



2021-2024 School Wellness Policy Summary

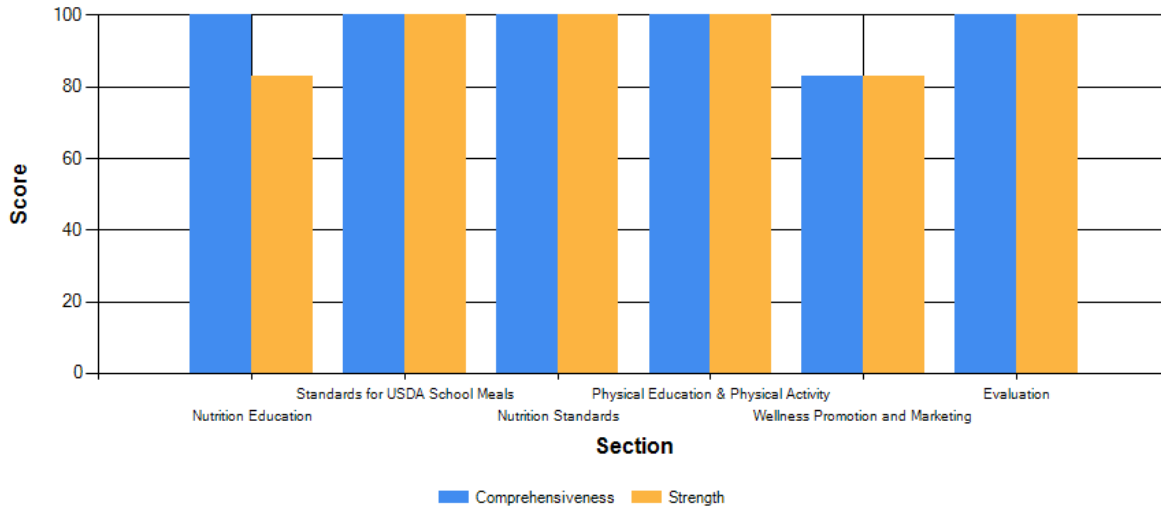
Completed June 14, 2021

Your District's Scorecard

. Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.



Version: 3.0

Policy Name: Wellness Assessment 2021






Section 1. Nutrition Education

Rating

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
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	 Nutrition education addresses agriculture and the food system.	1
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 6 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 6 (the number of items in this section). Multiply by 100.	83





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

Rating

SM1	 Assures compliance with USDA nutrition standards for reimbursable school 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
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 5 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 5 (the number of items in this section). Multiply by 100.	100

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





Rating

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
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	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
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	100

Section 4. Physical Education and Physical Activity



Rating

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
PEPA5	Addresses time per week of physical education instruction for all middle 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.	2
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
PEPA14	 Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	2

Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	100

Section 5. Wellness Promotion and Marketing







Rating

		Rating
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.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
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 and equipment (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).	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-incentive 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

Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	83
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	83

Section 6. Implementation, Evaluation & Communication

Rating

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:	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
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	100

‘Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 97
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 94



[Federal Requirement](#)



[Farm to School](#)



[CSPAP](#)

WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

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
	The Interdistrict School for Arts and Communication (ISAAC) is fully in compliance with all of the federal requirements that regulate school meals and competitive foods. ISAAC has specific goals for nutrition education that are designed to promote student wellness and include a standards-based nutrition education curriculum. The nutrition education curriculum is comprehensive and sequential and teaches skills that are behavior focused, interactive, and/or participatory.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
	ISAAC is in compliance with all USDA nutrition standards for reimbursable school meals. All school meals are prepared by nutrition services staff that receive annual training in accordance with USDA Professional Standards. ISAAC participates in the USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) making all meals accessible to all students. Students are allocated 10 minutes for breakfast consumption and at least 20 minutes for lunch. Throughout the day, free drinking water is available to all students.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	All foods and beverages offered at ISAAC meet or exceed the USDA Smart Snacks in School nutrition standards. Any “competitive” foods or beverages sold or given to students, will also meet the USDA Smart Snacks in School nutrition standards. At this time, there are no additional foods sold to students throughout the day or vending machines located at ISAAC.
	Section 4: Physical Education and Physical Activity
	There is a written physical education curriculum for each grade at ISAAC that is aligned with national and/or state physical education standards and that is taught by a trained and certified physical education teacher. The curriculum promotes a physically active lifestyle for students and addresses physical engagement opportunities for all students and families. The nutrition education curriculum addresses sharing information with families and the broader community to positively impact students and the health of the school-wide community.

	Section 5: Wellness Promotion and Marketing
	ISAAC restricts marketing at the school during the school day to only those foods and beverages that meet Smart Snacks standards. Food advertising and marketing includes, but is not limited to, brand names, trademarks, logos or tags on physically present food or beverage products and school equipment. The Wellness Committee encourages staff to model healthy physical activity behaviors
	Section 6: Implementation, Evaluation & Communication
	The Wellness Policy identifies the officials responsible for the implementation and compliance of the existing policy. The relevant stakeholders include parents/caregivers, representatives of the school nutrition program, the physical education/health teacher(s), school administrators, school board members and/or health professionals. The Wellness Committee will continue to update or modify the wellness policy every three years based on school priorities, community needs, new health science/technology, and new Federal or state guidance. All updates and changes will be made available to the public. ISAAC's current Wellness Policy was last updated in June, 2019.

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 a written policy score of 1 or 2 **and** an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
	Our administrative team identified through our Wellness Assessment tools that our policy of addressing agriculture and the food environment in our curriculum is not fully being implemented in some classes. In order to remedy this, we have developed an implementation plan that includes meeting with the physical education/health teacher(s) to create a written health curriculum that specifically addresses and evaluates the relationship between proper nutrition and health using “Choose My Plate”. The physical education/health teacher will meet with an administrator on a weekly basis to develop the curriculum, which will be posted on our website upon completion. A comprehensive, written curriculum should help ensure that all students have access to nutrition education.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals

	All standards for the USDA Child Nutrition Program and School Meals have been met and there are no strategies for improvement at this time.
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
	All Nutrition Standards for Competitive and Other Foods and Beverages have been met and there are no strategies for improvement at this time.
	Section 4: Physical Education and Physical Activity
	All Physical Education and Physical Activity standards have been met and there are no strategies for improvement at this time.
	Section 5: Wellness Promotion and Marketing
	Our administrative team identified through our Wellness Assessment Tools that, although the WellSAT-I indicates that teachers do not use or withhold physical activity as a punishment in practice, this standard is not specifically addressed in our current Wellness Policy. No language exists indicating that physical activity should not be used or withheld from students as a form of punishment. In order to remedy this, we have developed an implementation plan. This plan includes reminding/educating teachers about this during professional development and monitoring teachers using informal/formal observations. The plan also includes bringing this information to the Wellness Committee to get approval for updating the existing policy next school year (2022). Although using or withholding physical activity as a punishment is not utilized at ISAAC in practice, the language should be reflected in or Wellness Policy.
	Section 6: Implementation, Evaluation & Communication
	All Wellness Committee members will continue to meet on a regular basis throughout the school year in order to assess that the Wellness Policy goals are being met. The Wellness Policy will be updated on a triennial basis based on feedback from the Wellness Committee. All updates and changes to the policy will be made available to the public.