC meetings and local District Site Based Decision meetings regarding health and wellness of the district's students.
 Revisions are in progress to address the newest regulations that have changed regarding TPSNP.

Assistant Superintendent/Chief of Schools:



Date:

12 / 10 / 2018