

Worksheet 2: Scorecard for WellSAT-I

This document assists local educational agencies (LEAs) with meeting the U.S. Department of Agriculture’s (USDA) triennial assessment requirements for the local school wellness policy (LSWP). For information on the triennial assessment process, refer to *Guidance for School Wellness Policy Triennial Assessment*. For additional worksheets, visit the “What’s Next” section of the CSDE’s School Wellness Policies webpage.

What is the WellSAT-I? The WellSAT-I is an interview that measures how fully a district is implementing wellness practices in its schools. It is designed to be used in conjunction with the written wellness policy scoring tool, WellSAT 3.0.

What is the difference between WellSAT 3.0 and the WellSAT-I? WellSAT 3.0 is designed to score your district’s written policy. It does not tell us what is happening in the district; it only tells us what language is used in the district’s written wellness policy. It is also important to know what is actually happening in the schools in your district, which is why the WellSAT-I was developed. The WellSAT-I is a series of interview questions that match each of the wellness policy items scored using WellSAT 3.0.

Where do I get the WellSAT-I? The WellSAT-I is available at <http://www.wellsat.org/WellSAT-I.aspx>. You can download the full measure or each of the six sections separately.

Who should be interviewed? Because there are many components to school wellness, it is necessary to interview a few different people. The district wellness committee should work together to look at each section and decide which personnel are best suited to answer each question. The people most often able to answer the questions are the food service director; the head of district curriculum; a health/nutrition teacher; a school principal; a physical education teacher; a classroom teacher; and a district-level administrator.


Do these questions apply to the whole district or specific schools? If there were unlimited time and resources, it would be interesting to assess every school in your district; however, that is not necessary for the triennial review. The goal is to get an overview of the practices taking place in your district overall. For the questions that apply to specific school practices, you may select staff from any of your schools for the interviews. These items are marked with a school icon. You may want to note if you hear that some wellness practices are implemented inconsistently from school to school.





How do I use the scorecard? The scorecard mirrors the six sections of the WellSAT-I. Read the question aloud from the measurement tool you have downloaded. As you listen to the answer, refer to the scoring guidance provided with each question. Code the response as a “0” (practice does not take place); “1” (practice is partially in place, i.e., occurs sometimes, or inconsistently) or “2” (practice is fully in place).

Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I






 Federal Requirement

 School-level Item

Section 1: Nutrition Education (NE)			
Interviewees: head of curriculum or health/nutrition teacher, food service director			
Personnel to be interviewed: Date of interview:			Score
	NE1	Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2
	NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2
	NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	1
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	2
	NE6	Is nutrition education integrated into other subjects beyond health education?	1
	NE7	Is nutrition education linked with the school food environment?	2
	NE8	Does nutrition education address agriculture and the food system?	2








Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			
Interviewee: food service director			
Personnel to be interviewed: Date of interview:		Score	
	SM1	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?	2
	SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?	2
	SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	2
	SM4	How does the district handle unpaid balances? Follow up questions: 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?	2
	SM5	How are families provided information about eligibility for free/reduced priced meals?	2
	SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe.	2
	SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	1
	SM8	Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	2
	SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?	2
	SM10	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?	2

Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I






Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewee: food service director/school principal			
Personnel to be interviewed: Date of interview:			Score
	NS1	Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	2
The following questions are about the sale of competitive foods in different locations in the school during the school day.			
	NS3	Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards?	2
	NS7	Connecticut has adopted an exemption policy that allows for no school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	1
	NS8	Are foods or beverages containing caffeine sold at the high school level?	2
	NS9	How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	2

Worksheet 2: Scorecard for the WellSAT-I

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS), <i>continued</i>		Score
Interviewee: food service director/school principal		
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming?	0
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	2
NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	1
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2

Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I

Section 4: Physical Education Physical Activity (PEPA)			
Interviewee: physical education teacher/head of curriculum			
Personnel to be interviewed: Date of interview:			Score
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	2
	PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2
	PEPA3	How does your physical education program promote a physically active lifestyle?	2
	PEPA4	How many minutes per week of PE does each grade in elementary school receive?	0
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	0
	PEPA6	How many minutes per week of PE does each grade in high school receive?	1
	PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2
	PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2
	PEPA9	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?	2
	PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	2
	PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	1
	PEPA12	Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	1
	PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered?	2


Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I

Section 4: Physical Education Physical Activity (PEPA), <i>continued</i>		Score
Interviewee: physical education teacher/head of curriculum		
PEPA14	Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	1
PEPA15	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?	2
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	1








Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I

Section 5: Wellness Promotion and Marketing Section (WPM)			
Interviewee: principal/teacher/food service director			
Personnel to be interviewed: K Murphy Food Service Director Date of interview:		Score	
	WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior?	1
	WPM2	Are there strategies used by the school to support employee wellness? Please describe.	1
	WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	2
	WPM4	Do teachers ever use physical activity as a punishment?	2
	WPM5	Do teachers ever withhold physical activity as a classroom management tool?	2
	WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done?	2
	WPM7	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2
	WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	2
	WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)?	2
	WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers	2
	WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)?	2
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	1

Local School Wellness Policy Triennial Assessment

Worksheet 2: Scorecard for the WellSAT-I

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Personnel to be interviewed: M Cooney, Assistant Superintendent Date of interview:			Score
	IEC1	Is there an active district level wellness committee?	2
	IEC2	Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • parents • students • school food authority representative • physical education teacher • school health professional (nurse, social worker, school psychologist) • school board member • school administrator • community member 	2
	IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2
	IEC4	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?	2
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	2
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> 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. 	2
	IEC7	Has the wellness policy been revised based on the triennial assessment?	2
	IEC8	Is there an active school level wellness committee?	0

Worksheet 2: Scorecard for the WellSAT-I

For information on the USDA's LSWP requirements, visit the Connecticut State Department of Education's (CSDE) [School Wellness Policies](#) website and the Rudd Center's [WELLSAT](#) website, or contact the [school nutrition programs staff](#) at the Connecticut State Department of Education, School Health, Nutrition and Family Services, 450 Columbus Boulevard, Suite 504, Hartford, CT 06103-1841.

This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_2_Scorecard_WellSAT_I.docx.



In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:** (833) 256-1665 or (202) 690-7442; or
3. **email:** program.intake@usda.gov

This institution is an equal opportunity provider.

The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA), Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.