



Nutrition and Student's Academic Performance

February 6, 2018





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Objectives

- ☐ Learn the latest science-based nutrition recommendations for Americans.
- ☐ Utilize MyPlate messaging, tools and resources to plan nutrition education for students.
- ☐ Practice tailored approaches to engage different audiences in nutrition education classes.



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Agenda

- ☐ Welcome, Introductions, & Ice-Breaker
- ☐ Setting the Foundation
- ☐ MyPlate: Background and Walkthrough
- ☐ Energizer
- ☐ Let's Practice
- ☐ Lunch
- ☐ Energizer
- ☐ What Next: Action Planning & Share Out
- ☐ Reflection
- ☐ Evaluation & Closing



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Welcome





Presenters



Montserrat Papias



Jesse Tedrick



Katherine Hawksworth



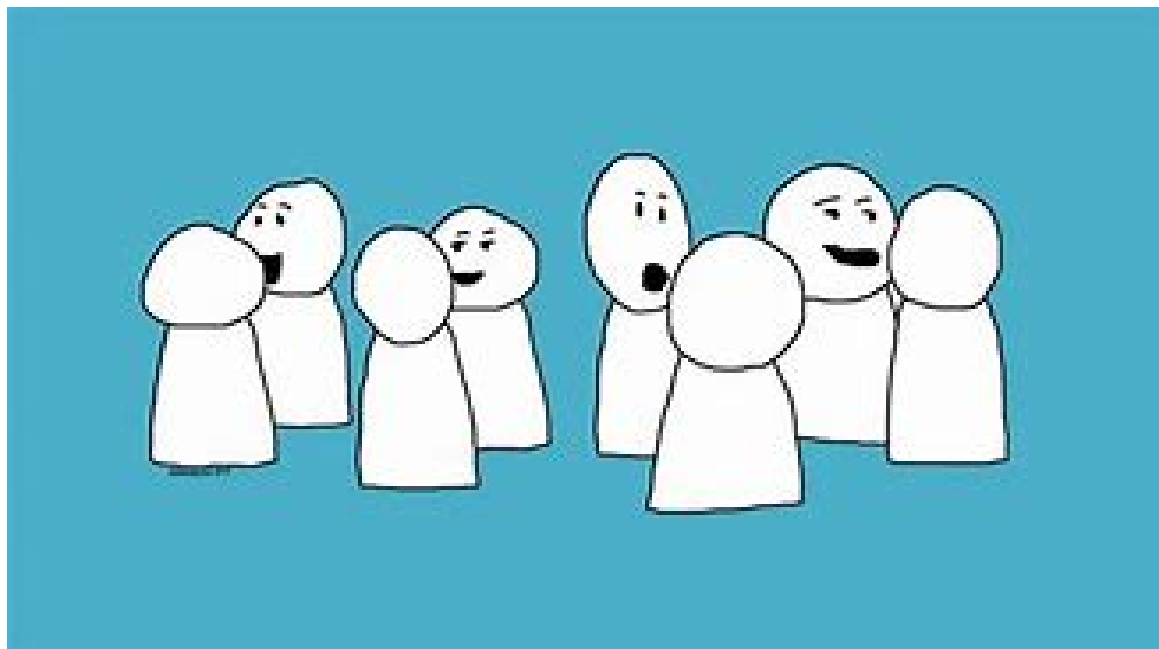


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Ice-Breaker: *I Like People Who...*



Name | School | District



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Group Agreements

GROUP RULES

1. WHAT HAPPENS IN GROUP, STAYS IN GROUP.
2. BE RESPECTFUL OF GROUP MEMBERS.
3. ALWAYS TRY YOUR BEST. PARTICIPATE!



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Setting the Foundation

- Dietary Guidelines for Americans
- Federal and State Nutrition Standards
- Local School Wellness Policy
- Health and Academic Success



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Dietary Guidelines for Americans

“About half of all American adults—117 million individuals—have one or more preventable chronic diseases, many of which are related to poor eating and physical activity patterns.”



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Dietary Guideline for Americans: Major Messages

- The U.S. population, across almost every age and sex group, consumes eating patterns that are:
 - low in vegetables, fruits, whole grains, dairy, seafood, and oil



Dietary Guideline for Americans: Major Messages

- high in refined grains, added sugars, saturated fats, sodium, and
- for some age-sex groups, high in the meats, poultry, and eggs subgroup.



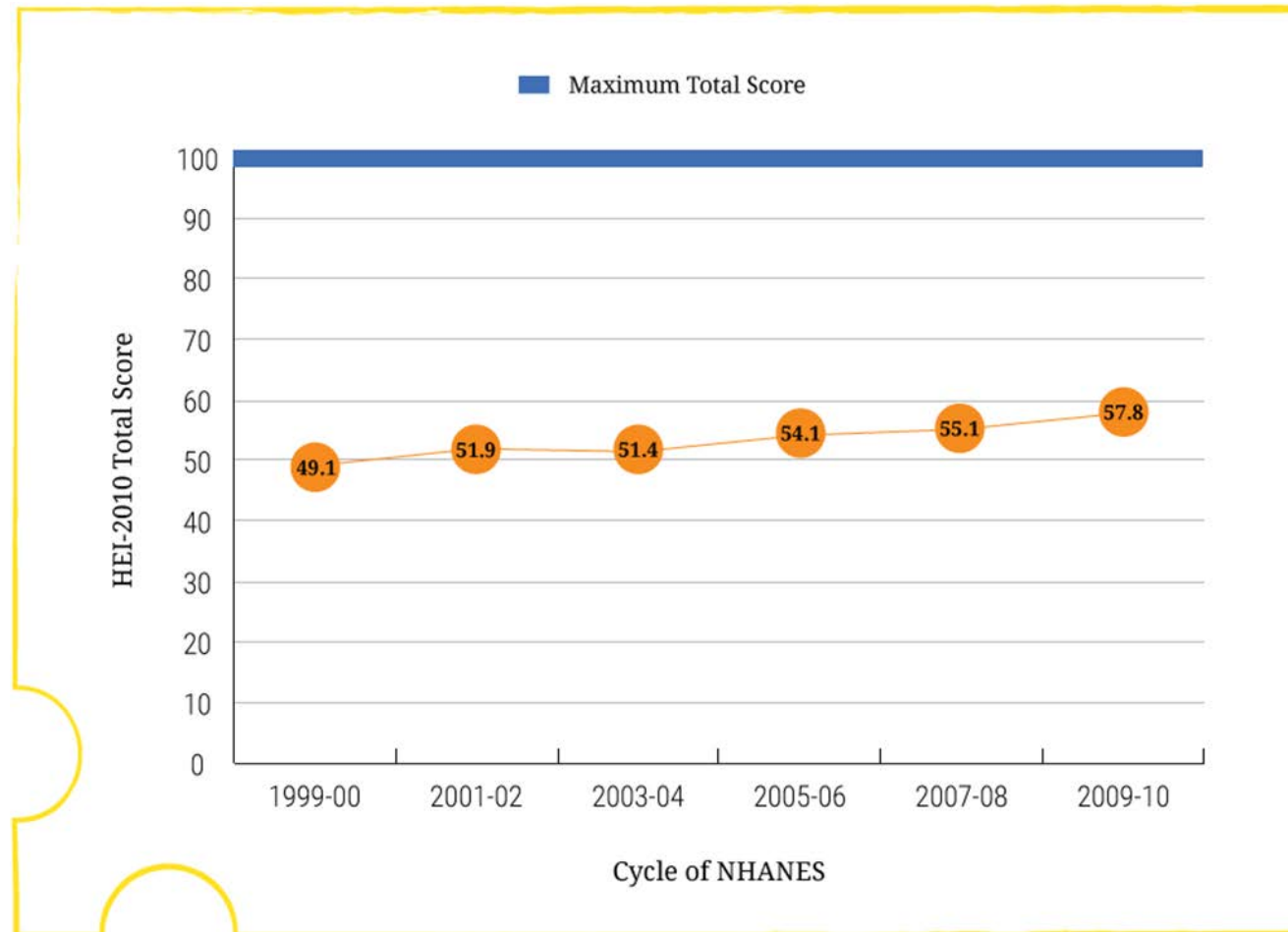
Dietary Guideline for Americans: Major Messages



- Young children and older Americans generally are closer to the recommendations than are adolescents and young adults.

Adherence to the *2010 Dietary Guidelines*

Measured by Average Total Healthy Eating Index-2010 (HEI-2010) Scores of the U.S. Population Ages 2 Years and Older (Figure I-1)

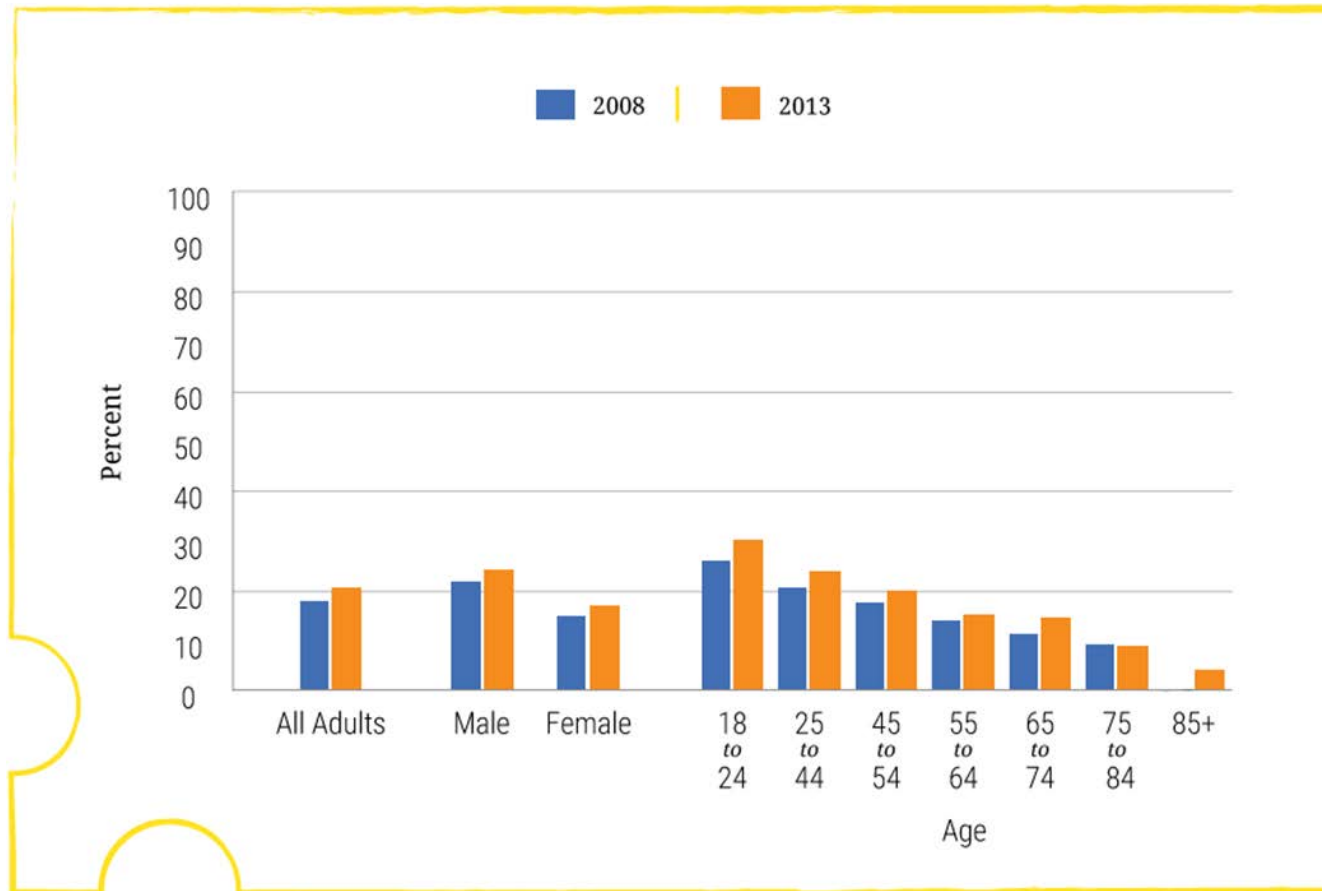


Data Source:
Analyses of What We Eat in America, National Health and Nutrition Examination Survey (NHANES) data from 1999-2000 through 2009-2010.

Note: HEI-2010 total scores are out of 100 possible points. A score of 100 indicates that recommendations on average were met or exceeded. A higher total score indicates a higher quality diet.

Adherence to the *Physical Activity Guidelines*

Percentage of Adults Meeting the Aerobic and Muscle-Strengthening Recommendations (Figure I-2)



Data Source:

Analyses of the National Health Interview Survey, 2008 and 2013.

Healthy People 2020 PA-2.4. Increase the proportion of adults who meet the objectives for aerobic physical activity and for muscle-strengthening activity. Washington, DC: U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, June 3, 2015. Available at: <http://www.healthypeople.gov/2020/data-search/Search-the-Data?nid=5072>.



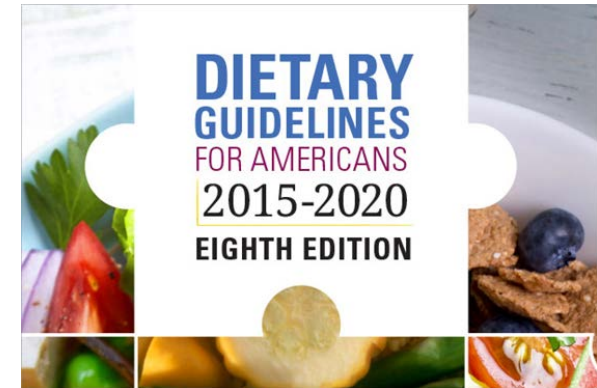
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DGA: What it is/isn't

- Provide evidence-based recommendations about the components of a healthy and nutritionally adequate diet
- Focus on disease *prevention* rather than disease *treatment*
- Inform Federal food, nutrition, and health policies and programs





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DGA: Guidelines

1. Follow a healthy eating pattern across the lifespan.
2. Focus on variety, nutrient density, and amount.
3. Limit calories from added sugars and saturated fats and reduce sodium intake.
4. Shift to healthier food and beverage choices.
5. Support healthy eating patterns for all.



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DGA: Contextual Factors & Meal Patterns

- Food Access
- Household Food Insecurity
- Acculturation



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DGA: Strategies

HOME

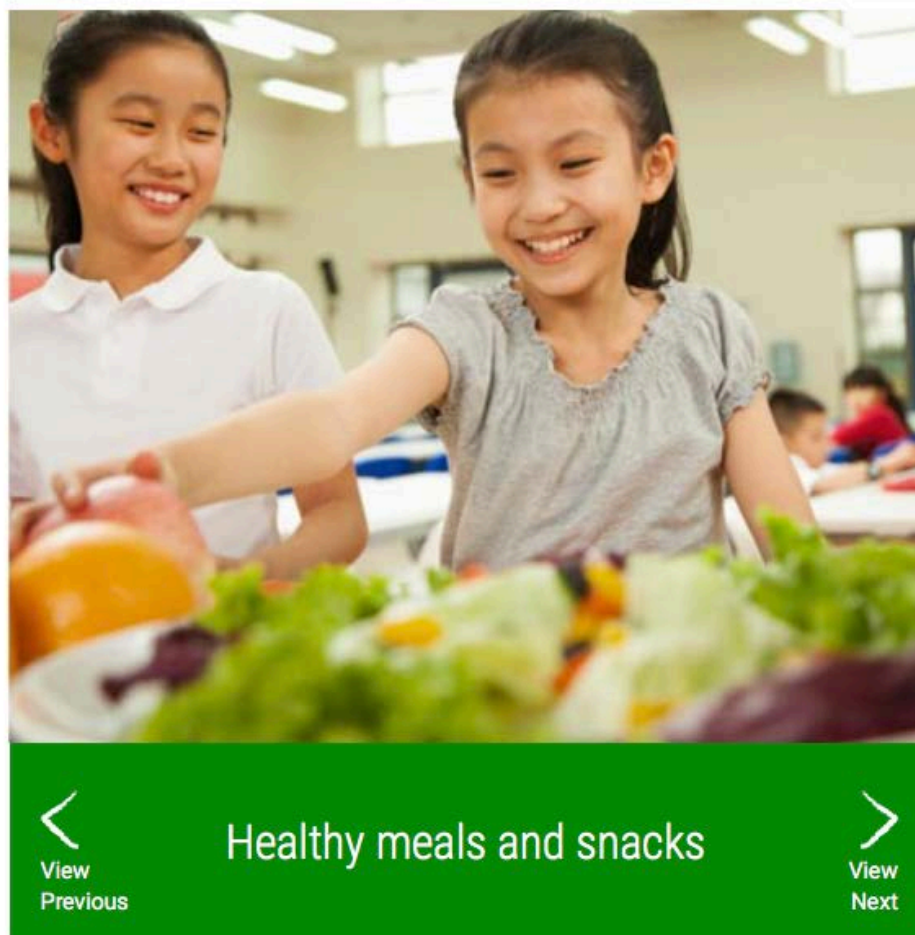
SCHOOL

WORKSITE

COMMUNITY

FOOD RETAIL

Example:





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Federal & State Nutrition Standards

- School Meals
- Competitive Foods and Beverages



Federal & State Nutrition Standards

Lunch Meal Pattern

- Food Based Menu Planning
- Grade Groups
 - K-5, 6-8, 9-12
- 5 Components
 - Fruit, Vegetables, Grains, Meat/Meat Alternate, Milk



Federal & State Nutrition Standards



Fruit Component—Lunch

Grades K-5	Grades 6-8	Grades 9-12
$\frac{1}{2}$ cup daily	$\frac{1}{2}$ cup daily	1 cup daily

- Full-strength fruit juice
- No more than half of the weekly fruit offering in the form of juice
- Minimum creditable serving $\frac{1}{8}$ cup
- One quarter-cup dried fruit counts as $\frac{1}{2}$ cup fruit

Federal & State Nutrition Standards



Vegetable Component—Lunch

	Grades K-5	Grades 6-8	Grades 9-12
	$\frac{3}{4}$ cup per day	$\frac{3}{4}$ cup per day	1 cup per day
Vegetable Subgroups Weekly Requirement			
Dark Green	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup
Red/Orange	$\frac{3}{4}$ cup	$\frac{3}{4}$ cup	1 $\frac{1}{4}$ cup
Bean, Peas (Legumes)	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup
Starchy	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup
Other	$\frac{1}{2}$ cup	$\frac{1}{2}$ cup	$\frac{3}{4}$ cup
Addtl Vegetables to Reach Total	1 cup	1 cup	1 $\frac{1}{2}$ cup

Federal & State Nutrition Standards



Grains Component—Lunch

Grades K-5	Grades 6-8	Grades 9-12
8-9 oz eq. /week 1 per day (min.)	8-10 oz eq. /week 1 per day (min.)	10-12 oz eq. /week 2 per day (min.)

Note: The weekly range serves as a guide in planning menus and meeting dietary specifications.

- Limit grain-based dessert – 2 oz eq per week
- Grains less than .25 oz eq do not count

Federal & State Nutrition Standards

Grains Component—Lunch

- **All grains offered at lunch must be whole grain-rich**
- **Definition whole grain-rich – at least half the grains need to be whole grains, and the other half of the grains need to be enriched**
- **Whole grain first ingredient**

Federal & State Nutrition Standards

Meat/Meat Alternate Component—Lunch



Grades K-5

8-10 oz. /wk.
1 ounce daily

Grades 6-8

9-10 oz. /wk.
1 ounce daily

Grades 9-12

10-12 oz. /wk.
2 ounces daily

Note: The weekly range serves as a guide to plan menus and meet dietary specifications .

Federal & State Nutrition Standards

Meat/Meat Alternate Component—Lunch

Ounce Equivalents Meat Alternate

- 4 oz or $\frac{1}{2}$ cup yogurt
- 2 Tbsp nut butters
- 1 oz nuts and seeds
- 1 oz cheese
- $\frac{1}{2}$ cup cooked dried beans
- $\frac{1}{2}$ large egg

Federal & State Nutrition Standards

Milk Component—Lunch

Grades K-5

1 cup daily

Grades 6-8

1 cup daily

Grades 9-12

1 cup daily

Fluid milk –

- Low-fat (1% milk fat , unflavored)
- Fat-free (unflavored or flavored).

At least two types of milk

Variety of fat levels or

Variety of flavored and unflavored



Meal Service

Traditional	Offer versus Serve
<ul style="list-style-type: none">• Serve all menu items• No choice to decline	<ul style="list-style-type: none">• Must offer 5 required components:<ul style="list-style-type: none">• Meat/Meat Alternate,• Fruit, Vegetable,• Grains, and• Fluid Milk• Students<ul style="list-style-type: none">• Can take all 5 component• Must take at least 3 components• Must take at least ½ cup fruit/vegetable

Competitive Food

A food or beverage:

- Sold
- To Students
- On School Campus
- During the School Day
- Outside of the Federal Reimbursable Meal



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Competitive Food

- Federal Level: Smart Snacks in Schools
- State Level: California Nutrition Standards



Smart Snacks in Schools



Nutrient	Snack	Entrée
Calories	200 calories or less	350 calories or less
Sodium	200 mg or less	480 mg or less
Total Fat	35% of calories or less	35% of calories or less
Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0 g	0 g
Sugar	35% by weight or less	35% by weight or less



California Nutrition Standards

Nutrient	Snack	Entrée
Calories	Elem ≤ 200 cal Mid/High ≤ 200 cal	≤ 350 cal
Sodium	≤ 230 mg	≤ 480 mg
Total Fat	≤ 35% cal	≤ 35% cal
Saturated Fat	< 10% cal	< 10% cal
Trans Fat	< 0.5 g/svg	< 0.5 g/svg
Sugar	≤ 35% by weight	≤ 35% by weight

Competitive Food Examples

- Fundraisers
- Vending Machines
- Marketing and Advertising
- Classroom Parties & Rewards





Local School Wellness Policy (LSWP)

Local school wellness policies are designed to promote student health and reduce childhood obesity.



The Evolution of Wellness Policies



**Child Nutrition
Reauthorization:
2004**

**Healthy, Hunger
Free Kids Act: 2010**

Final Rule: 2016

In just a little over a decade!

LSWP Final Rule



Required by 6/30/17

- LSWP Leadership
- Public Involvement and Notification
- Specific, Measurable Goals for Student Wellness
- Nutrition Standards for All Foods on Campus
- Policies for Food and Beverage Marketing
- Implementation, Assessment, and Updates



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Health and Academics

- Schools are one of the most efficient settings to address the health of children and youth.
- Integrating health and wellness more deeply into the day-to-day life of schools and students represents an untapped tool for raising academic achievement and improving learning.
- A comprehensive framework addressing student health and learning is needed to ensure a whole child approach to education.



Link: Health and Academic *Achievement*

Academic performance

- Class grades
- Standardized tests
- Graduation rates



Source: CDC's Health and Academic Achievement report



Link: Health and Academic *Achievement*

Education behavior

- Attendance
- Drop out rates
- Behavioral problems at school



Source: CDC's Health and Academic Achievement report



Link: Health and Academic *Achievement*

Students' cognitive skills and attitudes

- Concentration
- Memory
- Mood

Source: CDC's Health and Academic Achievement report



Creating Healthy Students

Healthy eating and physical activity are linked with:



- ▶ Academic Success
- ▶ Health and Well-being



- ▶ Risk for Obesity
- ▶ Risk for Chronic Conditions (e.g., osteoarthritis)
- ▶ Risk for Chronic Diseases (e.g., Type 2 diabetes)



Source: CDC's Health and Academic Achievement report

CSH → Whole School, Community, Child

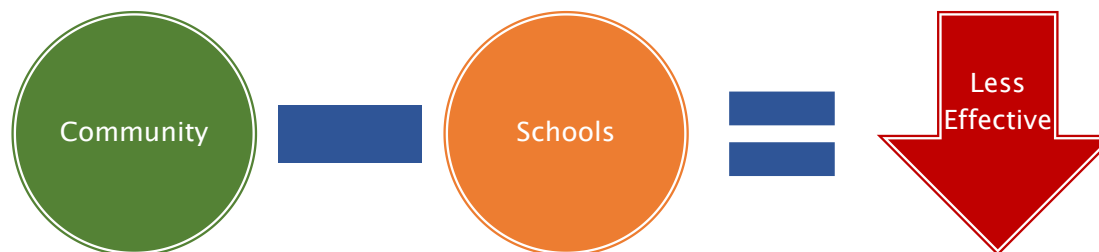




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It Takes A Village



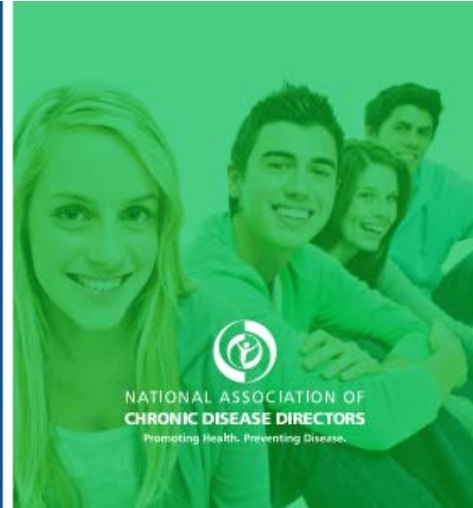
We're All In This Together

QUESTION:

Do health and education agencies in the United States share responsibility for academic achievement and health?

ANSWER:

An undeniable “yes”



“With this persuasive evidence about the relationship between health-risk behaviors and academic achievement, it is imperative that leaders in education and health act together to make wise investments in our nations school-age youth...”



<http://www.chronicdisease.org/?page=SchoolHealthPubs&hSearchTerms=%22do+health+and+education+agencies%22>

We're All In This Together

Health-Risk Behaviors and Academic Achievement

Journal of Adolescent Health, April 2013

Inadequate Physical Activity and Inadequate Nutrition are inversely linked to student academic achievement



HEALTH-RISK BEHAVIORS	NUMBER OF STUDIES	LONGITUDINAL/ CROSS-SECTIONAL	MEASURES USED FOR ACADEMIC ACHIEVEMENT	STUDIES REPORTING AN INVERSE ASSOCIATION BETWEEN HEALTH-RISK BEHAVIORS AND ACADEMIC ACHIEVEMENT
Violence-Related Behaviors	32*	14* Longitudinal 19* Cross-Sectional Range of length of longitudinal studies 1 year to 10 years	GPA, grades, standardized test scores, grade-level retention, teacher-rated educational engagement, educational aspirations, and/or educational attainment	31 of 32 The only study that did not report an inverse association between academic achievement and being a victim of violence did, however, report an association with subsequent poor school attendance.
Tobacco Use	28	10 Longitudinal 18 Cross-Sectional Range of length of longitudinal studies 10 months to 17 years	GPA, grades, standardized test scores, grade-level retention, teacher-rated educational engagement, academic stream in high school, and/or college intentions	28 of 28 All the studies reported an inverse relationship between use of tobacco (including smokeless tobacco) and academic achievement.
Alcohol and Other Drug Use (AOD)	44	21 Longitudinal 23 Cross-Sectional Range of length of longitudinal studies 2 years to 23 years	GPA, grades, standardized test scores, high school class rank, academic stream in high school, grade-level retention, teacher-rated classroom adjustment, on-time/late high school graduation, high school graduation or GED, college plans, college entry and/or attainment of a college degree	43 of 44 A consistent finding of all except one of the 45 studies was an inverse association between academic achievement and either binge drinking, drinking to get drunk, using inhalants, marijuana, other illicit drugs and/or misusing prescription medications. In studies that differentiated alcohol use from binge drinking and drinking to get drunk, the inverse association was reported only for binge drinking and drinking to get drunk.
Sexual Risk Behaviors	22	12 Longitudinal 10 Cross-sectional Range of length of longitudinal studies 1 month to 11 years	GPA, grades, standardized test scores, grade level retention, class rank, high school graduation, plans for future schooling, years of school completed, school involvement, initiating college, and/or attending college	22 of 22 All of the 10 studies that collected data about age of sexual debut reported that earlier sexual debut was inversely correlated with grades and also with years of education completed. Risky sexual behavior (e.g. multiple sexual partners and unprotected sexual intercourse) was also inversely correlated with academic achievement.
Inadequate Physical Activity	13	7 Longitudinal 6 Cross-Sectional Range of length of longitudinal studies 3 months to 10 years	GPA, grades, standardized test scores, self-reported chances of attending and/or graduating from college	9 of 13 Time spent in physical education class during the instructional day did not result in lower grades or lower standardized test scores. All studies that analyzed data about time participating in Moderate and Vigorous Physical Activity (MVPA) reported a positive association with academic achievement. Studies about participation in competitive athletics and academic achievement had mixed results.
Inadequate Nutrition	9	4 Longitudinal 5 Cross-Sectional Range of length of longitudinal studies 4 months to 10 years	GPA, grades, standardized test scores, and/or school attendance and tardiness	9 of 9 Participating in school breakfast or lunch programs was associated with improvement in grades, standardized test scores and school attendance. After adding specific nutrients (fruits, vegetables and dairy products) missing from students' diets, their academic performance improved.
TOTAL	148**	1 month - 23 years	96.6% of the studies reported statistically significant inverse relationships between health-risk behaviors and academic achievement.	

Nutrition and Academics

Inadequate nutrition is a health-risk behavior associated with poor academic achievement:

- Participating in school breakfast or lunch programs was associated with improvement in grades, standardized test scores and school attendance.
- After adding specific nutrients* missing from students' diets, academic performance improved.

*Fruits, Vegetables, Dairy products

<http://www.chronicdisease.org/?page=SchoolHealthPubs&hSearchTerms=%22do+health+and+education+agencies%22>



Healthy Eating and Academic Achievement

Dietary Behavior/Issue	Related Academic Achievement Outcomes
Participation in the School Breakfast Program (SBP)	<ul style="list-style-type: none">• Increased academic grades and standardized test scores• Reduced absenteeism• Improved cognitive performance
Skipping breakfast	<ul style="list-style-type: none">• Decreased cognitive performance
Lack of adequate consumption of specific foods (fruits, veg, dairy)	<ul style="list-style-type: none">• Lower grades
Deficits in specific nutrients	<ul style="list-style-type: none">• Lower grades• Higher rates of absenteeism and tardiness
Insufficient food intake	<ul style="list-style-type: none">• Lower grades• Higher rates of absenteeism• Repeating a grade• Inability to focus



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Healthier Students Are Better Learners

“No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn.”

- Charles Basch



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Energizer

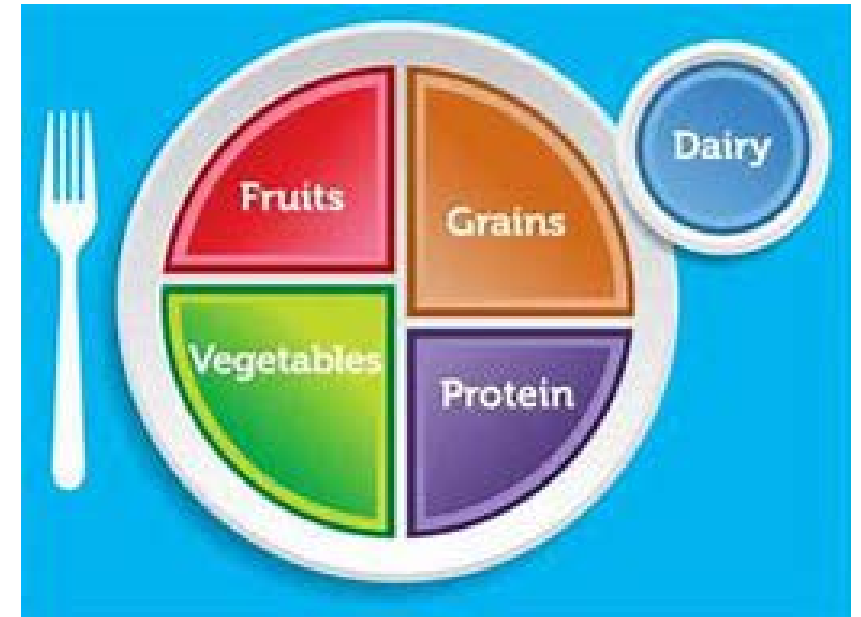


"Are you fizzy Ed?"

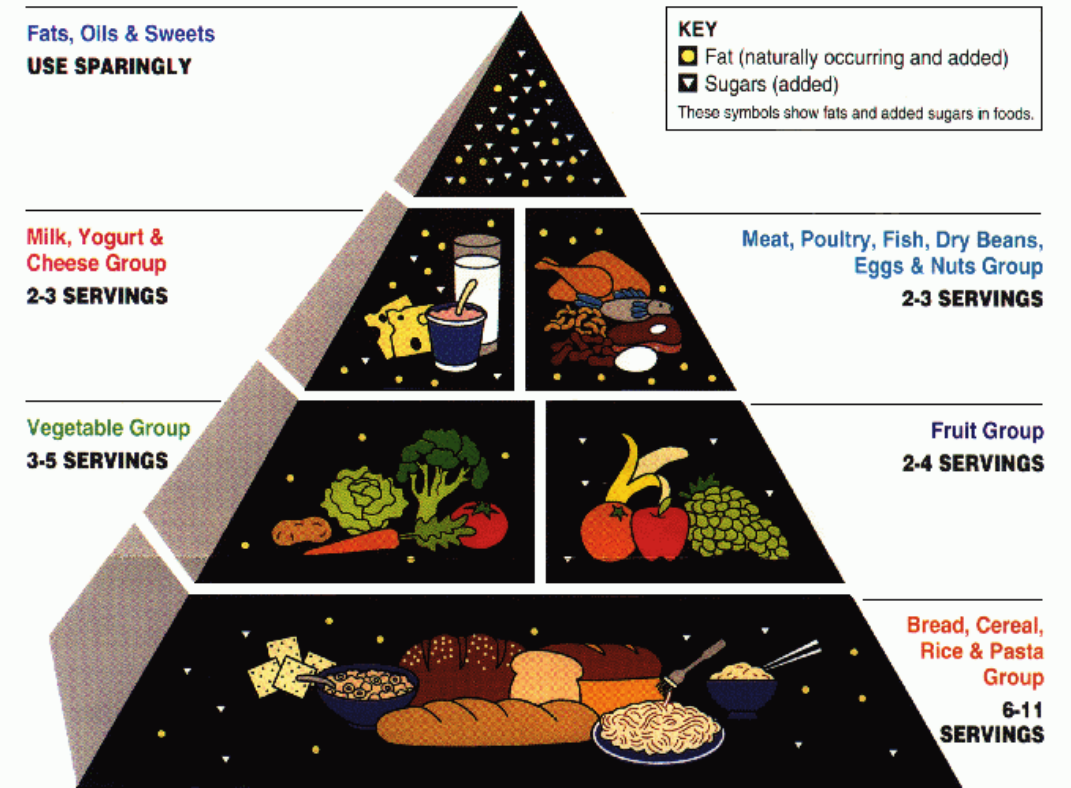
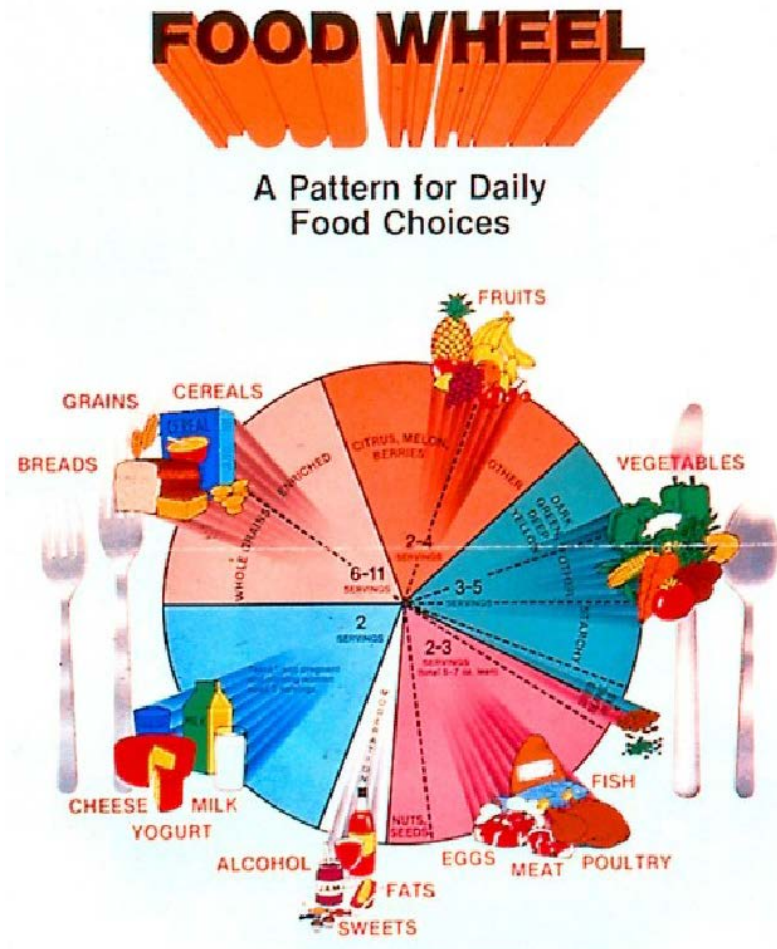


MyPlate Background and Walkthrough

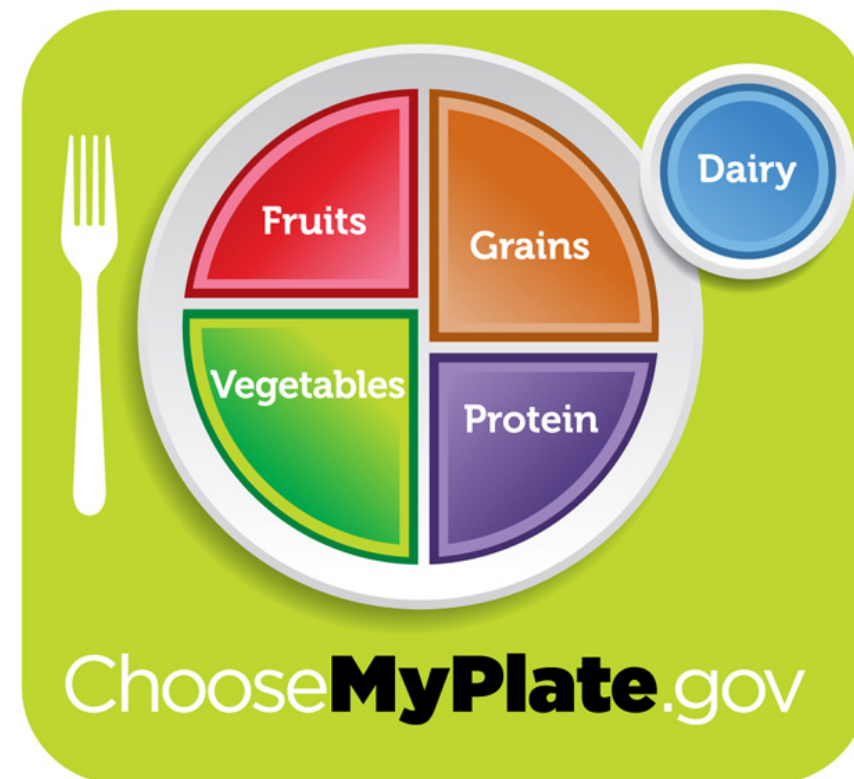
- History
- Website
- Individual
- Classroom
- School
- District
- Resources



History: Walk down memory lane...



History: Walk down memory lane...



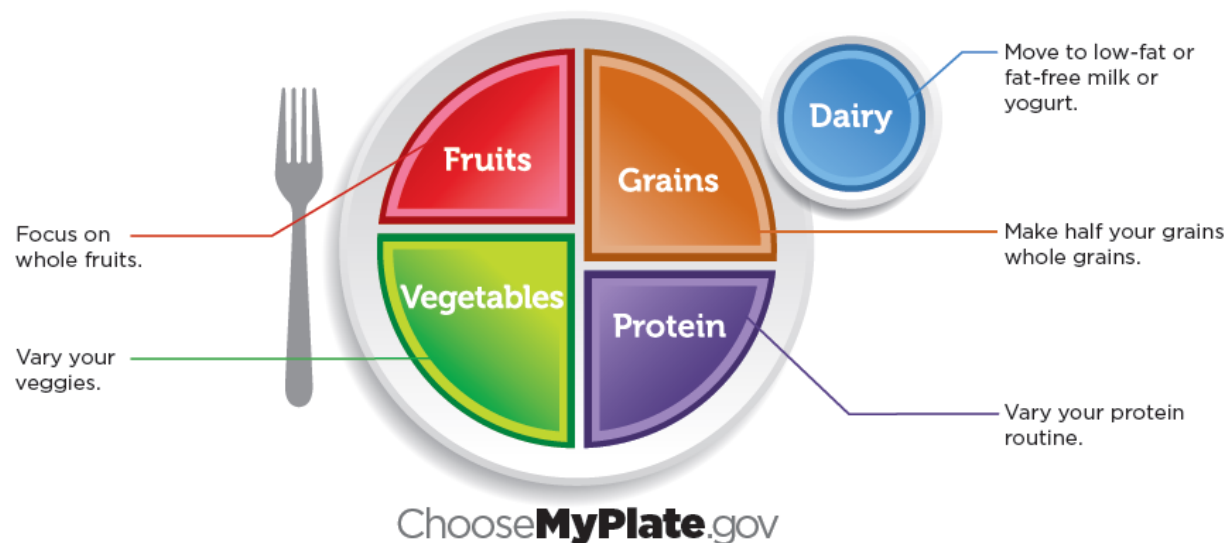
MyPlate



United States Department of Agriculture

MyPlate, MyWins: Make it yours

Find your healthy eating style. Everything you eat and drink over time matters and can help you be healthier now and in the future.



Limit

Limit the extras.

Drink and eat beverages and food with less sodium, saturated fat, and added sugars.



MyWins

Create 'MyWins' that fit your healthy eating style.

Start with small changes that you can enjoy, like having an extra piece of fruit today.

MyPlate

Fruits	Vegetables	Grains	Dairy	Protein
<p>Focus on whole fruits and select 100% fruit juice when choosing juices.</p> <p>Buy fruits that are dried, frozen, canned, or fresh, so that you can always have a supply on hand.</p>	<p>Eat a variety of vegetables and add them to mixed dishes like casseroles, sandwiches, and wraps.</p> <p>Fresh, frozen, and canned count, too. Look for "reduced sodium" or "no-salt-added" on the label.</p>	<p>Choose whole-grain versions of common foods such as bread, pasta, and tortillas.</p> <p>Not sure if it's whole grain? Check the ingredients list for the words "whole" or "whole grain."</p>	<p>Choose low-fat (1%) or fat-free (skim) dairy. Get the same amount of calcium and other nutrients as whole milk, but with less saturated fat and calories.</p> <p>Lactose intolerant? Try lactose-free milk or a fortified soy beverage.</p>	<p>Eat a variety of protein foods such as beans, soy, seafood, lean meats, poultry, and unsalted nuts and seeds.</p> <p>Select seafood twice a week. Choose lean cuts of meat and ground beef that is at least 93% lean.</p>
<p>Daily Food Group Targets — Based on a 2,000 Calorie Plan Visit SuperTracker.usda.gov for a personalized plan.</p>				
<p>2 cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 1 large banana 1 cup mandarin oranges ½ cup raisins 1 cup 100% grapefruit juice 	<p>2½ cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 2 cups raw spinach 1 large bell pepper 1 cup baby carrots 1 cup green peas 1 cup mushrooms 	<p>6 ounces</p> <p>1 ounce counts as:</p> <ul style="list-style-type: none"> 1 slice of bread ½ cup cooked oatmeal 1 small tortilla ½ cup cooked brown rice ½ cup cooked grits 	<p>3 cups</p> <p>1 cup counts as:</p> <ul style="list-style-type: none"> 1 cup milk 1 cup yogurt 2 ounces processed cheese 	<p>5½ ounces</p> <p>1 ounce counts as:</p> <ul style="list-style-type: none"> 1 ounce tuna fish ¼ cup cooked beans 1 Tbsp peanut butter 1 egg

Water

Drink water instead of sugary drinks.

Regular soda, energy or sports drinks, and other sweet drinks usually contain a lot of added sugar, which provides more calories than needed.

Activity

Don't forget physical activity!

Being active can help you prevent disease and manage your weight.

Kids ≥ 60 min/day | Adults ≥ 150 min/week



MyPlate, MyWins
Healthy Eating Solutions for Everyday Life
Choose MyPlate.gov/MyWins

Center for Nutrition Policy and Promotion
May 2016
CNPP-29

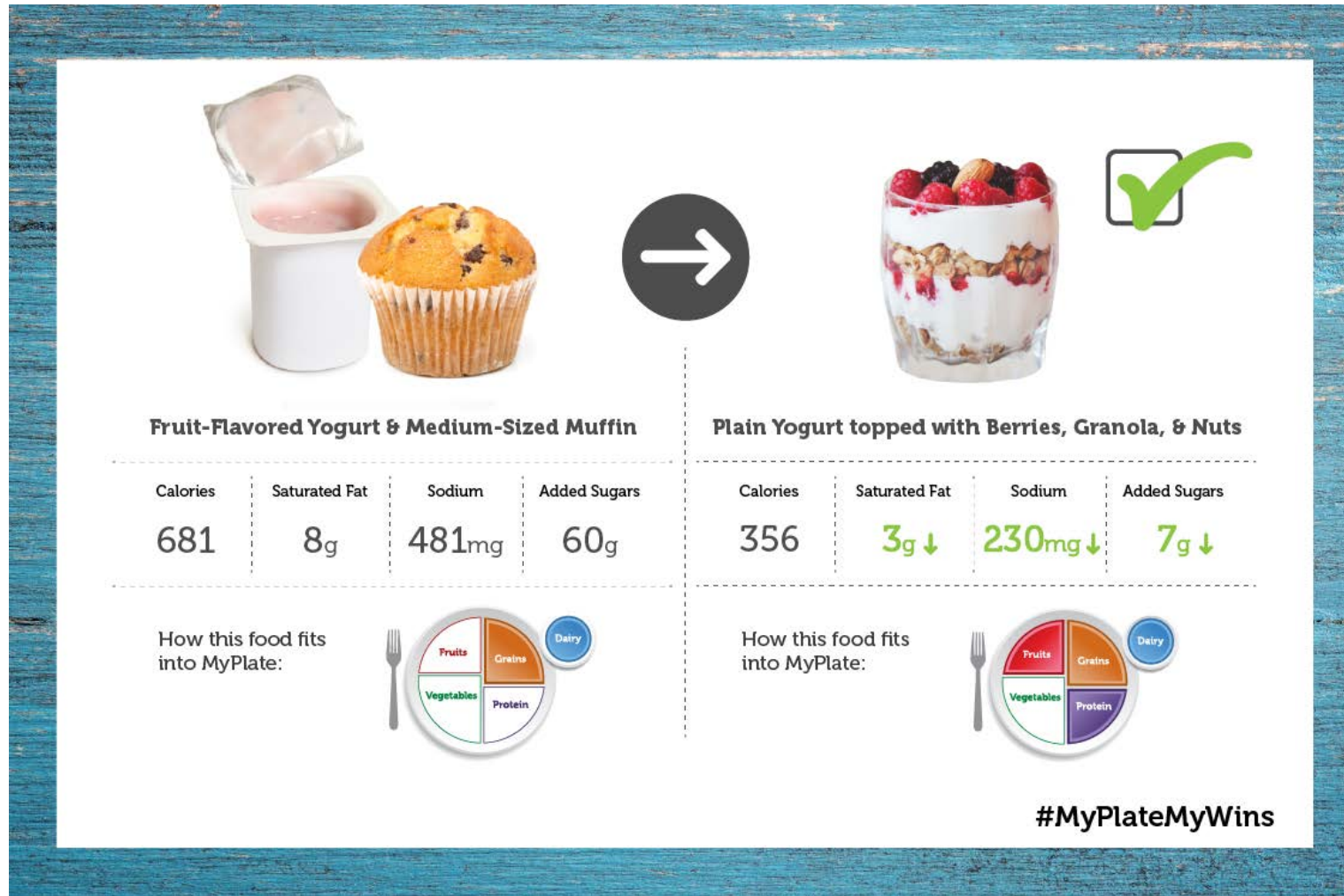
USDA is an equal opportunity provider, employer, and lender.

What did you eat for breakfast?




USDA Center for Nutrition
Policy and Promotion

Sample Breakfast: Putting it together




Sample Breakfast: Putting it together



Egg, Sausage & Cheese Breakfast Burrito

Calories	Saturated Fat	Sodium	Added Sugars
629	14g	1178mg	1g


How this food fits into MyPlate:



2 Tacos on Corn Tortillas with Egg, Black Beans, Cheese & Salsa

Calories	Saturated Fat	Sodium	Added Sugars
356	4g ↓	921mg ↓	0g ↓

How this food fits into MyPlate:



#MyPlateMyWins

Quiz Time: FRUIT



QUESTION 1 OF 10

Which of these nutrients can you get from eating whole fruit that is not usually found in juice?

- ☐ Vitamins
- ☐ Minerals
- ☐ Fiber
- ☐ Sugar



NEXT



<https://www.choosemyplate.gov/quiz>

Quiz Time: FRUIT



QUESTION 1 OF 10

Which of these nutrients can you get from eating whole fruit that is not usually found in juice?

- ☐ Vitamins
- ☐ Minerals
- ☐ Fiber
- ☐ Sugar



NEXT



QUESTION 1 OF 10

Which of these nutrients can you get from eating whole fruit that is not usually found in juice?

Your Answer: Fiber

✓ **Correct**

Fiber is found in the pulp of the fruit. When juice is made (either commercially or at home with a juicer), the pulp is usually removed. Unfortunately, the fiber goes with it.

BACK

NEXT



<https://www.choosemyplate.gov/quiz>

Quiz Time: FRUIT



QUESTION 8 OF 10

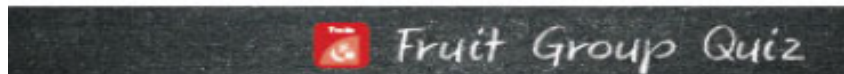
Which of these foods is actually a fruit in plant biology?

- ☐ Onion
- ☐ Pepper
- ☐ Mushrooms
- ☐ All of the above



BACK

NEXT



<https://www.choosemyplate.gov/quiz>

Quiz Time: FRUIT



MyPlate
Quiz Time!

QUESTION 8 OF 10

Which of these foods is actually a fruit in plant biology?

- ☐ Onion
- ☐ Pepper
- ☐ Mushrooms
- ☐ All of the above



BACK

NEXT



Fruit Group Quiz



MyPlate
Quiz Time!

QUESTION 8 OF 10

Which of these foods is actually a fruit in plant biology?

Your Answer: Pepper

✓ **Correct**

In plant biology, a fruit contains the seeds of a plant. Though it is botanically a fruit, a pepper counts toward the Vegetable Group because we eat peppers in a similar way to vegetables (on sandwiches, in soups, in pasta sauces). Likewise, tomatoes, squash, cucumbers, and pumpkins all contain the seeds of the plant and are therefore botanically fruits.



Fruit Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: VEGETABLES



MyPlate
Quiz Time!

QUESTION 5 OF 10

Which of these is a subgroup of vegetables?

- ☐ Raw
- ☐ Crunchy
- ☐ Dark-green
- ☐ Juiced



BACK

NEXT



Vegetable Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: VEGETABLES



MyPlate
Quiz Time!

QUESTION 5 OF 10

Which of these is a subgroup of vegetables?

- ☐ Raw
- ☐ Crunchy
- ☐ Dark-green
- ☐ Juiced



BACK

NEXT



Vegetable Group Quiz



MyPlate
Quiz Time!

QUESTION 5 OF 10

Which of these is a subgroup of vegetables?

Your Answer: Dark-green

✓ **Correct**

The subgroups of vegetables are dark-green vegetables, red and orange vegetables, beans and peas, starchy vegetables, and other vegetables. It is important to get a variety of vegetables from these subgroups because different subgroups have different amounts of vitamins and minerals. Broccoli, kale, bok choy, and romaine lettuce are examples of dark-green vegetables.



Vegetable Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: VEGETABLE



MyPlate
Quiz Time!

QUESTION 7 OF 10

What color vegetable should you eat the most?

- ☐ Orange, because they taste the best
- ☐ Purple, because they are rare and exotic
- ☐ Green, because kale is green
- ☐ A variety of colors



BACK

NEXT



Vegetable Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: VEGETABLE



QUESTION 7 OF 10

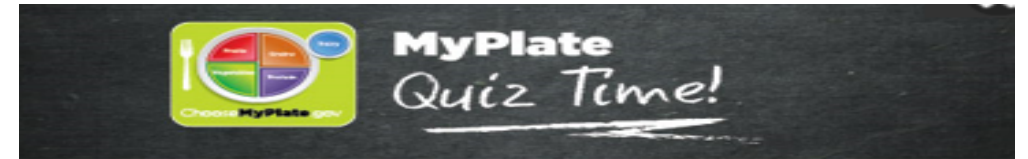
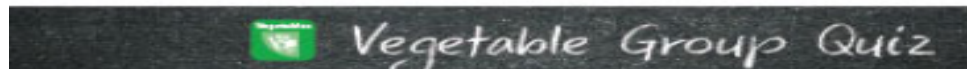
What color vegetable should you eat the most?

- ☐ Orange, because they taste the best
- ☐ Purple, because they are rare and exotic
- ☐ Green, because kale is green
- ☐ A variety of colors



BACK

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QUESTION 7 OF 10

What color vegetable should you eat the most?

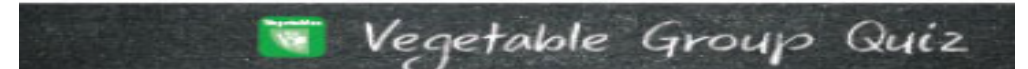
Your Answer: A variety of colors

✓ **Correct**

Varying your veggies ensures you get many different vitamins and minerals.

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<https://www.choosemyplate.gov/quiz>

Quiz Time: GRAINS



MyPlate
Quiz Time!

QUESTION 1 OF 10

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is in the Grains Group.

- ☐ True
- ☐ False



NEXT



Grains Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: GRAINS



MyPlate
Quiz Time!

QUESTION 1 OF 10

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is in the Grains Group.

- ☐ True
- ☐ False



NEXT



Grains Group Quiz



MyPlate
Quiz Time!

QUESTION 1 OF 10

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is in the Grains Group.

Your Answer: True

✓ **Correct**

Foods made from these grains – which include bread, pasta, oatmeal, breakfast cereals, tortillas, and grits – are examples of foods in the Grains Group. Grain products with high levels of solid fats and/or added sugars (e.g., donuts, cakes) should be chosen less often.



Grains Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: GRAINS



MyPlate
Quiz Time!

QUESTION 3 OF 10

What is the most common food from the Grain Group eaten in the United States?

- ☐ Tortillas
- ☐ Bread
- ☐ White rice
- ☐ Popcorn
- ☐ Pancakes



BACK

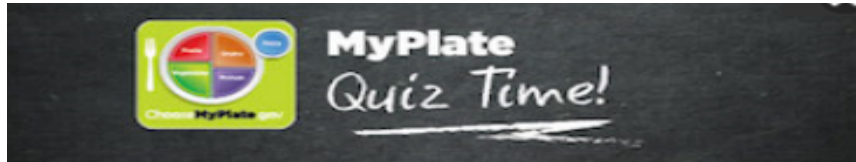
NEXT



Grains Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: GRAINS



QUESTION 3 OF 10

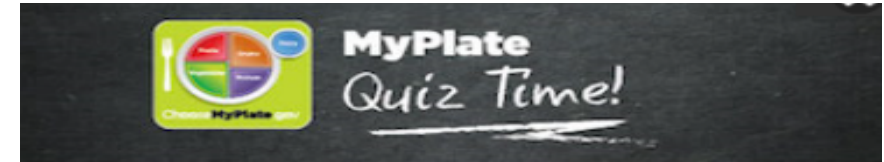
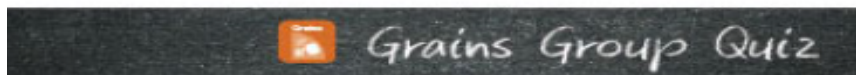
What is the most common food from the Grain Group eaten in the United States?

- ☐ Tortillas
- ☒ Bread
- ☐ White rice
- ☐ Popcorn
- ☐ Pancakes



BACK

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QUESTION 3 OF 10

What is the most common food from the Grain Group eaten in the United States?

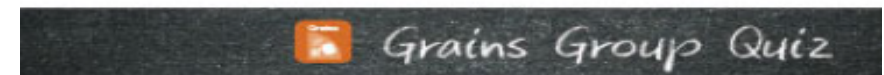
Your Answer: Bread

✓ **Correct**

Bread is the most common food from the Grains Group eaten in the United States.

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<https://www.choosemyplate.gov/quiz>

Quiz Time: PROTEIN



QUESTION 1 OF 10

Most Americans get enough protein in their diets.

- ☐ True
- ☐ False



NEXT



<https://www.choosemyplate.gov/quiz>

Quiz Time: PROTEIN



QUESTION 1 OF 10

Most Americans get enough protein in their diets.

- ☐ True
- ☐ False



NEXT



QUESTION 1 OF 10

Most Americans get enough protein in their diets.

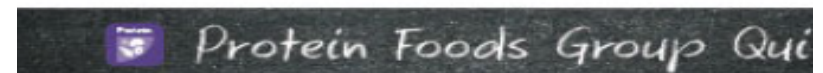
Your Answer: True

✓ **Correct**

Most Americans get enough protein in their diets, but may need to make leaner and more varied selections of the foods in the Protein Foods Group. These recommended choices include lean meats, seafood, and plant-based proteins such as dried peas and beans, and nuts.

BACK

NEXT



<https://www.choosemyplate.gov/quiz>

Quiz Time: PROTEIN



QUESTION 10 OF 10

Should you wash or rinse raw meat or poultry before you cook it?

- ☐ Yes
- ☐ No



BACK

NEXT



<https://www.choosemyplate.gov/quiz>

Quiz Time: PROTEIN



QUESTION 10 OF 10

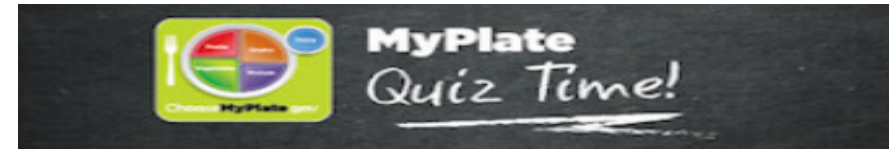
Should you wash or rinse raw meat or poultry before you cook it?

- ☐ Yes
- ☐ No



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NEXT



QUESTION 10 OF 10

Should you wash or rinse raw meat or poultry before you cook it?

Your Answer: No

✓ **Correct**

Do not wash or rinse raw meat or poultry before you cook it. Washing can cause bacteria found on the surface of meat or poultry to be spread to ready-to-eat foods, kitchen utensils, and counter surfaces. This is called cross-contamination. Cooking (baking, broiling, boiling, and grilling) to the right temperature kills the bacteria.



<https://www.choosemyplate.gov/quiz>

Quiz Time: DAIRY



MyPlate
Quiz Time!

QUESTION 2 OF 10

Milk is the only food that contains calcium.

- ☐ True
- ☐ False



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Dairy Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: DAIRY



QUESTION 2 OF 10

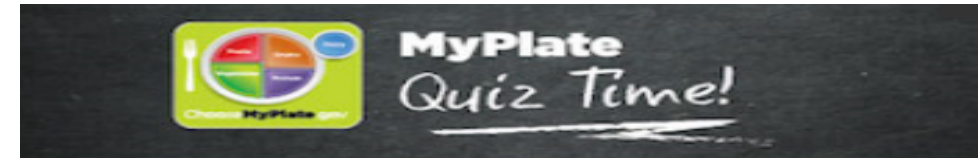
Milk is the only food that contains calcium.

- ☐ True
- ☐ False



BACK

NEXT



QUESTION 2 OF 10

Milk is the only food that contains calcium.

Your Answer: False

✓ **Correct**

Calcium can also be found in other dairy foods like yogurt and cheese, in tofu made with calcium, in canned salmon and sardines (if bones are eaten), in some leafy greens (collards and spinach), in soybeans and green soybeans (edamame), and in calcium-fortified foods and drinks like soymilk, other plant-based "milks," orange juice, and cereals. The amount of calcium in these other foods vary.



<https://www.choosemyplate.gov/quiz>

Quiz Time: DAIRY



MyPlate
Quiz Time!

QUESTION 4 OF 10

How many cup-equivalents from foods in the Dairy Group are recommended for adults each day?

- ☐ 1 cup
- ☐ 2 cups
- ☐ 3 cups
- ☐ 4 cups



BACK

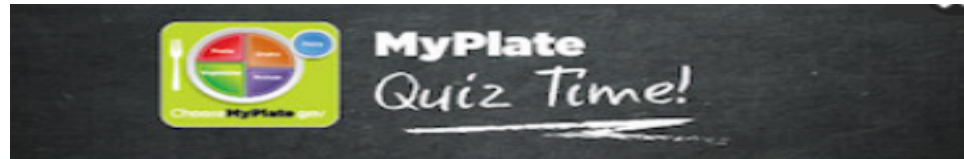
NEXT



Dairy Group Quiz

<https://www.choosemyplate.gov/quiz>

Quiz Time: DAIRY



QUESTION 4 OF 10

How many cup-equivalents from foods in the Dairy Group are recommended for adults each day?

- ☐ 1 cup
- ☐ 2 cups
- ☐ 3 cups
- ☐ 4 cups



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NEXT



foods in the Dairy Group are recommended for adults each day?

Your Answer: 3 cups

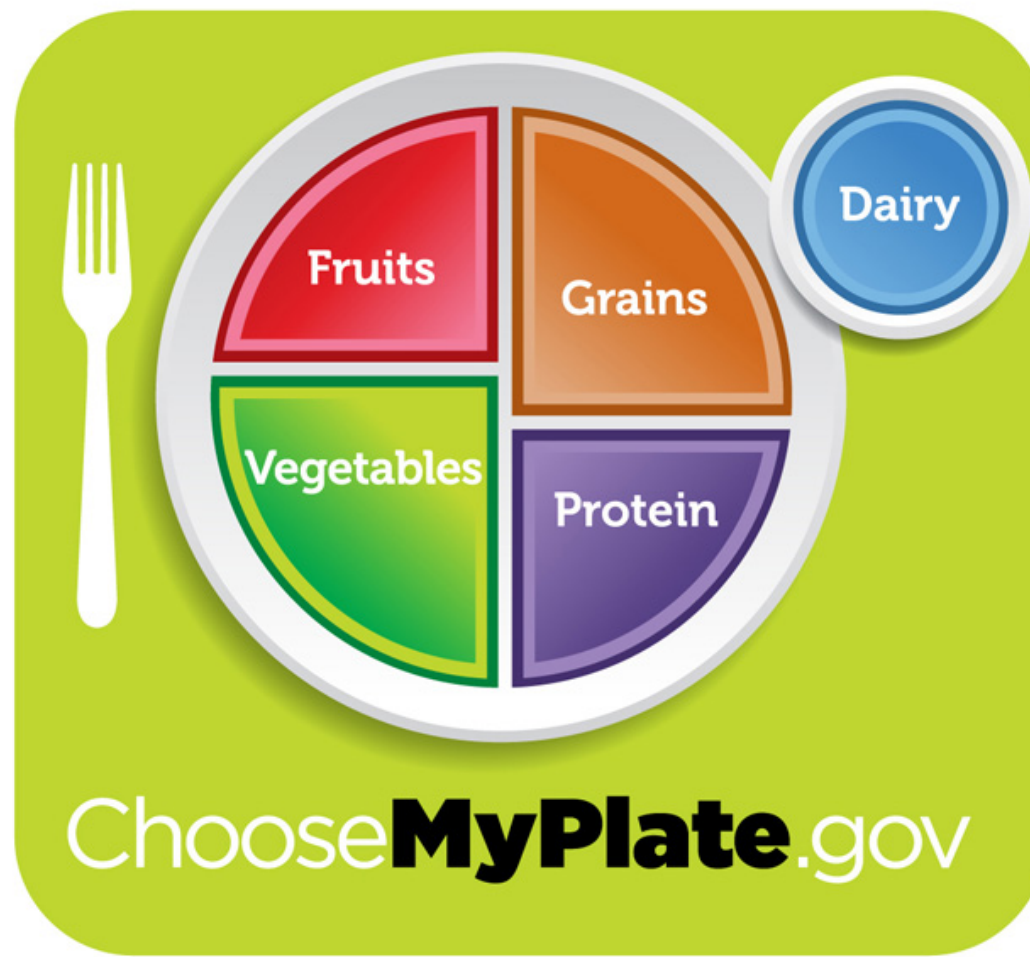
✓ **Correct**

Consuming 3 cups of foods from the Dairy Group each day will provide you with the recommended amount of calcium and other important nutrients like potassium and vitamin D. Non-dairy sources of calcium include calcium-fortified juices, cereals, breads, rice milk, almond milk, canned fish (sardines, salmon with bones), soybeans and other soy products (tofu made with calcium sulfate, soy yogurt, tempeh), some other beans, and some leafy greens (collard and turnip greens, kale, bok choy).



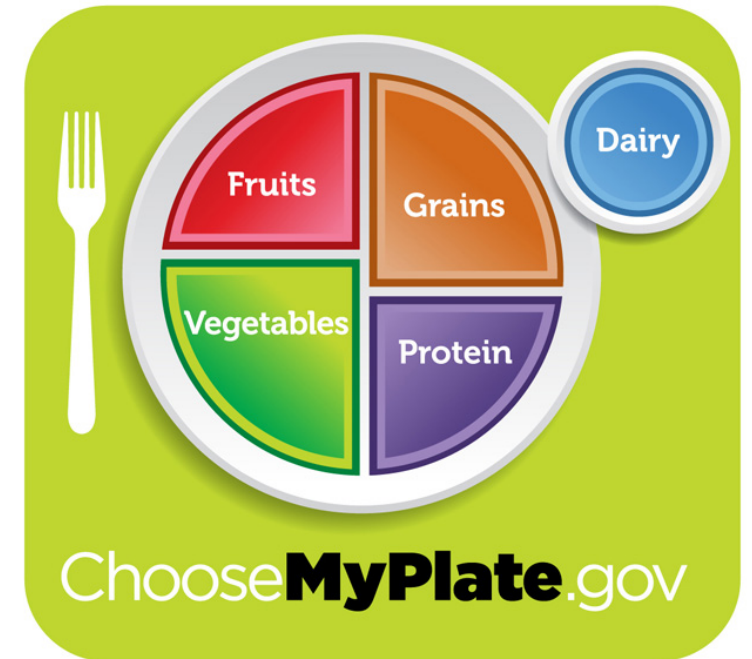
<https://www.choosemyplate.gov/quiz>

Website Walkthrough



Individual

- Useful links:
 - SuperTracker
- Food-A-Pedia
- Handouts

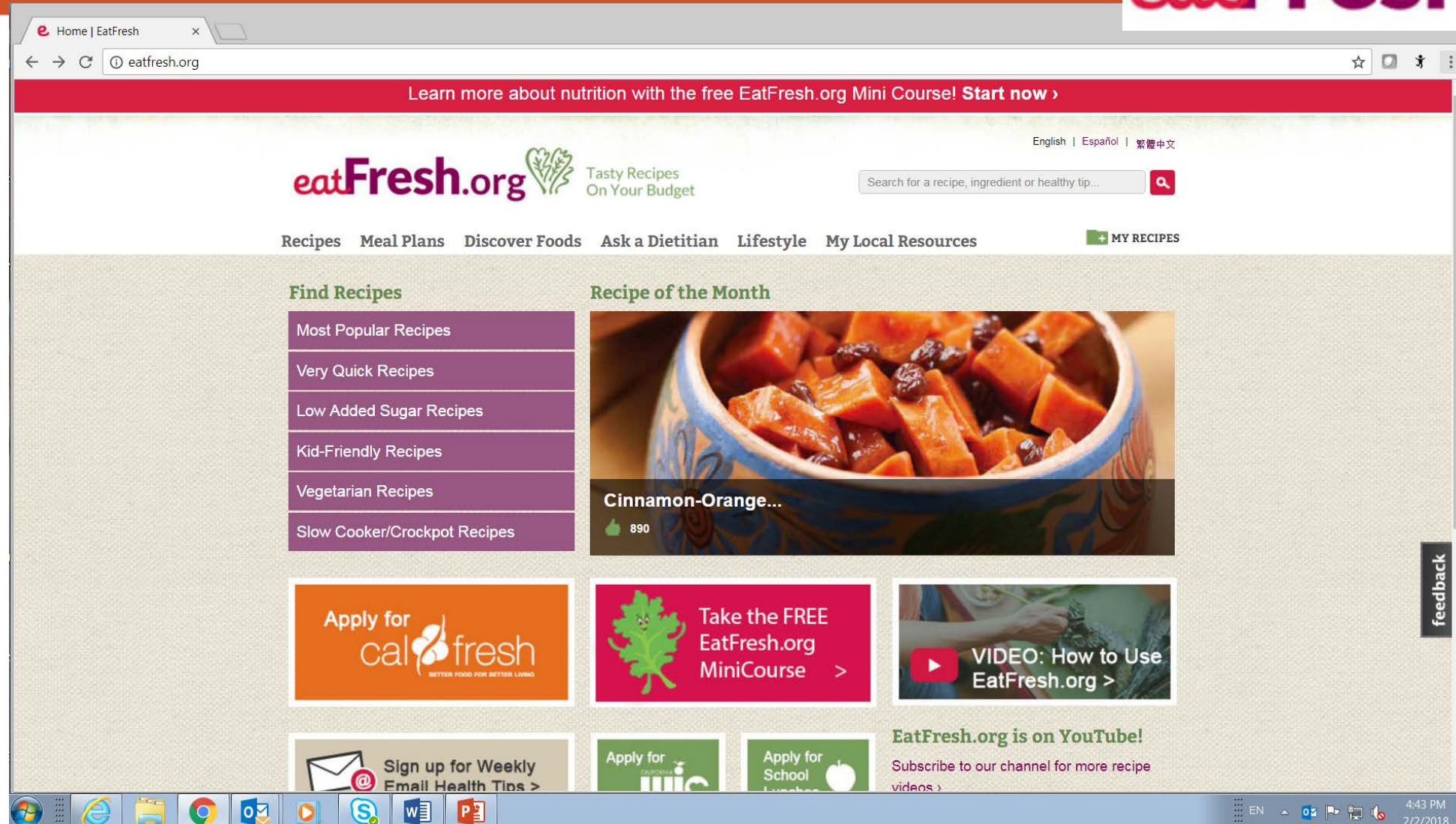


Individual: Mobile Apps



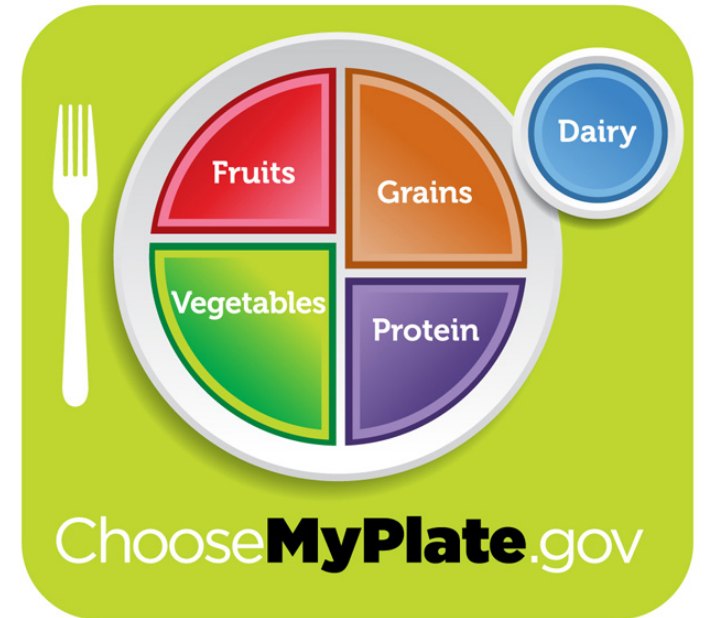
Mobile Application	Cost	Description	Website
Daily Yoga (\$)	Free	More than 100 yoga poses and classes. Optional purchasing options in app.	https://www.dailyyoga.com/#/
Fitnet Live Coach (\$)	Free	More than 200 video-led workouts. Live coaching and texting support with paid subscription.	https://ipadwisdom.com/2014/09/17/fitnet-app-review-your-personal-workout-app-at-anytime-anywhere/
Fooducate (\$)	Free	Track food intake and search recipes. Web-based .	http://www.fooducate.com/
Freeletics (\$)	Free	Video-led workouts with goals. Coaching support with paid subscription.	https://www.freeletics.com/en
Headspace (\$)	Free	10-minute sessions on how to meditate. Paid subscription for more content.	https://www.headspace.com/
MyFitnessPal (\$)	Free	Calorie counter and food file to keep track of what you eat. Health and activity tracker. Social media presence on Twitter and Facebook.	https://www.myfitnesspal.com/
SideChef (\$)	Free	See hundreds of recipes with photos and step-by-step videos.	https://www.sidechef.com/
Sworkit (\$)	Free	Workouts based on goals. Offers paid monthly subscriptions for added perks.	https://sworkit.com/
Yonder (\$)	Free	Find local outdoor activities in your area (hiking, biking, etc.) and meet with others.	https://www.yonder.it/

Individual: Nutrition Education



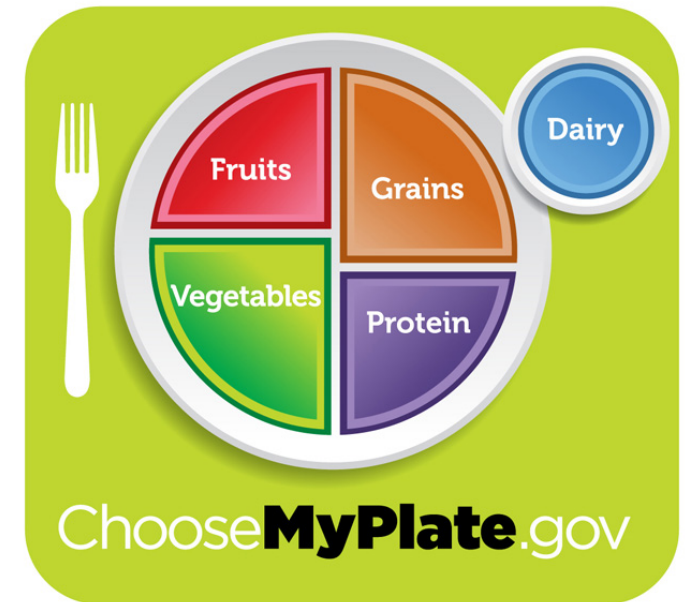
Classroom

- Preschoolers (2-5 yrs)
- Kids (6-11 yrs)
- High School Students
- Activity
- Handouts

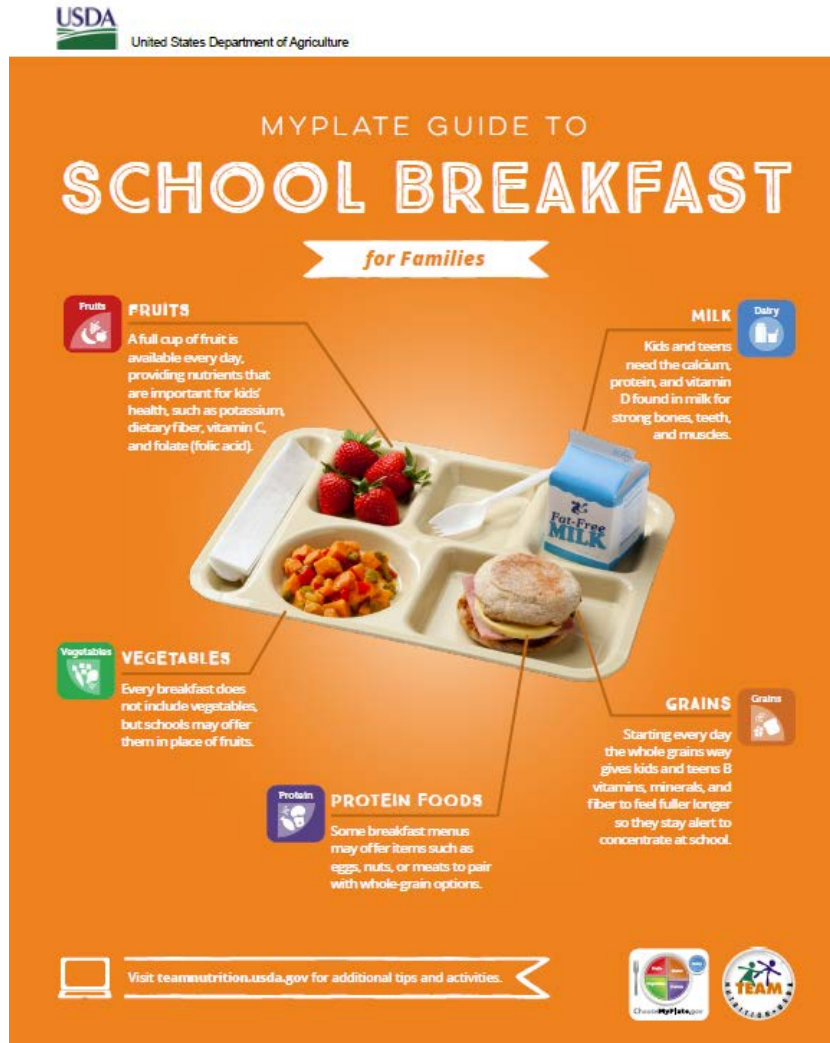


School and/or District

- Useful links:
 - Breakfast
 - Lunch
 - Handouts



School and/or District





PROJECTLEAN
LEADERS ENCOURAGING
ACTIVITY AND NUTRITION



CENTER FOR
WELLNESS AND NUTRITION

Let's Practice



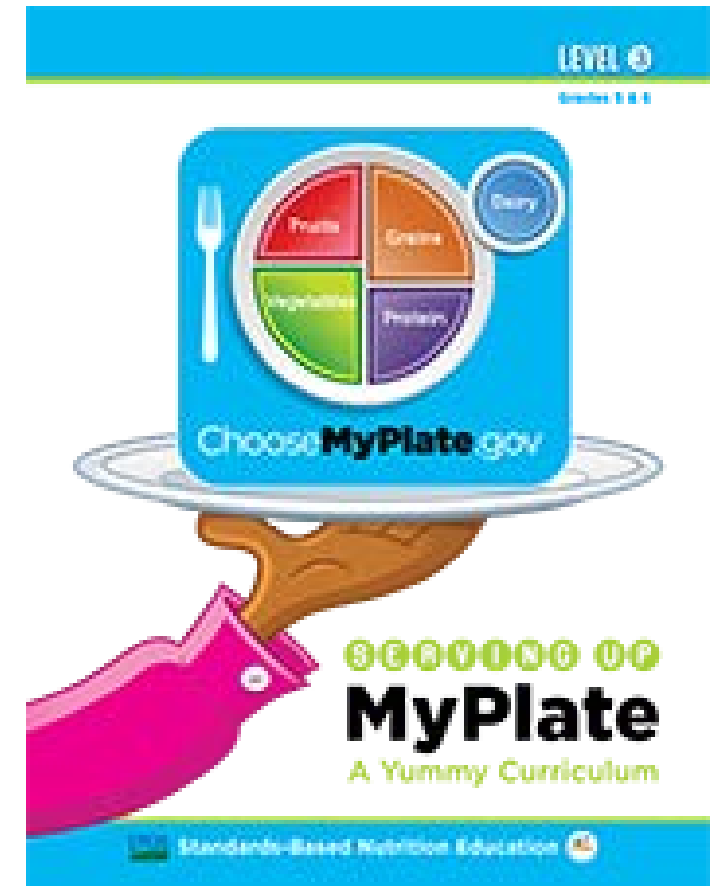
Let's Practice: Yummy Curriculum



Who Am I? (Modified)

Instructions:

1. Ask “yes” or “no” questions
ONLY
2. 1 question per person
3. Once you find out what you
are, find your other food
group members



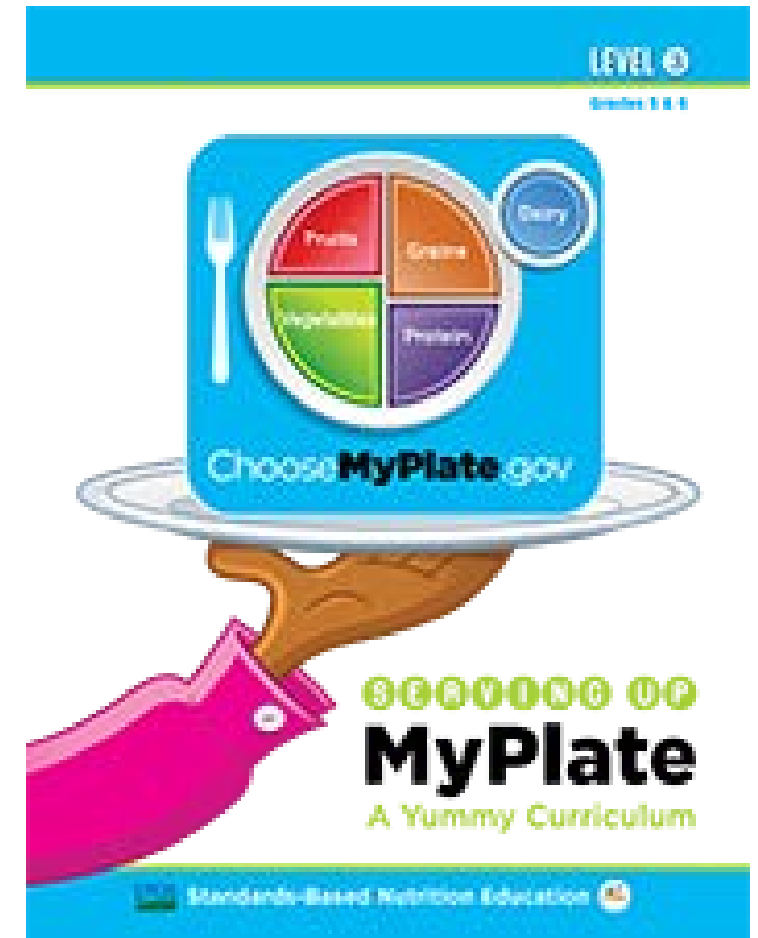
Who Am I? (Modified): Create A MyPlate Meal



Who Am I? (Modified): Create A MyPlate Meal

Instructions:

1. Group yourselves utilizing all 5 food groups
2. Identify a reporter who will describe the following:
 - Is it a breakfast, lunch, or dinner meal?
 - What was your rationale for why you opted to come together?





PROJECT LEAN
LEADERS ENCOURAGING
ACTIVITY AND NUTRITION



LUNCH





Step 2: Implement and Communicate

STEPS to Success

Step 1: Gather Your Team

Step 2: Assess & Track Progress

Step 3: Create & Implement an
Action Plan



Prioritization

POLICY COMPONENT				PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
				H	M	L	
1. Physical Education and Physical Activity Policy Elements							
<input type="checkbox"/>	PE						
	<input type="checkbox"/>	Minutes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Staff training		✖	<input type="checkbox"/>	<input type="checkbox"/>	4/2018
	<input type="checkbox"/>	Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Fitness testing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	PA						
	<input type="checkbox"/>	Recess		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	During school (classroom activity)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	Increase physical activity before or after school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	Joint/Shared Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	Bike Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	Walking School Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	Safe Routes to School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Prioritization

POLICY COMPONENT			PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
			H	M	L	
2. Nutrition Education and Promotion Policy Elements						
<input type="checkbox"/>	Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Staff training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Student Assessment	All elementary school students are assessed about nutrition education, knowledge, and skills	✗	<input type="checkbox"/>	<input type="checkbox"/>	6/2018
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Nutrition Guidelines for Foods Served and Sold on Campus Policy Elements						
<input type="checkbox"/>	School meal programs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Meal service and time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Competitive foods		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Competitive beverages		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Vending		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Fundraising	Every group aware of fundraising rules	✗	<input type="checkbox"/>	<input type="checkbox"/>	6/2018
<input type="checkbox"/>	Classroom celebrations	Foods/bevs meet CA Nut Standards	✗	<input type="checkbox"/>	<input type="checkbox"/>	9/2018
<input type="checkbox"/>	Rewards	Only non-food rewards unless foods from Nutrition Services	✗	<input type="checkbox"/>	<input type="checkbox"/>	9/2018
<input type="checkbox"/>	Water access and promotion	District meets CA plumbing code ratio- 1:150 w/chilled re-filling stations	✗	<input type="checkbox"/>	<input type="checkbox"/>	9/2020

Prioritization

POLICY COMPONENT			PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
			H	M	L	
<input type="checkbox"/>	School gardens		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Farm to school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Food distribution		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Environmental impact		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Marketing	No marketing of non-compliant items across district	✗	<input type="checkbox"/>	<input type="checkbox"/>	6/2019
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes:						

Prioritization

POLICY COMPONENT			PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
			H	M	L	
4. Other School-Based Activities Policy Elements (Following the components of Coordinated School Health)						
<input type="checkbox"/>	Health Education		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Health Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Oral Health		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Vision		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Reproductive Health	New staff utilizing approved curriculum	✗	<input type="checkbox"/>	<input type="checkbox"/>	9/2017
<input type="checkbox"/>	Counseling, Psychological, and Social Services	Counselor at every school	✗	<input type="checkbox"/>	<input type="checkbox"/>	9/2018
<input type="checkbox"/>	Healthy and Safe School Environment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Health Promotion for Staff		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> Lactation Accommodation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Notes:						



Step 2: Implement and Communicate

Step 3: Create & Implement an Action Plan: Considerations

1. Action:

- What needs to be done, by when?
- Who will do it?

2. Monitoring:

- How will policy element be monitored
- Who will do it, and how often?

3. Evaluation:

- How should results be communicated?
- To whom should they be communicated and how often?
- Who should be accountable for results?



CPLs Implementation Plan Template

WELLNESS COMPONENT:				
Policy Element:				
What will this look like?:				
Funding (e.g., LCAP/ESSA/Other):				
PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input type="checkbox"/> High			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
<input type="checkbox"/> Medium			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
<input type="checkbox"/> Low			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
<input type="checkbox"/> Already in place districtwide <input type="checkbox"/> In Progress <input type="checkbox"/> Not Begun			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	How will this be monitored?	How often will monitoring take place? (e.g., weekly, monthly, annually)		To whom will results and/or updates be reported?
COMMENTS (Include here any indispensable financial, equipment or other resources):				

CPLs Implementation Plan Template: Nutrition Education

WELLNESS COMPONENT: Nutrition Education				
Policy Element:				
What will this look like?:				
Funding (e.g., LCAP/ESSA/Other):				
PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
<input type="checkbox"/> Already in place districtwide <input type="checkbox"/> In Progress <input type="checkbox"/> Not Begun			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	

CPLs Implementation Plan Template: Nutrition Education

WELLNESS COMPONENT: Nutrition Education				
Policy Element: The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.				
What will this look like?:				
Funding (e.g., LCAP/ESSA/Other):				
PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
		<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS		
		<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS		
<input type="checkbox"/> Already in place districtwide <input type="checkbox"/> In Progress <input type="checkbox"/> Not Begun			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	

CPLs Implementation Plan Template: Nutrition Education

WELLNESS COMPONENT: Nutrition Education

Policy Element: The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

What will this look like?: All elementary school students are assessed about nutrition education, knowledge, and skills

Funding (e.g., LCAP/ESSA/Other):

PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
<input type="checkbox"/> Already in place districtwide <input type="checkbox"/> In Progress <input type="checkbox"/> Not Begun			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
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Step 2: Implement and Communicate

Step 2: Assess & Track Progress: School Health Index results

- Increase Opportunities for Physical Activity
- Develop Nutrition Standards for Classroom Celebrations
- **Ensure ALL Students Receive Nutrition Education**



Prioritization

POLICY COMPONENT			PRIORITY (HIGH/MEDIUM/LOW)			DATE DUE
			H	M	L	
2. Nutrition Education and Promotion Policy Elements						
<input type="checkbox"/>	Curriculum		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Staff training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Student Assessment	All elementary school students are assessed about nutrition education, knowledge, and skills	✗	<input type="checkbox"/>	<input type="checkbox"/>	6/2018
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Nutrition Guidelines for Foods Served and Sold on Campus Policy Elements						
<input type="checkbox"/>	School meal programs		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Meal service and time		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Competitive foods		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Competitive beverages		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Vending		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Fundraising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Classroom celebrations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Rewards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	Water access and promotion		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CPLs Implementation Plan Template: Nutrition Education

WELLNESS COMPONENT: Nutrition Education

Policy Element: The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

What will this look like?: All elementary school students are assessed about nutrition education, knowledge, and skills

Funding (e.g., LCAP/ESSA/Other): LHD/UCCE and others provide at no charge nut ed for SNAP-Ed qualifying schools

PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
<input type="checkbox"/> Already in place districtwide <input type="checkbox"/> In Progress <input type="checkbox"/> Not Begun			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	

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<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
			<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
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CPLs Implementation Plan Template: Nutrition Education

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Funding (e.g., LCAP/ESSA/Other): LHD/UCCE and others provide at no charge nut ed for SNAP-Ed qualifying schools				
PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Identify and recruit school sites	9/2018	<input type="checkbox"/> COMPLETED <input checked="" type="checkbox"/> IN PROGRESS	Name(s): Workgroup:
	Meet with principals for approvals to assess students	9/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Develop and execute MOU	10/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Research and confirm assessment tool	10/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Provide nut ed overview with staff and parents	11/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
<input type="checkbox"/> Already in place districtwide <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Begun	Train teachers on implementation of nut ed resources and assessment tool	1/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Assess students (pre)	1/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Implement nut ed	3/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Develop communication materials and resources throughout process	4/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Assess students (post)	5/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Share results with school community	6/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	

CPLs Implementation Plan Template: Nutrition Education

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PRIORITY	ACTIVITIES/STEPS: What needs to be done?	By When?	STATUS	RESPONSIBLE PARTY: Person(s)/Workgroup
<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	Identify and recruit school sites	9/2018	<input type="checkbox"/> COMPLETED <input checked="" type="checkbox"/> IN PROGRESS	Name(s): SNAP-Ed LIA School Teachers Principals Workgroup: Nutrition Ed sub-committee
	Meet with principals for approvals to assess students	9/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Develop and execute MOU	10/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Research and confirm assessment tool	10/2018	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
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<input type="checkbox"/> Already in place districtwide <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Begun	Train teachers on implementation of nut ed resources and assessment tool	1/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Assess students (pre)	1/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Implement nut ed	3/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Develop communication materials and resources throughout process	4/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Assess students (post)	5/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	
	Share results with school community	6/2019	<input type="checkbox"/> COMPLETED <input type="checkbox"/> IN PROGRESS	

CPLs Implementation Plan Template: Nutrition Education

	How will this be monitored?	How often will monitoring take place? (e.g., weekly, monthly, annually)	To whom will results and/or updates be reported?	
	Teachers' hours calculated	Quarterly	School Board	
	Pre/Post results	Beginning and end of school year	School Community on an annual basis	
<p>COMMENTS (Include here any indispensable financial, equipment or other resources):</p>				



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**PUBLIC
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Energizer

IF THE
BUM
IS NUMB,
THE
BRAIN
IS THE
SAME.





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What Next: Action Planning





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Share Out & Reflection





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Evaluation & Closing





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Thank You!