## 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-I. 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.

**SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES** 



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

Describe the items that received a written policy score of 2 and an interview practice score of 2. Start with the Federal Requirements for each section.

Item description
Section 1. Nutrition Education
Links nutrition education with the school food environment
Section 2: Standards for USDA Child Nutrition Programs and School Meals
Free drinking water is available during meals
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
Addresses nutrition standards for all foods and beverages served to students after the school day, including before/ after care on school grounds, clubs, and after school programming.
Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/ after care on school grounds, clubs, and after school programming.
Addresses availability of free drinking water throughout the school day.
Section 4: Physical Education and Physical Activity
Addresses time per week of physical education instruction for all elementary school students.
Addresses time per week of physical education instruction for all middle school students.
Addresses time per week of physical education instruction for all high school students.
Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.
Section 5: Wellness Promotion and Marketing

	Section 6: Implementation, Evaluation & Communication
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC8	Addresses the establishment of an ongoing school building level wellness committee.

#### **SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN**



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

Enter the items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. Start with the Federal Requirements for each section.

Item number	Item description
	Section 1. Nutrition Education
NE1	Includes goals for nutrition education that are designed to promote student wellness.
NE3	All elementary school students receive sequential and comprehensive nutrition education. Use N/A if 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 if no high schools in district.
NE6	Nutrition education is integrated into other subjects beyond health education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals

	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	Continue 4. Dhysrical Education and Dhysrical Activity.
	Section 4: Physical Education and Physical Activity
PEPA1	There is a written physical education curriculum for grades K-12.
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.
PEPA3	Physical education promotes a physically active lifestyle
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
	occion of implementation, Evaluation & Communication

#### **SECTION 3: UPDATE POLICIES**

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



Enter the items that received a written policy score of 0 or 1 and an interview practice score of 2. Start with the Federal Requirements for each section.

Item number	Item description
	Section 1. Nutrition Education
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory
NE8	Nutrition education addresses agriculture and the food system.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.
SM4	Addresses how to handle feeding 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 "seat time" students have to eat school meals.
SM2	Addresses access to the USDA School Breakfast Program
SM10	Addresses purchasing local foods for the school meals program.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.
NS6	Addresses fundraising with food to be consumed during the school day
NS3	Regulates food and beverages sold in a la carte.
NS4	Regulates food and beverages sold in vending machines.

NS5	Regulates food and beverages sold in school stores.
NS2	USDA Smart Snack standards are easily accessed in thepolicy.
NS7	Exemptions for infrequent school-sponsored fundraisers.
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.
NS12	Addresses food not being used as a reward.
	Section 4: Physical Education and Physical Activity
PEPA9	Addresses physical education exemption requirements for all students
PEPA10	Addresses physical education substitution for all students.
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.
PEPA14	Addresses physical activity breaks during school.
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.
	Section 5: Wellness Promotion and Marketing
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.
WPM2	Addresses strategies to support employee wellness.
WPM3	Addresses using physical activity as a reward.
WPM4	Addresses physical activity not being used as a punishment.
WPM5	Addresses physical activity not being withheld as a punishment.
WPM6	Specifies marketing to promote healthy food and beverage choices.
WPM1	Encourages staff to model healthy eating and physical activity behaviors.
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).

WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.)
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).
	Section 6: Implementation, Evaluation & Communication
IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.

#### **SECTION 4: OPPORTUNITIES FOR GROWTH**

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



Enter the items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. Start with the Federal Requirements for each section.

Item number	Item description
	Section 1. Nutrition Education
NE3	All elementary school students receive sequential and comprehensive nutrition education.
NE4	All middle school students receive sequential and comprehensive nutrition education.
NE5	All high school students receive sequential and comprehensive nutrition education.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM10	Addresses purchasing local foods for the school meals program
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools.
	Section 4: Physical Education and Physical Activity
PEPA1	There is a written physical education curriculum for grades K-12
PEPE2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.
PEPA3	Physical education promotes a physically active lifestyle.
PEPA7	Addresses qualifications for physical education teachers for grades K-12.

PEPA8	Addresses providing physical education training for physical education teachers.
	Section 5: Wellness Promotion and Marketing
	Section 6: Implementation, Evaluation & Communication
IEC6	Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the localschool wellness policy; 2. The extent to which the LEA's localschool wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.

#### **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.

Our program has done well in the areas of getting students exposed to new foods as well as teaching them what a balanced meal looks like for breakfast and lunch that's served during the school day. We make water accessible at all times as we know it is essential for student health. We do not sell beverages or food after school to the students which limits the amount of unhealthy food they have access to. We have multiple opportunities in our program for clients to engage in physical activity from structured activities to access to all our campus rec equipment. It is clear who is responsible and leading the effort to improve and maintain our wellness policy for the program and this policy is regularly reviewed.



#### **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.

The Director of Residential Services who is responsible for creating and enforcing the wellness policy will be reviewing all items in the updated wellness policy with Nurses, teachers, managers, group leaders, and commissary manager to ensure goals are realistic and wellness policy points are being implemented. This will be accomplished through meetings, emails, and regular review.



**SECTION 3: UPDATE POLICIES** 

If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired. Our wellness policy has been updated as of 6-2021 to include all federally required items and other items to align with the model wellness policy. Please see updated policy for specific implementation points and updates.



#### **SECTION 4: OPPORTUNITIES FOR GROWTH**

If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired. Our wellness policy has been updated as of 6-2021 to include all federally required items and other items to align with the model wellness policy. Please see updated policy for specific implementation points and updates. Through review and a team effort we will strive to implement all new goals set in the updated wellness policy.

## WellSAT: 3.0

Wellness School Assessment Tool

#### DISTRICT SCORECARD





	Section 1: Nutrition Education	
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▲ NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1
NE3	All elementary school students receive sequential and comprehensive nutrition education. Use N/A if no elementary schools in district.	ı
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 if no high schools in district.	l
NE6	Nutrition education is integrated into other subjects beyond health education	3
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	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.	86%
	Strength 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.	38%

	Section 2: Standards for USDA Child Nutrition Programs and School Meals	
		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	T
SM2	Addresses access to the USDA School Breakfast Program.	0
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	0
SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
SM8	Free drinking water is available during meals.	2
å SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	0
SM10	Addresses purchasing local foods for the school meals program.	0
ubtotal for Section 2	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:	20 %
	Strength 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.	10 %

	ranger i de la companya de la compa La companya de la co	Rating
A NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	
NS2	USDA Smart Snack standards are easily accessed in the policy.	0
M NS3	Regulates food and beverages sold in a la carte.	1
ANS4	Regulates food and beverages sold in vending machines.	G
MS5	Regulates food and beverages sold in school stores.	0
MS6	Addresses fundraising with food to be consumed during the school day.	0
NS7	Exemptions for infrequent school-sponsored fundraisers.	O
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	0
Å. NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools.  Use N/A if no elementary schools in district.	0
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	Z
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	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.	387
	Strength 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.	23%

	Section 4: Physical Education Physical Activity	
		Ratin
PEPA1	There is a written physical education curriculum for grades K-12.	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	ı
PEPA3	Physical education promotes a physically active lifestyle.	1
PEPA4	Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary school in district.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	Z
РЕРА6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	O
PEPA9	Addresses physical education exemption requirements for all students.	Q
PEPA10	Addresses physical education substitution for all students.	O
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	N/A

PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	J
*PEPA13	Addresses recess for all elementary school students: Use N/A if no elementary schools in district.	0
PEPA14	Addresses physical activity breaks during school.	0
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	NA
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	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.	50%
	Strength 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.	29%

	Section 5: Wellness Promotion and Marketing	
ALLES TO A STORE OF THE SE		Rating
WPM1 -	Encourages staff to model healthy eating and physical activity behaviors.	O
₩PM2	Addresses strategies to support employee wellness.	0
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	0
₩PM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	0
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	0
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	ð
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).	o
Subtotal for Section 5	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.	0 %
	Strength 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.	0%

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Rating
IEC1	Addresses the establishment of an ongoing district wellness committee.	7
A IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
A IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	7
â IEC4	Addresses making the wellness policy available to the public.	0
iec5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	G
♣ IEC6	Triennial assessment results will be made available to the public and will include:  1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy;  2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies;  3. A description of the progress made in attaining the goals of the local school wellness policy.	O
iEC7	Addresses a plan for updating policy based on results of the triennial assessment.	0
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	ン
Subtotal for Section 6	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.	50%
	Strength 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.	38%

	Overall District Policy Score	
And the Witter State of the Control		Score
	<b>Comprehensiveness Score:</b> Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	40 =
	Strength Score: Add the strength scores for each of the six sections above and divide this number by 6.	23%



Completed by Shawn Yambor 6/2021

# Wellsat-L

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

oes the scl	w – Head of Curriculum or Health/Nutrition Teacher nool district have specific goals for nutrition education designed to promote student wellness? Does this indards-based nutrition education curriculum?
0	Nutrition education is not provided.
(D)	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.
2 NE1: Include	The district uses a standards-based curriculum with specific goals to promote student wellness goals for nutrition education that are designed to promote student wellness.

How would	ew – Head of Curriculum or Health/Nutrition Teacher you describe the nutrition education you provide? Are didactic methods used to increase student Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?
Please provi	de 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 awareness, menu planning, reading nutrition facts labels).

all eleme	entary school students receive sequential and comprehensive nutrition education?
0	Nutrition education is not provided.
1	Nutrition education is provided to in 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.

	e school students receive sequential and comprehensive nutrition education?
0	Nutrition education is not provided.
$\Theta$	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.

NE5 intervie	w – Head of Curriculum, Principal, or Health/Nutrition Teacher
Do all high s	chool students receive sequential and comprehensive nutrition education?
0	Nutrition education is not provided.
	Nutrition education is provided to only some high school grades.
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.

N/A	No high school in district / interview not at a high school.	
NE5: All high	school students receive sequential and comprehensive nutrition education.	e de la companio del companio de la companio de la companio del companio de la companio del companio de la companio de la companio de la companio de la companio del companio de la companio della companio della companio de la companio della compan
		The property of the second of

la nutrition of	w – Head of Curriculum, Principal ducation integrated into other subjects beyond health education? If yes, what are some examples? clude: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]
0	Nutrition education is not integrated into other subjects.
1)	Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but the interviewee cannot provide examples.
2	Instructional staff integrate nutrition into other lessons, and interviewee can provide specific examples.

la sutrition o	w – Principal, Food Service Director, Head of Curriculum, Health/Nutrition Teacher ducation linked with the school food environment? If yes, what are some examples? clude: teachers and food service staff collaborate in connecting nutrition education with the foods and
	nat are in school.]
0	Nutrition education is not linked with the school food environment.
1	Interviewee believes nutrition education is linked with the school food environment, but cannot provide specific examples.
(2)	Nutrition education is integrated into the school food environment in concrete ways and interviewee can provide examples (e.g., displaying educational materials in the cafeteria that reinforce classroom lessons; providing food for use in classroom nutrition education lessons; teaching lessons to students about the nutritional value of school meals; providing cafeteria tours for classes).
NE7: Links n	utrition education with the food environment.

NE8 Intervie	ew: Head of Curriculum, Principal, Health/Nutrition teacher on education address agriculture and the food system?
0	Agriculture and the food system are not included in nutrition education.
1	The respondent believes agriculture and the food system are addressed in nutrition education, but
3	Students receive education about agriculture and the food system, and the respondent can provide specific examples (e.g., the school has a garden club; the garden is used as a teaching tool; children visit local farms and see where foods are purchased as part of the school meals).

## WellSAT

## Wellness School Assessment Tool – Interview to match WellSAT 3.0 Standards for USDA School Meals Section

SM1 Intervie	w - Food Service Director
Have there b	een parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been
challenging t	o implement? If yes, are there features of the district's meal program that are not yet in compliance?
0	There are features of the meal program that are not yet in compliance with HHFKA.
1	The respondent is fairly confident that all meals are in compliance with all elements of the HHFKA.
(2)	The respondent is very confident that all meals are in compliance with all elements of the HHFKA.
14	

SM1: Assures compliance with USDA nutrition standards for reimbursable school meals. Federal Rule language states that local educational agencies must set "standards and nutrition guidelines for all food and beverages sold to students during the school day" that "are consistent with applicable requirements set forth under 210.10." Additionally, the WIC Reauthorization Act of 2004 states that all wellness policies must "provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture."

The Park South Continue to the South Court	ew Food Service Director strict offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?
[Examples i	nclude: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only ome schools.]
0	Breakfast is not offered in the district.
. 1	School breakfast is offered, but not every day to all students.
	School breakfast is offered every day to all students.

How does yo	w – Food Service Director our school ensure that children who are receiving free/reduced meals cannot be identified? How e you that it is not possible for the students to identify those who qualify for free or reduced lunch?
0	Respondent is uncertain and believes it is possible to identify students receiving free/reduced meals.
1	Respondent is fairly confident that students cannot be identified.
(3)	Respondent is confident that students cannot be identified (Score 2 if district provides universal free meals).

SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals. The National School Lunch Act puts restrictions on how much information can be shared from participants. The United States Department of Agriculture states "school food authorities must assure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits, certification and notification of eligibility, provision of meals in the cafeteria, and the point of service."

SM4 Interview	- Food Service Director
How does the	district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are
the student and	d parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a
	or given the regular meal?
0	Respondent believes students are stigmatized in some manner (e.g., visibly identified in the cafeteria,
_	refused a meal, or given a different meal)
1	Respondent is fairly confident that are not stigmatized or given a different meal.
(2)	Respondent is confident that students with unpaid balances are not stigmatized in any way (e.g.,
** The decade of the	overtly identified) and are always given the regular reimbursable meal
SM4: Addresse	s how to handle feeding children with unpaid meal balances without stigmatizing them.

How are fan	ew – Food Service Director nilies provided information about eligibility for free/reduced priced meals? (If district provides universal
free meals, s	
0	Information is only available upon request
1_	Information is available on only on district website
(2)	Clear procedure for providing information through multiple avenues (e.g., Applications for are sent home to all families at the beginning of the school year and are available on the district website).

Are specific	ew – Food Service Director strategies used to increase participation in the school meal programs? If yes, please describe
Evamples i	nclude: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a unch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]
0	No specific strategies are used to increase participation.
1	Respondent identifies strategies that are used infrequently or inconsistently (e.g., promotions only at the beginning of the year; promotions on special days).
(b)	Respondent identifies multiple strategies that are used consistently.

How long a	ew – Food Service Director re the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically Jown and eat their meals.
0	Students typically have less 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
1	Students sometimes have 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
(3	Students consistently have at least 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
SM7: Addre	esses the amount of "seat time" students have to eat school meals.

Follow up q water fount	no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Juestions can include: Does the cafeteria have water fountains? Are there a sufficient number of working ains? Can students take water back to the table or do they need to drink at the fountain? Do students e water and fountains to be clean and safe?
0	Water is not available or only available for sale.
1	Yes, but access is inconsistent (e.g., available only sometimes; available only upon request)
(2)	Yes, free water is consistently available to students during meals (e.g., water fountains or water filling stations are available in all cafeterias; water jugs and cups are present in the cafeteria and students have access to water throughout the meal period).

	### ### ### ### ### ### ### ### ### ##
SM9 Interview	– Food Service Director
What is the fre	quency and amount of training provided to the food and nutrition staff? Does it meet the USDA
<ul> <li>A substitute of the first of th</li></ul>	andards? (see below).
0	Training amount and frequency does not meet the USDA Professional Standards.

amendments made by section 203 of the HHFKA, and in the cafeteria during breakfast meal service."

Training amount and frequency meets the USDA Professional Standards for some staff but not everyone.

Training for food and nutrition staff meets or exceeds the USDA Professional Standards (i.e., annual, and new and current food service directors - 12 hours; new and current managers - 10 hours; new and current staff - 6 hours).

SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. Training requirements include: new and current directors: 12 hours; new and current managers: 10 hours; new and current staff: 6 hours. Requirement information available at: <a href="https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf">https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf</a>.

#### SM10 Interview - Food Service Director

Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?

caretenas to	promote tnem (
0	There is not an effort to purchase locally grown foods in the district.
(1)	Some locally grown foods are purchased for schools, but it is not a priority.
B	Procuring locally grown foods is a priority. The respondent can describe specific efforts to increase purchases and promote local foods (e.g., marketing foods with the name of the farm; taste-tests).

SM10: Addresses purchasing local foods for the school meals program. Procurement is one of the three components of the farm to school program. Procurement is defined as local foods that are purchased, promoted, and served in the cafeteria or as a snack or taste-test. Info about the USDA farm to school program available at: <a href="https://www.fns.usda.gov/farmtoschool/farm-school">https://www.fns.usda.gov/farmtoschool/farm-school</a>



#### Wellness School Assessment Tool – Interview to match WellSAT 3.0 Nutrition Standards Section

0	There are competitive foods sold to students and interviewee states that some items may not meet Smart Snacks standards.
1	There are competitive foods and interviewee is somewhat confident that all items meet Smart Snacks standards.
(2)	There are no competitive foods, or there are competitive foods and interviewee is very confident that all items meet Smart Snacks standards.

Do you knov	w – Food Service Director, Principal v where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in g the school day? Can you tell me how you do this?
0	The respondent does not know where to look to access the standards.
1	The respondent has an idea of where to find the standard, but is not completely sure.
(2)	Yes, respondent can describe exactly where to find the standards.
NS2: USDA	Smart Snack standards are easily accessed in the policy.

The following questions are about the sale of competitive foods in different locations in the school during the school day.

Are there co	w – Food Service Director ompetitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident all of these items meet Smart Snacks nutrition standards?
0	There are a la carte foods sold in the cafeteria during the school day and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are competitive a la carte foods sold in the cafeteria and interviewee is somewhat confident that all items meet Smart Snacks standards.
(2)	There are no competitive a la carte foods sold in the cafeteria, or there are a la carte foods and interviewee is very confident that all items meet Smart Snacks standards.

mart Snacks regulations?)  vending machines on school property accessible to students and the interviewee believes of the items may not meet Smart Snacks standards.
The many may more infact officials standards.
vending machines on school property and the interviewee is somewhat confident that all et Smart Snacks standards.
no vending machines, or there are vending machines on school property and the ee is very confident that all items meet Smart Snacks standards.

Are there foo	w = Food Service Director / Principal od or beverages sold in school stores during the school day? If yes, how confident are you that all of
school stores regulations?)	meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the ? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks
0	There are school stores and the interviewee believes that some of the food/beverages may not meet Smart Snacks standards
1	There are school stores machines and the interviewee is somewhat confident that all items meet Smart Snacks standards
3	There are no school stores, or there are school stores and the interviewee is very confident that all items meet Smart Snacks standards

Are there for of approving understand	ew – Principal / Food Service Director ood or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge g in-school fundraising activities? How confident are you that the people conducting fundraisers Smart Snacks nutrition standards? How confident are you that Items sold in fundraisers meet Smart
Snacks stan	dards? (Note: Some states have passed regulation permitting exemptions from the federal law non-Smart Snack fundraisers during the school day – this is addressed in the next question).
0	The school has food and beverage fundraisers during the school day that sell items that may not meet Smart Snacks standards. [Note: Score 0 if these products are sold in compliance with state defined exemptions – see NS7.]
1	The school has food and beverage fundraisers during the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
(2)	There are no food or beverage fundraisers during the school day, or there are fundraisers during the school day and the interviewee is very confident that all items meet Smart Snack standards.
NS6: Addre	sses fundraising with food to be consumed during the school day.

(Before asking t	Principal / Food Service Director his question look up the state policy on fundraiser exemptions at the bottom of this page: p.uic:edu/content/research-products-national-wellness-policy-study. If 0 exemptions, item is n/a).
Your state [fill ir foods and beve	n] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which grages sold do not have to meet Smart Snacks. Are you familiar with this state law?
0	We have non-compliant fundraisers up to or beyond the state maximum.
	We are more stringent than the state, but allow some exemptions for infrequent non-compliant fundraisers.
	The interviewee is confident that there are no non-compliant food or beverage fundraisers.
n/a	State does not permit any non-compliant Smart Snacks fundraisers during the school day.

0	Products containing caffeine are sold at the high school level.
1	The interviewee is somewhat confident that there are no products with caffeine sold at the high school level.
2	The interviewee is very confident that there are no products with caffeine sold at the high school level.
N/A	There is not a high school in the district, or this interview is not at a high school.

holiday partid	o food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, es)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? se regulations communicated? How confident are you that the regulations are followed consistently? If
food-based o	celebrations are not permitted, how confident are you that they do not occur?  There are no restrictions on the types of foods and beverages served at celebrations, or there are
(D) 10	restrictions but the interviewee is not confident that they are followed consistently.
D	There are district nutrition standards and the interviewee is confident that all foods served meet them (or Smart Snacks standards).
2	The interviewee is confident that there are no food-based celebrations.
N/A	There are no elementary schools in the district, or this interview is not at an elementary school.
NS9: Regula N/A if no ele	tes food and beverages served at class parties and other school celebrations in elementary schools. Use mentary schools in district.

Are foods or b care, clubs, ar	w – Principal / Food Service Director beverages served (not sold) to students after the school day on school grounds, including before/after and afterschool programming?
now are these	e district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? Tregulations communicated to the adults running the activities? How confident are you that the Experimental forms of the followed consistently?
n egalations are	
U	There are no restrictions on the types of foods and beverages served after school on school grounds.
1	The school serves foods and beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack or CACFP standards.
(2)	The interviewee is confident that there are no foods served after the school day, or all items served meet Smart Snack or CACFP standards.
NS10: Address before/after ca	ses nutrition standards for all foods and beverages served to students after the school day, including, are on school grounds, clubs, and after school programming.

ldresses i fore/afte	nutrition standards for all foods and beverages sold (not served) to students after the school day, including r care on school grounds, clubs, and after school programming
0	There are no restrictions on the types of foods and beverages sold after school on school grounds.
1	The school sells foods/beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
B	The interviewee is confident that there are no foods sold after the school day, or all items sold meet Smart Snack standards.

Do teachers u	w – Principal / Teacher use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right g a pizza party when students finish a unit).
0	The interviewee believes that many teachers do use food as a reward in the classroom.
1	The interviewee believes that a few, but not all, teachers use food as a reward in the classroom.
<b>2</b>	The interviewee is very confident that none of the teachers use food as a reward in the classroom.
NS12: Addres	ses food not being used as a reward.

student	s have consistent and easy access to water throughout the school day? If yes, how? Follow up question is are permitted to carry water bottles with them throughout the school day? Are there water fountains illing stations throughout the school? Is bottled water is for sale during the school day?
0	Water is not available to students outside of the cafeteria.
1	There is limited water availability for students outside the cafeteria (limited due to few locations or limited because students must purchase it).
(2)	Students have consistent access to water at no cost throughout the school day.

NS13: Addresses availability of free drinking water throughout the school day.

## Welsate

## Wellness School Assessment Tool – Interview to match WellSAT 3.0 Physical Education and Physical Activity Section

es the di	strict have a written physical education curriculum that is implemented consistently for every grade?
0	There is not a written physical activity curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
2	There is a written physical education curriculum and it is implemented for every grade.

(ô)	trict have a written physical education curriculum that is aligned with national and/or state standards?  There is not a written physical education curriculum.
~	Note: If PEPA1 is 0, code 0.
1	There is a written physical education curriculum, but it is not aligned with national/state standards
2	There is a written physical education curriculum that is aligned with national/state standards.

المساممة با	ad of Curriculum / PE Teacher our physical education program promote a physically active lifestyle?
[Examples i	nclude: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram";
teaches skil	Is needed for lifelong physical fitness.
0	Respondent describes a PE program that does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
(1)	Respondent describes a PE program that teaches limited lifetime physical activities.
2	Respondent describes a PE program that teaches lifetime physical activities;

PEPA4 - Hea	ad of Curriculum / PE Teacher
How many n	ninutes per week of PE does each grade in elementary school receive?
Note: NASP	E recommends that schools provide 150 minutes of instructional PE for elementary school children per
week for the	entire school year.
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
<b>(2)</b>	All elementary school students receive 150 minutes or more of PE every week.
PEPA4: Add	lresses time per week of physical education instruction for all elementary school students.

	ninutes per week of PE does each grade in middle school receive? E-recommends that schools provide 225 minutes of instructional physical education for middle school
e e e e e e e e e e e e e e e e e e e	r week for the entire school year.
0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
<b>(2</b> )	All middle school students receive 225 minutes or more of PE every week.

B. Carlottina and Control of the	ad of Curriculum / PE Teacher ninutes per week of PE does each grade in high school receive?
<ul> <li>i i i i i i i i i i i i i i i i i i i</li></ul>	E recommends that schools provide 225 minutes of instructional physical education for middle school
students pe	r week for the entire school year.
0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
	All high school students receive 225 minutes or more of PE every week.
PEPA6: Ado	lresses time per week of physical education instruction for all high school students.

	I of Curriculum / PE Teacher al education classes taught by state certified/licensed teachers who are endorsed to teach physical
The Market Market and the second	사용을 보는 하는 것이 없는 물리에 하는 수 없는 것이 되었다. 그는 것이 되었다. 그는 것은 것이 되는 것이 되었다. 그는 것이 되었다. 그는 것을 모든 것이 되었다. 그는 것이 없는 것이 없는 물건을 보고 하는 것이 말을 보고 있다. 그 것은 것은 것이 없는 것이 되었다면 하는 것은 것이 있다. 그는 것이 되었다는 것을 보고 있다. 그런 것이 되었다는 것이 없는 것이 없는 것이 없는 것이
Ø	Fewer than half of the school's physical education teacher(s) are state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.

PEPA8 - PE Teacher Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical	
education?	
0	Relevant professional development has not been offered to PE teachers in over 3 years.
0	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.

# PEPA9 - PE Teacher A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions? O Many students are given exemptions (i.e., more than 20% of students). 1 Some students are given exemptions (i.e., more than 5% but less than 20%). PEPA9: Addresses physical education exemption requirements for all students.

	ution is when students are permitted to not take PE because they are engaged in another physical activity. TC or other school sports. What percentage of students do you estimate do not take PE each year due to s?
0	Many students do not take PE due to substitutions (i.e., more than 20% of students).
1	Some students do not take PE due to substitutions (i.e., more than 5% but less than 20%).
(2)	Few students do not take PE due to substitutions (i.e., less than 5%).

PEPA11 - PE Teacher / Principal Are there opportunities for families and community members to engage in physical activity at school? If yes, pleas describe. How frequently does this occur?	
O MA	There are not opportunities for families and community members to engage in physically activity at school.
1	There are opportunities for families and community members to engage in physically activity at school a few times a year.
B	There are opportunities for families and community members to engage in physically activity at school at least once a month.

Are there opportunities for all students to engage in physical activity before and after school? If yes, please des	
How frequen	itly does this occur?
0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days / for some students
(24)	Before and after school physical activity is offered most days for most students

	incipal (elementary only) y recess for all grades in elementary school? If no, how many days per week is recess offered, and for
which grade	s? How long is recess when it is offered?
	practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff g students to be active; and c) students have access to safe and appropriate physical activity equipment.
0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades, in elementary school.
<u>(2)</u>	Daily recess is provided for at least 20 minutes for all grades in elementary school.

Do teachers	provide regular physical activity breaks for students in the classroom? If yes, please describe. How
frequently c	to they occur? Do all teachers conduct physical activity breaks with their students?
0	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks for students.
(2)	Most teachers do provide regular physical activity breaks for students.

PEPA 15 - Pri	ncipal / District Level Representative
When school	is not in session, do community members use indoor and outdoor school building and grounds facilities?
Does the disti	rict have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no).
G/	The respondent believes that community members do not use indoor or outdoor facilities.
1	The respondent is unsure whether or not community group using school facilities.
2	The respondent can provide examples of community groups using school facilities.
PEPA15: Join	t or shared-use agreements for physical activity participation at all schools.

0	tion of students walk or bike to school? How frequently do they do that?  It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
(2)	More than 20% of the students regularly walk or bike to school.

and the second of the second o



## Wellness Promotion and Marketing Section

If ves, how o	taff encouraged to model healthy eating and physical activity behaviors in front of students? loes the school encourage this behavior?
[Examples in	nclude: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water eria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with
0	School staff are not encouraged to model healthy nutritional behaviors.
1	The interviewee believes school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.

Are there st	ncipal / Teacher rategies used by the school to support employee wellness? Please describe. Examples: "Health and sses are offered to staff." "School physical activity equipment is available for use by staff before or after pport employee wellness." "Free water and healthy snacks are available in the staff break room."
0	There are no employee wellness activities.
1	The interviewee believes the school supports employee wellness but cannot provide specific examples.
(2)	The interviewee can describe specific strategies used by the school to support employee wellness,

re teacher	ncipal / Teacher s encouraged to use physical activity as a reward for students? For example, providing extra recess, taking nd the school, or playing an active game in the classroom.
0	Physical activity is not used as a reward.
1	The interviewee reports that teachers can use physical activity as a reward but does not know whether or not it occurs.
2	The interviewee is confident that teachers use physical activity as a reward and can provide examples.

Definition of school marketing: School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spekespersons or characters, on any property or facility owned or leased by the school district or school, such as school buildings and campus, outside and areas adjacent to school buildings, athletic fields, school buses, parking lots, or other facilities, used at any time for school-related activities.

THE RESERVE TO A STREET ASSESSMENT OF THE PERSON OF THE PE	d or beverage marketing on the school campus during the school day? If yes, do the marketed items med ks criteria?
0	There are foods marketed on campus during the school day that do not meet Smart Snacks criteria.
1	There are foods marketed on campus during the school day and the interviewee is fairly confident that they meet Smart Snacks criteria.
Ø	There are no foods marketed on campus during the school day, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.

	d or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? The marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change
	is a renewal of the sponsorship agreement?
0	There are foods marketed on school property that do not meet Smart Snacks criteria.
1	There are foods marketed on school property and the interviewee is fairly confident that they meet Smart Snacks criteria.
(3)	There are no foods marketed on school property, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.

	l or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic materials)? If yes, do the marketed items meet Smart Snacks criteria?
r 1344 O	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.

Do teachers	ncipal / Teacher ever use physical activity as a punishment? nclude: telling students to run extra laps or do other physical activities as behavioral consequence.]
0	The interviewee believes that physical activity is sometimes used as a punishment.
1	The interviewee is somewhat confident that physical activity not used as a punishment.
(2)	The interviewee is very confident that physical activity is not ever used as a punishment.
WPM4: Add	lresses physical activity not being used as a punishment.

	s ever withhold physical activity as a classroom management tool? nclude: taking away recess, taking away PE, or requiring students to sit in one place for an extended	
0	The respondent believes that teachers sometimes withhold physical activity as a classroom management tool.	
1	The respondent is somewhat confident that teachers do not withhold physical activity as a class management tool.	room
2	The respondent is very confident that teachers do not ever withhold physical activity as a classr management tool.	oom

	cipal / Food Service Director og strategies used to promote healthy food and beverage choices in school? If yes, what foods and
beverages ar	e promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and
more accessi	ble placement of the healthier items).
0	No specific efforts are made to promote healthy food or beverage choices.
2	Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
2	Multiple strategies are used consistently to promote healthy food and beverage choices.
WPM6: Spec	ifies marketing to promote healthy food and beverage choices.

WPM10 - P Is there foo	rincipal d or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or
beverage ci	ups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed Smart Snacks criteria?
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
<b>(</b> )	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
	ecifically addresses marketing where food is purchased (e.g., logos on exteriors of vending machines, food cups or containers, food display racks, coolers, trash and recycling containers).

school radio	d or beverage marketing in school publications and media (e.g., advertisements in school publications, is stations, in-school television, computer screen savers, school-sponsored Internet sites, and ents on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
3	There are no foods marketed in these places or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
publications	ecifically addresses marketing in school publications and media (e.g., advertisements in school school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and ents on the public announcement (PA) system).

#### WPM12 - Principal

Is there food or beverage marketing through fundraisers and corporate-incentive programs?

Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education.

If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?

. 0	There are food fundraisers or corporate-sponsored programs that do not meet Smart Snacks criteria.
.1	There are food fundraisers or corporate-sponsored programs and the interviewee is fairly confident that they meet Smart Snacks criteria
(2)	There are no food fundraisers or corporate-sponsored programs or the interviewee is very confident that any foods associated with the fundraiser or corporate-incentive program meets Smart Snacks criteria.

WPM12: Specifically addresses marketing on fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education).



## Wellness School Assessment Tool – Interview to match WellSAT 3.0 Implementation, Evaluation, Communication Section

	et Level Official
	ctive district level wellness committee? Note: This may also be called a health advisory committee or
otner similal	name. If yes, how frequently does the committee meet?
0	A district wellness committee has not been established.
1	There is a committee, but has not met in the current year and has no planned meetings.
(2)	There is a committee and it has or is planning to meet at least twice in the current year.
IEC1: Addre	sses the establishment of an ongoing district wellness committee.

#### IEC2- District Level Official

Which groups are represented on the *district level* wellness committee? (check all that apply). Note an individual can represent more than one role.

- o Parents
- Students
- School Food Authority representative
- PE Teacher
- o School Health Professional (nurse, social worker, school psychologist)
- o School Board Member
- School Administrator
- . Community mombor

o Commi	inity member
0	There is no committee, or it has 3 or fewer of the listed roles represented
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.

IEC2: Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy. Federal Rule language states that the policy must include "a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy."

#### IEC6 - District Level Official

What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the fequirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.

0	There has not been a triennial assessment.
1	There is a triennial assessment but it does not include all three progress report elements.
2	The triennial assessment includes all three progress report elements.

IEC6: Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.

#### IEC7 = District Level Official

Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?

0	The wellness policy has not been revised or there has not been a triennial assessment.
0	The wellness policy has been revised but the respondent cannot describe how the triennial assessment results were used to revise the policy.
2 ·	The respondent can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness policy was compared to a model policy and the committee decided which topics to revise based on district priorities and resources).

IEC7: Addresses a plan for updating policy based on results of the triennial assessment. Federal Rule language states that districts must "make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment."

#### IEC8 - Principal

Is there an active school level wellness committee? (Note: This may also be called a school health advisory committee, or similar name). If yes, how frequently does the committee meet?

advisory commi	ictee, or similar name) if yes, now frequently does the committee meet?
0	A school level wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
(2)	There is a committee that has met at least twice in the past year.

IEC8 Policy: Addresses the establishment of an ongoing school building level wellness committee. This may also be called a school health team, school health advisory committee, or similar name.

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1	The respondent believes that there are officials responsible for policy implementation and compliance, but cannot give specific examples of who they are or how this is achieved.
(2)	It is clear that a district level official is in charge of ensuring policy compliance across schools, and building level official is in charge of each school. The respondent can give examples of how this is achieved (e.g., each school provides annual written reports on compliance with specific policies).

How is the	ct Level Official, Principal wellness policy made available to the public? Is it available online? How often is the public informed
where to fir	nd the policy?
0	The policy is not shared with the public.
1	The policy is available only upon request, or there has not been communication about it in over a year.
(2)	The policy is posted online and the policy is distributed to the public with any updates at least once a year through district communication channels.
agencies m	esses making the wellness policy available to the public. Federal Rule language states that local educationa ust "inform the public about the content and implementation of the local school wellness policy, and make nd any updates to the policy available to the public on an annual basis."

ieus – Distri	ict Level Official ne committee assess implementation of the wellness policy? How often does this assessment occur?
How does th	he committee assess implementation of the weilitess policy: Trow often does this assessment occasion
[Examples o	f evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist,
local or state	e policy implementation checklists, or the current interview.]
0	District compliance with the wellness policy has not been assessed.
·1	District compliance with the wellness policy has been assessed, but not within the last three years
	and/or not using a systematic process.
(2)	District compliance with the wellness policy has been systematically assessed within the last three
	years.

IEC5: Addresses the assessment of district implementation of the local wellness policy at least once every three years. Federal Rule language states that local educational agencies must "at least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public."