


Local School Wellness Policy Triennial Assessment

Worksheet 1: Scorecard for WellSAT 3.0

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, review [Guidance for School Wellness Policy Triennial Assessment](#). For additional worksheets, visit the "What's Next" section of the CSDE's School Wellness Policies webpage.







Federal Requirement

| Section 1: Nutrition Education (NE) | | | Score |
|---|-----|---|-------|
|  | NE1 | Includes goals for nutrition education that are designed to promote student wellness. | 2 |
| | NE2 | Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | 2 |
| | NE3 | All elementary school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have elementary schools). | 2 |
| | NE4 | All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools). | 2 |
| | NE5 | All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools). | 2 |
| | NE6 | Nutrition education is integrated into other subjects beyond health education. | 2 |
| | NE7 | Links nutrition education with the food environment. | 2 |
| | NE8 | Nutrition education addresses agriculture and the food system. | 2 |







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| Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM) | | | Score |
|---|------|---|-------|
|  | SM1 | Assures compliance with USDA nutrition standards for reimbursable school meals. | 2 |
| | SM2 | Addresses access to the USDA School Breakfast Program. | 2 |
|  | SM3 | District takes steps to protect the privacy of students who qualify for free or reduced priced meals. | 2 |
| | SM4 | Addresses how to handle feeding children with unpaid meal balances without stigmatizing them. | 2 |
| | SM5 | Specifies how families are provided information about determining eligibility for free/reduced price meals. | 2 |
| | SM6 | Specifies strategies to increase participation in school meal programs | 2 |
| | SM7 | Addresses the amount of “seat time” students have to eat school meals. | 2 |
|  | SM8 | Free drinking water is available during meals. | 2 |
|  | SM9 | Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. | 2 |
| | SM10 | Addresses purchasing local foods for the school meals program. | 2 |

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| Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS) | | | Score |
|---|------|---|-------|
|  | NS1 | Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day. | 2 |
| | NS2 | USDA Smart Snack standards are easily accessed in the policy. | 2 |
|  | NS3 | Regulates food and beverages sold in a la carte. | 2 |
|  | NS4 | Regulates food and beverages sold in vending machines | 2 |
|  | NS5 | Regulates food and beverages sold in school stores. | 2 |
|  | NS6 | Addresses fundraising with food to be consumed during the school day. | 2 |
| | NS7 | Exemptions for infrequent school-sponsored fundraisers. (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.) | 2 |
| | NS8 | Addresses foods and beverages containing caffeine at the high school level. | 2 |
|  | NS9 | Regulates food and beverages served at class parties and other school celebrations in elementary schools. | 2 |
| | NS10 | Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming. | 2 |
| | NS11 | Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming. | 2 |
| | NS12 | Addresses food not being used as a reward. | 2 |
| | NS13 | Addresses availability of free drinking water throughout the school day | 2 |


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| Section 4: Physical Education Physical Activity (PEPA) | | | Score |
|---|--|--|--------------|
| PEPA1 | There is a written physical education curriculum for grades K-12. | | 2 |
| PEPA2 | The written physical education curriculum for each grade is aligned with national and/or state physical education standards. | | 2 |
| PEPA3 | Physical education promotes a physically active lifestyle. | | 2 |
| PEPA4 | Addresses time per week of physical education instruction for all elementary school students. | | 2 |
| PEPA5 | Addresses time per week of physical education instruction for all middle school students | | 2 |
| PEPA6 | Addresses time per week of physical education instruction for all high school students. | | 2 |
| PEPA7 | Addresses qualifications for physical education teachers for grades K-12. | | 2 |
| PEPA8 | Addresses providing physical education training for physical education teachers. | | |
| PEPA9 | Addresses physical education exemption requirements for all students. | | 2 |
| PEPA10 | Addresses physical education substitution for all students. | | 2 |
| PEPA11 | Addresses family and community engagement in physical activity opportunities at all schools. | | 2 |
| PEPA12 | Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. | | 2 |
| PEPA13 | Addresses recess for all elementary school students | | 2 |
| PEPA14 | Addresses physical activity breaks during school. | | 2 |
| PEPA15 | Addresses joint or shared-use agreements for physical activity participation at all schools. | | 2 |
| PEPA16 | District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. | | 2 |







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| Section 5: Wellness Promotion and Marketing Section (WPM) | | | Score |
|---|-------|---|-------|
| | WPM1 | Encourages staff to model healthy eating and physical activity behaviors. | 2 |
| | WPM2 | Addresses strategies to support employee wellness. | 2 |
| | WPM3 | Addresses using physical activity as a reward. | 2 |
| | WPM4 | Addresses physical activity not being used as a punishment. | 2 |
| | WPM5 | Addresses physical activity not being withheld as a punishment. | 2 |
| | WPM6 | Specifies marketing to promote healthy food and beverage choices. | 2 |
|  | WPM7 | Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. | 2 |
| | WPM8 | Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment). | 2 |
| | WPM9 | Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). | 2 |
| | WPM10 | Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.). | 2 |
| | WPM11 | Specifically addresses 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 | Specifically addresses marketing through fundraisers and corporate-sponsored programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education). | 2 |

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| Section 6: Implementation, Evaluation, and Communication (IEC) | | | Score |
|---|------|--|--------------|
| | IEC1 | Addresses the establishment of an ongoing district wellness committee. | 2 |
|  | IEC2 | Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy. | 2 |
|  | IEC3 | Identifies the officials responsible for the implementation and compliance of the local wellness policy. | 2 |
|  | IEC4 | Addresses making the wellness policy available to the public. | 2 |
|  | IEC5 | Addresses the assessment of district implementation of the local wellness policy at least once every three years. | 2 |
|  | IEC6 | Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy. | 2 |
|  | IEC7 | Addresses a plan for updating policy based on results of the triennial assessment | 2 |
| | IEC8 | Addresses the establishment of an ongoing school building level wellness committee. | 2 |

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This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_1_Scorecard_WellSAT_3_0.docx.



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Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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Worksheet 2: Scorecard for WellSAT-I

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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).

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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? | 2 |
|  | 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? | 2 |
| | NE7 | Is nutrition education linked with the school food environment? | 2 |
| | NE8 | Does nutrition education address agriculture and the food system? | 2 |







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| 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? | no |
| | SM2 | Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? | Yes 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. | Yes 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. | 2 |
|  | 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? | Yes 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 |


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| 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? |
| | | No |
| | 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? |
| | | Yes |
| 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? |
| | | No |
|  | 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? |
| | | No |
|  | 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? |
| | | No |
|  | 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? |
| | | No |
| | 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? |
| | | Yes |
|  | NS8 | Are foods or beverages containing caffeine sold at the high school level? |
| | | No |





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| | | | |
|---|------|---|---|
|  | 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? | Daily Yes Celebration Menu on our website |
| Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS), <i>continued</i> Interviewee: food service director/school principal | | Score | |
| | 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? | No |
| | 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 | Yes |
| | 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). | No |
| | 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? | Yes |


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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? | Yes |
| | PEPA2 | Does the district have a written physical education curriculum that is aligned with national and/or state standards? | Yes |
| | PEPA3 | How does your physical education program promote a physically active lifestyle? | Teaches how important activity is all throughout the day |
|  | PEPA4 | How many minutes per week of PE does each grade in elementary school receive? | 45 |
|  | PEPA5 | How many minutes per week of PE does each grade in middle school receive? | 45 |
|  | PEPA6 | How many minutes per week of PE does each grade in high school receive? | 45 |
| | PEPA7 | Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education? | YES |
| | PEPA8 | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education? | YES |
| | 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? | 20% |
|  | 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? | 25% |
| | 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? | YES |


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| | | | |
|---|--------|--|---|
| | 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? | YES SPORT TEAMS |
|  | 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? | YES |
| Section 4: Physical Education Physical Activity (PEPA), <i>continued</i> Interviewee: physical education teacher/head of curriculum | | | Score |
| | 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? | 2 STRETCH BREAKS DAILY |
| | 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? | YES |
| | PEPA16 | What proportion of students walk or bike to school? How frequently do they do that? | 15% DAILY DEPENDING ON WEATHER |

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| Section 5: Wellness Promotion and Marketing Section (WPM) | | |
|---|-------|---|
| Interviewee: principal/teacher/food service director | | |
| Personnel to be interviewed: 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? |
| | WPM2 | Are there strategies used by the school to support employee wellness? Please describe. |
| | 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. |
| | WPM4 | Do teachers ever use physical activity as a punishment? |
| | WPM5 | Do teachers ever withhold physical activity as a classroom management tool? |
| | 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? |
|  | 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? |
| | WPM8 | Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? |
| | WPM9 | Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? |
| | 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 |
| | 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)? |

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Section 5: Wellness Promotion and Marketing Section (WPM)

Interviewee: principal/teacher/food service director

| | | | |
|--|-------|---|----|
| | WPM12 | Is there food or beverage marketing through fundraisers and corporate-incentive programs? | No |
|--|-------|---|----|



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| Section 6: Implementation, Evaluation, and Communication (IECH) | | |
|---|------|---|
| Interviewee: district level official/principal | | |
| Personnel to be interviewed: Date of interview: | | Score |
| | IEC1 | Is there an active district level wellness committee? 2 YES |
|  | 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 X • Students X • school food authority representative X • physical education teacher X • school health professional (nurse, social worker, school psychologist) X • school board member X • school administrator X • community member |
|  | 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? YES |
|  | 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? Available online (website) They are informed the beginning of school year |
|  | IEC5 | How does the committee assess implementation of the wellness policy? How often does this assessment occur? YEARLY |
|  | 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. X 2. The extent to which the LEA's local school wellness policy compares to |

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| Section 6: Implementation, Evaluation, and Communication (IECH) | | | |
|---|------|--|-----|
| Interviewee: district level official/principal | | | |
| | | model local school wellness policies. X 3. A description of the progress made in attaining the goals of the local school wellness policy. X | |
|  | IEC7 | Has the wellness policy been revised based on the triennial assessment? | NO |
|  | IEC8 | Is there an active school level wellness committee? | YES |

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Office of the Assistant Secretary for Civil Rights
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Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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Local School Wellness Policy Triennial Assessment

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, review [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.

Worksheet 3: Identify Connections between Policy and Practice

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 |
| | Schools will support and promote good nutrition for students consistent with applicable requirements and guidelines. Schools will foster positive relationships between good nutrition and physical activity. Nutrition education will be part of the Districts comprehensive school health education curriculum in grade K-8, and one semester in high school. |
| | |
| | |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| | Our Student Nutrition Department are compliant with USDA standards for reimbursable meals, available drinking water and has the highest confidentiality when it pertains to free/reduced family information |
| | |
| | |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| | It is addressed in our policy that all snacks served on ala carte lines, vending machines, school stores etc meets the State of Connecticut guidelines. The district encourages the use of nutrient dense foods for all school functions and activity. |
| | |
| | |
| | Section 4: Physical Education and Physical Activity |
| | Groton Public Schools has a written curriculum for PE for all grade levels. Our goals include: sporting and promoting an active lifestyle for students. Physical Education will be taought in grades K-8 and two semesters in High School and shall include standards based developmentally planned and sequential curriculum that fosters the development of movement |

Worksheet 3: Identify Connections between Policy and Practice

| | |
|--|---|
| | <p>skills, enhances health related iness, increases students knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless exempted, all students will be required to engage in the Districts physical education program. Schools WILL NOT deny any student physical activity, including recess as a form of punishment nor will schools force physical activity as a means of punishment.</p> |
| | |
| | Section 5: Wellness Promotion and Marketing |
| | <p>Marketing of food products in our schools is reserved for smart snack compliant foods. Food and beverage marketing often includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.</p> |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| | <p>The district will delvelop and maintain a plan for implementation to manage and coordinate the execution of the wellness policy. The districts Food Service Director is designated by the Board of Education to be responsible for ensuring that each school meets the goals outlined in the districts wellness policy. Our policy will be available in a variety of forms that can include handouts, the district website, articles, school newsletters, presentation through any other appropriate means available to reach families.</p> |
| | |
| | |

Worksheet 3: Identify Connections between Policy and Practice

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 |
| | |
| | |
| | Section 4: Physical Education and Physical Activity |
| | |
| | |
| | Section 5: Wellness Promotion and Marketing |
| | |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| | |
| | |

Worksheet 3: Identify Connections between Policy and Practice

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 |
| | |
| | |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| | |
| | |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| | |
| | |
| | Section 4: Physical Education and Physical Activity |
| | |
| | |
| | Section 5: Wellness Promotion and Marketing |
| | |
| | |
| | Section 6: Implementation, Evaluation & Communication |
| | |
| | |

Worksheet 3: Identify Connections between Policy and Practice

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 |
| | |
| | |
| | Section 2: Standards for USDA Child Nutrition Programs and School Meals |
| | |
| | |
| | Section 3: Nutrition Standards for Competitive and Other Foods and Beverages |
| | |
| | |
| | Section 4: Physical Education and Physical Activity |
| | |
| | |
| | Section 5: Wellness Promotion and Marketing |
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| | |
| | Section 6: Implementation, Evaluation & Communication |
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| | |

Local School Wellness Policy Triennial Assessment

Worksheet 3: Identify Connections between Policy and Practice

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](#) in the CSDE's Bureau of Health/Nutrition, Family Services and Adult Education, 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.



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To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
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Worksheet 4: Summary of Findings

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This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the LEA’s progress toward meeting their wellness goals. Not all districts will have information to share in all four sections. Note: in Section 3 and Section 4, the LEA is only required to comment on federally required items, but may add information about other wellness topics if desired.

Section 1 (Strong Policies and Aligned Practices). If applicable, write a narrative below to describe your district’s areas of success in meeting its wellness goals.

Worksheet 4: Summary of Findings

Section 2 (Create Practice Implementation Plans). If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

Section 3 (Update Policies). If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

Worksheet 4: Summary of Findings

Section 4 (Opportunities for Growth). If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

Worksheet 4: Summary of Findings

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This document is available at https://portal.ct.gov/-/media/SDE/Nutrition/SWP/Worksheet_4_Summarizing_Findings.docx.



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