

WellSAT-I

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

NE1 Interview – Head of Curriculum or Health/Nutrition Teacher

Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?

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

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

WellSAT-I

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

SM1 Interview – Food Service Director

Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to 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.



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."

SM2 Interview – Food Service Director

Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]

0	Breakfast is not offered in the district.
1	School breakfast is offered, but not every day to all students.
2	School breakfast is offered every day to all students.

SM2: Addresses access to the USDA School Breakfast Program.

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 parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, 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., overtly identified) and are always given the regular reimbursable meal

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

SM5 Interview – Food Service Director

How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)

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).

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

SM9 Interview – Food Service Director

What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).

0	Training amount and frequency does not meet the USDA Professional Standards.
1	Training amount and frequency meets the USDA Professional Standards for some staff but not everyone.
2	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: <https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf>.

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?

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.
2	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: <https://www.fns.usda.gov/farmtoschool/farm-school>

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

NS7 Interview – Principal / Food Service Director

(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page:

<https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study>. If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages 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.
1	We are more stringent than the state, but allow some exemptions for infrequent non-compliant fundraisers.
2	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.

NS7: Exemptions for infrequent school-sponsored fundraisers.

WellSAT-I

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

PEPA1 - Head of Curriculum / PE Teacher

Does the district 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.

PEPA1: There is a written physical education curriculum for grades K-12.

PEPA2 - Head of Curriculum / PE Teacher

Does the district have a written physical education curriculum that is aligned with national and/or state standards?

0 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.

PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.

PEPA7 - Head of Curriculum / PE Teacher

Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?

0 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.

PEPA7: Addresses qualifications for physical education teachers for grades K-12.

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.

1 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.

PEPA8: Addresses providing physical education training for physical education teachers.

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?

0	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%).
2	Few students are given exemptions (i.e., less than 5%).

PEPA9: Addresses physical education exemption requirements for all students.

PEPA 15 - Principal / District Level Representative

When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a “joint-use” or “shared-use” agreements? (Note if answer is yes or no).

0	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: Joint or shared-use agreements for physical activity participation at all schools.

WellSAT-I

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

IEC1– District Level Official

Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar 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: Addresses 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.

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

IEC4– District Level Official, Principal

How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find 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.

IEC4: Addresses making the wellness policy available to the public. Federal Rule language states that local educational agencies must "inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."

IEC5 – District Level Official

How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state 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.
<i>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."</i>	

IEC6 – District Level Official

What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement 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.
1	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."