

Dayton School District Wellness Policy Assessment Tool

Criteria Points	Not in Place 0	Developing Plan/Partially in Place 1	Meets Standard 2	Exceeds Criteria 3	Score
I. Wellness Policy					
1. A wellness policy that meets federal requirements in place.	The district does not have a wellness policy.	A district wellness policy is in development.	The district has a wellness policy meeting all federal and state requirements, including a plan for monitoring.	The school site uses innovative strategies and model practices in implementation of the school wellness policy.	2
2. A wellness policy coordinator is designated.	No school staff are assigned to coordinate the district wellness policy.	District administrators are developing a plan for coordination of the wellness policy.	A district wellness policy coordinator is designated and is coordinating policy implementation.	The district wellness policy is implemented by a coordinator.	3
3. A wellness policy advisory committee is in place.	No wellness policy committee is in place.	Planning for a wellness policy committee is in place.	A district wellness policy committee is in place.	Key school, parent, and community members are represented on a wellness committee that meets at least quarterly.	2
4. A process evaluation system for monitoring the implementation of the wellness policy is in place.	No wellness plan monitoring or evaluation process is in place.	Planning is underway for monitoring and/or evaluating the implementation of the wellness policy.	A process evaluation system to track success in the implementation of the wellness policy is in place at the district level.	Process evaluation and/or monitoring occur at the school site to provide feedback on wellness policy implementation procedures.	2
5. Priority/target student nutrition-related health needs/issues are identified.	No student nutrition-related health needs/issues are targeted in the wellness policy.	Designated school staff are planning to identify targeted nutrition-related student health needs/issues and outcome measures.	Designated school staff have identified priority student nutrition-related health needs and plan for addressing these needs.	Staff have used appropriate data, such as Oregon Healthy Kids Index, to identify priorities and measure progress in achieving student nutrition-related outcomes.	2
Wellness Policy Score					11
II. School Environment					
6. A nutritious school breakfast is available daily.	No breakfast is served at the school site.	Planning underway to begin/improve the breakfast program.	Breakfast is available to students daily and meets menu planning option requirements.	Model breakfast program is evident; e.g. innovative service or high quality, nutritious offerings.	3
7. A nutritious lunch is available daily.	No lunch is served at the school site.	Planning underway to begin/improve the lunch program.	Lunch available to students daily; meets menu planning option requirements.	Model lunch program is evident; e.g. innovative service, selections, direct purchase of foods from local farmers.	3
8. A salad bar offering a variety of fruit/vegetable choices is available in the school meal program.	No salad bar is available.	Plans underway to begin salad bar program.	Salad bar in place, offering a variety of fruits and vegetables.	Model salad bar program is evident; e.g. farm to school program; a variety of local, seasonal produce served.	3
9. A safe and inviting location for students to consume meals, with sufficient time, is provided.	No dining area is provided.	A dining area is provided but students have less than 15 minutes to consume meals after obtaining the meal.	Students are provided a safe and inviting location for dining, with sufficient time to consume meals after obtaining the meal.	Innovative strategies are used to create a dining space that is pleasant and inviting.	3

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10. A school garden is available on the school site.	No school garden is available.	Plans are underway or staff/others are developing the use of school gardens.	A school garden is available for garden-enhanced education.	Exemplary school garden programs are evident: e.g. community involvement, integration with food and nutrition education lessons.	2
11. If foods are offered outside of the school meal program, foods available model healthy food choices.	Foods available on the school premises do not meet state/federal requirements.	School staff are developing procedures/policies to ensure compliance of state and federal nutrition standards.	All foods meet state and federal laws/regulations; or removed all foods other than meal program offerings.	The school is implementing exemplary meal program practices that model healthy food choices.	1
12. All beverages offered on the school premises model nutritious beverage selections.	Highly sweetened beverages are available on the school campus.	A process is in place to monitor beverage selections and increase selection of healthy beverages, including water.	Water is available to students; all beverages available on the school premises meet state and federal requirements.	No highly-sweetened beverages are available on the school premises; milk (at proper temperature) and water are available for students.	3
13. Marketing and media messages on the school premises reinforce food and nutrition education.	Advertisements for commercial food products are allowed on school premises.	Marketing messages in process of evaluation with goal of reinforcing nutrition education curriculum.	Standards for media and marketing messages for food and beverage products are in place.	Healthy food choices are available on the school premises and are marketed using innovative methods.	2
14. A place for students to engage in physical activity is available on the school premises.	No locations are available for students to engage in physical activity.	School staff is planning to improve opportunities for student's physical activity in the school environment.	Locations for students to engage in physical activity are available on the school site.	School environment encourages physical activity; innovative programs available, e.g. training equipment.	3
School Environment Score					23
III. Student Education Programs					
15. Nutrition education included in classroom instruction.	No plan or standard is in place for nutrition-related instruction.	Planning is in place to provide nutrition-related instruction in the classroom at specified grade levels.	Students receive at least 50 hours of nutrition-related instruction at specified grade levels.	Innovative nutrition education programs in place offering more than 50 hours of instruction at specified grade level.	2
16. Nutrition education curriculum is used in the classroom.	No planned nutrition education curriculum is available.	Plans are underway to develop/adopt a theory-based nutrition education curriculum.	Theory-based nutrition education curriculum is in use.	School plans theory-based curriculum so that students receive at least 50 hours of sequential instruction.	2
17. Nutrition education is based on health education standards and nutrition competencies.	Nutrition education competencies or health education standards are not used to guide student instruction.	Plans are underway to incorporate nutrition education competencies/health education standards.	Nutrition education is based on nutrition education competencies/health education standards.	Nutrition education competencies and health education standards are used to plan scope and sequence of nutrition instruction at all grade levels.	2
18. Nutrition education is integrated with and reinforced through the foods available on the school premises.	No coordination between teachers and the nutrition program is in place.	Teaching and nutrition staff are working together to plan nutrition education and/or the food service area promotes nutritious food choices.	Nutrition education is integrated with and reinforced through the foods available on the school premises and food service area promotes nutritious food choices.	Innovative strategies are used to reinforce nutrition education curriculum; e.g. school menus integrate with classroom themes; a nutrition education specialist is available for assistance.	2

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19. Garden-enhanced instruction is included in the curriculum.	No school staff use garden-enhanced education.	Plans are underway or the use of the garden in student instruction is being developed.	School staff are using garden-enhanced education curricula.	Innovative use of garden is evident; e.g. food education is integrated with core subject area content standards.	2
20. Students participate in the school breakfast program.	Less than 10 per cent of students participate in the school breakfast program daily.	Less than 20 percent of students participate in the school breakfast program daily.	A minimum of 30 per cent of students participate in the school breakfast program daily.	More than 30 per cent of students participate in the school breakfast program daily.	3
21. Students participate in the school lunch program.	Less than 30 per cent of students participate in the school lunch program daily.	Less than 40 per cent of students participate in the school lunch program daily.	A minimum of 60 per cent of students participate in the school lunch program daily.	More than 60 per cent of students participate in the school lunch program daily.	3
22. Physical education is based on state physical education standards.	No physical education program is in place at the school site.	Physical education programs meet state requirements.	Physical education programs meet state requirements and use the state physical education standards as a guide.	Physical education programs go beyond minimum standards, and use innovative practices, e.g. integrated with nutrition instruction.	2
Student Education Programs Score					18
IV. Professional Development Programs					
23. Teachers are trained in nutrition science and use of nutrition education curricula.	No nutrition education or training programs are provided for school staff.	School staff participate in independent nutrition-related training opportunities.	Teachers have received at least one hour of nutrition-related training.	School staff participate in more than one hour of a variety of nutrition education and training programs.	1
24. Food service staff are trained in federal and state requirements, menu planning options, and nutrition science.	No training has been provided to food service staff.	One hour or less of training has been provided to food service staff; a minimum of 3 hours of training is required for new staff.	A district food service training program is in place; and/or employees are supported in participating in off-site training opportunities.	A comprehensive professional development program is in place; certification in professional organizations is encouraged.	3
25. The garden coordinator is trained in garden-enhanced nutrition education.	A garden coordinator is not available, or is available but has not been trained in nutrition.	The garden coordinator has received at least one hour of training on garden-enhanced nutrition education.	The garden coordinator has participated in at least two hours of training relating to gardens and nutrition education.	The garden coordinator provides on-site training for other staff as a result of training opportunities; and/or garden/nutrition curriculum is used.	2
26. The school site has access to a nutrition education specialist for consultation regarding nutrition-related programs.	A nutrition education specialist is not available.	A nutrition education specialist is used to provide staff and/or student nutrition-related training/education.	A nutrition education specialist is available for consultation regarding nutrition-related programs.	A nutrition education specialist participates in planning and implementing comprehensive staff and/or student nutrition-related training/education programs.	2
Professional Development Programs Score					8
V. Parent Involvement					

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27. Nutrition education programs provide parent education materials reinforcing student instruction.	No parent take-homes or other materials are used.	Instructional materials for parents are in development.	Nutrition education programs provide parent education materials reinforcing student instruction.	A parent link to nutrition education curriculum is consistently provided; innovative strategies are used to involve parents.	2	
28. Parents have opportunities for involvement in nutrition education.	Parents are not involved in food and nutrition programs.	Strategies to involve parents are in development; parent participation is encouraged.	Parents are participating in food and nutrition education programs.	Parents are involved in diverse ways, e.g. gardening activities, cooking demonstrations	1	
29. Parent nutrition education/training programs are provided.	No parent education/training is available through the school.	A plan to involve parents at the school site is in development.	Parents receive information about school food and nutrition education programs at planned school events, e.g. school open houses.	Parent food and nutrition education training/events are provided by the school.	1	
Parent Involvement Score					4	
VI. Community Partnerships						
30. The school site participates in food and health/nutrition-related community programs, e.g. information regarding services is provided.	The school site does not participate in food and health/nutrition-related community programs.	Planning is underway to inventory and select community partners, or to improve participation in community food and nutrition programs.	The school site is using and/or promoting community food and nutrition programs, e.g. cooperative extension nutrition education programs, county health programs, food stamp programs, summer feeding programs.	The school site is using innovative practices in participating or promoting community food and health/nutrition-related services; e.g. a school health clinic provides nutrition counseling for teens.	2	
31. The school site involves local agriculture partners in food and nutrition education programs.	The school has no involvement with the local agricultural community.	Coordination with the local agricultural community is in the planning process.	The school involves the local agricultural community in food and nutrition education programs, e.g. food systems education through farm to school programs.	Innovative strategies are used to involve local agriculture partners in food and nutrition education programs, e.g. farm visits, food and cooking demonstrations, and/or farmers visiting the classroom.	2	
32. Outside-of-school hours programs (e.g. after school, summer feeding) reinforce healthy food choices and provide nutrition and health instruction.	Outside-of-school hours programs do not include nutrition/health-related activities or instruction; foods available do not promote healthy food choices.	Planning/seeking funds to provide nutrition/health instruction and/or provide nutritious food/meals in outside-of-school hours programs.	Outside-of-school hours programs reinforce healthy food choices and provide nutrition and health instruction.	Innovative, model nutrition and health programs are provided in outside-of-school hours programs, e.g. a summer school nutrition class coordinated with a summer feeding program offering nutritious, appealing food choices.	2	
Community Partnerships Score					6	
96 Possible Points					SCORE TOTAL	70