

Community of Practice Call

COVID-19 Emergency Food Service

April 1, 2021

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CENTER FOR
ECOLITERACY

CALIFORNIA FOOD
FOR CALIFORNIA KIDS®



CALIFORNIA FOOD FOR CALIFORNIA KIDS[®]

California Food for California Kids is an initiative of the Center for Ecoliteracy





LunchAssist PRO

SY 20-21 Professional Development
and The Collective



agenda

- district spotlights
- funding + policy
- reopening + safety
- plant-forward meal kits
- grants, events, + resources
- leadership
- discussion

usda professional standards

1110, 1130, 2430, 3240, 3450, 4130,

1 hour of professional development



two remaining calls!

may

6

&

june

3

[join us...](#)

[9:00-10:15 a.m. PST / 12:00-1:15 p.m. EST](#)

**STOP
ASIAN
HATE**

An illustration of a woman with long, straight black hair, shown in profile from the chest up. She is wearing a dark top. She is holding a large, red rectangular sign on a dark grey pole. The sign has the words "STOP", "ASIAN", and "HATE" stacked vertically in bold, sans-serif font. "STOP" and "HATE" are in black, while "ASIAN" is in white. In the background, there are faint, grey silhouettes of a crowd of people, some holding up their own signs, suggesting a protest or rally.

aapi resources

bystander
intervention training

hollaback!
[training guide]



educational resources
to learn and teach asian
american history

rethinking schools
[article]



mental health resources for
the aapi community

mental health musings
[web pages]

[Asian American Psychological Association \(AAPA\)](#)

[National Asian American Pacific Islander Mental Health Association](#)

[Asian Mental Health Collective](#)

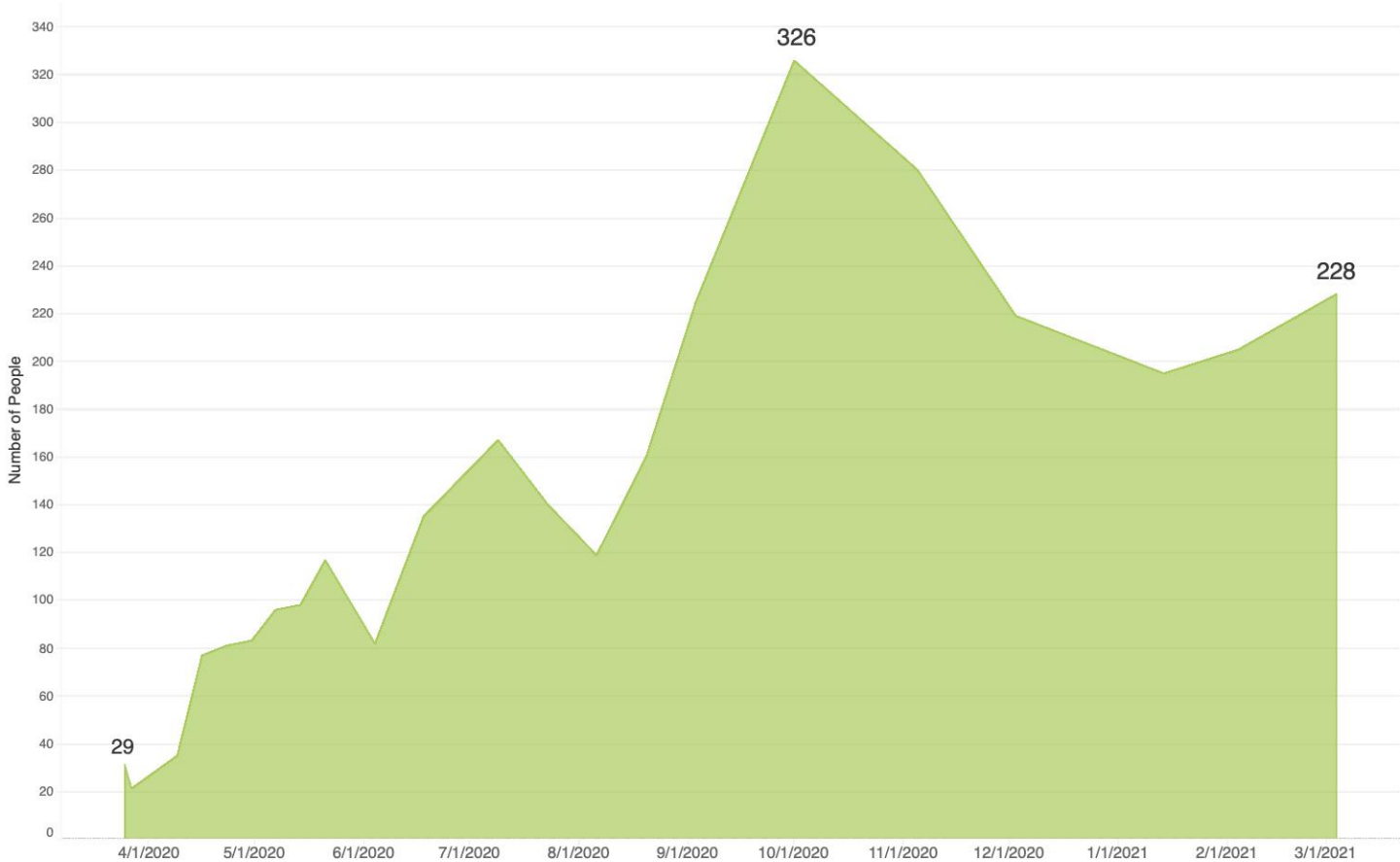
[Inclusive Therapists](#)

[Asians Do Therapy](#)
[organization + podcast!]

then + now

a year in review

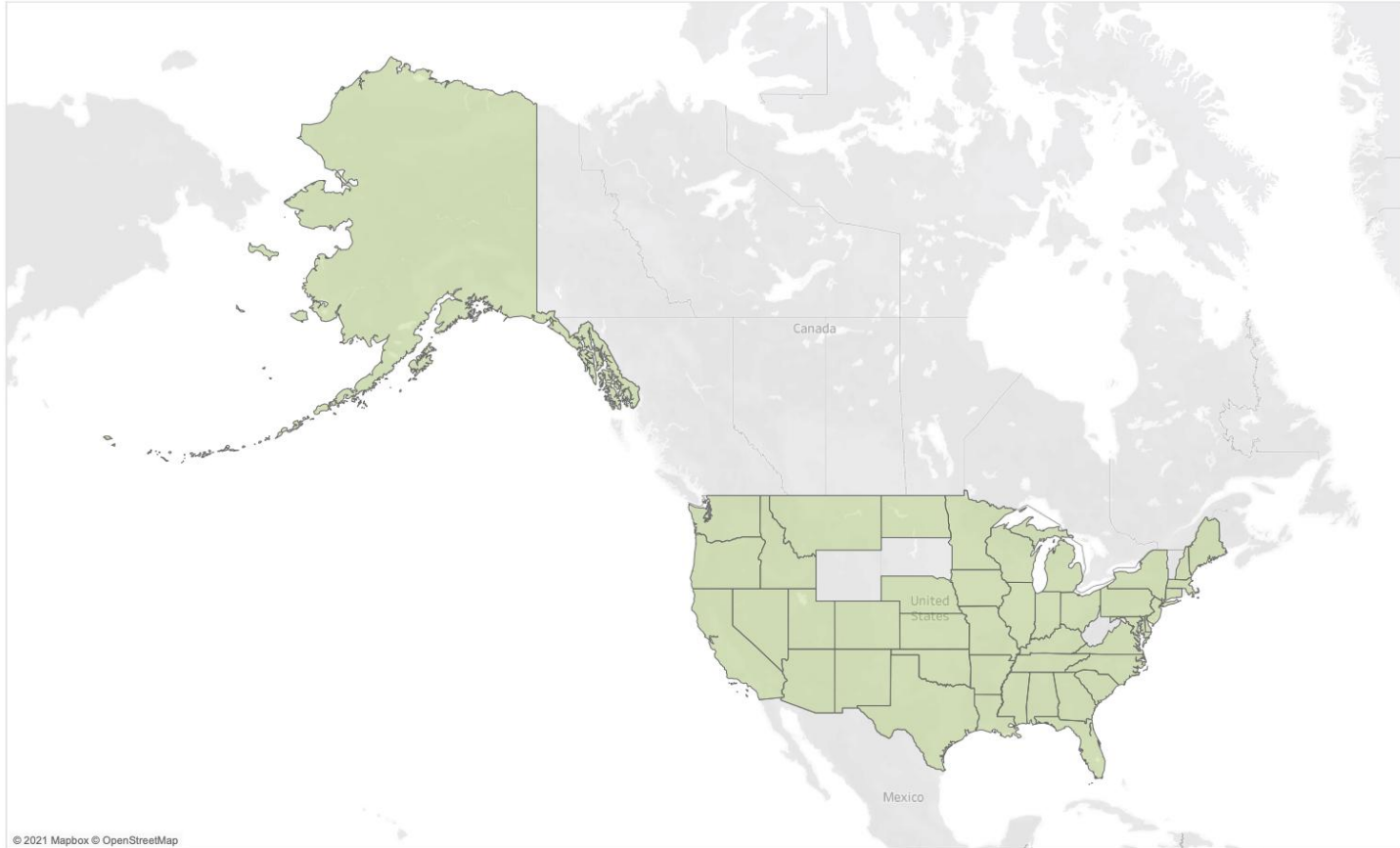
attendance over the past year



unique people and organizations participating

School District People: 505 Organizations: 367	Community Partner People: 193 Organizations: 114	Unspecified People: 106 Organizations: 1
	Government Agencies and Offices People: 74 Organizations: 38	Individual School People: 53 Organizations: 37
		University Affiliated People: 36 Organizations: 26

map of participating states



district spotlights

pajaro valley, ca



Stir FryDay RECIPE



Ingredients Serving Size 4

- 1 Box Rice noodles
- 2 medium Bell peppers
- 1 cup Broccoli
- 1 cup Mushrooms
- 3 Green onion
- 6-8 cloves Garlic
- 3-4 tsp Soy Sauce
- 8 oz extra firm Tofu
- 1 Lime
- 1-2 tsp Oil of choice

Optional:

- 1-2 tbsp Ginger
- Cilantro
- Chili for spice
- 1 cup Fresh or frozen peas
- Additional protein



Recipe Instructions

(Please complete **Step 1** BEFORE joining the cooking event at 5:00)

Step 1:

Wash all produce. Evenly dice the peppers, broccoli, mushrooms, and tofu into small pieces.

Step 2:

Bring a pot of water to a boil. Add rice noodles and cook at a low boil for 3-4 minutes (until firm but cooked). Alternatively, you can soak the rice noodles in a bowl of very hot water for about 8-10 minutes or until cooked.

Step 3:

Meanwhile, add a small amount of oil (I use toasted sesame oil) to a large pan over medium-high heat. First add the broccoli and mushrooms, and cook for a few minutes until the mushrooms have released all of their liquid. Next add the bell peppers, peas, garlic, ginger, and tofu, and cook for an additional few minutes.

Step 4:

Season the vegetables generously with soy sauce, lime juice, ginger and garlic powder, and chili for spice.

Step 5:

Add noodles to the vegetable mix and turn off the heat. Mix to combine, taste, and then add and adjust seasonings as desired.

Step 6:

Plate the noodles and garnish with chopped green onions and cilantro. Squeeze with fresh lime juice and drizzle with soy sauce (optional). Enjoy with your loved ones! :)



www.LifeLab.org

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west contra costa, ca



west contra costa, ca

WCCUSD & CONSCIOUS KITCHEN

FOOD BOX

Certified organic for the kids of WCCUSD

Thursday, March 18

Featuring ingredients for a week of balanced meals!

Organic Ground Beef (Mindful Meats)
Organic Milk (Humboldt Creamery)

Dinner Rolls
Spaghetti
Organic ZBars (Clif Bar)

Organic Tomato Sauce (DiNapoli)
Organic Spaghetti Squash (Coast Tropical)
Organic Grapefruits (Pacifric Rim)
Organic Navels (Fruitworld)

GRAPEFRUIT FUN FACTS

IT IS WIDELY BELIEVED THAT GRAPEFRUITS ORIGINATED IN BARBADOS IN THE 1700S AS A CROSS BETWEEN A POMELO, A LARGE CITRUS FRUIT, AND A SWEET ORANGE.

GRAPEFRUITS GOT THEIR NAME BECAUSE THEY GROW ON CLUSTERS, SIMILAR TO GRAPES. UP TO 25 GRAPEFRUIT CLUSTERS CAN GROW IN A SINGLE CLUSTER!

THEY CONTAIN VITAMINS, MINERALS, AND ANTIOXIDANTS THAT CAN LOWER YOUR RISK OF CANCER AND DIABETES, AND PROMOTE HEALTHY BLOOD PRESSURE.

TOO BITTER? BAKE IN THE OVEN ON 350 FOR 20 MINUTES TO BRING OUT THE SWEETNESS AND SPINKLE CINNAMON ON TOP.

GRAPEFRUIT TREES CAN REACH UP TO 30 FEET TALL AND HAVE AN AVERAGE LIFESPAN OF A GRAPEFRUIT TREE OF 50 YEARS.



PROTEIN

Organic ground beef is a great source of protein and iron. It's also a good source of zinc and B vitamins.

GRAINS

Grains are high in fiber and help regulate blood sugar. Whole grains are also a good source of B vitamins and iron.

FRUITS & VEGGIES

They are a great source of antioxidants and help reduce inflammation. They are also a good source of fiber and vitamins.

They are a great source of antioxidants and help reduce inflammation. They are also a good source of fiber and vitamins.



consciouskitchen @consciouskitchen

@wccusdfoodservices

PICADILLO DE CARNE

PORCIONES: 4

TIEMPO: 30 MINUTOS

Ingredientes

1 cucharadita de aceite
1 cebolla cortada en pedruzcos
1 cucharadita de sal
1 libra de carne molida
4 dientes de ajo picados
1 cucharadita de sal
1/2 cucharadita de comino
1/4 cucharadita de pimienta cayena
1/2 taza de salsa de tomate
2 cucharaditas de vinagre
1/2 taza de queso desmenuado (opcional)
1/2 taza de aceitunas (opcionales)

Preparación

1. En una sartén grande a fuego medio-alto, saltee la cebolla y la carne molida en aceite. Revuelva ocasionalmente hasta que se dore, aproximadamente 5 minutos.
2. Agregue el ajo, la sal, el comino, la canela y la pimienta de cayena. Cocine hasta que huelan fragantes, otro minuto.
3. Agregue la salsa de tomate, el vinagre, las pasas y las aceitunas. Tape, reduzca el fuego y cocine durante 15-20 minutos.

¡ESTE ES PICADILLO CON ARROZ! EN PANZOSOS O EN ESTA CALABAZA!



CALABAZA DE ESPAGUETI RELLENA

PORCIONES: 4 TIEMPO: 30 MINUTOS

Ingredientes

1 calabaza espagueti
2 cucharaditas de aceite
sal y pimienta, al gusto
receta de picadillo (ver arriba)

queso (opcional)
ajonjolí (opcional)
salsa de queso (opcional)
jalapeños (opcional)

Preparación

1. Use un cuchillo grande para cortar un pequeño trozo de calabaza para que quede plano. Luego corte la calabaza por la mitad, a lo largo.
2. Saque y desheche las semillas del medio, y cubra el interior de la calabaza con una fina capa de aceite, sal y pimienta.
3. Coloque boca abajo en una bandeja para hornear forrada con papel pergamino y hornee por 45 minutos.
4. Bete del horno y vierte el picadillo en la calabaza, ya debe estar tierno. Retire una mitad con la mezcla de queso y una capa de queso (si la desea), y regrese al horno para asar durante 5-10 minutos.
5. Sirve con las guarniciones de su elección, como ajonjolí, poco de queso y jalapeños.

CONSEJO

Si alguna vez ha probado la receta de este plato, ¡comparte tus fotos y recetas en el grupo de Facebook! Escríbenos en DM o en Instagram. ¡Somos un equipo!

consciouskitchen @consciouskitchen

EXERCIÓN FÍSICA Y MOVILIDAD DE LA RECETA: [LINDSEY](#) [LINDSEY](#)

@wccusdfoodservices

houston ISD, TX

HISD NUTRITION SERVICES

FEEDING FAMILIES TO FEED CHILDREN



Almost 1 in 4 children (23%) are food insecure in Houston/Harris County. HISD Nutrition Services focuses on reducing food insecurity by providing nutritious food for families in need.

OUR MEAL DISTRIBUTION SITES:



**School Curbside
Pick-Up**



Neighborhood Supersites



Apartment Complexes



Campus Megasites

houston ISD, TX



community + family engagement questionnaire


















reopening schools



MS & HS Grab n' Go Meal Program

During Hybrid Learning

Effective March 29th-May 2

	MON	TUE	WED	THUR	FRI	SAT	SUN
Hybrid Student Group A	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag x3	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	Received on Wed	Received on Wed
Hybrid Student Group B	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag x3	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	Received on Wed	Received on Wed
Distance Learning Students	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag x3	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	 1 Breakfast/ Snack Bag + 1 Lunch/ Supper Bag	Received on Wed	Received on Wed

hybrid learning
meal service
scenarios

meal service options

- bulk meal kit distribution
- in-person meals
- distance learning meals
- community meals
- home delivery

program integrity

- a detailed plan is required
 - learn more on the blog



The image is a screenshot of a web page from LunchAssist. The page features a navigation bar at the top with links for Membership, AR Boot Camp, Consulting, Civil Rights, COVID-19, Blog, and Login. The main content area is titled "What is a Program Integrity Plan?" and is dated "Covid-19, Program Integrity Mar 10, 2021". Below the title is a large graphic composed of various colored squares and icons, including a heart, a scale, a lightbulb, and a group of people. To the right of the main content is a sidebar with a search bar and a list of categories: All Categories, Civil Rights, Covid-19, Professional Development, Program Integrity, Triennial Assessment, and Wellness Policy. At the bottom right of the sidebar is a "Stay connected with news and updates!" section with a "Subscribe" button and social media icons for Facebook and Instagram. The main text of the post begins with "In this post, we'll define program integrity, show a few examples of how it's implemented in schools today, and provide a sample template for getting started with program integrity in your school nutrition program."

LunchAssist Membership AR Boot Camp Consulting Civil Rights COVID-19 Blog Login

What is a Program Integrity Plan?

Covid-19, Program Integrity Mar 10, 2021

Search...

Categories

- All Categories
- Civil Rights
- Covid-19
- Professional Development
- Program Integrity
- Triennial Assessment
- Wellness Policy

Stay connected with news and updates!

Subscribe

Facebook Instagram

In this post, we'll define program integrity, show a few examples of how it's implemented in schools today, and provide a sample template for getting started with program integrity in your school nutrition program.

What is a Program Integrity Plan?

A Program Integrity Plan can be defined as an organized and structurally sound system that promotes efficiency and prevents the inappropriate use of federal nutrition dollars.

policy reminder | **california**

state meal mandate

- at least one meal must be provided (on campus) each school day
 - **meal:** breakfast **or** lunch
 - **school day:** in-person or distance learning
- what about bulk meal kits?
 - may still be provided, however **at least one meal** must be provided during in-person learning

more next month from...

Brianna Dumas, MPH, RDN, LD

Centers for Disease Control and Prevention (CDC)



vaccine updates | CA

- **school nutrition staff are now eligible!**
- **how to I sign up?**
 - check with your school district to determine when & where to access your vaccine
- **vaccine roll out varies by region**

white house update on march 11:
all adults will be eligible for a vaccine by may 1



policy + funding

waiver updates | national

summer meal waiver extensions

- meal pattern flexibilities (*SSO only*)
- non-congregate feeding
- parent/guardian pick-up
- area eligibility (*open sites*)
- meal service times
- OVS in SFSP
- area eligibility (*closed sites*)
- first week site visits



these extensions apply only to SSO and SFSP

waiver updates | national

waivers that still expire on june 30

- meal pattern flexibilities
- non-congregate feeding
- parent/guardian pick-up
- area eligibility for CACFP at-risk
- meal service times
- OVS for NSLP high schools
- on-site monitoring
- FSMC duration



these waivers apply to NSLP, SBP, and CACFP and still expire on 6/30

waiver updates | **national**

unanswered questions

- what happens on the first day of SY 21-22?
- can we continue SSO/SFSP at school until Sept 30?
- do we need to do meal applications for SY 21-22?

waiver reminders | national

paperwork to file during COVID-19

- know which waivers you have opted into
- keep copies of waiver approvals from your state agency

SSO/SFSP applications

- update state agency applications
- CA: update CNIPS

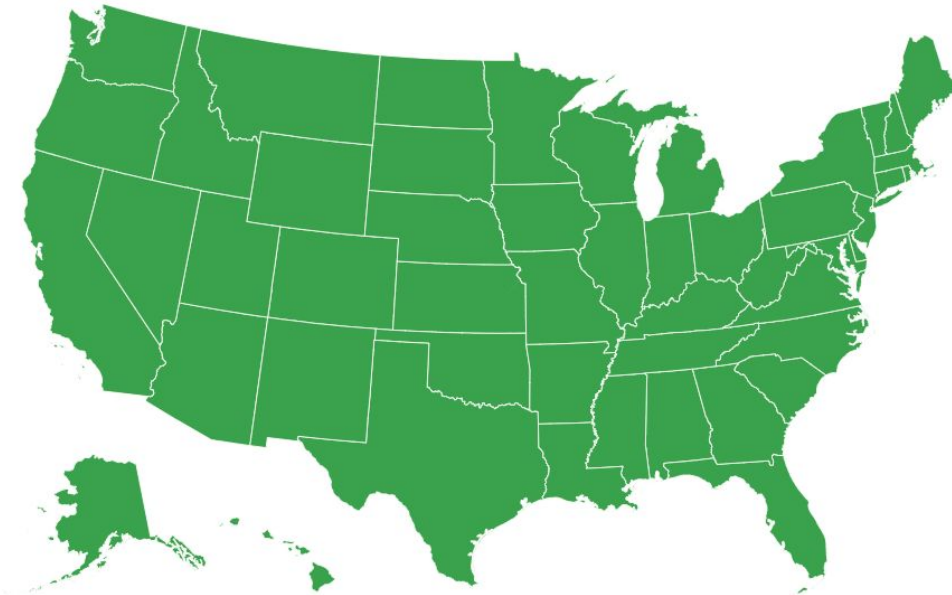
✓	To Keep:
	Written Meal Count and Collection Procedures, including updates for COVID-19 meal service <ul style="list-style-type: none">● PRO Members: See LunchAssist Sample Meal Count and Collection Procedures on <i>The Collective</i>
	Daily Meal Count Forms or records for each meal type served, for each day served, at all sites <ul style="list-style-type: none">● PRO Members: See sample Daily Meal Count Forms on <i>The Collective</i>
	Daily Menu Production Records for each meal type served, for each day served, at all sites <ul style="list-style-type: none">● PRO Members: See sample Blank MPR templates on <i>The Collective</i>
	Menu compliance documents for foods served (PFS, CN labels, recipes, etc.) <ul style="list-style-type: none">● PRO Members: See Acceptable Product Documentation for Meal Pattern Requirements on <i>The Collective</i>
	Temperature logs for all sites: <ul style="list-style-type: none"><input type="checkbox"/> Cold storage logs<input type="checkbox"/> Cold food logs<input type="checkbox"/> Hot food logs<input type="checkbox"/> Transport logs (if applicable) <ul style="list-style-type: none">● PRO Members: See Temperature Logs on <i>The Collective</i>
	COVID-19 HACCP Plan (See LunchAssist Sample Addendum for your existing plan)
	Health Permits for each site in operation
	Food Safety Manager certification for at least one employee at each site in operation
	Program Integrity Plan (See LunchAssist Sample Program Integrity Plan)
	Written consent from households to receive delivered meals (if applicable)
	Any confirmations received from your State Agency approving your SFA's use of USDA waivers (email confirmation, PDF of completed survey, etc.) <ul style="list-style-type: none">● Be sure to complete the CDE's Program Waivers Assessment Survey and keep a copy of your submitted answers.

waiver updates | national

- **new!** community eligibility provision (CEP) deadlines extended
- certify your schools to receive free meals for the next 4-years!
- ISP must be > 40%

CEP requirement	previous deadline	new waiver deadline
data used to calculate ISP	“as of april 1”	any point from july 1, 2020 - june 30, 2021
elect CEP for SY 21-22	june 30	september 30

Select your state!



Alabama
California
District of Columbia

Alaska
Colorado
Florida

Arizona
Connecticut
Georgia

Arkansas
Delaware
Hawaii

policy updates | **california**

SB 364: The School Meals for All Act of 2021

- make school meals free for all students
- provide \$0.25/meal for California-grown food
- establish grants for up to \$30,000/school site for training and equipment on freshly-prepared food
- provide low-income families with EBT during school breaks

Letters of support due to Senate Education Committee by 5pm today

Alexis Bylander

senior child nutrition policy analyst

food research & action center (FRAC)



LSWP triennial assessment

8 LSWP Federal Requirements

In 2016, USDA FNS finalized guidelines and requirements for written wellness policies established by LEAs. LEAs must comply with the following requirements.



1 Designate an official

The policy must identify at least 1 LEA or school official who has the authority and responsibility to ensure each school complies with the LSWP. **This is often the Food Service Director, but not always!**

Best Practice: Include the official's name, title, and contact information.



2 Invite all stakeholders

All stakeholders must be invited to participate in the development, implementation, review, and update of the LSWP, including:

- Parents
- Students
- Food service staff
- P.E. teachers
- Health professionals
- Board members
- Administrators
- General public

PRO Tip: Use the LunchAssist Sample Wellness Flyer (available in *The Collective!*)



3 Specific goals

The policy must include specific, **evidence-based** goals for:

- Nutrition education
- Nutrition promotion
- Physical activity



4 Policies for foods + beverages sold

All food and beverages **sold** on the school campus during the school day must meet federal meal regulations and USDA Smart Snacks in School® nutrition standards.

*Some states may have stricter guidelines for competitive foods.

Best Practice: Use a hyperlink to direct readers to the federal meal regulations and Smart Snacks standards!



5 Policies for other foods + beverages

The LSWP must describe policies for **other** foods and beverages available on the school campus during the school day (e.g. classroom parties, classroom snacks brought by parents, etc.)



6 Marketing policies

All foods marketed and advertised on campus during the school day must meet the USDA Smart Snacks in Schools nutrition standards.



7 Triennial Assessment

LEAs must review the LSWP **every 3 years**, measuring:

- The extent to which the LSWP compares to model policies;
- The extent to which each school is in compliance with the policy; and
- The progress made toward achieving the goals set forth in the LSWP.

Triennial Assessments will be reviewed by the State during the NSLP AR.



8 Available to the public

LEAs must make the LSWP available to the public and update the community about changes to and implementation of the LSWP, including results of the Triennial Assessment.

Best Practice: Post the LSWP and results of the Triennial Assessment on your district website.

Reminder!

Don't forget to include the full USDA Non-Discrimination Statement in both your wellness policy and Triennial Assessment!

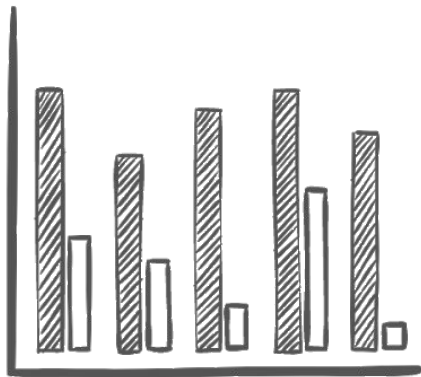


Downloadable Resources

8 Local School Wellness Policy Federal Requirements [Blog]

7

Triennial Assessment



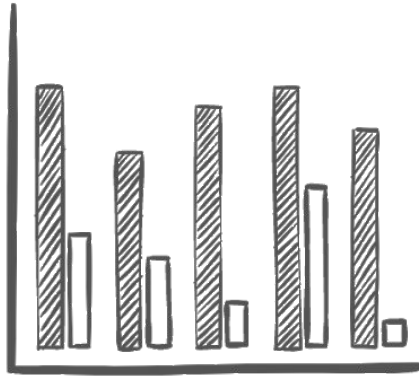
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7

Triennial Assessment



Due June 30, 2020



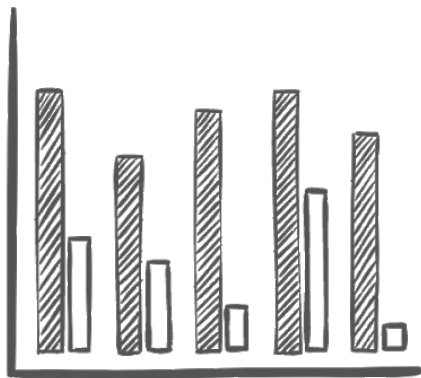
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7

Triennial Assessment



Due June 30, 2020
June 30, 2021*

*with waiver #18 approval

LEAs must review the LSWP every 3 years, measuring:

- The extent to which the LSWP compares to model policies;
- The extent to which each school is in compliance with the policy; and
- The progress made toward achieving the goals set forth in the LSWP.

Triennial Assessments will be reviewed by the State during the NSLP AR.

WellSAT Triennial Assessment

The WellSAT assessment includes 4 worksheets:

WellSAT: 3.0
Wellness School Assessment Tool

DISTRICT ROSTERCARD

Federal Requirement → Farm to School → CSFAP

Section 3: Nutrition Education

Rating

NE1 Includes goals for nutrition education that are designed to promote student wellness.

NE2 Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

NE3 All elementary school students receive sequential and comprehensive nutrition education. Use N/A for no elementary schools in district.

NE4 All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.

NE5 All high school students receive sequential and comprehensive nutrition education. Use N/A for no high schools in district.

NE6 Nutrition education is integrated into other subjects beyond health education.

NE7 Links nutrition education with the school food environment.

NE8 Nutrition education addresses agriculture and the food system.

Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.

Breadth Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.

Section 3: Standards for USDA Child Nutrition Programs and School Meals

Rating

SM1 Ensures compliance with USDA nutrition standards for reimbursable school meals.

SM2 Addresses access to the USDA School Breakfast Program.

SM3 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.

SM4 Addresses how to handle handling children with unpaid meal balances without stigmatizing them.

SM5 Specifies how families are provided information about determining eligibility for free/reduced priced meals.

SM6 Specifies strategies to increase participation in school meal programs.

SM7 Addresses the amount of "lean time" students have at school meals.

SM8 Promotes drinking water in multiple settings meals.

SM9 Encourages annual training for food and nutrition services staff in accordance with USDA Professional Standards.

SM10 Addresses purchasing best foods for the school meals program.

Comprehensiveness Score: Count the number of items rated as "1" or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.

Breadth Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.

WellSAT-1
Wellness School Assessment Tool – Interview to match WellSAT 3.0
Nutrition Education

NE1 Interview – Head of Curriculum or Health/Nutrition Teacher
Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?

0 Nutrition education is not provided.
1 There is some guidance about nutrition lessons, but the interviewee is not confident that there is a standards-based curriculum that includes specific goals to promote student wellness.
2 The district uses a standards-based curriculum with specific goals to promote student wellness.

NE1: Include goals for nutrition education that are designed to promote student wellness.

NE2 Interview – Head of Curriculum or Health/Nutrition Teacher
How would you describe the nutrition education you provided? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills? Please provide some examples.

0 Nutrition education is not provided.
1 The interviewee reports that didactic methods are used but is not confident that there are skills-based, behavior focused and interactive methods used.
2 Nutrition education is primarily provided through skills-based, behavior focused, and interactive methods. Interviewee is able to provide examples (e.g., media assessments, menu planning, reading nutrition facts labels).

NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

NE3 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher
Do all elementary school students receive sequential and comprehensive nutrition education?

0 Nutrition education is not provided.
1 Nutrition education is provided to only some elementary school grade levels.
2 Sequential and comprehensive nutrition education is provided to all elementary school grade levels.
N/A No elementary school in district / interview not at an elementary school.

NE3: All elementary school students receive sequential and comprehensive nutrition education.

NE4 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher
Do all middle school students receive sequential and comprehensive nutrition education?

0 Nutrition education is not provided.
1 Nutrition education is provided to only some middle school grade levels.
2 Sequential and comprehensive nutrition education is provided to all middle school grade levels.
N/A No middle school in district / interview not at a middle school.

NE4: All middle school students receive sequential and comprehensive nutrition education.

NE5 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher
Do all high school students receive sequential and comprehensive nutrition education?

0 Nutrition education is not provided.
1 Nutrition education is provided to only some high school grades.
2 Sequential and comprehensive nutrition education is provided to all high school grade levels.

WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT 1. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:

★ All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.

🍴 All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.

📄 All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.

📄 All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

WORKSHEET 4: SUMMARY OF FINDINGS

This worksheet can be used to create narrative descriptions to post alongside sections from Worksheet 3: Identifying Connections between Policy and Practice. The purpose of these narratives is to describe the district's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections.

★ SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.
[Type your response here]

🍴 SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.
[Type your response here]

📄 SECTION 3: UPDATE POLICIES

DUE JUNE 30, 2021

WellSAT Triennial Assessment

4 Steps:

1. [Complete the WellSAT 3.0](#)
2. [Complete the WellSAT-I](#)
3. [Identify connections between policy & practice \(Worksheet #3\)](#)
 - Compare WellSAT 3.0 and WellSAT-I scores
4. [Summarize and share your findings \(Worksheet #4\)](#)
 - Results should be made available to the public (e.g. post on website)

Add the **full** Non-Discrimination Statement, prior to sharing!!

GUIDANCE FOR SCHOOL WELLNESS POLICY TRIENNIAL ASSESSMENT

The U.S. Department of Agriculture's (USDA) [Final Rule: Local School Wellness Policy Implementation Under the HHSFKA of 2010](#) requires that each local educational agency (LEA) participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) must complete an assessment of their local school wellness policy (LSWP) at least once every three years. This document assists LEAs with meeting the USDA's triennial assessment requirements.

A LSWP is a written document of official policies that guide a LEA's efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The LSWP requirement was established by the Child Nutrition and WC Reauthorization Act of 2004 ([Public Law 108-265](#)), and further strengthened by the [Healthy, Hunger-Free Kids Act of 2010](#). These laws require LEAs participating in the NSLP and SBP to develop and implement a LSWP. The responsibility for LSWP development is at the local level to allow each school district and institution to address their unique needs.

ASSESSMENT REQUIREMENTS

The USDA's [Final Rule: Local School Wellness Policy Implementation Under the HHSFKA of 2010](#) requires LEAs to complete an assessment of their LSWP at least once every three years. LEAs must complete the first LSWP assessment by **June 30, 2021**. The LEA's assessment must:

- measure the extent to which the LEA complies with the LSWP;
- describe how the language in the LEA's LSWP compares to the model wellness policy (WellSAT 3.0); and
- describe the LEA's progress toward meeting their LSWP goals.

LEAs must make the triennial assessment results available to the public. The Connecticut State Department of Education (CSDE) will review this documentation during the next LEA's Administrative Review. For additional guidance, visit the CSDE's [Administrative Review for School Nutrition Programs](#) webpage.

climate-friendly school food



Friends of the Earth

Climate-Friendly Food

For Healthy Kids and a Healthy Planet

Our Program | Friends of the Earth

Direct Technical Assistance to School Districts in California

- 1-on-1 support linking districts to resources
- Marketing materials/strategies
- Student and community engagement

Convene regional forums and webinars, and promote practical tools and strategies

Policy Advocacy - state and federal levels



Friends of the Earth

Climate-Friendly Food

For Healthy Kids and a Healthy Planet

What is Climate-Friendly Foodservice?

Achieves a lower carbon and water footprint by:

- Plant-based and plant-forward menu options
- Sourcing from organic and regenerative farms
- Reducing food and packaging waste



Friends of the Earth

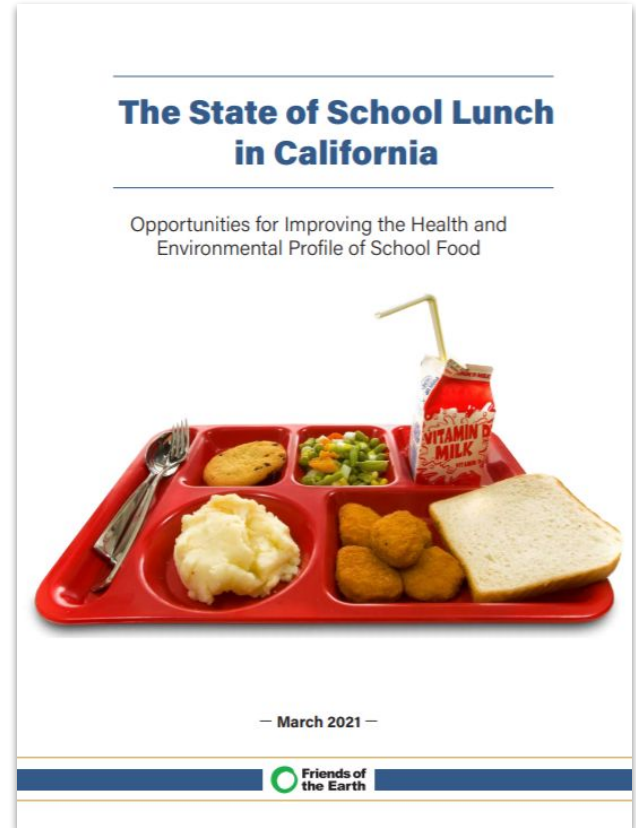
Climate-Friendly Food

For Healthy Kids and a Healthy Planet

The State of School Lunch in California

Opportunities for Improving the Health and Environmental Profile of School Food

- Recent report highlights the need to make school food healthier, climate-friendly and accessible to all.
 - Dual benefits for health and climate justice
- Policy recommendations
 - Financial incentives
 - Restructuring USDA Foods program
 - Increase meal reimbursement rates + Universal Free Meals
 - Expand and establish new grant programs



What can we do at the district level?

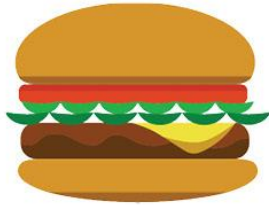
SCHOOL DISTRICTS

- Expand choices for plant-based and plant-forward (combined meat/dairy and plant protein) offerings on school food menus so that at least one plant-based entrée is featured every week (excluding PB&Js).
- Pass wellness and/or nutrition policies that eliminate or significantly reduce processed meat on school food menus and encourage serving organic and plant-based foods.
- Advocate for more plant-based sources of protein and higher quality animal products in USDA Foods.
- Expand sourcing of higher quality animal products from local and sustainable farms, with support from the California Farm to School Program and other federal programs.
- Adopt a [climate action resolution](#) that commits to pursue climate-friendly foodservice and set a district-wide goal for reducing the carbon footprint of school food.
- Work with NGOs and certification programs like the [Good Food Purchasing Program](#) and [Eat Real](#) that provide tools, standards and support for improving nutrition and sustainability sourcing.
- Take advantage of culinary training opportunities, kitchen equipment grants and farm-to-school programs to procure and serve scratch-cooked plant-based and plant-forward entrées (find [resources here](#)).

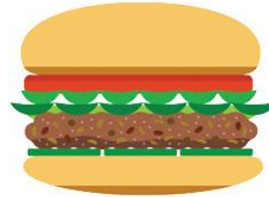
The Burger Swap!

If all school districts in California swapped out a beef burger for a black bean burger, on just **one day per month**, it would **save 220 million lbs of CO₂-eq.**

BEEF BURGER



BLACK BEAN BURGER



Equivalent to:



22,000 cars off the road for **One year**



1.7 million tree seedlings grown for **18 years**



26,000 residential solar systems for **One year**

Please reach out!

For more information, resources, or to request support on implementing climate-friendly food strategies, email us at climatefriendlyfood@foe.org.



Friends of the Earth

Climate-Friendly Food

For Healthy Kids and a Healthy Planet

resources · events · grants

program integrity plan

PRO Tip: Download and edit this document to best fit your district's needs and file it away for your next audit.

Reminder: You do not need to submit it to the State at this time. Just make sure to file it somewhere where your staff can easily access and review it!

★ **NEW!** [Program Integrity blog post!](#)

Sample Program Integrity Plan
(Insert SFA Name)

Instructions: Utilize this sample program integrity plan as a jumping-off point for your own internal departmental policy and procedure. This sample plan lists the program integrity measures that can be taken to ensure compliance with the nationwide COVID-19 waivers during School Year 20-21.

To edit: Click "File" then "Download as" and select "Word Documents. Be sure to save to your computer before making edits.

Editor's Note: Hyperlinks (blue underlined text) indicate additional resources are available for LunchAssist PRO Members on The Collective. Click the hyperlinks below to view these exclusive resources!

Eligibility


- For sites with over 40-50% of children eligible for free or reduced-price meals, eligibility documents are maintained on file (direct certification documents, meal applications, evidence of approval for CEP or P2, etc.)
- For sites with less than 40-50% of children eligible for free or reduced-price meals, the area eligibility waiver has been filed and a copy is saved.

Meal Counting

- Meal counts are recorded using the following method:
 - Point of Sale Computer
 - [Tally sheet](#)
 - [Clicker form](#)
 - (other)
- Meal counts are taken on a daily basis, for each reimbursable meal served during each meal service, and each location.
- Meal count records are reviewed for accuracy on a regular basis.
- Meal count records are saved on file for a minimum of three years plus the current school year.
- More details are included in the [Meal Count and Collection Procedures](#).

Parent/Guardian Meal Pickup and Preventing Duplicate Meals

- Parents, guardians, or their designee(s) are permitted to pick up meals for their child(ren).
- When a parent/guardian arrives to pick up a meal(s), the program staff shall verbally confirm that meal(s) are being picked up for a child(ren) of age 18 or under.
- Optional:** Program staff may request the parents to say the first and last name of the child(ren) for whom meals are being picked up.
- For closed enrolled sites only:** Program staff shall verbally confirm that children are enrolled in the site.

 LunchAssist

CDC resources

[Safely Distributing School Meals during COVID-19](#)

- ★ **NEW!** Meals Eaten at School (In-Person Learning)
 - [Meals in the Classroom](#)
 - [Meals in the Cafeteria](#)
- Meals Eaten Away from School (Virtual/Hybrid)
 - [Drive-Through or Walk-Up Models](#)
 - [Delivery Models](#)
 - Home Delivery
 - Mobile Route Delivery
 - Bus Route Delivery
- ★ **NEW!** [Checklist for School Nutrition Professionals Serving Meals Eaten at School](#)

Checklist for School Nutrition Professionals Serving Meals Eaten at School

Accessible version: <https://www.cdc.gov/coronavirus/2019-nCoV/community-scenarios-0304.html#checklist>

- Stay home if you are sick, have tested positive for COVID-19, are showing symptoms of COVID-19, or have recently had close contact (less than 6 feet for 15 minutes or more) with a person with COVID-19.
- Wash hands with soap and water for at least 20 seconds or use hand sanitizer with at least 60% alcohol before, after, and during shift, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Wear a mask during your shift.
- Clean and disinfect frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized.
- Encourage students and staff to remain at least 6 feet apart in areas that can easily become crowded (for example, waiting in food service lines or trash disposal area) and while eating by providing physical guides, such as tape or graphics on floors or sidewalks and signs on walls.
- Reduce crowding by arranging food service lines and seating in ways that encourage physical distancing (at least 6 feet).
- Increase ventilation by offering meals outside or opening windows and doors.
- Maintain low occupancy in areas where outdoor ventilation cannot be increased.
- Avoid offering any self-serve food or drink options, such as hot and cold food bars, salad or condiment bars, and drink stations. Instead, serve grab-and-go items or individually plated meals. Clearly label or set aside meals for students with food allergies or dietary restrictions.
- Ensure students are not sharing food or utensils.
- Install physical barriers in areas where it is difficult for people to remain at least 6 feet apart (for example, cash registers, tables).
- Encourage students and staff to wear masks when not eating or drinking.
- Hang posters that encourage staying home when sick and good hand hygiene practices. Place posters in highly visible locations, for example, around the school and kitchen.




[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

commodity recipes | chef ann foundation

commodity recipe resource

- [the lunch box commodity resource](#)
- scale, cost, analyze recipes feature



RECIPES

	Commodity Item	Commodity Item
Chicken Enchilada	Diced Chicken or Fajita Chicken	Shredded Cheese
Quesadilla Chicken (Secondary)	Diced Chicken or Fajita Chicken	Shredded Cheese
Cheesy Chicken Sub Sandwich	Diced Chicken	Shredded Cheese
Chicken Street Taco (Elementary)	Diced Chicken or Fajita Chicken	
Chicken Street Taco (Secondary)	Diced Chicken or Fajita Chicken	
Chicken Salad with Fruit (K-8)	Diced Chicken	
Chicken Salad with Fruit (9-12)	Diced Chicken	
Black Bean and Corn Salad	Canned Beans	Frozen Corn
Black Bean Empanada	Canned Beans	Shredded Cheese
Chickpea Masala	Canned Beans	
Three Bean Salad	Canned Beans	
Quesadilla Pinto (Elementary)	Canned Beans	Shredded Cheese
Curried Chickpeas (PK-8)	Canned Beans	
Curried Chickpeas (9-12)	Canned Beans	
Bean & Cheese Nachos (Elementary)	Canned Beans	Shredded Cheese
Bean & Cheese Nachos (Secondary)	Canned Beans	Shredded Cheese
Cheese Calzone	Shredded Cheese	Tomato Sauce
Cheese Lasagna (Elementary)	Shredded Cheese	Tomato Sauce
Cheese Lasagna Secondary	Shredded Cheese	Tomato Sauce

CACFP | 2021 national conference

- virtual
- april 19-23
- registration rates & deadlines
 - **standard registration:** march 1-31
 - \$169 member | \$299 non-member
 - **late registration:** april 1-15
 - \$199 member | \$349 non-member



The poster features a grid of event times and topics for each day from Monday to Friday. Logos for USDA, NO KID HUNGRY, and the National CACFP Sponsors Association are at the top. Registration information is on the right, and a dark blue footer contains the National CACFP Sponsors Association logo and the text 'CACFP • Afterschool Meals • Summer Food cacfp.org'.

2021 Virtual National Child Nutrition Conference

Thank You to Our Sponsors and Partners!

USDA | NO KID HUNGRY

Schedule of Events

Monday, April 19, 2021	
11:00 am - 12:00 pm	National CACFP Sponsors Association Annual Meeting *by invitation
12:00 pm - 1:00 pm	Navigating the National Conference & Online Learning Institutes
1:00 pm - 1:30 pm	Join the Virtual Scavenger Hunt & Learn About Program Operation Resources
1:40 pm - 2:40 pm	Learning Exursions
2:50 pm - 3:50 pm	Industry Resources for Child Nutrition Professionals
4:00 pm - 5:00 pm	Handing Out Capes: Getting to Know You Networking Forum
5:00 pm - 5:30 pm	Exhibitor Meet & Greet

Tuesday, April 20, 2021	
10:20 am - 10:50 am	Ask Me About Meal Patterns: Coffee & Conversation Open House
11:00 am - 12:00 pm	National Conference Welcome Session
12:10 pm - 1:10 pm	Breakout Workshops
1:20 pm - 1:35 pm	Solutions Spotlight
1:40 pm - 2:40 pm	Breakout Workshops
2:50 pm - 3:50 pm	Breakout Workshops
4:00 pm - 5:00 pm	Breakout Workshops
5:00 pm - 5:30 pm	CACFP Professionals Certification Overview

Wednesday, April 21, 2021	
10:20 am - 10:50 am	Ask Me About Food Start: Coffee & Conversation Open House
11:00 am - 12:00 pm	USDA CACFP Update & Breakout Workshop
12:10 pm - 1:10 pm	Breakout Workshops
1:20 pm - 1:35 pm	Solutions Spotlight
1:40 pm - 2:40 pm	Breakout Workshops
2:50 pm - 3:50 pm	Breakout Workshops
4:00 pm - 5:00 pm	Breakout Workshops
5:00 pm - 5:30 pm	CACFP Credential Resources

Thursday, April 22, 2021	
10:20 am - 10:50 am	Ask Me About COVID Helpers: Coffee & Conversation Open House
11:00 am - 12:00 pm	USDA SFSP Update & Breakout Workshop
12:10 pm - 1:10 pm	Breakout Workshops
1:20 pm - 1:35 pm	Solutions Spotlight
1:40 pm - 2:40 pm	Breakout Workshops
2:50 pm - 3:50 pm	Breakout Workshops
4:00 pm - 5:00 pm	Breakout Workshops
5:00 pm - 5:30 pm	Ask Me About Anything National Conference Wrap-up

Friday, April 23, 2021	
11:00 am - 12:00 pm	Ask USDA
12:15 pm - 12:45 pm	Benefits of NCA Membership
1:00 pm - 3:00 pm	State Agency Afterschool & Summer Meals Symposium
3:15 pm - 3:45 pm	Virtual Scavenger Hunt Door Prize Drawings - Live!

*All events listed in Eastern Standard Time

Registration Opens March 1, 2021

Standard Registration March 1 - March 31, 2021

\$169 | Member
\$299 | Non-member

Late Registration April 1 - April 15, 2021

\$199 | Member
\$349 | Non-member

Can't attend all the sessions you want live?

Your registration fee includes access to on-demand recordings of all sessions through May 31.

Earn over 30 hours of Continuing Education Units!

Schedule is subject to change.

NATIONAL CACFP SPONSORS ASSOCIATION

CACFP • Afterschool Meals • Summer Food cacfp.org

free + virtual events

- **april 7 | SGSO leadership institute**
 - strengthening equity and inclusivity
- **april 8 | alliance for a healthier generation**
 - mental health literacy for food & nutrition professionals
- **april 14 | SGSO leadership institute**
 - measuring impacts and sharing results in garden-based education

upcoming events

- **april** | garden month
 - [USDA team nutrition resource](#)
- **april 22** | earth day
 - [take action with earth day tips](#)
- **may 7** | SNA school lunch hero day
 - [sample press release & proclamation](#)
 - [ways to recognize your school lunch heroes](#)

Lesson 4

Planting the Seeds for Healthier Eating

TOPIC:
Fruits and
Vegetables
Grow From
Seeds



Now that students have a deeper understanding and appreciation of the colorful world of fruits and vegetables, it is time to learn where these foods come from. Students will discover that all fruits and vegetables start as seeds and grow into plants. They will also feel a sense of pride and accomplishment when they get a chance to grow something themselves.

Supplies and Preparation

Discover MyPlate Components*

• *The Five Food Groups* poster

• **Food Cards**

• **Student Workbook** (WB; Lesson 4, Activities 1-3):

• [WB, p. 2] **STAR Chart**

• [WB, p. 20] **Time to Grow!**

• [WB, p. 21] **1, 2, 3, 4 — Grow, Fruit and Veggies, Grow!**

• [WB, p. 22] **Time for Strawberries**

Additional Supplies

• Suggested books** for **Book Club**:

• **In the Garden with Dr. Carver** by Susan Grigsby (Albert Whitman & Company, 2010)

• **Water, Weed, and Wait** by Edith Hope Fine and Angela Demos Halpin (Tricycle Press, 2010)

• **Apple Countdown** by Joan Halub (Albert Whitman & Company, 2009)

• **Top and Bottoms** by Janet Stevens (Harcourt Children's Books, 1995)

• Planting demonstration materials:

• Dry pinto beans (1 per student)

• 1 container (large enough to soak all beans in 1 cup of water)

• Water (approximately 1 cup)

• 1 spray bottle (to hold water)

- 3-4 sheets of paper towels
- 3-4 paper plates
- Plastic wrap
- Small clear plastic cups with drainage holes punched in the bottom (1 cup per student)
- Potting soil (approximately 4 quarts)
- Plastic spoons
- Baking sheets/trays
- Letter-sized plain white paper (3 sheets per student)

• Crayons, white paper, construction paper, scissors, glue, math manipulatives (or pennies, pretend money, or buttons for dramatic play), bulletin board paper, paint, star stickers, stapler

* Order or download at <http://teammnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Learning Objectives

Students will be able to...

- Describe how edible fruits and vegetables grow from a seed to a plant.
- Name three things a plant needs to grow.

Essential Questions

- Where does food come from? How do fruits and vegetables grow?
- What does a plant need to grow?



national grant

- **USDA** | team nutrition training grant for school meals, cohort b
 - \$4.8 million total funding to 16 states
 - for states not awarded cohort a grant
 - awards assist schools with F2S efforts
 - **april 19** | applications due
 - **august** | awards will be announced

FY 2021 Cohort B Team Nutrition Training Grant for School Meal Recipe Development



FNS expects to award approximately \$4.8 million in total funding (up to \$300,000 per state agency) to 16 states through a competitive award process. The FY 2021 Team Nutrition Training Grant for School Meal Recipe Development (Cohort B) will assist states in helping schools offer meals supported by recipes that utilize local agricultural products and reflect local food preparation practices and taste preferences. The FY 2021 Team Nutrition Training Grant will build upon, but not duplicate, existing Farm to School efforts in states by helping schools put local foods on the school meal menu through the development of tested recipes that meet school meal program requirements.

scholarships

- **reminder: california food for california kids + lunchassist pro**
 - sponsored membership available to all CFCK districts
 - all of your SY 20-21 PD + access to exclusive tools, checklists, and resources
 - email krysta or mickinzie to sign up!
 - krysta@ecoliteracy.org or mickinzie@lunchassist.org



leadership



advocating for your **team**

- listen to your team's concerns
- publicly praise your team
- seek growth opportunities



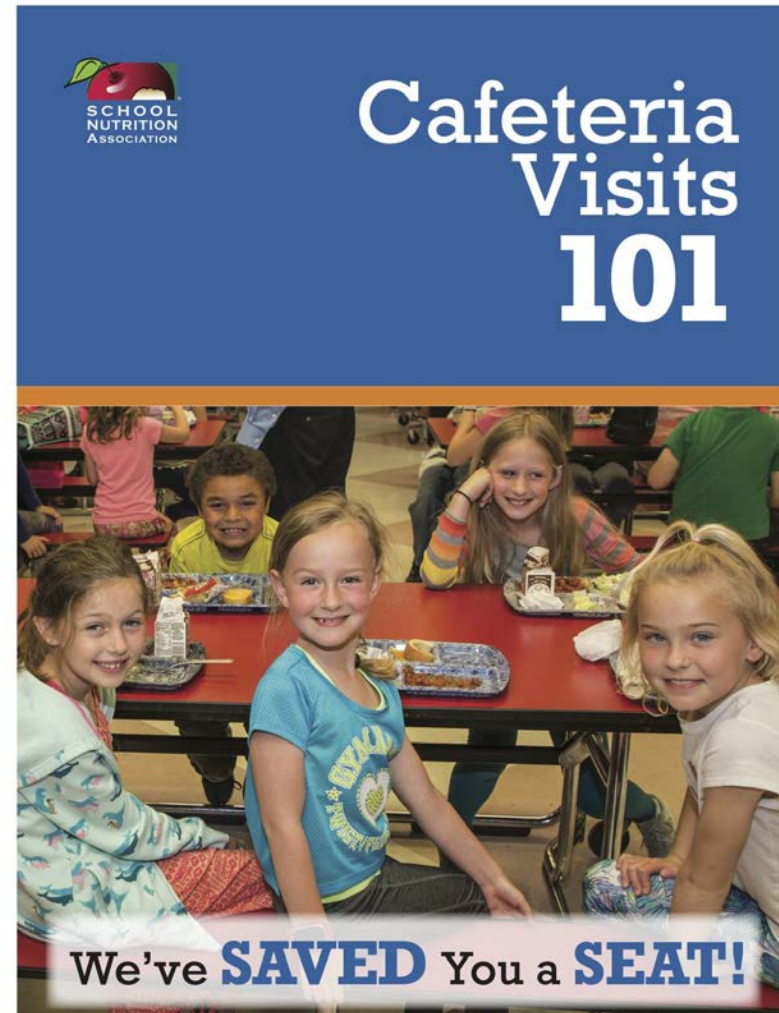
advocating for your **program**


- newsletters to families
- social media
- local news coverage



advocating **politically**

- social media campaigns
- letters of support or opposition
- legislator visits



 **Cafeteria Visits 101**

We've SAVED You a SEAT!

discussion