



Schools for Healthy and Thriving Students: A Wellness Policy Consortium

May 13, 2022

Dear Superintendent Campbell,

We are very excited that Kings Canyon Unified School District has agreed to participate in the Schools for Healthy and Thriving Students: A Wellness Policy Consortium. A primary goal of this consortium is to support school districts in making improvements to their local school wellness policies (LSWP). To monitor progress towards reaching this goal, your current local school wellness policy was assessed at the start of the consortium using a policy assessment tool called the [WellSAT Whole School Whole Community Whole Child](#) (WellSAT WSCC). We will re-score the local school wellness policy again at the end of the consortium to recognize improvements made to the LSWP during the consortium.

School districts were given the opportunity to complete the policy assessment collaboratively with a member of the Public Health Institute Center for Wellness and Nutrition (PHI CWN) team or have PHI CWN complete the assessment on the district's behalf. Your district did not choose an option; therefore, PHI CWN complete the assessment on the district's behalf.

We are reaching out to share your district's wellness policy assessment results. The following information is attached.

- A brief handout that describes the WellSAT WSCC tool.
- Your school district's WellSAT WSCC scorecard.
- Your school district's current local school wellness policy with scoring information noted with highlighting and comment boxes.
- A journal article describing the development of the WellSAT WSCC tool.

We invite you to review the WellSAT results and share with relevant staff in your school district. They may include your school wellness committee members, PE teachers, health teachers, school nurses, food & nutrition services staff, and anyone else who is working to improve school wellness.

The results of this assessment can help your district to identify areas of your local school wellness policy that are strong and comprehensive, as well as areas for improvement. Our team at the Public Health Institute Center for Wellness and Nutrition is available to review your individual results in detail or answer any questions you may have. You may reach out to Jane Alvarado-Banister at jane.banister@wellness.phi.org

Thank you,

A handwritten signature in blue ink, appearing to read "Tim Curley".

Tim Curley
Director of Community and Government Relations
Valley Children's Healthcare

A handwritten signature in black ink, appearing to read "Jane Alvarado-Banister".

Jane Alvarado-Banister
Program Manager
Center for Wellness and Nutrition



Schools for Healthy and Thriving Students: A Wellness Policy Consortium

What is included in the packet?

- *WellSAT WSCC: A Comprehensive Tool for Evaluating School Wellness Policies:* A brief handout that describes the WellSAT WSCC tool.
- *WellSAT WSCC Scorecard:* Your school district's WellSAT WSCC scorecard.
- *School District Local School Wellness Policy:* Your school district's current local school wellness policy with scoring information noted with highlighting and comment boxes.
- *Development of a Comprehensive Tool for School Health Policy Evaluation: The WellSAT WSCC:* A journal article describing the development of the WellSAT WSCC tool.

How to read your score

As you review your scorecard you will see the score of each domain. Once you reach the end of your scorecard, you will see your school district's local school wellness policy Comprehensiveness Score and Strength score which are both scaled to range from 0 to 100. A Comprehensiveness score tells us everything that the policy covers in any way (using strong or weak language) and a Strength score tells us everything the policy covers using strong language. Sometimes districts start off with vague language that acknowledges an issue is important, and later the language is strengthened. The WellSAT WSCC is intended to recognize that process and acknowledge everything that is covered by the policy, but then pay particular attention to which policy items are stronger. It is extremely rare to get a score near 100 and these scores should not be interpreted like letter grades.

More about the WellSAT WSCC scorecard

Five of the twelve domains of the WSCC model were scored. These include the following:

WellSAT WSCC Domain	Scored
Physical Activity	X
Nutrition Environment and Services	X
Health Education & Nutrition Education	X
Social and Emotional Climate	X
Safe Environment	
Health Services	
Behavioral Supports	
Employee Wellness	
Community Involvement	X
Family Engagement	
Integration, Implementation, Communication & Evaluation	
Wellness Promotion and Marketing	

Please note the following graphics while reading through your scorecard:



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

- **Federal Requirements:** The item is a federal requirement.
- **Farm to School:** The item addresses farm to school standards.
- **CSPAP:** The item is one of the five components of the Comprehensive School Physical Activity Program
- **WellSAT3.0 Item:** The section is made up of standards that are part of the WellSAT 3.0, another assessment tool.



WELLSAT WSCC: A COMPREHENSIVE TOOL FOR EVALUATING SCHOOL WELLNESS POLICIES

A CSCH Brief by Breanna McFarlane, Sandra M. Chafouleas, Marlene B. Schwartz, Helene M. Marcy, Jessica Koslouski, and Emily Iovino

What is the WellSAT WSCC?

The [WellSAT WSCC 2.0](#) is an evaluation tool aligned with the Whole School, Whole Community, Whole Child model and developed jointly by the [UConn Collaboratory on School and Child Health](#) (CSCH) and the [UConn Rudd Center for Food Policy & Obesity](#). It is designed to assist users in applying a comprehensive and integrated lens to school policy evaluation, and is available in paper or online formats

What are its Origins?

The WellSAT WSCC builds from the WellSAT (Wellness School Assessment Tool), a tool for evaluating school wellness policy. The WellSAT was first developed by the Rudd Center after a 2006 federal law required districts participating in national school meal programs to have a written school wellness policy in place. The tool has been used by researchers, state government agencies, and individual school districts since its inception in 2010. The WellSAT was updated in 2014 and again in 2019 (to the current version 3.0) to align with revisions to federal requirements.

Federal requirements in school wellness policy focus heavily on physical activity and nutrition, yet the idea of incorporating a comprehensive wellness perspective in schools was garnering interest. In 2014, the ASCD and U.S. Centers for Disease Control and Prevention (CDC) jointly developed the [Whole School, Whole Community, Whole Child](#) (WSCC) Model. The WSCC model is comprised of ten domains linked to child well-being: health education; physical education and physical activity; nutrition environment and services; health services; counseling, psychological, and social services; social and emotional climate; physical environment; employee wellness; family engagement; and community involvement.



In 2019, the Rudd Center and CSCH collaborated to create the WellSAT WSCC. The WellSAT WSCC uses the WellSAT structure to incorporate the complete WSCC model into school policy evaluation.

How are WellSAT and WellSAT WSCC Different?

The WellSAT and WellSAT WSCC both include domains related to nutrition and physical education as well as a wellness, promotion and marketing section and an implementation, evaluation, and communication (IEC) section. The WellSAT WSCC expands the WellSAT by including the eight additional domains outlined in the WSCC Model and adds an integration component to the IEC section.

To develop the WellSAT WSCC items, researchers from the Rudd Center and CSCH consulted national guidelines, reviewed recommendations from professional organizations, and conducted a synthesis of the literature in each of the domains of the WSCC model. The team then consulted with research and practice experts to finalize the items included within each domain.

In 2021, the WellSAT WSCC team revised the tool (v 2.0) and developed an online version.

What are the Benefits to Using the WellSAT WSCC?

The WellSAT WSCC tool is designed to assist users in applying a comprehensive and integrated lens to school policy evaluation and allows for the evaluation of both the *comprehensiveness* and *strength* of school policies. Because integration of the WSCC domains within and across school policies and practices is foundational to the WSCC model, school districts are provided with instructions on assessing *all* their relevant policies. Through use of the WellSAT WSCC, school districts can assess the alignment of their written policies and their school and district practices with identified best practices and policies. This enables districts to identify areas of strength, areas in need of improvement, and opportunities for increased integration across domains.



What Does the WellSAT WSCC Evaluate?

The first ten domains include those outlined in the WSCC Model:

Domain	What is included	Relevant Materials & Policies
Physical Activity	Comprehensive strategies to facilitate student physical activity	Physical education curriculum and physical activity opportunities
Nutrition Environment and Services	Facilitation of healthy eating by providing nutritious food options, education, and messages	School meal program and schools' nutrition environment
Health Education	Experiences and opportunities to help students learn information and skills that facilitate healthy behaviors	Health education curriculum
Social and Emotional Climate	Bullying prevention and intervention, school climate monitoring, and social emotional learning standards	Policies and strategies in place for bullying, school climate, discipline, and social emotional learning
Safe Environment ¹	Physical condition of school buildings; protection of students from physical and psychological threats and injuries	Policies concerning maintenance of physical building conditions and safety and security measures, including crisis prevention and response
Health Services	Preventive care and management of students' acute and chronic health conditions	Plans for the preventive and interventional care of students' physical health
Behavioral Supports ²	Supports for the social, emotional, and behavioral well-being of students	Prevention through intervention policies and strategies that identify and address student mental health concerns
Employee Wellness	Personalized health programs that address the health and well-being of the staff	Policies addressing supports for employees' physical and mental health
Community Involvement	Resource sharing and volunteer opportunities through partnerships with groups, organizations, and businesses in the community	Policies regarding the involvement of community stakeholders in schools
Family Engagement	Family-school partnerships that actively support the successful development of students	Policies and strategies for communication with and involvement of families

The final two domains were derived from the WellSAT 3.0 tool.

Integration, Implementation, Communication, and Evaluation	Successful integration, implementation, communication, and evaluation of district wellness policies	Policies that cut across domains relevant to school and child wellness
Wellness, Promotion, and Marketing	Policies concerning staff wellness, use of physical activity as a reward and not as a punishment, and food marketing in school buildings	District wellness policy

¹ In the WSCC model, this is called Physical Environment.

² In the WSCC model, this is called Counseling, Psychological, and Social Services.

How do I Use the WellSAT WSCC?

1. **Decide who will be involved in the process.** People to consider include district and school level officials, members of school wellness committees, and school climate committee members.
2. **Determine which policies and domains to evaluate.** The WellSAT WSCC User Manual has suggestions about the types of policies that users can evaluate under the description of each domain.
3. **Create a timeline and process.** The WellSAT WSCC User Manual contains an action planning template to help with creating a timeline and process for completion.
4. **Score the policies.** The WellSAT WSCC Coding Guide states the requirements needed to obtain a specific score and the Scoresheet helps track scores for each item.
5. **Reflect and Action Plan.** Using the results of the WellSAT WSCC, identify areas of strength in your school policies as well as areas for improvement. Identify top priorities and create an action plan for updating policy language and associated practices.

For support with identifying next steps, districts are encouraged to review the [WSCC Think About the Link Project](#) webpage, which offers videos and practice briefs that outline recommended best practices in each of the 10 WSCC model domains. The WSCC evidence-based practice briefs summarize each domain and why it is important, and outline strategies that those working in schools can use to promote WSCC implementation in their own setting. The practice briefs also describe the anticipated resource demand (i.e., funding, time, space, training, materials) needed for implementation.

Additional Resources

WellSAT WSCC Online Tool

Includes a description of the tool as well as links to the user manual, coding guide, and scoresheet.

WellSAT WSCC Podcast Episode

CSCH Co-Director Sandra Chafouleas and CSCH Steering Committee Member Marlene Schwartz discuss their development of the WellSAT WSCC.

WSCC Evidence-Based Practice Briefs

Each brief contains a description of the WSCC Model domain and evidence-informed practices that are categorized by the resource demand (i.e., low, medium, or high).

WSCC Video Modules

Provides an overview of each WSCC domain and outlines model practices.

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The WellSAT/WellSAT WSCC Venn diagram was created by Kristin Messina of the UConn Rudd Center for Food Policy & Obesity.

Your District's Scorecard

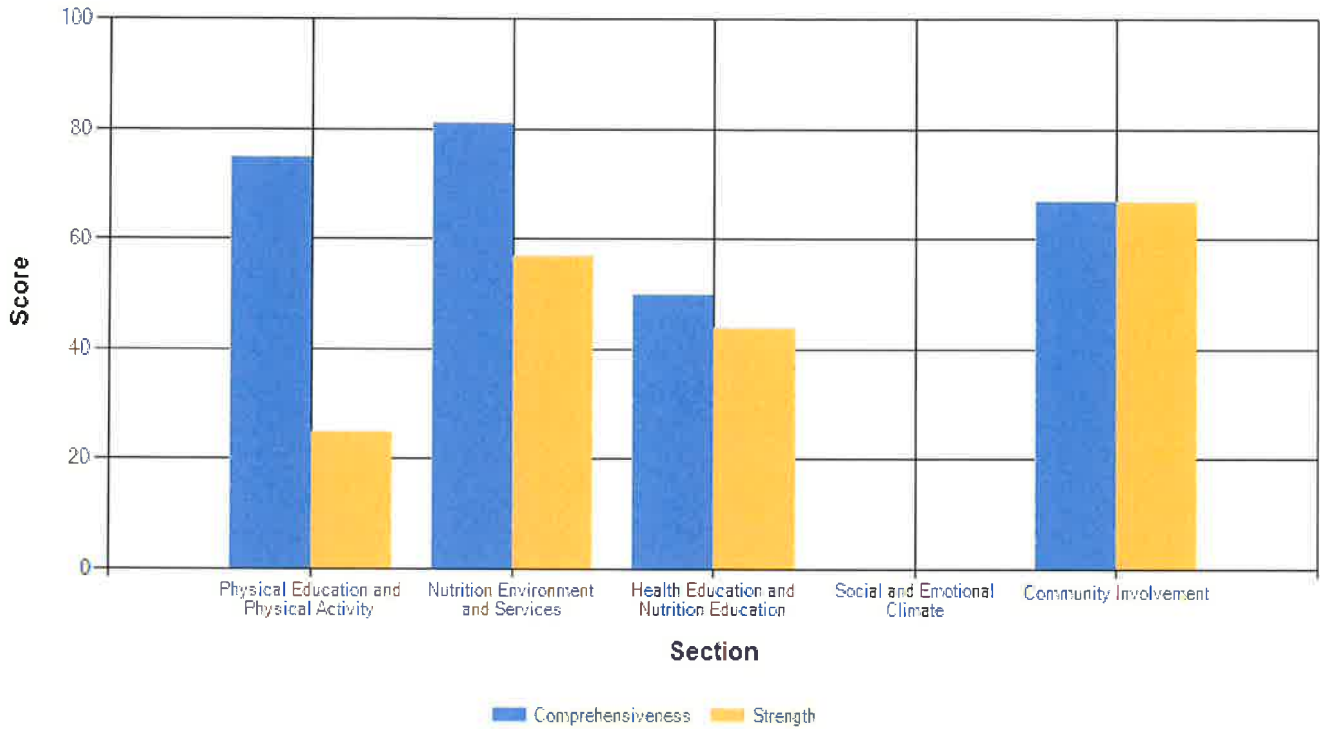
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

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: WSCC

Policy Name: Kings Canyon Pre-Assessment






Physical Education and Physical Activity

Rating

Note: This Physical Activity Section is the same as the Physical Education and Physical Activity (PEPA) section in the WellSAT


Item ID	Description	Rating
PEPA1	There is a written physical education curriculum for grades K-12	1
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards	0
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students	1
PEPA5	Addresses time per week of physical education instruction for all middle school students	1
PEPA6	Addresses time per week of physical education instruction for all high school students	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	1
	Addresses providing physical education training for physical education teachers.	

PEPA8		1
PEPA9	Addresses physical education exemption requirements for all students.	1
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	0
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	Joint or shared-use agreements for physical activity participation at all schools	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	1
Subtotal	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	75
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	25








Nutrition Environment and Services

Rating

 **Note:** This Nutrition Environment and Services Section is made up of the Nutrition Standards for Competitive and Other Foods and Beverages (NS) and Standards for USDA School Meals (SM) sections in the WellSAT 3.

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.	0
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	1

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	0
NS12	Addresses food not being used as a reward	0
NS13	Addresses availability of free drinking water throughout the school day	2
SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals	1
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	1
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	0
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards	1
SM10	 Addresses purchasing local foods for the school meals program	1
Subtotal	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 21 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	81
	Strength Score: Count the number of items rated as "2" and divide this number by 21 (the number of items in this section). Multiply by 100.	57








Health Education and Nutrition Education

Rating



Note: This section incorporates the Nutrition Education (NE) section from the WellSAT 3.0.

HE1	Addresses health education for students in district	0
HE2	Specifies that health education is provided by qualified, trained professionals	0
HE3	Includes topics for health education that are designed to promote student wellness in a manner that the local education agency determines is appropriate and aligned with state requirements	0
HE4	 Addresses alignment between health education curriculum goals and the needs of students in the community with the goal of reducing health inequity	0
HE5	Addresses opportunities for interdisciplinary connections and practicing health-related skills outside of health education classes	0
	Addresses National Health Education Standards (NHES)	

HE6		0
HE7	Incorporates the CDC's <i>characteristics of an effective health education curriculum</i>	0
HE8	Specifies that health education curriculum will be evaluated and revised	0
 The following items are the same as the Nutrition Education (NE) section from the WellsAT 3.0		
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	2
NE4	All middle school students receive sequential and comprehensive nutrition education	2
NE5	All high school students receive sequential and comprehensive nutrition education	2
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	 Links nutrition education with the food environment	2
NE8	 Nutrition education addresses agriculture and the food system	2
Subtotal	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	50
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	44



Social and Emotional Climate

Rating



SEC1	Addresses participation in school climate surveys	0
SEC2	Addresses sharing aggregate results of school climate data with stakeholders (e.g., families, community members, staff, state and/or district leadership).	0
SEC3	Addresses promoting positive relationships between students and employees	0
SEC4	Identifies school-wide approaches to address harassment, bullying, and/or cyberbullying	0
SEC5	Addresses diversity and inclusion to promote engagement of all students in school activities	0
SEC6	Addresses reviewing and responding to school climate data (e.g., bullying reports, discipline data, or other related data sources).	0
SEC7	Addresses use of positive behavior support practices	0

SEC8	Addresses minimization of exclusionary disciplinary practices (e.g., suspension and expulsion)	0
SEC9	Addresses social emotional learning (SEL).	0
SEC10	Connects social emotional learning standards (SEL) and academic standards.	0
Subtotal	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."	0
	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.	0



Community Involvement

Rating

CI1	 Addresses community representation on district wellness committee	2
CI2	 Addresses community stakeholders participation in the development, implementation, and periodic review and update of the local wellness policy	2
CI3	Specifies community-based opportunities for student service learning	0
Subtotal	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 3 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	67
	Strength Score: Count the number of items rated as "2" and divide this number by 3 (the number of items in this section). Multiply by 100.	67

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the five sections above and divide this number by 5.	District Score 55
Total Strength Add the strength scores for each of the five sections above and divide this number by 5.	District Score 39



Federal Requirement



Farm to School





CSPAP



WellSAT 3.0 Item

Completed Modules

		Physical Education and Physical Activity
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		Nutrition Environment and Services
		Health Education and Nutrition Education
		Social and Emotional Climate
		Safe Environment
		Health Services
		Behavioral Supports
		Employee Wellness
		Community Involvement
		Family Engagement
		Integration, Implementation, Communication & Evaluation
		Wellness Promotion and Marketing