

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."

WellSAT 2.0

School Wellness Policy Score Sheet

District ID Eagle County

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
2	NEWP1	There is a standards-based nutrition curriculum/health education or other curriculum includes nutrition
2	NEWP2	All elementary school students receive nutrition education
2	NEWP3	All middle school students receive nutrition education

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

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

Rating	#	Item
1	SM1	Addresses access to the USDA School Breakfast Program
2	SM2	Addresses compliance with USDA nutrition standards for reimbursable meals
2	SM3	School meals meet standards that are more stringent than those required by the USDA
2	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
1	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	SM6	Specifies strategies to increase participation in school meal programs
1	SM7	Addresses students leaving school during lunch periods
2	SM8	Ensures adequate time to eat
2	SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards
2	SM10	Addresses school meal environment
0	SM11	Nutrition information for school meals (e.g., calories, saturated fat, sodium, sugar) is available to students and parents.
2	SM12	Specifies how families are provided information about determining eligibility for free/reduced priced meals.
1	SM13	Recess (when offered) is scheduled before lunch in elementary schools
2	SM14	Free drinking water is available during meals

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

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

Section 4. Physical Education and Physical Activity

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

Section 5. Wellness Promotion and Marketing

Rating	#	Item
2	WPM1	Encourages staff to model healthy eating/drinking behaviors
2	WPM2	Addresses staff not modeling unhealthy eating/drinking behaviors
2	WPM3	Encourages staff to model physical activity behaviors
0	WPM4	Addresses food not being used as a reward.
0	WPM5	Addresses using physical activity as a reward
0	WPM6	Addresses physical activity not being used as a punishment
0	WPM7	Addresses physical activity not being withheld as a punishment
2	WPM8	Specifies marketing/ways to promote healthy food and beverage choices
2	WPM9	Specifies ways to promote physical activity
2	WPM10	Specifies that family wellness activities will be planned and will include nutrition and physical activity components
2	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
2	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
2	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
0	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

1	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
2	IEC1	Establishes an ongoing district wellness committee
2	IEC2	District wellness committee has community-wide representation
2	IEC3	Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up)
2	IEC4	Designates a leader in each school accountable for ensuring compliance within the school
2	IEC5	Addresses annual assessment of SWP implementation/progress towards wellness goals
1	IEC6	Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students and parents)
2	IEC7	Progress report on compliance/implementation is made to the public
1	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
2	IEC9	Addresses a plan for updating policy based on best practices
2	IEC10	Addresses methods for communicating with the public
2	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=	<u>7</u>	<u>100</u>
Strength= (total number of items in Section 1 receiving a "2" /7) x 100=	<u>5</u>	<u>72</u>
Section 2: Comprehensiveness= (total # of items in Section 2 receiving a "1" or "2" /14) x 100=	<u>12</u>	<u>86</u>
Strength= (total number of items in Section 2 receiving a "2" /14) x 100=	<u>8</u>	<u>58</u>
Section 3: Comprehensiveness= (total # of items in Section 3 receiving a "1" or "2" /11) x 100=	<u>10</u>	<u>91</u>
Strength= (total number of items in the Section 3 receiving a "2" /11) x 100=	<u>8</u>	<u>73</u>
Section 4: Comprehensiveness= (total # of items in Section 4 receiving a "1" or "2" /20) x 100=	<u>15</u>	<u>75</u>
Strength= (total number of items in Section 4 receiving a "2" /20) x 100=	<u>13</u>	<u>65</u>
Section 5: Comprehensiveness= (total # of items in Section 5 receiving a "1" or "2" /15) x 100=	<u>10</u>	<u>67</u>
Strength= (total number of items in Section 5 receiving a "2" /15) x 100=	<u>9</u>	<u>60</u>
Section 6: Comprehensiveness= (total # of items in Section 5 receiving a "1" or "2" /11) x 100=	<u>11</u>	<u>100</u>
Strength= (total number of items in Section 5 receiving a "2" /11) x 100=	<u>9</u>	<u>82</u>
Total Comprehensiveness= (total number of items in ALL sections receiving a "1" or "2" /78) x 100=	<u>65</u>	<u>84%</u>
Total Strength= (total number of items in ALL sections receiving a "2" /78) x 100=	<u>52</u>	<u>67%</u>