

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0





Nutrition Education



Federal Requirement



School-level Item

Section 1: Nutrition Education (NE)			
Interviewees: head of curriculum or health/nutrition teacher, food service director			
Person to be interviewed: <i>Tracy Bratton - Food Service Director</i>			Score
Date of interview: <i>5/11/22</i>			
	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?	<i>1</i>
	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?	<i>1</i>
	NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	<i>1</i>
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	<i>1</i>
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	<i>1</i>
	NE6	Is nutrition education integrated into other subjects beyond health education?	<i>1</i>
	NE7	Is nutrition education linked with the school food environment?	<i>1</i>
	NE8	Does nutrition education address agriculture and the food system?	<i>1</i>

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Standards for School Meals



Federal Requirement



School-level Item

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)			
Interviewees: food service director			
Person to be interviewed:			Score
Date of interview:			
	SM1	Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	2
	SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?	2
	SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch? (Score 2 if district provides universal free meals).	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? (Score 2 if district provides universal free meals).	2
	SM5	How are families provided information about eligibility for free/reduced priced meals?	2
	SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe.	2
	SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	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?	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	Addresses purchasing local foods for the school meals program.	2

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
Nutrition Standards




Federal Requirement



School-level Item

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewees: food service director/school principal			
Person to be interviewed: Date of interview:		Score	
	NS1	Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	2
	NS3	Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards?	2
	NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2
	NS8	Are foods or beverages containing caffeine sold at the high school level?	2

	NS9	How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	1
	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?	2
	NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day , including before/after care on school grounds, clubs, and after school programming	2
	NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	1
	NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2

WellSAT-I





Wellness School Assessment Tool – Interview to Match WellSAT 3.0 Physical Education and Physical Activity Section




Federal Requirement



School-level Item

Section 4: Physical Education & Physical Activity (PEPA)			
Interviewees: physical education teacher/head of curriculum			
Person to be interviewed: <i>Ryan Acevedo - P.E. teacher</i>			Score
Date of interview: <i>5/11/22</i>			
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	<i>1</i>
	PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	<i>2</i>
	PEPA3	How does your physical education program promote a physically active lifestyle?	<i>2</i>
	PEPA4	How many minutes per week of PE does each grade in elementary school receive?	<i>1</i>
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	<i>1</i>
	PEPA6	How many minutes per week of PE does each grade in high school receive?	<i>1</i>
	PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	<i>2</i>
	PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	<i>1</i>
	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?	<i>2</i>
	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?	<i>2</i>
	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?	<i>1</i>
	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?	<i>2</i>

	PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered?	2
	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
	PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements?	2
	PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	1

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Wellness Promotion and Marketing



Federal Requirement



School-level Item

Section 5: Wellness Promotion and Marketing		
Interviewees: principal/teacher/food service director		
Person to be interviewed: <i>Marla Enmark (Dominguez) Principal</i>		Score
Date of interview: <i>5/12/22</i>		
	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?	<i>2</i>
	WPM2 Are there strategies used by the school to support employee wellness? Please describe.	<i>2</i>
	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.	<i>2</i>
	WPM4 Do teachers ever use physical activity as a punishment?	<i>2</i>
	WPM5 Do teachers ever withhold physical activity as a classroom management tool?	<i>0</i>
	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?	<i>0</i>
	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?	<i>2</i>
	WPM8 Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	<i>2</i>
	WPM9 Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)?	<i>2</i>
	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	<i>2</i>
	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)?	<i>2</i>
	WPM12 Is there food or beverage marketing through fundraisers and corporate-incentive programs?	<i>2</i>

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Wellness Promotion and Marketing



Federal Requirement



School-level Item

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Person to be interviewed: <i>Maria Enmark (Dominguez) Principal</i>			Score
Date of interview: <i>5/12/22</i>			
	IEC1	Is there an active district level wellness committee?	<i>2</i>
	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"> <input checked="" type="checkbox"/> parents <input type="checkbox"/> students <input checked="" type="checkbox"/> school food authority representative <input checked="" type="checkbox"/> physical education teacher <input checked="" type="checkbox"/> school health professional (nurse, social worker, school psychologist) <input type="checkbox"/> school board member <input checked="" type="checkbox"/> school administrator <input checked="" type="checkbox"/> community member 	<i>2</i>
	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?	<i>1</i>
	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?	<i>1</i>
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	<i>2</i>
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: <ol style="list-style-type: none"> 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy. 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies. 3. A description of the progress made in attaining the goals of the local school wellness policy. 	<i>1</i>
	IEC7	Has the wellness policy been revised based on the triennial assessment?	<i>1</i>
	IEC8	Is there an active school level wellness committee?	<i>1</i>