Meet your PEAS Training Lead!

Katie Tong, MS
PSE Evaluator
SNAP-Ed Evaluation Team
### SHELF Training Overview

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## SHELFF Training Overview

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Learning Objectives

- Become familiar with information covered in 3 key sections of the SHELF
- Identify best practices to introduce tools and coordinate testing with your partner
- Understand SHELF completion timeline and how to submit results
SHELF Training Overview

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What does the SHELF cover?

Wellness Policies

Physical Activity Environment

Healthy Eating Environment

- Nutrition Services
- Smarter Lunchrooms Scorecard
- Farm to School + Gardens
How is SHELF data collected?

• What do you observe in the school environment?

Observation

• What has been documented in the wellness policy?

Wellness Policy

• Who has the knowledge to help you respond accurately?

Conversations
SHELF Sections – Wellness Policy

The Wellness Policy section has 6 questions covering:

- Local wellness policies
- Oversight and implementation of wellness policies

Watch for this symbol!
Read the box for guidance on filling out the section
SHELF Sections – Wellness Policy

Wellness Policy

1. School health oversight
   Does someone at the school currently oversee or coordinate school health programs and activities?
   □ Yes (1)
   □ No (0)

   School Health Oversight Subtotal: out of 1

2. Representative school health committee or team
   Does the school have a representative committee or team that oversees school health and safety policies and programs? (May select multiple)
   □ Meets >4 times per year (1)
   □ Includes parents (1)
   □ Includes community members (1)
   □ Includes school nutrition service staff (1)
   □ Includes PE staff (1)
   □ Includes school administration (1)
   □ Includes teachers (1)

   School Health Committee Subtotal: out of 7
SHELF Sections – Wellness Policy

3. School health action plan
   Does the school have an action plan for health and wellness initiatives?
   □ Yes (1)
   □ No (0)

School Health Action Plan Subtotal: out of 1

4. Local wellness policy – development
   How is the local education agency (LEA) or district local school wellness policy developed? (May select multiple)
   □ Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public are invited to participate in the development, implementation, review and update of the local school wellness policy (1)
   □ One or more school district and/or school official(s) have the authority and responsibility to ensure each school enacts the policy (1)
   □ The public (including parents, students, and others in the community) are informed and updated about the local school wellness policy on an annual basis (1)

Wellness Policy Development Subtotal: out of 3
SHELF Sections – Wellness Policy

5. Local wellness policy – implementation
Which of the following components of the local education agency (LEA) or district local school wellness policy have been implemented? (May select multiple)
  □ Specific goals for nutrition education and promotion activities (1)
  □ Specific goals for physical activity opportunities (1)
  □ Specific goals for other school-based activities that promote student wellness (1)
  □ Specific goals to ensure that nutrition and physical activities are inclusive and culturally-sensitive (1)
  □ Recess takes place prior to lunch (1)
  □ Nutrition standards for all foods and beverages sold on the school campus during the school day that are consistent with Federal regulations for school meals and USDA Smart Snacks in School* nutrition standards (1)
  □ Policy to ensure that only foods and beverages that meet USDA Smart Snacks in School* nutrition standards can be marketed or advertised to students on the school campus during the school day (1)
  □ Standards for all foods and beverages provided, but not sold, to students during the school day (e.g., healthy celebrations for classroom parties or classroom snacks brought by parents) (1)

Wellness Policy Implementation Subtotal: out of 8
SHELF Sections – Wellness Policy

6. **Local wellness policy – measurement**
   Does the school measure the following at least once every 3 years? (May select multiple)
   - Schools compliance with the local school wellness policy (1)
   - Compare local education agency local wellness policy to model local school wellness policies (1)
   - Progress made in attaining the goals of the local wellness policy (1)

   **Wellness Policy Measurement Subtotal:** out of 3
SHELF Sections – Physical Activity Environment

The Physical Activity Environment section has 13 questions covering:

- Physical education curriculum
- Staff training around physical activity
- Physical activity policies in the classroom
- Before and after school physical activity opportunities
7. Physical education meets age-appropriate guidelines
Do all students in each grade receive the recommended amount of physical education each week? *NOTE: The items below are based on national recommendations for physical education, which vary by age and differ from Washington State guidelines which can be found [here](#). Physical education classes should be spread over at least three days per week, with daily physical education preferable.*

- Students in each grade receive the recommended amount of physical education each week throughout the school year (150 minutes per week for elementary/225 minutes per week for middle and high school) (3)
- Students in each grade receive a moderate amount of physical education each week throughout the school year (90-149 minutes per week for elementary/135-224 minutes per week for middle and high school) (2)
- Students receive limited physical education each week throughout the school year (60-89 minutes per week for elementary/90-134 minutes per week for middle and high school) (1)
- Not all students receive physical education or students receive very limited physical education each week throughout the school year (fewer than 60 minutes per week for elementary/fewer than 90 minutes per week for middle and high school) (0)

| Physical Education Guidelines Subtotal: | out of 3 |
8. Sequential physical education curriculum consistent with standards
   Do all PE teachers use age-appropriate, sequential physical education curriculum that is consistent with national or state standards for physical education (see national standards below) and the district’s requirements for physical education? Note: Washington State has adopted National Health Education Standards (NHES) K-12 Health Education Learning Standards – a description of standards is available here. The CDC’s Physical Education Curriculum Analysis Tool (PECAT) may be useful in assessing school PE curriculum.
   □ All teachers use sequential physical education curriculum that is consistent with state standards (2)
   □ Some teachers use sequential physical education curriculum that is consistent with state standards (1)

PE Curriculum Subtotal: out of 2

9. Tracking student progress
   Does the physical education program track student progress? (May select multiple)
   □ Fitness is assessed using Fitnessgram or ________________ (write in) (1)
   □ Student are encouraged to set physical activity goals (1)
   □ Students’ goals are tracked (1)

Tracking Progress Subtotal: out of 3
10. Certified physical education staff
Are all physical education classes taught by teachers who are certified or endorsed to teach physical education?

☐ All physical education classes are taught by certified physical education staff (2)
☐ Some physical education classes are taught by certified physical education staff (1)

Certified PE Staff Subtotal: out of 2

11. Professional development for physical education teachers
Are PE teachers required to participate in professional development in physical education at least once a year?

☐ All PE teachers are required to participate in annual PE professional development (2)
☐ Some PE teachers are required to participate in annual PE professional development (1)

Professional Development – PE Subtotal: out of 2
12. **Prohibit using physical activity as a punishment**

Does the school prohibit using physical activity and withholding physical education class as punishment? Is this prohibition consistently followed? (May select multiple)

*NOTE: Please do not consider issues related to participation in interscholastic sports programs when answering this question.*

- Using physical activity as punishment is prohibited and consistently followed (1)
- Withholding physical education as punishment is prohibited and consistently followed (1)

Prohibit PA as Punishment Subtotal: out of 2

13. **Professional development for classroom teachers**

Are classroom teachers required to participate at least once a year in professional development on promoting and integrating physical activity in the classroom?

- All classroom teachers are required to participate in professional development on physical activity (2)
- Some classroom teachers are required to participate in professional development on physical activity (1)

Professional Development - PA Subtotal: out of 2
SHELF Sections – Physical Activity Environment

14. Promotion/support of walking and bicycling to/from school
   Is walking and bicycling to and/or from school supported or promoted in the following ways? (May select multiple)
   □ Designation of safe or preferred routes to school and/or distribution of maps depicting these routes (1)
   □ Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area) (1)
   □ Instruction on walking/bicycling safety provided to students (1)
   □ Crossing guards (1)
   □ Crosswalks on streets leading to schools (1)
   □ Walking school buses (1)

Walking and Bicycling to/from School Subtotal: out of 6

15. Availability of before- and after-school physical activity opportunities
   Does the school offer opportunities for all students to participate in physical activity before and after school, through organized physical activities (such as physical activity clubs, intramural sports, before school physical activity)? (May select multiple)
   □ Organized physical activity is offered before school (1)
   □ Organized physical activity is offered after school (1)

Before and After-School Physical Activity Subtotal: out of 2
SHELF Sections – Physical Activity Environment

16. Availability of physical activity breaks in classrooms
   Are all students provided opportunities to participate in physical activity breaks in classrooms outside of physical education, recess, and class transition periods?
   NOTE: Physical activity breaks (e.g., brain breaks, energizers, classroom activity breaks, etc.) are actual breaks that occur in the academic classroom, allowing students to take a mental and physical break from current academic tasks. These breaks can occur at any time during the school day, last from 5–30 minutes, and occur all at one time or several times during the school day.
   □ Physical activity breaks are provided on all days (2)
   □ Physical activity breaks are provided on some days during a typical school week (1)

   Classroom Physical Activity Subtotal: out of 2

17. Physical activity facilities meet safety standards
   Does the school ensure that spaces and facilities for physical activity meet or exceed recommended safety standards for design, installation, and maintenance? (May select multiple)
   □ Indoor and outdoor playing surfaces are regularly inspected (1)
   □ Physical activity equipment (e.g., balls, jump ropes, weight lifting machines, etc.) are regularly inspected and repaired (1)

   Physical Activity Safety Standards Subtotal: out of 2
18. Access to physical activity facilities outside school hours (joint-use agreements)
Are indoor and outdoor physical activity facilities open to students, their families, and the community outside school hours? (May select multiple)

*NOTE: Making facilities open and available to students, their families, and the community outside school hours can be conducted as a regular practice or through a formal, written joint or shared use agreement. A joint use or shared use agreement is a formal agreement between a school or school district and another public or private entity to jointly use either school facilities or community facilities to share costs and responsibilities.*

- Facilities are available to students, families and community outside school hours (1)
- Joint-use agreements with one or more entities are in place (1)

Access to Physical Activity Facilities Subtotal:  out of 2

19. Modeling physical activity behaviors
Are staff encouraged to model physical activity behaviors? (May select multiple)

- Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior (1)
- Provide staff with information about the importance of engaging in physical activities with students (1)
- Provide staff with information or strategies on how to incorporate physical activity into classrooms (1)

Modeling Physical Activity Subtotal:  out of 3
SHELF Sections – Nutrition Services

The Nutrition Services section has **9 questions** covering:

- School breakfast and lunch policies
- Training for nutrition service and other staff
- Access to water and healthy snacks
20. Breakfast and Lunch Programs
Are school meals programs (breakfast and lunch) fully accessible, and offered to all students? (May select multiple)
- [ ] A fully accessible school lunch program is offered to students (1)
- [ ] A fully accessible school breakfast program is offered to students (1)

School Meals Subtotal:  out of 2

21. School breakfast
Which strategies are used to maximize participation in the school breakfast program? (May select multiple)
- [ ] Universal free breakfast* is offered, including breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (1)
- [ ] Breakfast after the bell is offered, including breakfast in the classroom, grab and go to the classroom, or second chance breakfast models (1)
- [ ] Traditional breakfast program is served and consumed in the cafeteria (1)

*Generally, universal free breakfast is ideal for schools with >70% of students eligible for free or reduced-price meals, but may still be feasible for schools with a lower percentage of eligible students depending on state and local policies and programs. Universal free breakfast refers to any program that offers breakfast to all students free of charge, regardless of their free, reduced or paid lunch status.

School Breakfast Subtotal:  out of 3
22. Annual continuing education and training requirements for school nutrition services staff

Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA’s Professional Standards requirements? Topics covered may include, but are not limited to, food safety and Hazard Analysis Critical Control Point (HACCP), nutrition standards updates in school meals, food sensitivities and allergies, purchasing and procurement, meal counting and claiming, customer service or food production techniques.

NOTE: USDA’s Professional Standards requirements establish minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. (See https://professionalstandards.fns.usda.gov/content/professional-standards-information)

- All food and nutrition services staff meet or exceed the annual continuing education training hours required by USDA’s Professional Standards requirements (2)
- Some food and nutrition services staff meet or exceed the annual continuing education training hours required by USDA’s Professional Standards requirements (1)

School Nutrition Service Staff Training Subtotal: 2 out of 2
SHELF Sections – Nutrition Services

23. Nutrition Education
   Do students in all grades receive nutrition education?
   □ All students receive nutrition education (2)
   □ Some students receive nutrition education (1)

   Nutrition Education Subtotal: out of 2

24. Venues outside the cafeteria offer fruits and vegetables
   Do food venues outside the cafeteria (e.g., vending machines, school stores, canteens, snack bars, or snack or food carts) offer fruits and non-fried vegetables?
   □ Yes (1)
   □ No (0)

   Fruits/Vegetables outside Cafeteria Subtotal: out of 1

25. Access to free drinking water
   Does the school make safe, unflavored, drinking water available throughout the school day at no cost to students? (May select multiple)
   □ Students can access water fountains or water filling stations throughout the day (1)
   □ Students are allowed to bring filled water containers or bottles to class (1)

   Water Access Subtotal: out of 2
SHELF Sections – Nutrition Services

26. Prohibit using food as a reward or punishment
   Does the school prohibit giving students food as a reward, and withholding food as punishment?
   Is this prohibition consistently followed? (May select multiple)
   □ Using food as a reward is prohibited and consistently followed (1)
   □ Withholding food as punishment is prohibited and consistently followed (1)

   Prohibit Food as Punishment Subtotal: out of 2

27. Adequate time to eat school meals
   Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?
   NOTE: The time that students are allotted for breakfast and/or lunch should be uninterrupted (i.e., designated to eating and not to completing make-up work or other academic assignments).
   □ Yes (1)
   □ No (0)

   Time to Eat Subtotal: out of 1
28. Modeling healthy eating

Does your school support staff to model healthy eating? (May select multiple)

☐ Encourage staff to use non-food items, activities, and opportunities for physical activity to recognize students for their achievements or good behavior (1)

☐ Provide staff with information about the importance of modeling healthy eating (1)

☐ Encourage staff not to bring in or consume unhealthy foods and beverages in front of students, in classrooms, or areas common to both staff and students (1)

☐ Provide staff with examples of healthy foods and beverages to bring in or consume during the regular or extended school day (1)

Modeling Healthy Eating Subtotal: out of 4
SHELF Sections – Smarter Lunchrooms Scorecard

The SLM Scorecard has 8 sections:
- Fruit and vegetables
- Reimbursable meals
- Lunchroom atmosphere
- Student involvement
- School community involvement
SHELF Sections – Smarter Lunchrooms Scorecard

**FOCUS ON FRUIT**
- At least two kinds of fruit are offered.
- Sliced or cut fruit is offered.
- A variety of mixed whole fruits are displayed in attractive bowls or baskets (instead of stainless steel pans).
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale.
- At least one fruit is identified as the featured fruit-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- A fruit taste test is offered at least once a year.*

**VARY THE VEGETABLES**
- At least two kinds of vegetables are offered.
- Vegetables are offered on all service lines.
- Both hot and cold vegetables are offered.
- When cut, raw vegetables are offered, they are paired with a low-fat dip such as ranch, hummus, or salsa.*
- A serving of vegetables is incorporated into an entrée item at least once a month (e.g., beef and broccoli bowl, spaghetti, black bean burrito).*
- Self-serve spices and seasonings are available for students to add flavor to vegetables.
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- A vegetable taste test is offered at least once a year.*

Focus on Fruit Subtotal _____ of 6

Vary the Vegetables Subtotal _____ of 8
SHELF Sections – Smarter Lunchrooms Scorecard

**HIGHLIGHT THE SALAD**
- Pre-packaged salads or a salad bar is available to all students.
- Pre-packaged salads or a salad bar is in a high traffic area.
- Self-serve salad bar tongs, scoops, and containers are larger for vegetables and smaller for croutons, dressing, and other non-produce items.
- Pre-packaged salads or salad bar choices are labeled with creative, descriptive names and displayed next to each choice.

Highlight the Salad Subtotal _____ of 4

**MOVE MORE WHITE MILK**
- Milk cases/coolers are kept full throughout meal service.
- White milk is offered in all beverage coolers.
- White milk is organized and represents at least 1/3 of all milk in each designated milk cooler.
- White milk is displayed in front of other beverages in all coolers.
- 1% or non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name.

Move More White Milk Subtotal _____ of 5
SHELF Sections – Smarter Lunchrooms Scorecard

BOOST REIMBURSABLE MEALS
- Cafeteria staff politely prompt students who do not have a full reimbursable meal to select a fruit or vegetable.
- One entree is identified as the featured entree-of-the-day, is labeled with a creative name next to the point of selection, and is the first entree offered.
- Creative, descriptive names are used for featured items on the monthly menu.
- One reimbursable meal is identified as the featured combo meal and is labeled with a creative name.
- The combo meal of the day or featured entree-of-the-day is displayed on a sample tray or photograph.
- A (reimbursable) combo meal is offered as a grab-and-go meal.
- Signs show students how to make a reimbursable meal on any service line (e.g., a sign that says “Add a milk, fruit and carrots to your pizza for the Power Pizza Meal Deal!”).
- Students can pre-order lunch in the morning or day before.*
- Students must use cash to purchase à la carte snack items if available.
- Students have to ask a food service worker to select à la carte snack items if available.*
- Students are offered a taste test of a new entree at least once a year.*

Reimbursable Meals Subtotal _______ of 11

LUNCHROOM ATMOSPHERE
- Cafeteria staff smile and greet students upon entering the service line and throughout meal service.
- Attractive, healthful food posters are displayed in dining and service areas.
- A menu board with today’s featured meal options with creative names is readable from 5 feet away when approaching the service area.
- The lunchroom is branded and decorated in a way that reflects the student body.
- Cleaning supplies or broken/unused equipment are not visible during meal service.
- All lights in the dining and meal service areas work and are turned on.
- Compost/recycling and trash cans are at least 5 feet away from dining students.
- There is a clear traffic pattern. Signs, floor decals, or rope lines are used when appropriate.
- Trash cans are emptied when full.
- A menu board with tomorrow’s featured meal with creative names is readable from 5 feet away in the service or dining area.

Lunchroom Atmosphere Subtotal _______ of 10
SHELF Sections – Smarter Lunchrooms Scorecard

**STUDENT INVOLVEMENT**
- Student artwork is displayed in the service area or dining space.
- Students, teachers, or administrators announce today’s menu in daily announcements.*
- Students are involved in the development of creative and descriptive names for menu items.*
- Students have the opportunity to volunteer in the lunchroom.

**SCHOOL COMMUNITY INVOLVEMENT**
- A monthly menu is posted in the main office.
- A menu board with creative, descriptive names for today’s featured meal options is located in the main office.
- A monthly menu is provided to students, families, teachers, and administrators.*
- Information about the benefits of school meals is provided to teachers and administration at least annually.*
- Nutrition education is incorporated into the school day.*
- Students are engaged in growing food (for example, gardening, seed planting, farm tours, etc.).*

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SHELF Sections – Farm to School + Gardens

The Farm to School + Gardens section has **4 questions** covering:

- Farm to School activities
- School gardens

Watch for this symbol!
Read the box for guidance on filling out the section
SHELF Sections – Farm to School + Gardens

29. Farm to School activities
   Is the school implementing any Farm to School activities?
   - Local and/or regional products are incorporated into the school meal programs (1)
   - School hosts a farmer’s market (student and parent involvement) (1)
   - Menu states local product(s) being served (1)
   - Messages about agriculture and nutrition are reinforced throughout the learning environment (1)
   - School hosts a school fruit or vegetable garden (1)

Farm to School Subtotal: out of 5
SHELF Sections – Farm to School + Gardens

30. Garden Resources
Does the school garden have adequate resources?
☐ School administration is supportive of the garden (1)
☐ There is a garden coordinator (1)
☐ The garden has adequate funding (1)
☐ Parents or volunteers are invited to support the garden (1)

Garden Resources Subtotal: out of 4

31. Garden Environment
Is the garden well-maintained?
☐ The garden is well-maintained (1)
☐ A variety of crops are planted (1)

Garden Environment Subtotal: out of 2

32. Garden Integration
Is the garden integrated into other aspects of school?
☐ All students access the garden throughout the year (1)
☐ Garden learning is integrated into other curriculum (1)
☐ Garden produce is used in school meals or tastings (1)

Garden Integration Subtotal: out of 3
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**Washington State Department of Health | 47**
What are some benefits of the SHELF tool?

- Identify joint priorities – immediate and longer-term
- Use our resources strategically
- Pinpoint opportunities for SNAP-Ed to support schools
- Evaluate changes over time
How can I coordinate with my school partner?

- Begin conversations early!
- Work with partner schedules
- Make a list of what you need

*If you’re having trouble getting buy-in or follow-through, reach out to the SNAP-Ed evaluation team!
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How can I submit SHELF results?

1. Update PEARs PSE Entry
2. Scan and attach SHELF results to PEARs entry
   - Mail hardcopy of SHELF using prepaid envelopes
Updating your PEARs PSE Entry

Start by selecting ‘PSE Site Activities’ from the ‘Track’ drop-down menu.
Updating your PEARs PSE Entry

Navigate to the Needs, Readiness & Effectiveness Section using the panel on the right-hand side.
Updating your PEARS PSE Entry

On the Needs, Readiness & Effectiveness section, select ‘yes’ when asked about conducting needs or readiness assessments. You'll then click ‘Add Assessment’ to include details.

Did you conduct any needs or readiness assessments at this site or organization during the current reporting year of October 1, 2018 - September 30, 2019 (SNAP-Ed)? *

Yes

The SNAP-Ed Framework interpretive guide suggests several surveys to be used when assessing organizational readiness for PSE changes. Additionally, see the environmental settings flowchart to determine which assessments are recommended.

Needs and Readiness Assessments

Add Assessment
Updating your PEARs PSE Entry

Follow the prompts to describe the SHELF, date of assessment, description of results and score.

Assessment type:
Needs assessment/environmental scan

Survey Instrument:
Other (please specify)

Name or brief description of tool:
School Health Environment and Lunchrooms Form (SHELF)

Approximate date baseline assessment administered:
11/13/2019

Brief description of baseline assessment results:
The Test Elementary School has a strong wellness policy, but many aspects of the policy were not implemented at the time of this assessment. The school environment appears to support ongoing physical activity for all students throughout the year. On the other hand, the school environment does not provide adequate support for healthy eating choices (e.g., unhealthy foods in vending machines, few vegetables available in the cafeteria, etc.). We received great support from Test Elementary staff in using the SHELF, and we're excited to work together moving forward!

Assessment Score:
72
Attaching to PEARS PSE Entry

Navigate to the General Information Section using the panel on the right-hand side.
Attaching to PEARS PSE Entry

Use the ‘File Attachments’ option at the bottom of the General Information section to add your SHELF results file.
Mailing with Prepaid Envelope

Washington State Department of Health
ATTN: RAE Unit, Office of Nutrition Services
PO Box 47886
Olympia, WA 98504
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Next Steps

Mid-November
- Complete SHELF training

November/December
- Coordinate with partner(s)
- Complete tool
- Submit results

January/February
- Debrief with SNAP-Ed evaluation team
## SHELF Training Overview

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Please reach out!

Share questions or feedback by emailing us at: snapedevaluation@doh.wa.gov

Find this training and other resources online at: https://wasnap-ed.org/evaluation
Thank you!
give Peas a Chance
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