

WellSAT 2.0

The Wellness School Assessment Tool 2.0 provides a standard method for the quantitative assessment of school wellness policies. Such policies have been required since 2006 in all school districts participating in the National School Lunch Program. This tool offers a consistent and reliable means of assessing the comprehensiveness and strength of school wellness policies within or among states. It was developed in 2010 and updated in 2014 by researchers funded by the Robert Wood Johnson Foundation.

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How to Rate Policy Statements

School wellness policies are evaluated based on the degree to which they address 78 policy items, which are categorized into six sections. The sections include Nutrition Education, Standards for USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education and Physical Activity, and Implementation, Evaluation and Communication.

For each of the 78 policy items, school wellness policy statements are to be rated “0,” “1,” or “2,” using the definitions below. This evaluation tool lists each policy item followed by an explanation of the item and examples of “1” and “2” statements.

Rating		Explanation
0	= Not Mentioned	The item is not included in the text of the policy.
1	= Weak Statement	<p>Assign a rating of “1” when the item is mentioned, <i>but</i>:</p> <ul style="list-style-type: none"> The policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i>. Statements are listed as <i>goals, aspirations, suggestions, or recommendations</i>. There are <i>loopholes</i> in the policy that weaken enforcement of the item. The policy mentions a <i>future plan to act</i> without specifying when the plan will be established. <p>Words often used include: <i>may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try</i>.</p>
2	= Meets / Exceeds Expectations	<p>Assign a rating of “2” when the item is mentioned, and it is clear that the policy makers are committed to making the item happen because:</p> <ul style="list-style-type: none"> The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). Strong language is used to indicate that action or regulation is required, including: <i>shall, will, must, have to, insist, require, all, total, comply and enforce</i>. A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., “shall encourage teachers to role model healthy behaviors”).

Evaluating Hint: One method for deciding between a rating of “1” and a “2” is to consider the scenario of a parent approaching a school district’s board of education to discuss an issue. If the policy is ambiguous on how the school should handle the issue at hand, rate the item as “1.” If the written policy gives clear guidance about how to decide whether the school complies with the policy, rate the item as “2.”

Note: Many districts have policies in place that may impact or overlap with the district wellness policy. For example, many school boards have a stand-alone policy addressing student transportation that may address biking to school. If biking to school is also covered in the wellness policy, it is important to align the content of the two policies to avoid sending contradictory messages to the school community.

How to Score School Wellness Policies

The WellSAT 2.0 will give you two scores: a **comprehensiveness** score, which reflects the extent to which recommended content areas are covered in the policy; and a **strength** score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language.

Score	Explanation
Comprehensiveness Score by section	Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.
Strength Score by section	Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.
Total Comprehensiveness	Total comprehensiveness is calculated by counting the number of items rated as “1” or “2,” dividing this number by the total number of policy items (78) in all five sections, and multiplying this number by 100.
Total Strength	Total strength is calculated by counting the number of items rated as “2,” dividing this number by the total number of policy items (78) in all five sections, and multiplying this number by 100.

The example below shows the calculation of sample scores for Section 1.

Section 1. Nutrition Education		Rating
NEWP1	Nutrition curriculum provided for each grade level.	0
NEWP2	Links nutrition education with the school food environment.	1
NEWP3	Nutrition education teaches skills that are behavior-focused.	2
NEWP4	Encourages staff to be role models for healthy behaviors.	1
NEWP5	Specifies district using Centers for Disease Control and Prevention’s (CDC) Coordinated School Health Program (CSHP) model or other coordinated/comprehensive method.	0
NEWP6	Specifies how district will engage parents, students or community to provide information and hear feedback to meet district wellness goals.	0
NEWP7	Specifies marketing to promote healthy choices.	1
Subtotal for Section 1 Nutrition Education	Comprehensiveness Score <i>Count the number of items rated as “1” or “2” and divide this number by 7. Multiply by 100. Do not count an item if the rating is “0.”</i>	57
	Strength Score <i>Count the number of items rated as “2” and divide this number by 7. Multiply by 100.</i>	14

Comprehensiveness Score = Three items are rated as “1” and one items is rated as “2,” for a total of 4 items. Four divided by 7 equals 0.57, multiplied by 100 for a score of 57.

Strength Score= One item is rated as “2.” One divided by 7 equals 0.14, multiplied by 100 for a score of 14.

In Section 3, item responses may vary if regulations are specific to elementary, middle and high schools. You can assign a score for each grade level. The final score for the item will be the average of the three responses given. Averages should be rounded up.

Section 1. Nutrition Education

NE1: There is a standards-based nutrition curriculum, health education curriculum or other curriculum that includes nutrition

0: Not mentioned

1: Vague and/or suggested

Example: "Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices."

2: Clear that district has a nutrition curriculum or health education curriculum that includes nutrition

Example: "Nutrition lessons are integrated into the curriculum and the health education program."

NE2: All elementary school students receive nutrition education

0: Not mentioned

1: Suggested. It is unclear if all elementary school students will receive nutrition education.

Example: "Nutrition lessons will be designed for integration into the curriculum and the health education program."

2. Required. It is clear that all elementary students will receive nutrition education

Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE3: All middle school students receive nutrition education

0: Not mentioned

1: Suggested. It is unclear if all middle school students will receive nutrition education.

Example: "Nutrition and physical activities lessons will be designed for integration into the curriculum and the health education program."

2. Required. It is clear that students in every grade will receive nutrition education

Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE4: All high school students receive nutrition education

0: Not mentioned

1: Suggested. It is unclear if all high school students will receive nutrition education.

Example: "Nutrition and physical activities lessons will be designed for integration into the curriculum and the health education program."

2: Required. It is clear that students in every grade will receive nutrition education

Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE5: Links nutrition education with the school food environment

0: Not mentioned

1: Vague and/or suggested

Example: "The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity."

2: Requires that nutrition education be integrated into the larger school environment in concrete ways.

Examples:

"The nutrition education program shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab."

"Field trips: Children will have an opportunity to visit local farms where produce is purchased for school meals."

NE6: Nutrition education teaches skills that are behavior-focused

0: Not mentioned

1: Nutrition education for development of behavioral skills is suggested.

Examples:

"All students should have the skills necessary to make nutritious food choices."

"Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors."

2: Statement that skill-based nutrition education is required OR specific skills are identified and required (e.g., media awareness, menu planning, reading nutrition facts labels).

Examples:

"Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning."

"Schools will provide nutrition education lessons that cover topics such as reading a Nutrition Facts label."

NE7: Nutrition education is sequential and comprehensive in scope

0: Not mentioned

1: It is suggested that nutrition education is comprehensive and/or sequential

Examples:

"...should provide high quality nutrition education."

2: Statement that nutrition education is sequential OR is grade-appropriate

Examples:

"Nutrition education curriculum is aligned with state and federal learning objectives and standards."

Section 2. Standards for USDA Child Nutrition Programs and School Meals

SM1: Addresses access to the USDA School Breakfast Program

0: Not mentioned

1: Encourages or suggests participation in the School Breakfast Program.

Examples:

"The district shall make every effort to offer school breakfast."

"The district shall operate under USDA regulations for all of its school food programs."

2: Includes language to institutionalize the School Breakfast Program (e.g., specific reference to USDA, School Breakfast Program or CFR Part 220).

Example: "All schools will provide breakfast through the USDA School Breakfast Program."

SM2: Addresses compliance with USDA nutrition standards for reimbursable meals.

0: Not mentioned

1: Vague and/or suggested.

Examples:

"Meals offered are nutrient-dense and include whole grains, fruits, and vegetables."

"...all foods sold/served on campus will meet USDA Dietary Guidelines" (and no other mention about school meal programs in the policy that would alter the coding for this item)

2: Policy states that school meals are required to meet or are in compliance with USDA nutrition standards

Example:

"... shall ensure that all reimbursable school meals meet current USDA nutrition standards."

SM3: School meals meet standards that are more stringent than those required by the USDA.

0: Not mentioned

1: Suggested or recommended

"Schools are encouraged to serve fruit instead of juice and to phase out juice during the coming year."

2: Exceed USDA standards in some way

Examples:

"School meals will meet all current USDA nutrition standards. In addition, only unflavored, white milk will be sold with school breakfast and lunch."

"Juice will not be served as a substitute for fruit and vegetables."

"Fish is on the menu at least one time per week."

SM4: District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals.

NA: All schools qualify for community eligibility

0: Not mentioned

1: Vague/suggested

Example: "The district will consider whether additional steps should be taken to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way."

2: District has implemented plans to protect student privacy (in addition to following relevant regulations)

Examples:

"The cafeterias are cashless—all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) are given a code to enter at the cash register."

"Competitive foods are sold from the same lines as reimbursable meals."

"Competitive foods are not sold during lunch periods."

SM5: USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy)

0: Not mentioned

1: Some, but not all of the standards are outlined in the wellness policy

Example: "Only fat-free and low-fat, unflavored milk will be available for purchase with breakfast and lunch." (no other standards described)

2: USDA standards are included in the policy or a working link to the USDA website is provided.

SM6: Specifies strategies to increase participation in school meal programs

0: Not mentioned

1: Mentions vague and/or suggested strategies

Examples:

"School meals shall be made attractive to students by appealing to their taste preferences."

"To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs."

2: Requires specific strategies such as limiting access to competitive foods in the cafeteria, requiring that all high school students have a scheduled lunch period, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" or Breakfast in the Classroom.

Examples:

"Students will have the opportunity to provide input on local, cultural, and ethnic favorites."

"Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu."

"Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast."

"Tutoring, club or organizational meetings will not be scheduled during the lunch period unless students are allowed to purchase lunch to be consumed during meetings"

"The district shall use the USDA's Smarter Lunchroom tools and other resources available on the USDA website."

"The district discourages consumption of competitive foods *in place of* school meals by limiting competitive food choices during mealtimes in the cafeteria."

"Items meeting Smart Snack standards, but traditionally served as dessert, such as cookies and ice cream, shall not be sold to students during the lunch period"

"Snack foods may not be purchased during meals."

SM7: Addresses students leaving school during lunch periods

0: Not mentioned

1: Closed campus is recommended or suggested

Example: "High school administrative staff will strive to manage the lunch period schedule in a way that ensures adequate space and time for all students to eat, with the goal of eliminating the need for an "open campus" policy."

2: Students are prohibited from leaving campus for lunch/there is a "closed campus" policy in place

Example: "The district has a closed campus policy. School staff may not provide permission for students to leave campus for the purpose of obtaining lunch."

SM8: Ensures adequate time to eat.

0: Not mentioned

1: Vague and/or suggests a specific amount of time

Examples:

"Schools are encouraged to permit all full-day students a daily lunch period of not less than 20 minutes."

"Personnel will schedule enough time so students do not have to spend too much time waiting in line."

2: Requires meal periods to include at least 20 minutes of "seat time" for lunch and/or at least 10 minutes of "seat time" for breakfast.

Examples: "After obtaining food, students will have at least 20 minutes to eat lunch."

SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards

(Available: <http://www.fns.usda.gov/sites/default/files/CN2014-0130.pdf>)

0: Not mentioned

1: Training suggested, but unclear if USDA requirement is met

Example: "All food service personnel will have adequate training in food service operations."

2: It is clear that USDA requirement for training and/or continuing education is being met.

Example: "The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure that professional development in the area of food and nutrition is provided for food service directors, managers and staff."

SM10: Addresses school meal environment

0: Not mentioned

1: Vague or suggested.

Example: "...will strive to make the cafeteria a pleasant environment for meals."

2: Requires specific strategies (ensures adequate space/seating, supervision, a clean, pleasant environment, etc.)

Example: "Appropriate supervision shall be provided in the cafeteria and rules for safe behavior shall be consistently enforced."

SM11: Nutrition information for school meals (e.g., calories, saturated fat, sodium, sugar) is available to students and parents.

0: Not mentioned

1: Available, but not disseminated widely

Example: "Will provide nutrition information to parents upon request."

2. Specific and required

Examples:

"Will share and publicize information about the nutritional content of meals with students and parents."

"Nutrition information for meals is made available in the cafeteria at the point of sale."

SM12: Specifies how families are provided information about determining eligibility for free/reduced priced meals.

NA: All schools qualify for community eligibility

0: Not mentioned

1: Vague/suggested

Example: "Parents should be informed that the application is available online and should be completed by..."

2: Clear procedure for providing information is in place

Example: "Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website."

SM13: Recess (when offered) is scheduled before lunch in elementary schools

0: Not mentioned

1: Recommended or weakened by principal discretion

Example: "Schools will be encouraged to schedule recess before the lunch period"

2: Required

Example: "All children will participate in daily recess which will be scheduled prior to the lunch period."

SM14: Free drinking water is available during meals.

0: Not mentioned

1: Drinking water is available, but not easily accessible

Examples:

"Drinking water is available in the cafeteria upon request."

"Students will be permitted to leave the cafeteria during meals to obtain water from a drinking fountain."

2: Free drinking water is available for self-service in the cafeteria

Example: "Students will be made aware of the availability of water during meals. Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period"

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Note: This section relates to sale or service of foods **outside USDA school meals** (competitive foods) only. If a district wellness policy contains a statement regulating "all foods" at school, and it is unclear from the context of the policy whether the statement applies to competitive foods or USDA school meals, apply the statement to this section and to Section 2 (Standards for USDA School Meals).

- Some policies regulate foods "served" at school, while others only regulate foods "sold." "Served" foods include both those that are "sold" and those distributed for free, such as foods served at birthday parties

Definitions:

School Day: The period from the midnight before, to 30 minutes after the end of the official school day.

Extended School Day: After-school activities like clubs, sports practices, band, yearbook, after-care, etc.

View Smart Snacks Standards Here http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf

Note: In this section you will be asked to specify whether policy items apply to all grade levels, or are specific to elementary (ES), middle (MS) or high school (HS).

Provide a response for each of the three levels (ES, MS, HS) for items NS—NS3, NS5-NS7 and NS11.

NS1 Addresses compliance with USDA nutrition standards for all FOODS sold to students during the school day (commonly referred to as Smart Snacks)

0: Not mentioned

1: Either of the following:

- Vague and/or suggested.
- Specifies meeting nutrition standards for competitive foods, but does not show specific standards that document compliance OR specify USDA Smart Snacks OR specify federal requirements.
- Lists some, but not all standards/ implies partial compliance

Example: "All foods sold to students outside of school meals shall meet district nutrition standards"

2: All foods sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks federal nutrition standards (or stronger standards such as the Institute of Medicine nutrition standards) or specific standards are named that imply compliance.

Examples:

"All snacks sold in vending machines, school stores, concession stands, and a la carte will be fruits, vegetables, whole grain products, low-fat dairy or protein foods that contain ≤ 200 calories, $\leq 35\%$ sugar by weight, $\leq 35\%$ calories from total fat, $<10\%$ of calories from saturated fat, zero transfat and $<200\text{mg}$ of sodium."

"The district is in compliance with all federal and state nutrition standards for all foods served in schools."

NS2 Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs. Do not count snacks provided in before/aftercare (child care) programs)

0: Not mentioned

1: Either of the following:

- Addresses nutrition standards or Smart Snacks, but does not mention extended day.
- Nutrition standards apply to extended day, but they are weaker than Smart Snack standards

Examples:

"Only healthy snacks will be sold to children participating in on-site programs after school ends."

"Snacks sold to students during after school programs must be less than 200 calories and be low in sugar and sodium."

2. Requires that foods sold during the extended school day meet or exceed Smart Snacks nutrition standards. Policy must either state that Smart Snacks or federal nutrition standards are used OR document compliance by providing a list of the nutrition standards.

Examples:

“Snacks sold to children participating in on-site programs after school ends will meet USDA Smart Snack nutrition standards.”

“All snacks sold to students during after school programs will meet the same nutrition standards as foods sold during the school day.”

“Nutrition standards apply to all foods sold to children before, during, after school and on evenings and weekends. All snacks will be fruits, vegetables, whole grain products, low-fat dairy or protein foods that contain < 200 calories, < 35% sugar by weight, < 35% calories from total fat, <10% of calories from saturated fat, zero transfat and <200mg of sodium.”

NS3 Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds

NA: Before/aftercare are not provided on school grounds

0: Not mentioned

1: Either of the following:

- Addresses nutrition standards or Smart Snacks, but does not mention before/aftercare/childcare.
- Nutrition standards apply to before/aftercare, but they are weaker than CACFP or Smart Snack standards

2. Requires that foods and beverages served to students in before/aftercare, whether run by the school or an outside party (e.g., YMCA) will meet CACFP nutrition standards OR Smart Snacks standards. Policy may state that one of these specific nutrition standards are followed, or may list the specific standards, providing evidence that they are followed.

Example: “Snacks in aftercare are served via the Child and Adult Care Food Program.”

NS4 Regulates food served at class parties and other school celebrations in elementary schools.

0: Not mentioned

1: Any of the following:

- Foods served at class parties must meet Smart Snack standards
- An umbrella statement saying "all (competitive) foods" served at school must meet Smart Snack standards. Regulations for class parties are required but weakened (e.g., by allowing one traditional party food).
- Provide a specific and restricted list of food items allowed to be served/distributed/available at class parties or at all times (e.g., limiting to fruits and whole grains).

Examples:

"The district shall provide parents with a list of allowable party foods that meet the Smart Snack standards

"The district will regulate all food and beverages served during classroom activities."

"Classroom parties, celebrations, etc. shall be limited to one snack and one beverage from a list of Smart Snack allowable items."

2: No food is served during class celebrations.

Exception: food may be brought into the classroom no more than twice per year for activities related to curriculum (e.g., Thanksgiving traditions are being studied).

Examples:

"Classroom celebrations will focus on activities, rather than food. No food will be served."

"Due to concerns about food safety and food allergies, children will be recognized on their birthdays by being given special privileges, such as being line leader or teacher's helper for the day. No food will be brought into the classroom."

NS5 Addresses compliance with USDA minimum nutrition standards for all BEVERAGES sold to students during the school day (commonly referred to as Smart Snacks)

0: Not mentioned

1: Either of the following:

- Vague and/or suggested.
- Specifies meeting nutrition standards for beverages sold in school, but does not specify USDA Smart Snacks standards OR list standards to indicate compliance.
- List some, but not all, Smart Snacks standards for beverages

Example: "All beverages sold in vending machines, school stores, etc. shall meet district nutrition standards for allowable beverages"

2: All beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks nutrition standards, or specific standards are named that imply compliance.

Example: "Vending machines will contain only beverages that meet Smart Snack standards including plain or carbonated water in any portion size, and 100% juice and low-fat unflavored milk or fat-free flavored or unflavored milk in portion sizes up to 8 ounces for elementary schools and 12 ounces for middle and high schools."

NS6 Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs)

0: Not mentioned

1: Either of the following:

- Addresses nutrition standards or Smart Snacks, but does not mention extended day.
- Nutrition standards apply to extended day, but they are weaker than Smart Snack standards
- Suggests compliance by listing some, but not all Smart Snack nutrition standards for beverages

2. Requires that beverages sold during the extended school day meet or exceed Smart Snacks nutrition standards. Policy may specifically refer to Smart Snacks or federal nutrition standards OR may list the specific standards, providing evidence that they are followed.

Example:

- “Beverages served to children participating in after school programs will meet USDA Smart Snack nutrition standards.”
- “Students participating in after school programs will be allowed to purchase snacks and beverages.... Beverages sold after school include: plain or carbonated water in any portion size, and 100% juice and low-fat unflavored milk or fat-free flavored or unflavored milk in portion sizes up to 8 ounces for elementary schools and 12 ounces for middle and high schools.”

NS7 Addresses foods and beverages containing non-nutritive sweeteners.

0: Not mentioned

1: Recommends or suggests schools not sell foods and beverages with non-nutritive sweeteners

Example: “Schools are encouraged to limit the sale of beverages to water, 100% juice and milk.”

2: Prohibits the sale of foods and/or beverages containing non-nutritive sweeteners during the school day

Example: “No beverages with non-nutritive sweeteners (artificial or natural), such as diet iced tea, diet soda, etc. will be sold to students during the school day”

NS8 Addresses foods and beverages containing caffeine at the high school level*

*As of 2014, USDA Smart Snacks standards prohibit the sale of foods and beverages containing caffeine in elementary and middle schools.

0: Not mentioned

1: Recommends or suggests high schools not sell foods and/or beverages with caffeine

“High school principals are encouraged to limit the sale of beverages to those that meet USDA Smart Snack standards for middle schools.”

2: Either of the following:

- Prohibits the sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels, during the school day
- Requires high schools to follow the stricter Smart Snack beverage standards for middle schools

Examples:

“USDA Smart Snack standards for beverages sold in elementary and middle schools shall also be applied in high schools.”

“Beverages containing caffeine will not be sold on the high school campus.”

NS9 USDA Smart Snack standards are described in full (or a link to the standards is provided in the wellness policy)

0: Not mentioned

1: Some, but not all of the standards are outlined in the wellness policy

Example: "A snack food item sold individually shall contain no more than 200milligrams of sodium per serving and no more than 35% of total calories from fat." (no other standards described)

2: The complete Smart Snack standards are included in the policy or an active web link is provided that includes the complete Smart Snack standards.

(Available: http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf)

NS10 Addresses availability of free drinking water throughout the school day.

0: Not mentioned or only mentions water availability where meals are served.

1: Availability of free water is suggested or encouraged

Examples:

"Water shall be accessible during hours of school operation through choices such as drinking fountains or vending machines."

"Schools are encouraged to provide drinking fountains throughout the school campus."

"Students are allowed to bring in bottled water from home."

2: Free water is always available

Example:

"Students and staff will have access to free, safe, and fresh drinking water throughout the school day."

"Drinking water fountains will be made available to students and staff throughout the school building."

"Students will be provided access to drinking water throughout the day."

NS11 Regulates food sold for fundraising at all times (not only during the school day).

Note: Must specifically address "fundraising" for a rating of a "1" or "2." Regulating "all foods" during "the school day" or "at all times on school grounds" does NOT qualify for a rating of "1" or "2" because fundraising can occur off school grounds (e.g., catalogue orders for candy or cookie sales).

0: Not mentioned

1: Either of the following:

- Regulations of food sold for fundraising are vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by exemptions.
- Regulates food sold for fundraising only during school day

Examples:

"...strongly encouraging the use of only non-food items to raise funds."

"...requiring administrative approval for all fundraisers."

"The district shall provide the PTA/PTO with a list of foods that meet the Smart Snacks nutrition standards

"Fundraising activities will strive to support healthy eating and wellness."

2: There are no exemptions for fundraisers OR any of the following:

- Regulate nutritional quality of each individual item sold for fundraising at all times; items must meet Smart Snacks nutrition standards.
- Provide a specific and restricted list of food items allowed to be sold for fundraising that meet Smart Snacks standards (e.g., limiting sales to water, fruits, vegetables, whole grains, and nuts).
- Provide a comprehensive list of prohibited unhealthy foods (e.g., baked goods, sweetened beverages, and candy) from being sold for fundraising.
- Prohibits the sale of food for fundraising during the regular and extended school day.

Example:

"Foods purchased to raise funds must meet the USDA's Smart Snacks standards."

"School fundraisers will include only non-food items such as gift wrap, light bulbs, plant sales, books, etc."

Section 4. Physical Education and Physical Activity

Districts may list national physical education standards, AAHPERD physical education standards, state physical education standards or National Association for Sport & Physical Education (NASPE) standards (note: NASPE is now known as SHAPE America yet standards are referenced in many school wellness documents). Only rate a "2" for items with reference to the above standards if district actually requires schools to follow all of the standards (either state or national). If above standards are suggested, or generic "standards-based" statement is made, rate as "1."

To view national physical education standards: <http://www.shapeamerica.org/standards/pe/>

To view physical education standards by state: <http://www.shapeamerica.org/standards/pe/statestandards.cfm>

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

0: Not mentioned

1: Vague and/or suggested

Example: "Physical education will enable students to acquire the knowledge and skills necessary to maintain physical fitness, participate in physical activities and make healthy lifestyle choices."

2: Clear that school district has a written physical education curriculum for each grade K-12 (e.g., policy describes a comprehensive physical education curriculum- for "K-12," "all levels," or "all students").

Example: "The school district's comprehensive, standards-based physical education curriculum identifies the progression of skill development in grades K-12. Physical education curriculum revision will follow a formally established periodic review cycle congruent to other academic subjects."

PEPA 2: The written physical education curriculum is aligned with national and/or state physical education standards.

0: Not mentioned

1: Vague and/or suggested

Example: "The physical education curriculum should follow existing standards."

2: Required. School district requires the written physical education curriculum to be aligned with state and/or national physical education standards.

Example: "The physical education curriculum for grades K-12 will be aligned with established state physical education standards."

PEPA 3: Addresses time per week of physical education instruction for all elementary school students.

0: Not mentioned

1: Vague and/or suggested

Example: "Elementary schools should provide 150 minutes per week of physical education instruction."

2: Required. School district requires 150 minutes/week of physical education instruction for all elementary school students through the entire school year.

Example: "All elementary school students shall receive 150 minutes per week of physical education instruction throughout the school year."

PEPA 4: Addresses time per week of physical education instruction for all middle school students.

0: Not mentioned

1: Vague and/or suggested

Example: "Middle schools should provide 225 minutes per week of physical education instruction."

2: Required. Clear that school district requires 225 minutes/week of physical education instruction for all middle school students through the entire school year.

Example: "All middle school students shall receive 225 minutes per week of physical education instruction throughout the school year."

PEPA5: Addresses time per week of physical education instruction for all high school students.

0: Not mentioned

1: Vague and/or suggested: Suggests but does not require 225 minutes/week of physical education instruction for all high school students.

Example: "High schools should provide 225 minutes per week of physical education instruction."

2: Required. Clear that school district requires 225 minutes/week of physical education instruction for all high school students through the entire school year.

Example: "All high school students shall receive 225 minutes per week of physical education instruction throughout the school year."

PEPA6: Addresses teacher-student ratio for physical education classes.

0: Not mentioned

1: Vague and/or suggested: Suggests that physical education classes will have student/teacher ratios similar to those used in other classes.

Example: "Schools are encouraged to maintain student/teacher ratios for physical education classes, similar to those used in other classes."

2: Required. Clear that school district requires that physical education classes will have student/teacher ratios similar to those used in other classes.

Example: "Physical education classes will have the same student/teacher ratios used in other classes."

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

0: Not mentioned

1: Vague and/or suggested

Example: "Physical education shall be taught by a licensed teacher."

2: Required

Example: "Physical education for grades K-12 is required to be taught by a certified/licensed teacher who is endorsed to teach physical education."

PEPA8: District provides physical education training for physical education teachers.

0: Not mentioned

1: Vague and/or suggested

Example: "All staff involved in physical education should be provided with opportunities for professional development."

2: Required. Clear that all physical education teachers are required to receive annual professional development specific to physical education/physical activity content.

Example: "The school district shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers."

PEPA9: Addresses physical education waiver requirements for K-12 students (e.g., substituting physical education requirement with other activities).

0: School district has applied for/received a state waiver for physical education requirements for K-12 students.

Example: "Students will not be required to fulfill the state mandated physical education requirements for the current school year."

1: Vague or unclear that district does not waiver state physical education requirements.

Example: "All students will fulfill the state mandated physical education requirements for the current school year. The district reserves the right to apply for a state waiver in future school years."

2: Required. Clear that school district does not waiver state physical education requirements for K-12 students.

Example: "All students in grades K-12 shall be required to take physical education class."

PEPA10: Addresses physical education exemptions for K-12 students.

0: Not mentioned

1: Vague and/or suggested: School district discourages students from applying for an exemption from physical education class time or credit.

Example: "Exemptions from physical education class time or credit are allowed but discouraged."

2 Required. Clear that school district does not allow any student to receive an exemption from physical education class time or credit.

Example: "Schools will not allow students to be exempted from required physical education."

PEPA11: Addresses physical education substitution requirements for K-12 students (e.g., substituting physical education requirement with other activities).

0: Not mentioned

1: Vague and/or suggested: School district discourages students from substituting other school or community activities for physical education class time or credit.

Example: “The school district discourages students from substituting other school or community activities for physical education class time or credit in place of required physical education.”

2. Required. Clear that school district prohibits students from substituting other school or community activities for physical education class time or credit.

Example: “Schools may not allow students to substitute other school or community activities for required physical education class time or credit.”

PEPA 12: District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school.

0: Not mentioned

1: Vague and/or suggested

Examples: “Schools should develop a plan that provides physical activity throughout the school day.”

“Schools are encouraged to create a culture of physical activity.”

2. Required. Clear that school district requires school to develop and implement a plan for CSPAP.

Examples: “Each school is required to develop a comprehensive written physical activity plan to be included in the annual school improvement plan.”

“Schools are required to develop and implement a comprehensive school physical activity program that provides physical activity throughout the school day and addresses the needs of students, staff, and school community.”

PEPA 13: District addresses active transport for all K-12 students.

0: Not mentioned

1: Vague and/or suggested

Example: “Schools should promote walking and biking to school.”

2. Required. Clear that school district requires school to develop an active transport program.

Example: “Each school shall partner with local government and community-based agencies to support active transport to school to implement a comprehensive active transport program (i.e. Safe Routes to School Program).”

PEPA 14: District addresses before and after school physical activity for all K-12 students.

0: Not mentioned

1: Vague and/or suggested

Example: “Students should have the opportunity to be physically active before and after school.”

2. Required. Provision of physical activity classes, clubs, intramurals or interscholastic activities is required.

Example: “Schools shall provide physical activity opportunities for all students before and after school in all elementary, middle and high schools.”

“Physical activity clubs and intramurals shall be available to all students during before and after-school hours.”

PEPA 15: District addresses recess for elementary school students.

0: Not mentioned

1: Vague and/or suggested: School district suggests that recess be provided daily.

Example: “Elementary schools should provide students with opportunities for play when weather permits.”

2: Required. School district requires that all elementary school students be provided with 20 minutes of recess per day.

Example: “Schools shall provide at least 20 minutes of active recess daily to all elementary school students.”

“All schools are required to schedule 20 minutes of recess daily for every class in the school master schedule.”

PEPA 16: Addresses physical activity breaks for all K-12 students.

0: Not mentioned

1: Vague and/or suggested: School district suggests that physical activity breaks be provided daily.

Example: “Teachers should provide students with a physical activity break.”

2: Required. School district requires that all K-12 school students be provided with regular daily physical activity breaks throughout the school day.

Example: “Each school shall provide at least one physical activity break for every 60 minutes of academic instruction daily. Moving between classes shall not be counted as a physical activity break.”

“Middle schools must schedule a twenty minute mid-morning break each day to provide students with physical activity opportunities.”

PEPA 17: Addresses staff involvement in physical activity opportunities at all schools.

0: Not mentioned

1: Vague and/or suggested

Example: “Each school should provide physical activity opportunities at the school to all students and staff.”

2. Required.

Example: “Each school is required to develop a comprehensive school physical activity program which allows staff to participate in or lead physical activity opportunities throughout the school day. In addition, an employee wellness program will be implemented in each building to meet the unique wellness needs of school staff.”

PEPA 18: Addresses family and community engagement in physical activity opportunities at all schools.

0: Not mentioned

1: Vague and/or suggested

Example: “Physical activity opportunities should be provided at the school for families and community members.”

2. Required.

Example: “All schools are required to develop comprehensive school physical activity programs that address family and community engagement in physical activity, and provide a wide-variety of offerings.”

PEPA 19: District provides physical activity training for all teachers.

0: Not mentioned

1: Vague or suggested

Example: “All staff should be provided with opportunities for professional development about physical activity.”

2: Required. Policy requires all teachers to receive professional development specific to integration of physical activity content into class time and/or curriculum. Policy requires training for teachers on activities that incorporate physical activity throughout the day.

Example: “The school district shall provide all teachers with professional development opportunities that are focused on the integration of physical activity into classroom academic content and schedule throughout the school day.”

PEPA 20: Joint or shared-use agreements for physical activity participation at all schools.

0: Not mentioned

1. Vague or suggested: District encourages schools to enter into joint-use agreements for community use of school facilities and school use of community facilities for physical activity programming.

Example: “Schools should develop joint-use agreements in order to provide physical activity opportunities for community members at the school.”

2. Required. District requires schools to enter into joint-use agreements for community use of school facilities and school use of community facilities for physical activity programming.

Example: “All schools will develop joint-use agreements with community partners in order to provide expanded physical activity opportunities for all students and community members.”

Section 5. Wellness Promotion and Marketing

In 2005 the Institute of Medicine recognized marketing to children as a problem. Since then research documenting the detrimental effects of food marketing to children has emerged. Since the launch of the original WellSAT, the Rudd Center, Center for Science in the Public Interest, American Heart Association’s Voices for Healthy Kids Food Marketing

Workgroup, and others have brought greater attention to this issue. Thus, this WellSAT 2.0 update brings more attention to issues of food marketing in schools.

WPM1: Encourages staff to model healthy eating/drinking behaviors

0: Not mentioned

1: Suggests that staff is encouraged to model healthy eating

Example: "Principals should encourage staff to model..."

2: Staff model healthy eating/drinking behavior in concrete ways

Example: "Staff model healthy behavior; for example, teachers are provided with water bottles and encouraged to drink water in the classroom."

WPM2: Addresses staff not modeling unhealthy eating/drinking behaviors

0: Not mentioned

1: Suggests that staff is discouraged from consuming unhealthy food and beverages in front of students

Example: "Principals should request that their staff refrain from eating and drinking in the classroom"

2: Staff prohibited from consuming food/beverages that may not be sold to students during the school day.

Example: "Teachers wishing to consume snack or lunch alongside their students must ensure that only healthy food/beverages are present. The staff is provided with break/lunch periods and are not required to eat with students."

WPM3: Encourages staff to model physical activity behaviors

0: Not mentioned

1: Suggests that staff is encouraged to model physical activity

Example: "To the extent feasible, staff should model healthy behaviors for students, including healthy eating and physical activity"

2: Staff model physical activity in concrete ways

Examples:

"Teachers model physical activity by participating in exercise breaks during class time with their students."

"Teachers share their positive experiences with physical activity with their students."

WPM4: Addresses food not being used as a reward.

0: Not mentioned

1: Discourages food as a reward

Examples:

"...strongly discourage the use of food/beverages as a reward or punishment."

"...will encourage non-food alternatives as rewards."

"Food should not be used as a reward."

2: Prohibits food as a reward

Prohibition of food as a reward with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) still qualifies for a rating of "2."

Examples:

"Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior."

"The use of food or candy as a classroom reward in any school is prohibited."

WPM5: Addresses using physical activity as a reward

0: Not mentioned

1: Suggests that staff is encouraged to use extra physical activity when rewards are used

Examples:

"Teachers may use non-food alternatives as rewards. For example, extra recess may be provided when time allows."

2: Staff is encouraged to use physical activity as a reward

"Food rewards are prohibited and teachers are provided with a list of alternative ideas. We strongly recommend staff use physical activity as a reward when feasible."

WPM6: Addresses physical activity not being used as a punishment

0: Not mentioned

1: Discourages using physical activity as a punishment.

Example: "Teachers are discouraged from assigning physical activity as student punishment."

2: Prohibits using physical activity as a punishment.

Examples:

"Physical activity may not be assigned to students as a consequence of poor behavior or punishment for any reason. (Example: running laps or jogging around a playground)"

"Students shall not be required to engage in physical activity as punishment. For example, students may not be singled out to run extra laps, or perform other physical activities that the entire class is not engaged in, as a behavioral consequence."

“Recess shall not be withheld from a student as punishment for poor behavior or to make up class work.”

WPM7: Addresses physical activity not being withheld as a punishment

0: Not mentioned

1: Discourages withholding PA as a punishment

Example:

“The administration believes that recess and other opportunities for physical activity are an essential part of the school day. Teachers are encouraged to find alternatives to withholding recess or other physical activities as a punishment.”

2: Prohibits withholding PA as a punishment

Example:

“Recess or other physical activities shall not be withheld from students as a consequence of poor behavior or punishment for any reason.”

WPM8: Specifies marketing/ways to promote healthy food and beverage choices

0: Not mentioned

1: Vague or suggested

Example: “Marketing strategies, such as taste tests and signage in the cafeteria, should be used to promote healthy food and beverages throughout the school.”

2. Required

Examples:

“Schools shall promote healthy food items including fruits, vegetables, whole grains and low-fat dairy products. Promotions will include monthly taste tests, posters and signage, highlighting healthy items on the menu during morning announcements, etc.”

“The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices.”

“Healthy food options will be comparably priced.”

WPM9: Specifies ways to promote physical activity

0: Not mentioned

1: Vague or suggested

Example: “Opportunities for physical activity should be promoted throughout the school.”

2. Specific strategies named

Examples:

“Schools shall encourage participation in after-school sports, intramurals and other, non-competitive physical activity programs via in school announcements, school newsletters, posters...Schools aim to promote physical activity opportunities for all students.”

“Students are encouraged to incorporate small bouts of activity into their daily schedules; for example, they are encouraged to walk to school, take the stairs, etc.”

WPM10: Specifies that family wellness activities will be planned and will include nutrition and physical activity components.

0: Not mentioned

1: Suggests that family wellness may be addressed, or it will be addressed without specifying that there will be nutrition and PA components.

Example: “Schools are encouraged to include families and the wider community in school sponsored wellness activities.”

2: It is required that schools will provide nutrition/PA promotion activities for families OR community use of school facilities for nutrition/PA related activities is guaranteed

Examples:

“Families will be invited to participate in an annual nutrition/PA open house. A dietitian will be available to answer questions, demonstrate simple healthy food preparation and cooking methods and to facilitate taste tests. Parents and students will have an opportunity to participate in planned physical activity and may provide feedback on school meals and other food available on campus.”

“Nutrition and physical activity will be incorporated into family events provided throughout the school year.”

The following 5 questions refer to food and beverage advertising/marketing.

Note: School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons 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) and used at any time for school-related activities.

WPM11-WPM15 address restriction of marketing of food and beverages that cannot be sold to students during the school day (do not meet USDA Smart Snack nutrition standards).

Rate whether restrictions are in place for the following:

WPM11: On signs, scoreboards, sports equipment

0: Not mentioned

1: Restrictions are vague, suggested or weakened by exceptions such as time, location, or a principal's discretion.

Example:

"Display and advertising of unhealthful foods is strongly discouraged on school grounds."

"It is recommended that schools limit food and beverage marketing to the promotion of items that meet the USDA Smart Snacks nutrition standards."

2: Prohibits ALL advertising of food and beverages that cannot be sold during the school day/do not meet Smart Snack nutrition standards **or** prohibits this advertising on signs, banners, scoreboards, etc. **or** will prohibit at time of renewal of sponsorship agreements.

Examples:

"Busses, building exteriors, score boards, etc. on and around school property shall be free of brands and illustrations of unhealthful foods"

"The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property."

WPM12: In curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic)

0: Not mentioned

1: Restrictions are vague, suggested or weakened by exceptions

Examples:

"A review of the advertising content of all classroom and online materials/websites used for teaching should be made prior to selection of materials. Use of materials depicting food brands or logos is discouraged."

2: Ensures advertising of food and beverages will be considered in the selection of curricular/educational materials.

Example: "Criteria for selecting educational materials for the classroom shall be expanded to include review of advertising content. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods."

WPM13: On exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.

0: Not mentioned

1: Restrictions are suggested or weakened by exceptions such as time, location, or a principal's discretion.

Example: "An effort will be made to remove advertising from the cafeteria. Existing vending machines and coolers with logos will be replaced when possible."

2: Prohibits ALL advertising of food and beverages that cannot be sold at school/do not meet Smart Snack nutrition standards **or** prohibits this advertising on food displays, vending machines, food and beverage containers and coolers.

Example: "Advertising of any food or beverage that may not be sold on campus during the school day is prohibited. Advertising of any brand on containers used to serve food or in areas where food is purchased is prohibited."

WPM14: On advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system

0: Not mentioned

1: Restrictions are vague/suggested or weakened by exceptions

Example: "Schools will attempt to limit advertising of unhealthy products in school publications. All ads should be approved by the principal before being printed or included on the school website."

2: Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/ do not meet Smart Snack nutrition standards OR prohibits this advertising in school media.

Examples

"The district will not expose students to food marketing of any kind. All advertising in school publications and school media outlets must be approved by the principal."

WPM15: On fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to schools in exchange for consumer purchases of those products

0: Not mentioned

1: Restrictions are vague/suggested or weakened by exceptions such as time, location, or principal's discretion.

Example: "It is recommended that schools avoid participation in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community."

2: Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/do not meet Smart Snack nutrition standards OR prohibits school participation in fundraising programs promoting brands or food and beverage companies.

Example: "Given concerns about student exposure to marketing, district schools will no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's will be asked to research new fundraising opportunities to replace programs such as *McTeacher's night* and *Box Tops for Education*."

Section 6. Implementation, Evaluation & Communication

IEC1. Establishes an ongoing district wellness committee

0: Not mentioned

1: Mentions a wellness committee, but it is unclear that it is active

Example: "The wellness committee met in September of 2012 to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school's website."

2: Makes clear that the committee is ongoing/regular meetings are occurring

Examples:

“The district wellness committee meets on the 2nd Monday of each month, from 7-9 pm at Central Office.”
“The wellness committee meets bimonthly throughout the school year.”

IEC2. District wellness committee has community-wide representation

0: Not mentioned

1: Mentions that membership is open to the community

Example: “Students, parents, staff and/or community members are welcome to join the committee.”

2: States a plan to actively recruit some or all of the following: parents, students, PE teachers, school food authority representatives, school health professionals, SNAP Ed coordinators, school board members, administrators, members of community-based organizations and members of the general public.

Example: “A letter will be sent to the school community via email, and will be posted in a central area in all school buildings inviting members of the community to join the wellness committee. Teachers, student, parents, administrators and allied health professionals are encouraged to attend.”

IEC3. Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up)

0: Not mentioned

1: It is suggested, but not required, that a district level official be responsible for monitoring school-level compliance

Example: “School principals should periodically update the superintendent on school level compliance with the district wellness policy.”

2: It is clear that a district level official will be in charge of ensuring compliance at the building level.

Example: “The assistant superintendent shall be responsible for ensuring that the wellness policy is implemented throughout district schools.”

Example: “Schools that are not in compliance with district wellness policies will be provided with a specified period of time to institute appropriate changes and will be provided with assistance, as needed. School principals will be required to report to the superintendent and district wellness committees on progress toward compliance until goals are reached.”

IEC4. Designates a leader in each school accountable for ensuring compliance within the school.

0: Not mentioned

1: It is suggested, but not required that each school have a leader in charge of building level compliance.

Example: "Principals may choose to assemble school level wellness committees to work on implementation issues that may be unique to their schools."

2: Designates a leader in each school accountable for school level compliance

Example: "Each school in the district shall have at least one staff member responsible for ensuring compliance within the school and for reporting progress to the district wellness committee. A PTO representative will also be identified for ensuring compliance within PTO programs. Schools are encouraged to assemble wellness teams to work on implementation issues."

IEC5. Addresses annual assessment of SWP implementation/progress towards wellness goals

0: Not mentioned

1: Either:

It is suggested that policy implementation will be assessed

Implementation will be assessed, but less than annually

Example: "Representatives from each school should track compliance with the district SWP within their school."

2: Annual assessment is required/certain

Examples:

"The Advisory Council shall conduct a quantitative assessment of policy implementation every two years using the Wellness School Assessment Tool-Implementation (WellSAT-I). Additional surveys such as the School Health Index may be used."

"Every two-three years, the wellness committee will undertake an evaluation of policy implementation and will report on outcomes that may be influenced by the policy (e.g., student fitness tests, meal participation rates, etc.)"

IEC6. Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents)

0: Not mentioned

1: Audience is specified, but does not include entire school community, or encourages reporting to school community

Example: "The wellness committee will discuss ways to present their progress to the Superintendent."

2: It is clear that a report will be made to the entire school community

Example: "The advisory council shall prepare a report annually for the Superintendent, school staff, students and parents, evaluating the implementation of the policy and regulations and including any recommended changes or revisions."

IEC7. Progress report on compliance/implementation is made to the public

0: Not mentioned

1: Unclear that report will be shared with public or encourages district to report to the public

“An annual progress report will be shared with the superintendent and school board; it is recommended that it then be made available to the public.”

2: Requires district to report to the public

“Progress reports will be shared with the public using the following channels of communication...”

IEC8. Progress report ensures transparency by including: the web address of the wellness policy, a description of each school’s activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee

0: Not mentioned

1: Specifies inclusion of some, but not all, annual progress report elements

Example:

“An annual progress report with information about each school’s wellness related activities will be shared with the entire school community.”

2. Includes a statement making it clear that all elements listed above will be included in the annual progress report.

Example:

“The annual progress report will be posted on the district website every September. The report will include a link to the SWP, a progress report for each school in the district that includes a summary of wellness activities and contact information for wellness committee members. The report will include an open invitation for interested parties to join the committee.”

IEC9. Addresses a plan for updating policy based on best practices.

0: Not mentioned

1: Plans for updating policy are implied, but not certain, OR timing is unclear.

Example: “The district wellness committee will revise the policy as needed”

2: Revisions /updates are required (or need for updates assessed) at specified intervals

Examples:

“Every two-three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly.”

IEC10. Addresses methods for communicating with the public

0: Not mentioned

1: Communication with the public is mentioned, but no specifics are provided about the methods, frequency or expected content of the communications

Example: "The wellness committee will determine how best to share wellness policy information with the school and general community."

2: There is a clear plan for communication that includes specific communication methods

Example: "The SWP and annual progress reports will be shared with the public via any or all of the following: the district website, direct mailings to families, presentations to the PTA, press release to local news media."

IEC11. Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g., through website, e-mail, parent meetings, or events)

0: Not mentioned

1: Methods for reaching families are suggested or vague.

Examples:

"Nutrition information and links to relevant resources in the community should be provided to families through newsletters, publications, health fairs, and other channels."

"Feedback from parents should be encouraged through stakeholder meetings."

2: Specific methods for engaging families are mentioned.

Examples:

"Nutrition education, particularly as it relates to the new nutrition standards, will be provided to parents in the form of handouts, the school website, articles and information provided in district or school newsletters, presentations that focus on nutrition and healthy lifestyles, and through any other appropriate means available to reach parents."

"The food service director will be available to speak with parents during open house."

School Wellness Policy Score Sheet

District ID _____

The following tables include wellness policy statement numbers and item descriptions broken down by section. Please rate the level to which each policy item is addressed in the school wellness policy.

0 = Not mentioned

1 = Weak Statement

2= Meets/Exceeds Expectations

Section 1. Nutrition Education		
Rating	#	Item
	NEWP1	There is a standards-based nutrition curriculum/health education or other curriculum includes nutrition
	NEWP2	All elementary school students receive nutrition education
	NEWP3	All middle school students receive nutrition education

	NEWP4	All high school students receive nutrition education
	NEWP5	Links nutrition education with the school food environment
	NEWP6	Nutrition education teaches skills that are behavior-focused
	NEWP7	Nutrition education is sequential and comprehensive in scope

Section 2. Standard for USDA Child Nutrition Programs and School Meals

Rating	#	Item
	SM1	Addresses access to the USDA School Breakfast Program
	SM2	Addresses compliance with USDA nutrition standards for reimbursable meals
	SM3	School meals meet standards that are more stringent than those required by the USDA
	SM4	District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals
	SM5	USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy)
	SM6	Specifies strategies to increase participation in school meal programs
	SM7	Addresses students leaving school during lunch periods
	SM8	Ensures adequate time to eat
	SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards
	SM10	Addresses school meal environment
	SM11	Nutrition information for school meals (e.g., calories, saturated fat, sodium, sugar) is available to students and parents.
	SM12	Specifies how families are provided information about determining eligibility for free/reduced priced meals.
	SM13	Recess (when offered) is scheduled before lunch in elementary schools
	SM14	Free drinking water is available during meals

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating	#	Item
	NS1	Addresses compliance with USDA minimum nutrition standards for all FOODS sold to students during the school day
	NS2	Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day
	NS3	Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds
	NS4	Regulates food served at class parties and other school celebrations in elementary schools
	NS5	Addresses compliance with USDA minimum nutrition standards for all BEVERAGES sold to students during the school day
	NS6	Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day
	NS7	Addresses foods and beverages containing non-nutritive sweeteners
	NS8	Addresses foods and beverages containing caffeine (High School)
	NS9	USDA Smart Snack standards are described in full
	NS10	Addresses availability of free drinking water throughout the school day
	NS11	Regulates food sold for fundraising at all times

Section 4. Physical Education and Physical Activity

Rating	#	Item
	PEPA1	There is a written physical education curriculum for grades K-12
	PEPA2	The written physical education curriculum is aligned with national and/or state physical education standards.
	PEPA3	Addresses time per week of physical education instruction for all elementary school students
	PEPA4	Addresses time per week of physical education instruction for all middle school students.
	PEPA5	Addresses time per week of physical education instruction for all high school students
	PEPA6	Addresses teacher-student ratio for physical education classes
	PEPA7	Addresses qualifications for physical education teachers for grades K-12.
	PEPA8	District provides physical education training for physical education teachers.
	PEPA9	Addresses physical education waiver requirements for K-12 students
	PEPA10	Addresses physical education exemptions for K-12 students
	PEPA11	Addresses physical education substitution requirements for K-12 students
	PEPA12	District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school
	PEPA13	District addresses active transport for all K-12 students
	PEPA14	District addresses before and after school physical activity for all K-12 students
	PEPA15	District addresses recess for elementary school students
	PEPA16	Addresses physical activity breaks for all K-12 students
	PEPA17	Addresses staff involvement in physical activity opportunities at all schools
	PEPA18	Addresses family and community engagement in physical activity opportunities at all schools
	PEPA19	District provides physical activity training for all teachers
	PEPA20	Joint or shared-use agreements for physical activity participation at all schools

Section 5. Wellness Promotion and Marketing

Rating	#	Item
	WPM1	Encourages staff to model healthy eating/drinking behaviors
	WPM2	Addresses staff not modeling unhealthy eating/drinking behaviors
	WPM3	Encourages staff to model physical activity behaviors
	WPM4	Addresses food not being used as a reward.
	WPM5	Addresses using physical activity as a reward
	WPM6	Addresses physical activity not being used as a punishment
	WPM7	Addresses physical activity not being withheld as a punishment
	WPM8	Specifies marketing/ways to promote healthy food and beverage choices
	WPM9	Specifies ways to promote physical activity
	WPM10	Specifies that family wellness activities will be planned and will include nutrition and physical activity components
	WPM11	Addresses the restriction of marketing of food and beverages that cannot be sold to students during the school day on signs, scoreboards, sports equipment
	WPM12	Addresses the restriction of advertising or marketing of food and beverages that cannot be sold to students during the school day in curricula, textbooks, websites used for educational purposes, or other educational materials
	WPM13	Addresses the restriction of advertising or marketing of food and beverages that cannot be sold to students during the school day on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash, etc
	WPM14	Addresses the restriction of marketing of food and beverages that cannot be sold to students during the school day on advertisements in school publications, school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the PA system

	WPM15	Addresses the restriction of marketing of food and beverages that cannot be sold to students during the school day on fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to schools in exchange for consumer purchases of those products
Section 6. Implementation, Evaluation and Communication		
Rating	#	Item
	IEC1	Establishes an ongoing district wellness committee
	IEC2	District wellness committee has community-wide representation
	IEC3	Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up)
	IEC4	Designates a leader in each school accountable for ensuring compliance within the school
	IEC5	Addresses annual assessment of SWP implementation/progress towards wellness goals
	IEC6	Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents)
	IEC7	Progress report on compliance/implementation is made to the public
	IEC8	Progress report ensures transparency by including: the web address of the wellness policy, a description of each school's activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee
	IEC9	Addresses a plan for updating policy based on best practices
	IEC10	Addresses methods for communicating with the public
	IEC11	Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g., through website, e-mail, parent meetings, or events)

Review scoring information on page 3.

Section 1: Comprehensiveness= (total # of items in Section 1 receiving a "1" or "2" /7) x 100= _____

Strength= (total number of items in Section 1 receiving a "2" /7) x 100= _____

Section 2: Comprehensiveness= (total # of items in Section 2 receiving a "1" or "2" /14) x 100= _____

Strength= (total number of items in Section 2 receiving a "2" /14) x 100= _____

Section 3: Comprehensiveness= (total # of items in Section 3 receiving a "1" or "2" /11) x 100= _____

Strength= (total number of items in the Section 3 receiving a "2" /11) x 100= _____

Section 4: Comprehensiveness= (total # of items in Section 4 receiving a "1" or "2" /20) x 100= _____

Strength= (total number of items in Section 4 receiving a "2" /20) x 100= _____

Section 5: Comprehensiveness= (total # of items in Section 5 receiving a "1" or "2" /15) x 100= _____

Strength= (total number of items in Section 5 receiving a "2" /15) x 100= _____

Section 6: Comprehensiveness= (total # of items in Section 5 receiving a "1" or "2" /11) x 100= _____

Strength= (total number of items in Section 5 receiving a "2" /11) x 100= _____

Total Comprehensiveness= (total number of items in ALL sections receiving a "1" or "2" /78) x 100= _____

Total Strength= (total number of items in ALL sections receiving a "2" /78) x 100= _____