

V2.0



The Smarter Lunchrooms Movement (SLM)

Scorecard Guide

FY21-25 Plan Cycle

Last updated 9/2023

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Questions? All questions regarding this Guide should be directed to Theresa LeGros of the AZ Health Zone State Evaluation Team at drejza@arizona.edu, (520) 626-8766.

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The SLM Scorecard at a Glance

What is the SLM Scorecard?

- 🍎 The **S**marter **L**unchrooms **M**ovement Scorecard was developed by Cornell University.
- 🍎 It measures the implementation of 60 strategies to enhance school lunchrooms.
- 🍎 It also aligns with settings-level indicators in the [SNAP-Ed Evaluation Framework](#).

What's in this Guide?

- 🍎 How to become a certified SLM Consultant for the AZ Health Zone
- 🍎 How to complete the SLM Scorecard during the FY21-25 AZ Health Zone plan cycle
- 🍎 How to submit SLM Scorecard data to the State Evaluation Team (SET)
- 🍎 Guidelines for completing "tricky" SLM Scorecard items
- 🍎 Where to find additional SLM resources provided by the AZ Health Zone
- 🍎 Appendices: The SLM Consultant training flyer, *non-SEEDS* SLM Cover Sheet, the SLM Scorecard in English and Spanish, the SLM Scorecard FAQs, and an AZ Health Zone SLM Action Plan template.

AZ Health Zone Requirements for the SLM Scorecard

- 🍎 Local Implementing Agencies (LIAs) working in **School Systems Nutrition Practices & Environment** (*SLM track*) support the SLM's 4-step improvement cycle. LIA staff who do this work must first complete the 2-part SLM Consultant training (**Appendix A**). Trained SLM Consultants receive a certificate good for the entire FY21-25 plan cycle.
- 🍎 SLM Consultants enter SLM Scorecard data into [the online portal](#) during the SLM's Steps 1: Spot It ("PRE") and 4 Prove It ("POST"). They also report all SLM actions in SEEDS.
- 🍎 School timelines vary. LIAs can move through the SLM's entire 4-step process within 4-6 weeks, or they may need up to 2 years. It is okay to vary your timeline between 4 weeks and 2 years according to your partner school's situation.
- 🍎 Scorecard data may be entered into [the online portal](#) during any fiscal year through **the summer of 2025**.

When Do I Use the SLM Scorecard?

CAPs. LIAs who plan to support the SLM in their Community Action Plan (CAP) will complete pre-post Scorecards as an essential part of that work. The PRE Scorecard is Step 1 of the SLM, and the POST Scorecard is Step 4 of the SLM. The Scorecard data must be reported using the [SLM Online Data Entry Portal](#) by transferring scores from the hardcopy Scorecard into this portal.

SEEDS. LIAs report all support for the SLM process under Childhood/School & Other Youth-Based Systems. Most LIAs will report SLM work in the *Nutrition Practices & Environment* activity using the SLM track. LIAs who specifically engage students or family members may instead report their support under *Community Engagement*.

LIA Evaluation Plan. Each year, the SET works with LIAs to complete the LIA Evaluation Plan. This plan lists all evaluations that an LIA expects to complete for that fiscal year and helps the LIA staff and the SET track which evaluations have been completed and which remain to be completed each year.

<i>We are working in:</i> Focus Area STRATEGY Activities (track)	<i>Based on our CAPs, we select this assessment to progress our work:</i>	<i>Based on our CAPs & partners' interest, we will do assessments here:</i>	<i>In FY23, we plan to complete at least this many assessments:</i>		<i>We completed the required training (this MUST be yes before starting!):</i>
Childhood School Systems <i>Nutrition Practice & Environment Community Engagement</i>	SLM Scorecard	Enter school name(s).	Enter # PREs.	Enter # POSTs.	☐ Yes ☐ Not Yet This is a 2-part training. EMAIL THE SIT to register for Part. CLICK HERE for Part 2 on the SET website.

When you complete your LIA Evaluation Plan for **SLM Scorecards**, you specify the number of Step 1 (PRE) and Step 4 (POST) Scorecards you plan to support that year. Be sure to:

- 🍌 **Reference your CAPs** to ensure that your LIA Evaluation Plan aligns. Your CAPs may or may not mention a Scorecard, but if it mentions *supporting the SLM process*, you should plan to complete at least one Scorecard.
- 🍌 **Verify that the school is interested** in partnering with you *before* finalizing your SLM plans. In keeping with the principles of equity, community engagement, and trauma awareness, it is important to *reach out early to gauge the school's interest, availability, and need* related to the SLM.
- 🍌 **Only include the number of schools with which you have solid plans.** Later you may over-deliver if you add new schools or complete a Step 4 POST sooner than intended.

SLM Spectrum for Community Engagement

The AZ Health Zone encourages LIA staff to *partner with the school community* to complete Scorecards, develop SLM action plans, and make SLM changes. Because every school-LIA relationship is unique, we provide an **SLM Spectrum for Community Engagement** to help you decide how to complete the hardcopy Scorecard.

Members of the school community are the key to making and sustaining SLM changes. Because of this, our SLM Spectrum does not include the INFORM (“we will keep you informed”) or CONSULT (“we care what you think”) levels:

The SLM Spectrum for Community Engagement¹ with the Hardcopy Scorecard



¹ Community messages from [The Spectrum of Community Engagement to Ownership](#).

LIAs can use this Spectrum to tailor their SLM engagement to each school. The SLM Consultant can **involve**, **collaborate with**, or **empower**. At each of these levels, the SLM Consultant can also elect to work with school leadership/cafeteria management, other school staff, *and/or* students and families. *Note: As more people from the school community are involved, SLM changes may become more sustainable.*

SEEDS Note: For reporting, LIAs should only select the “Community Engagement” activity in SEEDS when involving, collaborating, or empowering **students or families**.

Completing SLM Scorecards

Become a Certified SLM Consultant. LIA staff who support the SLM must first complete the two-part SLM Consultant training. Trained SLM Consultants receive a **Consultant Certificate** that lasts for the entire FY21-25 plan cycle. **Appendix A** provides more information and clickable links to the two online training components.

Only trained SLM Consultants can support SLM Scorecard completion and enter data online.

Use the Guide. SLM Consultants should reference this Guide when providing support.

Schedule the Scorecard Visit. When scheduling, remember:

- 🍌 Observe at least 1 lunch period. **Try for 2 or more lunches.** Verify lunch times and add time to chat with staff before or after lunch.
- 🍌 Consider the people you want to meet with before, during, or after your lunchroom observations. Ask if they will be available.
- 🍌 If this is a Step 1 Spot It (PRE) Scorecard, make sure the school knows you will return later to complete a Step 4 Prove It (POST) Scorecard.

Prepare. Pack each of the items below for your Scorecard visit.

- 🍌 **The non-SEEDS Cover Sheet (Appendix B).** Save this hardcopy. Later, you'll enter the information into the online portal.
- 🍌 **The hardcopy SLM Scorecard (Appendices C & D) in English and/or Spanish.** Bring extra Scorecards to share with school staff or others who are interested!
- 🍌 **Writing utensils.** Consider colored pens for different types of notes, pencils to erase mistakes, and highlighters.
- 🍌 **A camera/phone with camera.** Photos are part of the SLM! *Be sure to avoid kids' faces without photo waivers.*

Packing Checklist

- ☐ Non-SEEDS Cover Sheet
- ☐ Hardcopy SLM Scorecard(s)
- ☐ Pencils/pens/highlighters
- ☐ Camera/phone with camera

Other Tips. Consider pre-filling and/or highlighting a hardcopy Scorecard. Highlighting items before your visit may help to remind you that you will need to ask someone. You can even use different colored highlighters for different question types. Clipboard(s) can also be helpful.

Ex. You already know some items from your prior work with the school (like that you provide nutrition education!). Or, you can examine materials like online school lunch menus to pre-fill items

Finally, **be sure you know what language the cafeteria staff speak** and can communicate accordingly. *English and Spanish SLM Scorecards are in the Appendices.*

Complete the Cover Sheet & Hardcopy SLM Scorecard. Your first Scorecard visit is for the PRE, or Step 1: Spot It. This Scorecard acts as a planning tool for you and your partner school to identify areas of opportunity for change.



When should I show up? This is mainly up to you and your partner school. We strongly recommend *arriving at least 20 minutes early and observing 2 or more lunch periods (approximately 40-60 minutes).*



Non-SEEDS Cover Sheet. The non-SEEDS Cover Sheet (**Appendix B**) collects information *not already collected by the actual SLM Scorecard*. Later, you will enter this into the AZ Health Zone's [online SLM data portal](#).



SLM Scorecard. The Scorecard is available in **Appendix C (English)** and **D (Spanish)**. It is evidence-based, with 60 items that fall into 8 sections. Trained SLM Consultants already learned how to complete the Scorecard—just mark the items that are in place/that you observe, ask school staff about items with an asterisk (*), and tally the scores!

Other Tips. It's fine to mark up the hardcopy Scorecard with notes, for example:

- ✓ Write a “?” as a reminder to ask someone about the item.
- ✓ Mark an X if the item is *not* in place to keep track of what you already observed.
- ✓ Write “N/A” if you need to.
- ✓ Make notes in the margins as needed.
- ✓ Use highlighter/colored pen for any of the above.

Finalize the Scorecard & Cover Sheet. Once you complete the hardcopy Scorecard by involving, collaborating with, or empowering partners, review the results:

- 🍌 Are there items you still need to verify with staff?
- 🍌 Did you collect multiple Scorecards from different people?

YOU, the trained SLM coach, decide how to combine multiple scores into 1 Scorecard. Take time to make these decisions to finalize all information into one Scorecard.

Important! Only the trained SLM Consultant can finalize the version of the Scorecard submitted to the SET.

Enter the Data. After finalizing the hardcopy Scorecard, the Consultant enters the data online via the [SLM Data Entry Portal](#):

1. Enter the information from your non-SEEDS Cover Sheet.
2. Enter the hardcopy Scorecard data.
3. When done, *you automatically receive an emailed copy of the Scorecard data.*

Await Recommendations! Starting in FY23, the SET will review the SLM Scorecard you submitted. We email you SLM Recommendations for that school within 4-6 weeks of your online Scorecard submission.

Use the Results. You and your partner school can start Step 2, Plan It as soon as you complete Step 1, or you can wait for the SET's Recommendations. The optional AZ Health Zone Action Plan Template (**Appendix F**) may help with the SLM's Step 2.

Note: The Scorecard includes award levels. Schools can achieve award levels even if many items are N/A or not met. Do not focus on the % of items in place, (50% can be a great SLM score). *Use the Scorecard to focus on planning!*

Return for the POST Scorecard & Cover Sheet. Your second Scorecard visit—Step 4 (Prove It)—is for the POST Scorecard. Our CAP-centered guideline for when to do Step 4 is: *Complete Step 4 at least four to six weeks after Step 1, and generally within two years.* Your partner school should guide this timeline. What is *their* pace of change?

The POST Scorecard process is exactly the same as the PRE. **Use the same school name you used at PRE.** Ex., The Step 1 Scorecard says “Marjorie Estes Elementary,” so the Step 4 Scorecard must have the same name, **not** “Estes K-5.”



How Do I Complete “Tricky” Items?

Below are guidelines on how to complete SLM Scorecard items that LIA staff have identified as less clear, more subjective, or otherwise more difficult to complete.

Section or Item	SET Guideline	Example(s)
 Focus on Fruit	Fruit can be canned, frozen, or fresh.	Students are offered canned peaches and fresh oranges. You can check the box for “At least two kinds of fruit are offered.”
 At least 1 fruit is identified as fruit-of-day & labeled with a descriptive name at point of selection.	Any item with multiple requirements like this must have ALL requirements met for a YES.	Bananas are labeled “Featured Fruit” on the menu, but not at the point of selection, so you do NOT check this item.
 ...labeled with a <i>creative, descriptive</i> name...	One descriptive word can count. Use your own judgment to decide based on the examples.	Any of these would count: “Juicy Grapes”, “Fresh Salad”, “Item of the Day: Carrot Sticks”, “New Orleans Chicken & Rice”
 Highlight the Salad	Even if there is no salad bar, pre-packaged salads count.	A school offers boxed salads. You can check “pre-packaged salads or a salad bar is available to all students.”
 Boost Reimbursable Meals/ Grab-and-Go meals	Reference the Scorecard FAQs (Appendix E) for more information about Grab-and-Go meals.	The school only offers Grab-and-Go meals on Fridays, so you do NOT check this item.
 Boost Reimbursable Meals/ Students must use cash for <i>a la carte</i> meals	This has no *, but you often need to ask cafeteria staff about this item.	You see <i>a la carte</i> items for sale and students using cash, but you ask the cashier and learn they can also use their lunch accounts. You do NOT check this item.
 Boost Reimbursable Meals/A <i>la carte</i> items	If the school has no <i>a la carte</i> , leave items blank, add “N/A” on Scorecard, and enter this in Notes on the Cover Sheet.	You learn the school has no <i>a la carte</i> , so you put an X on both items, write N/A next to the X's, and type “no <i>a la carte</i> ” in Notes during the online data entry.



How Do I Complete “Tricky” Items? continued

Section or Item	SET Guideline	Example(s)
 Student Involvement/ Volunteering	Student “volunteers” in the cafeteria should be developing positive relationships around food.	You hear that student “volunteers” are being punished, so you do NOT check this item.
 School Community Involvement/Participates in food promotion programs	Credit the AZ Health Zone/SNAP-Ed here by checking this item.	You have provided regular SNAP-Ed support to this school, so you check this.
 School Community Involvement/Elementary school provides recess before lunch	Write in “N/A” if this is not an elementary school. Recess must be before lunch for all grades.	In a K-8 school, you answer this item for just grades K-5. Recess is always before lunch, so you check this.
 School Community Involvement/Any items	If no one knows the answer, highlight or mark the item and return to it later.	No one knows if leaders hear about the benefits of school meals. You circle this and contact the principal later.
 Lunchroom Atmosphere	If restrictions limit wall use, consider stands or other surfaces for décor when answering this item.	A school prohibits posters on walls but hangs them on the sides of the aluminum service line, so you credit this item.
 General	Items must be observed <i>that day for YES</i> , unless the item specifies a time like once/month, once/year.	Staff says the school <i>usually</i> keeps milk coolers full, but today the coolers are nearly empty. You do NOT check this.

Questions? If you have any questions about the contents of this Guide or the AZ Health Zone’s SLM Steps 1 (Spot It) and 4 (Prove It), please contact your SET liaison. We are here to help!

Questions regarding the SLM Steps 2 (Plan It) and 3 (Do It) can be directed to the AZ Health Zone State Implementation Team (SIT). The SIT and SET work together to offer you consistent guidance across the four steps of the SLM.

Appendices

A: SLM Consultant Training Flyer

B: Non-SEEDS Cover Sheet (NOT generated in SEEDS)

C: SLM Scorecard in English

D: SLM Scorecard in Spanish

E: SLM Scorecard in Diné (Navajo)

F: SLM Scorecard FAQs

G: AZ Health Zone SLM Action Plan Template



The Smarter Lunchrooms (in Arizona) Movement

SLM CONSULTANT CERTIFICATION

Are you an AZ Health Zone Local Implementing Agency (LIA) looking to enhance school lunchroom environments? If the answer is yes, then the Smarter Lunchrooms Movement (SLM) can help!

The SLM is designed to help schools identify ways in which they can re-imagine cafeterias to nudge students toward nutritious choices. It includes a 4-step process to assess lunchrooms, plan changes, implement that plan, and re-assess after the changes have been made.

AZ Health Zone Local Implementing Agency (LIA) staff who support the SLM must be certified SLM Consultants!

What is an SLM Consultant?

In Arizona, an SLM Consultant is an LIA staff person who has completed **2 online training modules** and received an AZ Health Zone SLM Consultant certificate. The SLM Consultant certificate means that you are ready to support partner schools through all four of the SLM Steps:

1. Spot it!
2. Plan it!
3. Do it!
4. Prove it!

Where Do I Find SLM Resources?

The State Implementation Team (SIT) provides a comprehensive set of SLM resources on the [AZ Health Zone website](#).

The AZ Health Zone State Evaluation Team (SET) provides a comprehensive SLM Scorecard Guide in pdf form on [our website](#).

How Do I Get Certified?

Part 1 of the AZ Health Zone SLM training is provided by the original SLM creators. It offers an SLM overview, describes the theory behind how the SLM works, and covers each of the 4 SLM steps. This is an introductory course **free to LIAs**. *LIA staff who have completed the training during the current 5-year plan cycle do not need to re-take the course.*

Please email the SIT for the Part 1 training access code by clicking below:

CLICK HERE to email the SIT.

Part 2 of the training is provided by the AZ Health Zone State Evaluation Team. It covers AZ Health Zone-specific guidance for implementing the SLM, including the logistics of completing and submitting the SLM Scorecard. This is a one-hour, self-paced AZ Health Zone course. After you complete the Part 2 Training and pass the final quiz, you will automatically receive your **SLM Consultant Certificate** from the State Evaluation Team within 5 business days. This certification is good for the **FY21-25 plan cycle**.

CLICK HERE for the Part 2 SLM Training.

Other Training Opportunities

The AZ Health Zone may offer optional training opportunities to interested staff in FY24-25:

- A training workshop in a cafeteria
- Pairing with a seasoned LIA mentor
- SIT/SET technical assistance during site visits

Email [the SIT](#) with Part 1 Training questions or a mentor request and [the SET](#) with Part 2 Training questions.

FY21-25 SLM SCORECARD COVER SHEET

(NOT GENERATED IN SEEDS)

Local Implementing Agency:

SLM Consultant's Full Name:

SLM Consultant's Email:

Type of Scorecard: ☐ PRE (Spot It) ☐ POST (Prove It)

Kitchen Type (select one): ☐ None ☐ Heat & Serve ☐ Full ☐ Prep ☐ Other (specify: _____)

Special Lunchroom Characteristics (check all that apply):

☐ Meals are pre-plated

☐ Meals are free to all students (community eligible)

☐ Snack bar(s) open as alternative to lunch

Which level of stakeholder engagement best describes how you supported this Scorecard?
(select one) *Note: Only the SLM Consultant enters the Scorecard data.*

☐ INVOLVE (SLM Consultant completes Scorecard, works with school stakeholders to plan/act.)

☐ COLLABORATE (Consultant co-completes Scorecard, co-plans, & co-acts with stakeholders.)

☐ EMPOWER (Stakeholders complete Scorecard, plan, & act with as-needed Consultant support.)

Which stakeholders were involved in completing this Scorecard? (check all that apply)

☐ Cafeteria Manager

☐ Cafeteria Staff

☐ School Administrator

☐ Teacher(s)

☐ Wellness Team/SHAC

☐ Other Staff

☐ Families

☐ Students

☐ Other (specify: _____)

Notes: (ex., explanations for N/A items, community engagement decisions, or anything else)



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

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

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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



EL BOLETÍN DE COMEDORES INTELIGENTES

SmarterLunchrooms.org

Fecha _____ Nombre de Escuela _____ Completado por _____

El boletín de comedores inteligentes es una lista de estrategias sencillas, sin costo (o de bajo costo), que ha sido basada en investigaciones hechas por la Universidad de Cornell. Estas estrategias pueden aumentar la participación, reducir el desperdicio de alimentos y aumentar la selección y el consumo de alimentos escolares saludables.

INSTRUCCIONES

1. Lea y familiarícese con el boletín antes de comenzar.
2. Observe un período de almuerzo en su cafetería/ en su comedor.
Marque todas las declaraciones del boletín que reflejen la cafetería durante el almuerzo.



3. Para los artículos que tienen un asterisco*, consulte a otro personal de nutrición escolar, maestro o administración.*
4. Calcule la puntuación.
5. Discuta los resultados con las personas involucradas. Elija estrategias que aún no han sido usadas para ser implementadas en su cafetería/ comedor.

ENFOQUE EN LA FRUTA

- ☐ Por lo menos dos tipos de frutas son ofrecidas.
- ☐ Se ofrece fruta en rodajas o fruta cortada.
- ☐ Una variedad de fruta entera y mezclada se exhibe en tazones/ boles agradables o cestas (en vez de las cacerolas de acero inoxidable).
- ☐ La fruta se ofrece en al menos dos ubicaciones en todas las líneas de servicio, una de las cuales está justo antes de cada punto de venta.

- ☐ Por lo menos una fruta es identificada como la fruta-del-día y es etiquetada creativamente, con un nombre creativo y que captura la atención de los estudiantes en el punto de la selección.
- ☐ Se ofrece una prueba de sabor de frutas por lo menos una vez al año.*

Sub-total de frutas _____ /6

VARIEDAD DE VEGETALES

- ☐ Por lo menos dos tipos de verduras son ofrecidas.
- ☐ Las verduras se ofrecen en todas las líneas de servicio.
- ☐ Se ofrecen verduras calientes y frías.
- ☐ Las verduras cortadas, cuando se les ofrece, son ofrecidas con un dip bajo en grasa como ranch, hummus o salsa.*
- ☐ Una porción de verduras se incorpora en un artículo principal del menú por lo menos una vez al mes.*



- ☐ Las especias y los condimentos son disponibles como autoservicio para los estudiantes que quieran agregar sabor a sus vegetales.
- ☐ Por lo menos un vegetal se identifica como el vegetal-del-día y es etiquetado con un nombre creativo, y que captura la atención de los estudiantes en el punto de la selección.
- ☐ Se ofrece una prueba de sabor de vegetales al menos una vez al año.*

Vegetales Sub-Total _____ /8

RECALCAR LA ENSALADA

- ☐ Ensaladas pre-empaquetadas o una barra de ensaladas son disponibles para todos los estudiantes.
- ☐ Las ensaladas pre-empaquetadas o la barra de ensaladas se encuentran en una zona de alto tráfico y son disponibles para todos los estudiantes.
- ☐ Las pinzas, cucharas y contenedores de la barra para ensaladas de autoservicio son más grandes para los vegetales y más chicos para los cuscurreos, aderezos y otros artículos que no son frescos.

- ☐ Las ensaladas pre-empaquetadas o las opciones de la barra de ensaladas están etiquetadas con nombres creativos y descriptivos. Las etiquetas se muestran al lado de los productos.

Ensalada Sub-Total _____ /4

MUEVA MÁS LECHE BLANCA

- ☐ Los contenedores de leche / los refrigeradores se mantienen llenos durante los tiempos de servicio.
- ☐ La leche blanca se ofrece en todos los refrigeradores de bebidas.
- ☐ La leche blanca está organizada y representa al menos 1/3 de toda la leche en cada refrigerador de leche designado.



- ☐ La leche blanca se muestra delante de otras bebidas en todos los refrigeradores.
- ☐ 1% o leche blanca sin grasa se identifica como la leche destacada y está etiquetada con un nombre creativo y descriptivo.

Leche Sub-Total _____ /5

AUMENTAR LAS VENTAS DE COMIDAS REEMBOLSABLES

- ☐ El personal de la cafetería educadamente le pide a los estudiantes que no tienen una comida completamente reembolsable que seleccionen una fruta o verdura.
- ☐ Un plato principal se identifica como el principal, el entrante-del-día, y está etiquetado con un nombre creativo junto al punto de selección, y es la primera entrada ofrecida.
- ☐ Los nombres creativos y descriptivos se utilizan para algunas opciones en el menú mensual.
- ☐ Una comida reembolsable se identifica como el combo destacado y está etiquetado con un nombre creativo.
- ☐ La comida combo del día o entrada principal del día es mostrada en una bandeja de muestra o en una fotografía.
- ☐ Una comida combo (reembolsable) se ofrece para llevar.

- ☐ Los carteles muestran a los estudiantes cómo hacer una comida reembolsable en todas las líneas de servicio (por ejemplo, un póster que dice "Añada una leche, Fruta y zanahorias a tu pizza para tu "Power Pizza Meal Deal!"
- ☐ Los estudiantes pueden pre-ordenar el almuerzo en la mañana o el día.*
- ☐ Los estudiantes deben usar dinero en efectivo para comprar botanas o artículos a la carte si son disponibles.*
- ☐ Los estudiantes tienen que pedir a un trabajador de servicio de comida que seleccione la botana o artículo a la carte si son disponibles.*
- ☐ A los estudiantes se les ofrece una prueba de sabor de un nuevo plato/ una nueva comida una vez al año.*

Comidas Reembolsables Subtotal _____ /11

AMBIENTE DEL COMEDOR

- El personal de la cafetería sonríe y saluda a los estudiantes en la línea de servicio y continuamente durante todo el resto del periodo de servicio.
- Se muestran carteles atractivos de alimentos saludables en los restaurantes y áreas de servicio.
- Una tabla de menú con las opciones de comida del día es visible y legible desde 5 pies de distancia de la area de servicio. El menú tiene nombres creativos.
- La cafetería está decorada de una manera que refleja al cuerpo estudiantil.
- Los suministros de limpieza y equipos rotos/ que no trabajan no son visibles durante el servicio de comida.
- Todas las luces de las áreas del comedor/ de la cafetería funcionan y están encendidas.

- El compost / reciclado y las latas de basura están a por lo menos 5 pies de distancia de estudiantes que están comiendo.
- Hay un buen flujo y dirección clara de tráfico. Signos, calcomanías en el suelo o cuerdas se utilizan para formar líneas si es necesario.
- La basura se elimina cuando está llena.
- Un menú con el almuerzo de mañana es visible y legible desde 5 pies de distancia de la area de servicio o comedor/ cafetería. El menú tiene nombres creativos.

Ambiente del Comedor: Sub-Total _____ of 10

PARTICIPACIÓN ESTUDIANTIL

- Las ilustraciones/ el arte de los estudiantes se muestra en el área de servicio o comedor/ cafetería.
- Los estudiantes, maestros o administradores anuncian el menu del día en las noticias de la escuela/ los anuncios diarios de la escuela.*
- Los estudiantes están involucrados en el desarrollo de nombres descriptivos para los elementos del menú.*
- Los estudiantes tienen la oportunidad de ayudar/ ser voluntarios en la cafetería/ el comedor.

- Los estudiantes participan en la creación de ilustraciones, arte, o otros materiales de marketing (promoción) para promover artículos del menú.*
- Los estudiantes proporcionan información (informalmente - "levanta la mano si te gusta...." o formalmente- Grupos de enfoque, encuestas) para ayudar a desarrollar el menú.*

Participación Estudiantil Sub-Total _____ of 6

PARTICIPACIÓN DE LA COMUNIDAD ESCOLAR

- Un menú mensual se publica en la oficina principal.
- Una tabla de menú con las opciones de comida del día con nombres creativos para la comida, se encuentra en la oficina principal.
- Se les ofrece un menú mensual a los estudiantes, familias, maestros, y administradores.*
- Información sobre los beneficios de las comidas escolares es distribuida a los maestros ya la administración por lo menos anualmente.*
- La educación en nutrición se incorpora al día escolar.*
- Los estudiantes participan en el cultivo de alimentos (por ejemplo: jardinería, siembra, excursiones a granjas, etc.*
- Las escuelas primarias proveen receso antes del almuerzo.*

- La escuela participa en uno o más programas de promoción de alimentos tales como: Los Chefs Van a las Escuelas (Chefs Move to Schools), Preparete para Jugar 60 (Fuel up to Play 60), Compartamos Nuestras Fuerzas (Share our Strength), etc.*
- La escuela tiene alianzas con el programa "De la Granja a la Escuela (Farm to School)," negocios locales, o el mercado de agricultores.*
- Estrategias del programa para comedores inteligentes son incluidas en la Política de Bienestar del distrito escolar.*

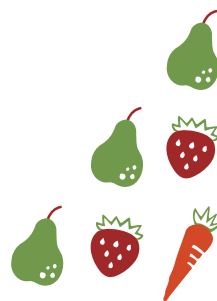
Participación de la Comunidad Escolar: Subtotal _____ /10

COMEDORES INTELIGENTES BOLETÍN TOTAL

Enfoque en La Fruta	_____	of 6
Variedad de Vegetales	_____	of 8
Recalcar la Ensalada	_____	of 4
Mueva Más Leche Blanca	_____	of 5
Aumentar las ventas de comidas reembolsables	_____	of 11
Ambiente del Comedor	_____	of 10
Participación Estudiantil	_____	of 6
Participación de la Comunidad Escolar	_____	of 10

Boletín Total _____ of 60

MEDIDAS DE PUNTAJE



Bronce 15-25

Buen trabajo! La cafetería ha tenido un buen comienzo.

Plata 26-45

Excelente! Piense en todos los niños que están a comer más sano.

Oro 46-60

Esta cafetería esta haciendo mucho de Smarter Lunchrooms Movement. Continúa buscando lo mejor!

DEFINICIONES

Punto de Venta: Cualquier lugar donde los estudiantes pagan por su comida--- lugar donde los estudiantes salen de la línea con comida y son cobrados, sea por un registro con caja registradora, tabla de pin, etc.

Punto de Selección: Cualquier lugar donde los estudiantes seleccionen opciones para comer o beber.

Línea de Servicio: Una línea designada para la selección de comidas---- una línea del bar de sándwiches, línea de ensaladas, línea de almuerzo caliente, de aperitivos, de botanas, etc.

Almuerzo para llevar (Grab-and-Go): Un almuerzo pre-empacado/ pre-embolsado para llevar.

Comida Reembolsable / Almuerzo Combo: Una comida que cumple con todos los requisitos de comida del USDA y que tiene un precio como una sola unidad.

Artículos destacados: Una fruta, vegetal, leche, o entrante que han sido identificado para promoción.

Aprenda mas en el sitio de :SmarterLunchrooms.org
Para los artículos que tienen un **asterisco***, consulte a otro personal de nutrición escolar, maestro o administración.

Comedores Inteligentes Boletín 2.0

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FY21-25 SLM BIKÁÁ’ AHÍNÁ’IIDZOHÍGÍÍ

ALÁAJI’ NAALTSOOS

(SEEDS DOO BII’ HADILYAA DA)

Local Implementing Agency na’anishígíí:

SLM Íká iilyeedígíí bízhi’:

SLM Íká iilyeedígíí béesh nitsékeesí biyi’ ak’ashchíígo bich’í’ á’álnééh:

Hait’éhígíí bikáá’ ahiná’iidzohígíí naaltssoos ☐ PRE ☐ POST Bik’ehgo í’ílnééh
(Bik’iniidá)

Ch’iyáán ál’íní góne’ hai yit’éhígíí ☐ Áden ☐ Ná’niildóoh & ☐ T’áá ☐ Bá ☐ Łahgo (baa hólné’:)
(t’áá lá’ígo): Iyaani’íkaah át’é asht’e’áhodinééh

Da’adání góne’ át’éhígíí (bídadéét’i’ígíí t’áá át’é binída’ízoh):

- ☐ Ch’iyáán t’áá ídádá’ leets’aa’ bikáá’ naazká
- ☐ Ółta’í t’áá át’é ch’iyáán t’áá jífk’eh bá hóló (kin dah shijaa’ dabighanígíí bich’í’ t’áá ákoh)
- ☐ Ádah hoołts’íisigo ch’iyáán baa nidahaniihígíí ła’ ąą’adaat’é áldó’ alní’ní’á adoodíł biniyé

Haz’ąągi hazhó’í bik’ehgo oonishígíí alkéé’ nahaz’ánígíí lá háidíí díí yíneel’ąągo díí alhíná’iidzohígíí naaltssoos bee hadinilaa?

(t’áá lá’ígo biná’ízoh) *Béé nilniih: SLM Íká análwo’go binaanishígíí t’éiyá Ahiná’iidzóoh Naaltssoos haididoolíł.*

- ☐ Łahji’ yíl naha’á (SLM Íká análwo’ígíí ahiná’iidzóoh naaltssoos hanéidiyíł’íłh, ółta’gi yéego bídadéét’i’ígíí hazhó’í yíl naha’á/yíl naanish íł’í.)
- ☐ Łahji’ yíl naalnish (Íká análwo’ígíí ahiná’iidzóoh naaltssoos łahdóó hanéidil’íłh, łahdóó íł naha’á Í łahdóó ha’íida yinaalnish.)
- ☐ Łahji’ hazhó’í náánáłahji’ neinitin (Naat’áanii bídahólníihígíí ahiná’iidzóoh naaltssoos hanéideidil’íłh, naha’á Í naanish yee íká análwo’.)

Háidíí naat’áanii danilínígíí díí ahiná’iidzóoh naaltssoos łahdóó hadeidiilaa? (T’áá át’é bídadéét’i’ígíí bik’da’iizoh)

- | | | |
|--|--|--|
| ☐ Da’adánígi binaat’áanii | ☐ Da’adánígi nidaalnishígíí | ☐ Ółta’gi binaat’áanii |
| ☐ Báda’ólta’í | ☐ Atah Hodílsééhji nidaalnishi/SHAC | ☐ Łahji’ nidaalnishígíí |
| ☐ Hooghandóó dahikahígíí | ☐ Ółta’í | ☐ Łahji’ (baa hólné’:) |

Béé haniihgo bikáá’: (díí nahalingo ., N/A dabikáá’ígíí baa hane’, kin dahshijaa’gi łahdóó bá nahat’áhígíí, éí doodai’ t’áá ha’íida)

SMARTER LUNCHROOMS DA'ADÁNÍ YÁ'ÁT'ÉÉHGO BÁ NAHAT'Á BIKÁÁ' AHÍNÁ'IIDZOHÍGÍÍ

Yoolkááhgíí

Ólta' bízhi'

Haidiilaagíí

The Smarter Lunchrooms Scorecard éi alní' é' ááhgo da'adání yá'át'ééhgo ánaál'íjgo bee níl'í éi díí alkée' daasdzh, t'áá jík'eh éi doodai' doo íljígo bik'eh í'íl'íjdo daasdzh ákoh t'áá lá'í chodayool'íjdo, ch'iyáán doo bee na'a'needa doo, dóo ch'iyáán t'áá al'aan ádaat'éi hólóqdo doo ch'iyáán yá'ádaat'éhíi yígíí ólta'gi hólóqdo.

BIK'EHGO Í'DOOLNÍÍ

1. Ahíná'iidzohíi naaltsoos hazhó'í dínool'íj t'ahdoo hadilnééhgo.
2. Alní'ni'áago da'adáago hazhdoosil. Bidadéet'í'ígíí bik'ida'jizoo doo díí da'adání góne' haz'ánigíí.
3. * Asteriskgo naaz'ánigíí díí lahji' ólta'gi ch'iyáán yá'át'ééhígíí yinidaha'áhígíí, bá'ólta'í, éi doodai' naat'áanii danilínigíí la' nidabíílkid.



4. Nidaas'nilígíí alhíjii' wólta'.
5. Béé hoozinígíí bidadéet'í'ígíí bíl'íshjání ádajile'. Bik'ehgo í'doolnígíí t'ahdoo bik'í'iidzohígíí la' biná'ízhó díí da'adání ádoolnígíí.

SmarterLunchrooms.org

TSIN BINEEST'á' BAA NITSÁHÁKEES

- Naakigo da tsin bineest'á' bí'oolkqah.
- Tsin bineest'á' altáníilgizhgo éi doodai' niheeshgizhgo bí'oolkqah.
- T'áá al'aan ádaat'éego tsin bineest'á' leets'aa' nímazí éi doodai' leets'aa' yishbizhígíí biyi' naazkáago bí'oolkqah (béeshgo leets'aa' éi ndaga').
- Tsin bineest'á' éi naaki haz'áago bí'oolkqah díí ch'iyáán hahakaahgi, la' éi na'iniihgi síká.

- Tsin bineest'á' t'áá lá'í da díjiiQtsin bineest'á'Q doodíjígíí bí'oolkqah doo dóo yéego naashch'aa'go baa hane'go bí'oolkqah doo díí na'iniihgi.
- Tsin bineest'á' yilkango néi'aahdoo t'áá nínáhah bik'eh.

Tsin Bineest'á' Baa nitsáhákees alhínéidzoogo 6 ánéelt'e'go

CH'IL DAADÁNÍGÍÍ AL'AAN ÁDAAT'ÉEGO

- Naakigo ch'il daadánigíí da lahgo át'énigíí bí'oolkqah.
- Ch'il daadánigíí t'áá át' é nida'iniihgi bí'oolkqah.
- T'áá álah sidoh dóo sík'azígíí ch'il daadánigíí hólóqgo haz'á.
- Niheeshgizhgo, ch'il daadánigíí doo yizt'éego bí'oolkqah, ak'ah t'áá bí'ohígíí bíl' daadánigíí bá hóló díí ranch, hummus, éi doodai' salsa dawolyéhígíí.
- T'áá lá'í yikááago ch'il daadánigíí lahdóo ch'iyáán doodíjígíí bíih dookáát' t'áá la' nínádizi'go (e.g. béégashii bitsi' dóo ch'il doot'ízhí altanaashgizhgo, k'ineeshbízhi bíl, naa'ólí tizhinígíí bíl yisdisgo).



- Bee líkandoo yígíí éi doodai' bik'inájihígíí ólta'í bá hólóq ákoh ch'il daadánigíí yee líkango deiyáqadoo.
- T'áá lá'í da ch'il daadánigíí bí'oolkqah doo díí ch'il daadánigííQdijíjidooodíjígíí bikáá'go dóo yéego naasch'aa'go bí'oolkqah doo díí na'iniihgi.
- Ch'il bineest'á' yilkango néi'aahdoo t'áá nínáhah bik'eh.

Ch'il daadánigíí baa nitsáhákees alhínéidzoogo 8 ánéelt'e'go

CH'IL ALTAANÁSZIIDGO BAA HANE'

- T'áá ídáá' ch'il altaanásziidígíí éi doodai' ch'il t'áá hwó hadajiikaahígíí ólta'í bá hóló.
- T'áá ídáá' ch'il altaanásziidígíí éi doodai' ch'il t'áá hwó hadajiikaahígíí díí ahná'áhát'íjgi hóló.
- Ch'il t'áá hwó hadajiikaahigi bee hahakaahígíí, bíla'táa'ii, dóo leets'aa' nímazí bíih dookááhgíí nitsaagíí díí ch'il daadánigíí bá hóló dóo álts'iisígíí díí ch'il bikáá'gi dah nájihí, bik'inádzi'í, dóo t'áá lahji' doo ch'il altaas'éi ádaat'éi hóló.

- T'áá ídáá' ch'il altaanásziidígíí éi doodai' ch'il t'áá hwo hadajiikaahígíí ólta'í bá hólónigíí yéego naasch'aa'go bida'oolkqah dóo bízhi' dabikáá' go alts'jigi naaznil.

Ch'il altaanásziidgo baa hane'gíí alhínéidzoogo 4 ánéelt'e'go

ABE' LIGAI YÉEGO BEE NA'II'NÁ

- Abe' daastl'in/bii'azk'azí haz'áagi t'áá lá'í hólóqgo da'adá.
- Abe' ligai t'áá át' é bii' azk'azí bii' dahóló.
- Abe' ligai hazhó'í asht'eelyaa dóo 1/3 ánélt'e'go abe' bii' azk'azí dabi'í'go bii' sinil.
- Abe' ligai bí'oolkqahgo t'áá át' é bii' azk'azí bidaahgi bidaashjéé'.



- 1% éi doodai' abe' ak'ah bii' ádenigíí aláahgo baa hane' dóo yéego naashch'aa'go bí'oolkqah.

Abe' ligai yéego bee nahii'ná ahínéidzoohgo 5 ánéelt'e'go

CH'YÁÁN NÁT'ÁÁ' NINÁHÁLYÉHÍGÍÍ BÍ'OOKKAAH

- Ch'iyáán al'ínigíí nidaalnishígíí hazhó'í ólta'í doo t'áá át' é ch'iyáán yitayizláá'go ch'il daadánigíí éi doodai' tsin bineest'á' la' nídii'aah deitni.
- T'áá lá'í ch'iyáán aláahgo bí'oolkqah, yéego naasch'aa'go bee dah na'aznil bits'jigi, dóo t'áá lá'ígo ch'iyáán baa hane'go bí'oolkqah.
- Yéego bí'oolkqahgo ch'iyáán dahólónigíí naaltsoos dabikáá'.
- Ch'iyáán bee t'áá' nínáhályéhi baa hane' dóo ch'iyáán yikááago lahdóo biyi' dóo
- Ch'iyáán yikááago éi doodai' ch'iyáán bí'oolkqahgo baa hane'go adaheeskidgo naaznil.

- Ch'iyáán yikááago naazkánigíí (nát'áá' nínáhályéhígíí) éi t'áá joogáát' dóo nízhiikááago la' hóló.
- Ch'iyáán nát'áá' nínáhályéego biníyí bá dah na'aztánigíí ólta'í bá hazhó'í dah naaznil díí nida'iniihgi da haz'áagi (e.g. "Abe' nídii'aah, tsin bineest'á' dóo ch'ashsh'ezhiitsoh dah bááh niteeli bik'ininjááh" dabikáá'go!)
- Ólta'í alní'ni'áago doo díjígíí t'áá kodidáá' niyíitniihgo bá haz'á abínigo éi doodai' t'áá lá'í bíjii yidziihgo.*
- Yist'e' nidahaniihígíí éi t'áá béeso bee nahaniih.
- Ólta'í yist'e' la' yinizingo éi ch'iyáán íl'íní neidídoolkil háidígíí yinízinígíí.
- Ólta'í éi ch'iyáán yilkango néi'aahgo nínáhahgo bá néit'áahgo ánal'íjhi.*

DA'ADÁNÍ ÁHOOT'ÉHÍGÍÍ

- Ch'iyáán ál'íní góné' nidaalnishígíí bíl dahózhó dóo ólta'í yá'át'ééh deilní t'áá ákwííjí nída'diikaahgo dóo da'ayáago.
- Nidaashch'áa'go naaltsoos dah naaznilígíí dah naaznil da'adání góné' dóo t'áá át'é haz'áagi.
- T'áá ákwííjí ch'iyáán bída'oolkaqhígíí baa hane' dóo hazhó'í 5 adées'eezgo daat'íigo dah naaznil.
- Da'adání góné' hazhó'í baa'áhaya dóo ólta'í yee yíneedl'í baa nitsáhákeesgo haz'á.
- Bee asht'edahal'ínígíí éí doodai' ha'íida dáachxq'go/doo choidao'íhígíí doo daat'íigo haz'á áłchíní da'ayáagi.

- T'áá át'é bee adinídíní da'adáagi haz'ánígí dóo ch'iyáán al'ígi ádaat'í dóo dadilti'.
- Ts'iilzéi bihi ha'níí ádaat'í 5 adées'eezgi ólta'í da'ayánígí naaznil.
- Háájigoh ch'í'ikaah dóo ch'íjilwo'ígíí hazhó'í bée hózin. Dah naaznilígíí, ní'góo bidaashjéé'ígíí, éí doodai' t'óól danit'í'ígíí hazhó'í chodao'í.
- Ts'iilzéi bii' haní'díbjíhgo t'áá akqó ch'ínájih.
- Yiskáago ch'iyáán doodl'ígíí t'áá ídáá' baa hane'go dah sinil 5 adées'eezgo ólta'í yoo'íigo yit'í díí da'adání góné'.

Da'adání áhoot'éhígíí ahinéelta'go _____ 10 ánéelt'e'

ÓLTA'Í LAHDÓO ÍKÁ ANÁLWO'

- Ólta'í nada'azhch'áagíí da'adání góné' dah naaznil.
- Ólta'í, bá'ólta'í, éí doodai' naat'áanii danilínígíí t'áá ákwííjí ch'iyáán doodl'ígíí abínigo yaa nídahalnih.*
- Ólta'í lahdóo ch'iyáán naaltsoos bikáá'gi ádaalne'ígíí lahdóo yinidaha'á dóo dawolyéhígíí lahdóo yinidaha'á aldó'.
- Ólta'í lahdóo íká anáshwo'doo danízingo da'adání góné' nidaalnish.

- Ch'iyáán bí'oolkaahgo baa hane'ígíí éí ólta'í lahdóo nideich'áah dóo yída'oolkaah.*
- Ólta'í nát'áá hait'éego ch'iyáán hadadilne'ígíí bíl ádaat'éhígíí yaa dahalne' (t'áá hoolzhishígíí - "yadiilniih lahdóo hashne' nínizingo.." éí doodai' hazhó'í ahinéikahgo ahil dahalne' dóo yaa nidaat'í).*

Ólta'í lahdóo íká anídaalwo'go ahinéidzohígíí _____ 6 ánéelt'e'

ÓLTA'GI ALHIJÍ' NIDAALNISH

- Nínádizi'go ch'iyáán dabi'niidáá'ígíí yah ajigháahgi dah náltos.
- Yah ajigháahgi haz'ánígí ch'iyáán dííjí bí'oolkaqhígíí yaa halne'go dah siyí.
- Nínádizi'go ha'íi ch'iyáán bí'niidáá'ígíí ólta'í, bimá dóo bizhé'é, bá'ólta'í, dóo ólta' binaat'áanii bich'í' kónál'íih.
- Ch'iyáán hait'éego binahj'í' hatah yá'áhoot'éhígíí naaltsoos yaa halne'go bá'ólta'í dóo ólta' binaat'áanii danilínígíí bíl íishjání ánal'íih.*
- Ch'iyáán hait'éego bee yá'áhoot'éhígíí t'áá ákwííjí ólta'gi baa hane'.
- Ólta'í lahdóo t'áá bí nanise' deiniséego bá haz'á (díí nahalingo, k'enida'didléehgo, nanise' bik'óq' k'edeidiléego, k'enida'didléehgi bíl íishjání ánal'íihgo, etc.)*

- Áłchíní yázhí da'ólta'jí ólta'í t'ahdoo da'ayáago áłtsé t'óo'di nínádaa'neeh.*
- Ólta' díí ch'iyáán baa hwiinit'íigo lahdóo atah danilí Chefs Move to Schools, Fuel Up to Play 60, Share our Strengths.*
- Ólta' díí yil nidaalnish Farm to School, binaagó naanish bíl nahaz'ánígíí éí doodai' nanise' altaas'éí baa nidahaniihígíí.*
- Smarter Lunchrooms yik'eh deiyilnshígíí éí lahdóo Local School Wellness Policy wolyéhígíí yik'eh hót'í.*

Ólta'gi alhiiji' nidaalnish ahinéidzoh _____ 10 ánéelt'e'

SMARTER LUNCHROOMS

BIKÁÁ' AHÍNÁ'IDZOHÍGÍÍ ANÉELT'E'

Tsin Bineest'a' Baa Nitsáhákees	6 ánéelt'e'
Ch'il daadÁnÍgÍÍ aL'aan	
Ádaat'Éego	8 ánéelt'e'
Ch'il aL'taanÁsziidgo Baa Hane'	4 ánéelt'e'
Abe' Ligai yÉego Bee Na'ii'nÁ	5 ánéelt'e'
Ch'iyÁÁN nÁt'ÁÁ'	
NinÁhÁlyÉhÍgÍÍ bí'OolkAqAh	11 ánéelt'e'
Da'adÁNÍ Áhoot'ÉhÍgÍÍ	10 ánéelt'e'
ÓLta'Í LahdÓO Íká AnÁlwo'	6 ánéelt'e'
ÓLta'gi ALHijí' Nidaalnish	10 ánéelt'e'

Alhinéidzohgo t'áá át'é _____ 60 ánéelt'e'

ÁNEEL'ÁNÍGÍÍ BA YISDZOH



Bronze 15-25

Nizhóní! Díí da'adání nizhónigo bee hahoolzhiizh.

Silver 26-45

Yá'át'ééh. Áłchíní nabi'diningo hazhó'í ayáa dooígíí baa nitsíníkees.

Gold 46-60

Kw'é da'adánigi nizhónigo Smarter Lunchroom Movement yik'eh hał'í. Yéego náasj'í bá'óht'í!

Scorecard la' baa nááhóne'doo go éí kw'é dídíí'íí:

SmarterLunchrooms.org

Asterick * si'áago éí ólta'gi ch'iyáán yá'át'ééhii yinidaha'áhígíí, bá'ólta'í, éí doodai' naat'áanii lahdóo yaa nááhodoolnih biniyé. Smarter Lunchrooms Scorecard 2.0

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[Logo: SMARTER
LUNCHROOMS
MOVEMENT, National
Office]

SAAD YAA ÍISHJÁNÍ ÍÍL'Í

Point of Sale (POS): Ólta'í ch'iyáán néidiikáahgo dóo yik'eni'dooléet biniyé bik'íji' wóltah, na'iinihgi nahaz'ánígí, PIN pad wolyéhígíí bíl nahaz'ánígí.

Point of Selection: Ólta'í ch'iyáán dóo doodl'ígíí néidii'áahgo.

Service line: Ch'iyáán nídidoo'níl bíl haz'áagi – deli bar, salad bar, hot lunch line, snack window dawolyéego bíl nahaz'ánígí, etc.

Grab-and-Go: Ch'iyáán t'áá ídáá' bíl da'asdisígíí.

Reimbursable Meal/Combo Meal: Ch'iyáán t'áá át'é díí USDA yee sizíigo bik'ehgo na'anishígíí dóo alhiiji' ch'iyáán wóltah'ígíí.

Featured Items: Tsin bineest'a', ch'il daadánígíí, abe', éí doodai' ch'iyáán bí'oolkaahgo ályaaígíí díí baa hane'ígíí.



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.





The Smarter Lunchrooms (in Arizona) Movement

SLM STEP 2: ACTION PLAN

Congratulations on completing **Step 1: Spot It** of the Smarter Lunchrooms Movement (SLM)! You can now use your SLM Scorecard for **Step 2: Plan It**. We have created this template to help you and your team review the Scorecard results, summarize your school goals, create an action plan, and develop a task list for next steps.

General Information

SCHOOL NAME:

SCHOOL STAKEHOLDER NAME(S):

SLM CONSULTANT NAME:

SLM Self-Assessment Scorecard Results

TOTAL SCORE:

LIST 1-3 LUNCHROOMS ASSETS OBSERVED :

THINGS WE DO WELL:

THINGS WE COULD CHANGE:

Our Lunchroom Goals It helps to write goals that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound (SMART).

GOAL 1

By _____ ,

GOAL 2

By _____ ,

GOAL 3

By _____ ,

We thank the Smarter Lunchrooms Movement of CA for allowing us to adapt their SLM Action Plan template for use by the AZ Health Zone. This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP through the AZ Health Zone. This institution is an equal opportunity provider.

Action Plan

GOAL	1 TO 3 SPECIFIC STEPS WE CAN TAKE TO ACHIEVE OUR GOAL	SCORECARD ITEM(S) THAT SHOULD CHANGE, IF APPLICABLE
1	A.	
	B.	
	C.	
2	A.	
	B.	
	C.	
3	A.	
	B.	
	C.	

Task List (It may help to give each responsible person a copy of this list.)

STEP	LEAD PERSON	TARGET DATE TO COMPLETE	NOTES	MARK WHEN COMPLETED
1A				
1B				
1C				
2A				
2B				
2C				
3A				
3B				
3C				

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