

# Worksheet 3: Identify Connections between Policy and Practice

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.



The USDA requires that LEAs must publicly share the results of their wellness policy triennial assessment (e.g., through the district’s website). Information shared with the public must include 1) how the language in the LEA’s wellness policy compares to the model wellness policy; and 2) areas where there is a strong or weak policy, but practice implementation is either absent or limited.

This worksheet includes four sections that assess the connections between the LEA’s wellness policy and practices. The table below summarizes which sections the LEA must post to meet the USDA’s LSWP requirement for public notification.

| Assessing Connections between the LEA’s Wellness Policy and Practices   |      |                         |
|---|------|-------------------------|
| Section   | Page | Public Posting Required |
| 1 – Strong Policies and Aligned Practices   | 2    | Yes                     |
| 2 – Create Practice Implementation Plan   | 3    | Yes                     |
| 3 – Update Policies   | 4    | No *                    |
| 4 – Opportunities for Growth  | 5    | No *                    |
| * Any federal requirements in these sections must be reported. Otherwise, LEAs may choose to share this information or additional materials as desired. |      |                         |

**Instructions:** Use the LEA’s **WellSAT 3.0 scorecard** to enter the applicable policy item numbers and descriptions for each of the four sections. Post the information for all federal requirements and for sections 1 and 2 on the district’s website and share through other communication channels.

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## Section 1 – Strong Policies and Aligned Practices



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

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

| Item number | Item description  |
|-------------|---|
|             | Section 1. Nutrition Education  |
| NE 1        | District has specific goals for nutrition education designed to promote student wellness; includes standards-based nutrition education curriculum |
| NE 6        | Nutrition education integrated into multiple subjects (besides health education)  |
|             |   |
|             | Section 2: Standards for USDA Child Nutrition Programs and School Meals   |
| SM 1        | HHFKA regulations fully implemented   |
|             |   |
|             | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages  |
| NS 2        | Easy access to USDA Smart Snacks nutrition standards to check item for selling during school day  |
|             |   |
|             | Section 4: Physical Education and Physical Activity   |
| PEPA 3      | PE program promotes physically active lifestyle   |
|             |   |
|             | Section 5: Wellness Promotion and Marketing   |
|             |   |
|             | Section 6: Implementation, Evaluation & Communication   |
| IEC 3       | Official who is responsible for implantation and compliance with wellness policy at building level  |
| IEC 4       | Wellness policy made available to public via website  |
| IEC 5       | Committee assessment implementation of policy   |
| IEC 6       | All information will be included in triennial assessment report for public  |
| IEC 7       | Wellness policy currently being reviewed for revision (June 2022)   |

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## Section 2 – Create Practice Implementation Plan



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

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

| Item number | Item description  |
|-------------|---|
|             | Section 1: Nutrition Education  |
|             |   |
|             | Section 2: Standards for USDA Child Nutrition Programs and School Meals   |
|             |   |
|             | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages  |
| NS 6        | Food & Beverage fundraisers that sell items to be consumed during school day; Who is in charge of approving in-school fundraising activities and ensuring they are smart snack compliant? |
| NS 12       | Do teachers use food as rewards in classroom for good student behavior (candy, pizza parties, ice cream parties, etc)   |
|             |   |
|             | Section 4: Physical Education and Physical Activity   |
| PEPA 1      | District written physical education curriculum that is implemented consistently for every grade   |
| PEPA 2      | District written physical education curriculum aligned with national and/or state standards   |
| PEPA 16     | What proportion of students walk or bike to school? How frequently do they do that?   |
|             |   |
|             | Section 5: Wellness Promotion and Marketing   |
|             |   |
|             | Section 6: Implementation, Evaluation & Communication   |
|             |   |

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## Section 3 – Update Policies



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

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

| Item number | Item description   |
|-------------|--|
|             | Section 1. Nutrition Education   |
| NE 2        | Describe Nutrition Education Provided; didactic methods to increase knowledge; skills-based, behavior focused, participatory methods used to develop student skills  |
| NE 7        | Is nutrition education linked with school food environment; include examples   |
| NE 8        | Does nutrition education address agriculture   |
|             |  |
|             | Section 2: Standards for USDA Child Nutrition Programs and School Meals  |
| SM 2        | Does district offer breakfast? If so, how often and offered to all students?   |
| SM 3        | How does school ensure children who are receiving f/r meals cannot be identified? How confident are you it's not possible for students to ID those who qualify for f/r lunch?  |
| SM 4        | How does district handle unpaid balances? Follow up: how are students/parents notified of balance; student identified in cafeteria; given alternate meal?  |
| SM 5        | How are families provided information about eligibility for f/r price meals?   |
| SM 6        | Are specific strategies used to increase participation in school meal program; describe in detail  |
| SM 8        | Is free drinking water available to students during meals; water fountains in cafeteria, sufficient number of water fountains, can students take water to table or have to drink at fountain; do students perceive water and fountains to be clean and safe? |
| SM 9        | What is frequency and amount of training provided to food and nutrition staff? Does it meet USDA Professional standards?   |
| SM 10       | Are you familiar with farm to school program? Is it priority to procure locally produced foods for school meals/snacks? What efforts made to increase local procurement; strategies used in cafeterias to promote them?                                      |
|             |  |
|             | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages   |
| NS 1        | Are any foods not part of the school meals that are sold to students during school day? Are they Smart Snack compliant?  |

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| NS 3    | Are competitive foods/beverages sold a la carte in the cafeteria during school day? If yes, how confident are you all items meet Smart Snacks nutrition standards?  |
| NS 4    | Are there food or beverage vending machines on school property accessible to students during school day. If yes, how confident are you all items meet Smart Snacks nutrition standards?   |
| NS 5    | Are competitive foods/beverages sold in school store during school day? If yes, how confident are you all items meet Smart Snacks nutrition standards?  |
| NS 8    | Are foods or beverages containing caffeine sold at high school level?   |
|         |   |
|         | Section 4: Physical Education and Physical Activity   |
| PEPA 7  | Are all physical education classes taught by state certified/licenses teachers who are endorsed to teach PE?  |
| PEPA 10 | 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?  |
| PEPA 12 | Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe.<br>How frequently does this occur?  |
| PEPA 13 | 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?<br>Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment. |
| PEPA 14 | 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?  |
| PEPA 15 | When school is not in session, do community members use indoor and outdoor school building and grounds facilities?<br>Does the district have a “joint-use” or “shared-use” agreements? (Note if answer is yes or no).   |
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|        | Section 5: Wellness Promotion and Marketing  |
| WPM 1  | Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?<br>If yes, how does the school encourage this behavior?<br>[Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.] |
| WPM 2  | Are there strategies used by the school to support employee wellness? Please describe.<br>Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."   |
| WPM 4  | Do teachers ever use physical activity as a punishment?<br>[Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]   |
| WPM 7  | Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?  |
| WPM 8  | Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?<br>If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?   |
| WPM 9  | Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?   |
| WPM 10 | 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)? If yes, do the marketed items meet Smart Snacks criteria?   |
| WPM 11 | Is there food or beverage marketing in school publications and media (e.g., advertisements in school   |

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|        | <p>publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?</p>   |
| WPM 12 | <p>Is there food or beverage marketing through fundraisers and corporate-incentive programs?<br/>Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?</p> |
|        |   |
|        | Section 6: Implementation, Evaluation & Communication   |
|        |   |
|        |   |
|        |   |

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## Section 4 – Opportunities for Growth

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



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

| Item number | Item description  |
|-------------|---|
|             | Section 1. Nutrition Education  |
| NE 3-5      | Incorporate sequential and comprehensive nutrition education through all grades   |
|             |   |
|             | Section 2: Standards for USDA Child Nutrition Programs and School Meals   |
| SM 7        | How long are breakfast and lunch periods, including actual seat time?   |
|             |   |
|             | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages  |
| NS 9        | 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? |
| NS 10       | Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?           |
| NS 11       | Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including   |



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|         | before/after care on school grounds, clubs, and after school programming   |
| NS 13   | Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions:<br>Are students are permitted to carry water bottles with them throughout the school day?<br>Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day? |
|         |  |
|         | Section 4: Physical Education and Physical Activity  |
| PEPA 4  | How many minutes per week of PE does each grade in elementary school receive?<br>Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.   |
| PEPA 5  | How many minutes per week of PE does each grade in middle school receive?<br>Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.   |
| PEPA 6  | How many minutes per week of PE does each grade in high school receive?<br>Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.   |
| PEPA 8  | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?  |
| PEPA 11 | Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?  |
|         |  |
|         | Section 5: Wellness Promotion and Marketing  |
| WPM 3   | 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.   |
| WPM 5   | Do teachers ever withhold physical activity as a classroom management tool?<br>[Examples include:  |

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|       | taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]   |
| WPM 6 | 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? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).   |
|       |  |
|       | Section 6: Implementation, Evaluation & Communication  |
| IEC 1 | Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?   |
| IEC 2 | Which groups are represented on the district level wellness committee? (check all that apply).<br>Note an individual can represent more than one role.<br>Parents<br>Students<br>School Food Authority representative<br>PE Teacher<br>School Health Professional (nurse, social worker, school psychologist)<br>School Board Member<br>School Administrator<br>Community member |
| IEC 8 | Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?  |

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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\\_3\\_Identifying\\_Connections\\_Policy\\_Practice.docx](https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_3_Identifying_Connections_Policy_Practice.docx).



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