# WellSAT: 3.0

Wellness School Assessment Tool

THE ASSESSMENT TOOL

 Federal Requirement  Farm to School  CSPAP

|  NE1: Includes goals for nutrition education that are designed to promote student wellness.<br><br>Federal Rule language states that policies must include "specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness." | |
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| 0 | Either no goals for nutrition education are mentioned or policy clearly detracts from requirement |
| 1 | Any of the following:<br>• Nutrition education goal is implied<br>• Policy only repeats the language of the federal wellness requirement regarding nutrition education<br>• Policy only mentions "total learning environment" language and no other NE-related language included<br>**Examples:**<br>• "The district is committed to nutrition education"<br>• "Includes goals for nutrition education...designed to promote student wellness in a manner that the local education agency deems is appropriate" (and no other NE goals are stated)<br>"Enable students, through a comprehensive curriculum, to acquire the knowledge and skills necessary to make healthy lifestyle choices." |
| 2 | Clear that there are specific goals for nutrition education.<br>**Example:** "Nutrition lessons are integrated into the curriculum and the health education program." |

| NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | |
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| 0 | Not mentioned |
| 1 | Nutrition education for development of behavioral skills is suggested.<br>Specific skills are mentioned but none are required<br>Skills based nutrition education is suggested outside the NE section of the policy<br>**Examples:**<br>• All students should have the skills necessary to make nutritious food choices."<br>• "Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors." |
| 2 | Statement that skill-based nutrition education is required OR specific skills are identified and required (e.g., media awareness, menu planning, reading nutrition facts labels).<br>**Examples:**<br>• "Nutrition education will incorporate lessons helping children acquire skills for reading food labels and menu planning."<br>• "Schools will provide nutrition education lessons that cover topics such as reading a Nutrition Facts label."<br>• "Nutrition education will provide the knowledge and skills necessary to promote health." |

| NE3: All elementary school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have elementary schools). | |
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| 0 | Not mentioned |
| 1 | Suggested. It is unclear if all elementary school students will receive nutrition education<br>**Example:** "Nutrition lessons will be designed for integration into the curriculum and the health education program. |
| 2 | Required. It is clear that all elementary students will receive sequential and comprehensive nutrition education<br>**Example:** "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)." |

| NE4: All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools). | |
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| 0 | Not mentioned |
| 1 | Suggested. It is unclear if all middle school students will receive nutrition education<br>**Example:** "Nutrition lessons will be designed for integration into the curriculum and the health education program. |

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| 1 | Vague/suggested<br>**Example:** "Parents should be informed that the application is available online and should be completed by..." |
| 2 | Clear procedure for providing information is in place<br>**Example:** "Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website." |

| SM6: Specifies strategies to increase participation in school meal programs. | |
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| 0 | Not mentioned |
| 1 | Mentions vague and/or suggested strategies<br>**Examples:**<br>• "School meals shall be made attractive to students by appealing to their taste preferences."<br>• "To the extent possible, school and transportation schedules shall be designed to encourage participation in school meal programs." |
| 2 | Requires specific strategies, such as limiting access to competitive foods in the cafeteria, requiring that all high school students have a scheduled lunch period, prohibiting students from promotional mailings or events, use of Smarter Lunchroom strategies, altered bus schedules, student input on the menu, "Grab and Go" or Breakfast in the Classroom<br>**Examples:**<br>• "Students will have the opportunity to provide input on local, cultural, and ethnic favorites."<br>• "Shall provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu."<br>• "Morning bus routes will be scheduled to allow students to arrive at school in time to eat breakfast."<br>• "Tutoring, club or organizational meetings will not be scheduled during the lunch period unless students are allowed to purchase lunch to be consumed during meetings"<br>• "The district shall use the USDA's Smarter Lunchroom tools and other resources available on the USDA website."<br>• "The district discourages consumption of competitive foods in place of school meals by limiting competitive food choices during mealtimes in the cafeteria."<br>• "Snack foods may not be purchased during meals." |

| SM7: Addresses the amount of "seat time" students have to eat school meals. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggests a specific amount of time<br>**Examples:**<br>• "Schools are encouraged to permit all full-day students a daily lunch period of not less than 20 minutes."<br>• "Personnel will schedule enough time so students do not have to spend too much time waiting in line."<br>• "Schools are required to provide all full day students a daily lunch period of not less than 20 minutes." (not clear how much of that time is "seat time") |
| 2 | Requires meal periods to include at least 10 minutes of "seat time" for breakfast (if offered) and at least 20 minutes of "seat time" for lunch<br>**Example:** "After obtaining food, students will have at least 20 minutes to eat lunch." |

| SM8: Free drinking water is available during meals. Federal Rule language states that schools "must make potable water available to children at no charge in the place where lunches are served during the meal service, consistent with amendments made by section 203 of the HHFKA, and in the cafeteria during breakfast meal service." | |
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| 0 | Not mentioned |
| 1 | Drinking water is available, but accessibility is unclear<br>**Example:** "Drinking water is available in the cafeteria upon request." "Water should be available in the cafeteria." |
| 2 | Free drinking water is available for self-service in the cafeteria<br>**Examples:**<br>• "Water fountains or water filling stations are available in all cafeterias."<br>• "Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period."<br>• "Free water will be available in the cafeteria during meal times." |

| applicable requirements set forth under 210.10." Additionally, the WIC Reauthorization Act of 2004 states that all wellness policies must "provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture." | |
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| 0 | Not mentioned |
| 1 | Policy states that school meals will meet or are in compliance with USDA nutrition standards but does not link to or cite the nutrition standards<br>**Example:** "...all foods sold/served on campus will meet USDA nutrition standards for school meals " |
| 2 | USDA standards are included in the policy or a working link to the USDA website is provided<br>**Example:** "Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. (working links provided)" |

| SM2: Addresses access to the USDA School Breakfast Program. | |
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| 0 | Not mentioned |
| 1 | Encourages or suggests participation in the School Breakfast Program or addresses breakfast without mentioning SBP by name<br>**Examples:**<br>• "The district shall make every effort to offer school breakfast."<br>• "The district shall operate under USDA regulations for National School Lunch and/or Breakfast Programs." |
| 2 | Includes language to institutionalize the School Breakfast Program (e.g., specific reference to USDA, School Breakfast Program or CFR Part 220).<br>**Example:** "All schools will provide breakfast through the USDA School Breakfast Program." |

| SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals. The National School Lunch Act puts restrictions on how much information can be shared from participants. The United States Department of Agriculture states "school food authorities must assure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits, certification and notification of eligibility, provision of meals in the cafeteria, and the point of service." N/A (district qualifies for community eligibility) | |
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| 0 | Not mentioned |
| 1 | Vague/suggested<br>**Example:** "The district should take steps to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way." |
| 2 | District has implemented plans to protect student privacy which include methods used (in addition to following relevant regulations)<br>**Example:** "The cafeterias are cashless—all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) are given a code to enter at the cash register." |

| SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them. | |
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| 0 | Not mentioned |
| 1 | Suggests that students with unpaid balances should be given a nutritious meal, with efforts to reduce stigma<br>**Example:** "Schools should avoid stigmatizing students who are unable to pay for their meal." |
| 2 | Requires that students with unpaid balances are given the regular reimbursable meal and not stigmatized<br>**Examples:**<br>• "It is prohibited for students with unpaid balances to be shamed in any way, including by announcing their names, using hand stamps to identify them, making them use a different serving line, or sending home clearly marked notices that they have an unpaid balance."<br>• "Schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money."<br>• "Schools will not throw away a student's meal because the student has an unpaid balance."<br>• "Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals." |

| SM5: Specifies how families are provided information about determining eligibility for free/reduced price meals. | |
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| 0 | Not mentioned |

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| 2 | Required. It is clear that all middle school students will receive sequential and comprehensive nutrition education<br>**Example:** "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)." |

| NE5: All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools). | |
|---|---|
| 0 | Not mentioned |
| 1 | Suggested. It is unclear if all high school students will receive nutrition education<br>**Example:** "Nutrition lessons will be designed for integration into the curriculum and the health education program." |
| 2 | Required. It is clear that all high school students will receive sequential and comprehensive nutrition education<br>**Example:** "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)." |

| NE6: Nutrition education is integrated into other subjects beyond health education. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Examples:**<br>• "...will encourage teachers to integrate nutrition education into the broader curriculum."<br>• "Staff shall teach, encourage, and support healthy eating by students by providing nutrition education and engaging in nutrition promotion for all grade levels throughout the school day in a number of different instructional settings. Instruction shall be integrated and include information about nutrition, exercise, and/or healthy choices that..."<br>"Instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate." |
| 2 | Requires that nutrition education be integrated into other subjects.<br>**Examples:**<br>• "Nutrition education will be integrated into mathematics classes."<br>• "Nutrition education will be integrated into the broader curriculum, where appropriate."<br>"Nutrition education is integrated into cooking lessons." |

| NE7: Links nutrition education with the food environment. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity." |
| 2 | Requires that nutrition education be integrated into the larger school environment in concrete ways<br>**Example:** "The nutrition education program shall work with the school meal program to develop school gardens and use the cafeteria as a learning lab." |

| NE8: Nutrition education addresses agriculture and the food system. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "School gardens and nutrition instruction are encouraged as part of the academic curriculum." |
| 2 | Statement that students will receive education about agriculture and the food system through specific activities<br>**Examples:**<br>• "Each school will establish a garden club."<br>• "The nutrition education curriculum will use the school garden as a teaching tool."<br>"Field trips: Children will have an opportunity to visit local farms where produce is purchased for school meals." |

SM1: Assures compliance with USDA nutrition standards for reimbursable school meals. Federal Rule language states that local educational agencies must set "standards and nutrition guidelines for all food and beverages sold to students during the school day" that "are consistent with

SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
Training requirements include: new and current directors: 12 hours; new and current managers: 10 hours; new and current staff: 6 hours. Requirement information available at: https://www.gpo.gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf.

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| 0 | Not mentioned |
| 1 | Training suggested, but unclear if USDA requirement is met<br>**Examples:**<br>• "All food service personnel will have adequate training in food service operations."<br>• "All food service personnel shall receive pre-service training in food service operations." |
| 2 | It is clear that USDA requirement for training and/or continuing education is being met.<br>**Examples:**<br>• "The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure that professional development in the area of food and nutrition is provided for food service directors, managers and staff. New and current food service directors must have at least 12 hours; new and current managers must have at least 10 hours; new and current staff must have at least 6 hours"<br>• "All school nutrition program directors, managers and staff will meet hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs." |

SM10: Addresses purchasing local foods for the school meals program. Procurement is one of the three components of the farm to school program. Procurement is defined as local foods that are purchased, promoted, and served in the cafeteria or as a snack or taste-test. USDA farm to school program available at: https://www.fns.usda.gov/farmtoschool/farm-school

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| 0 | Not mentioned |
| 1 | Mentions vague and/or suggested strategies<br>**Examples:**<br>• "Schools are encouraged to make available locally grown produce available."<br>• "Schools are encouraged to source fresh fruits and vegetables from local farmers where practicable." |
| 2 | Local foods will be purchased and promoted<br>**Examples:**<br>• "School meals will include fresh, locally-grown foods in school meals from farms engaged in sustainable practices whenever possible and these foods will be promoted in the cafeteria."<br>• "Cafeteria will regularly provide taste tests for locally grown products." |

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. The school day begins at midnight the night before and goes until 30 minutes after the final bell.
Federal Rule language states that policies must contain "standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the local educational agency."

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| 0 | Not mentioned |
| 1 | Vague and/or suggested. Any of the following:<br>• Specifies meeting nutrition standards for competitive foods, but does not show: specific standards that document compliance OR specify USDA Smart Snacks OR specify federal requirements.<br>• Lists some, but not all standards/ implies partial compliance<br>• Requires Smart Snacks for foods or beverages, but not both.<br>**Examples:**<br>• "All foods sold to students outside of school meals shall meet district nutrition standards" (district nutrition standards do not meet Smart Snacks)<br>• "All beverages sold must meet Smart Snack nutrition standards." |

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| 2 | All foods and beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks federal nutrition standards or specific standards are named that imply compliance.<br>**Examples:**<br>• "The district is in compliance with all federal and state nutrition standards for all foods served in schools."<br>• "Guidelines from USDA's Final Rule: Nutrition Standards for All Food Sold in School standards apply to a la carte in the cafeteria, in-school stores, snack bars, vending machines, and any other venues where food or candy may be sold on school campuses during the school day, including fundraisers, beginning July 1, 2014" |

| NS2: USDA Smart Snack standards are easily accessed in the policy. | |
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| 0 | Not mentioned |
| 1 | USDA Smart Snacks are mentioned without a link to the full regulation<br>**Example:** "The District will follow the Smart Snacks in School standards for all food and beverages sold to students on school campus during the school day." (no link or full description of standards are provided) |
| 2 | The complete Smart Snack standards are included in the policy or an active web link is provided |

|  NS3: Regulates food and beverages sold in a la carte. If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS3 should be coded as a 2. | |
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| 0 | Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs". (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) |
| 1 | Recommended/limited to either of the following:<br>• A la carte regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions<br>• A la carte nutrition standards are required, but do not meet the level of Smart Snacks<br>**Examples:**<br>• "Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales."<br>• "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks) |
| 2 | Requires either Smart Snacks or competitive food and beverage sales are banned during the school day (or just within the a la carte lines)<br>**Examples:**<br>• "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards."<br>• "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines."<br>• "The sale of F&B is limited to F&B sold through the school meal program."<br>• "No competitive foods or beverages may be sold during the school day." |

|  NS4: Regulates food and beverages sold in vending machines. If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS4 should be coded as a 2. | |
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| 0 | Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs." (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) |
| 1 | Recommended or limited to either of the following:<br>• Vending machine regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location- specific, subject to principal's discretion, or weakened by other exceptions<br>• Vending machine nutrition standards are required, but do not meet the level of Smart Snacks |

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| | **Examples:**<br>• "Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales."<br>• "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks) |
| 2 | Requires either of the following:<br>• Smart Snacks<br>• Competitive food and beverage sales are banned during the school day (or just vending machines)<br>**Examples:**<br>• "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards."<br>• "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines."<br>• "All vending machines will be turned off during the school day."<br>• "No competitive foods or beverages may be sold during the school day." |

NS5: Regulates food and beverages sold in school stores. If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS5 should be coded as a 2.

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| 0 | Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs." (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) |
| 1 | Recommended or limited to either of the following:<br>• School store regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions<br>• School store nutrition standards are required, but do not meet the level of Smart Snacks.<br>**Examples:**<br>• "Food service shall strive to include some healthy choices (choices listed) for all a la carte food sales."<br>• "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks) |
| 2 | Requires either of the following Smart Snacks or competitive food and beverage sales are banned during the school day (or just within school stores)<br>**Examples:**<br>• "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards."<br>• "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines."<br>• "This district does not allow for the operation of school stores until 30 minutes after the end of the school day."<br>• "No competitive foods or beverages may be sold during the school day." |

NS6: Addresses fundraising with food to be consumed during the school day.

If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS6 should be coded as a 2. Smart Snacks applies to food and beverages sold as fundraiser during the school day. State agencies may adopt a policy that allows for exemptions to this requirement for infrequent school-sponsored fundraisers. The next variable (NS7) will capture whether or not those exemptions apply. Please indicate whether your district's nutrition standards apply to fundraising with food to be consumed during the school day here.

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| 0 | Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students, including those available outside of the federally regulated child nutrition programs. (i.e., a la carte, vending, student stores, rewards, fundraising, etc.) |
| 1 | Recommended or limited to either of the following: |

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| | • Fundraiser regulations or umbrella statement regulating "all (competitive) foods" is vague, suggested, time- or location-specific, subject to principal's discretion, or weakened by other exceptions<br>• Fundraiser nutrition standards are required, but do not meet the level of Smart Snacks.<br>**Examples:**<br>• "Food service shall strive to include some healthy choices (choices listed) for all fundraisers."<br>• "All foods and beverages sold must meet nutrition standards for fat, sugar, and calories. Only water, milk, and 100% juice may be sold." (requirements don't meet Smart Snacks) |
| 2 | Requires either Smart Snacks or competitive food and beverage sales are banned during the school day (or just fundraisers)<br>**Examples:**<br>• "It is the policy of the School District that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district will meet the U.S. Department of Agriculture (USDA) school meal and Smart Snacks in School (Smart Snacks) nutrition standards."<br>• "All food items served or offered (for sale) to students during the school day (from the midnight prior, to 30 minutes after the end of the official school day) will meet all federal, state, and local standards for all nutrient and competitive food guidelines."<br>• "There will be no food-related fundraisers held during the school day.<br>• "No competitive foods or beverages may be sold during the school day."<br>add into policy |

NS7: Exemptions for infrequent school-sponsored fundraisers.

Under Smart Snacks, your state may have adopted an exemption policy that allows for a certain number of infrequent school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. If your state allows exemptions, it provides the maximum number of exempt fundraisers allowed. However, your school district may have adopted language that limits this number even further, or prohibits exempt fundraisers all together.

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| 0 | Not mentioned |
| 1 | Some number of exemptions for infrequent fundraisers are allowed during which foods and beverages sold do not have to meet the Smart Snacks nutrition standards.<br>**Example:** Smart Snacks nutrition standards apply to all foods and beverages sold to students through district-sponsored fundraisers, unless an exemption applies. Each school will be allowed to hold 3 exempt fundraisers per school year during which any food or beverages may be sold. |
| 2 | Zero fundraiser exemptions are allowed<br>**Example:** All fundraisers held during the school day must meet Smart Snacks. There are no exemptions |

NS8: Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high school in district. As of 2014, USDA Smart Snacks standards prohibit the sale of foods and beverages containing caffeine in elementary and middle schools. However, high schools are allowed to sell caffeinated beverages.

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| 0 | Not mentioned |
| 1 | Recommends or suggests high schools not sell foods and/or beverages with caffeine.<br>**Example:** "High school principals are encouraged to limit the sale of beverages with caffeine to high school students (e.g. coffee from the school store)." |
| 2 | Either of the following: Prohibits the sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels, during the school day; or requires high schools to follow the stricter Smart Snack beverage standards for middle schools.<br>**Examples:**<br>• "USDA Smart Snack standards for beverages sold in elementary and middle schools shall also be applied in high schools."<br>• "Beverages containing caffeine will not be sold on the high school campus."<br>• "Only water, milk, and 100% juice shall be sold to students during the school day." |

NS9: Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.

N/A

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| 0 | Not mentioned OR the foods and beverages served are specifically exempted from any district nutrition standards. |
| 1 | Any of the following:<br>• Regulations for class parties are required but weakened (e.g., by allowing one traditional party food.) |

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| | • Provide a specific and restricted list of food items allowed to be served/distributed/available at class parties or at all times (e.g., limiting to fruits and whole grains).<br>**Examples:**<br>• "The district shall provide parents with a list of allowable party foods that meet the Smart Snack standards.<br>• "The district will regulate all food and beverages served during classroom activities."<br>• "Classroom parties, celebrations, etc. shall be limited to one snack and one beverage from a list of Smart Snack allowable items." |
| 2 | No food is served during class celebrations.<br>**Examples:**<br>• "Classroom celebrations will focus on activities, rather than food. No food will be served."<br>• "Due to concerns about food safety and foot allergies, children will be recognized on their birthdays by being given special privileges, such as being line leader or teacher's helper for the day. No food will be brought into the classroom." |

| 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. | |
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| 0 | Not mentioned or only mentions participate in a program (e.g., CACFP) without stating that program nutrition standards will be followed. add At Risk Afterschool Suppers guidelines? |
| 1 | Nutrition standards apply to before/aftercare, but they are weaker than CACFP or Smart Snack standards.<br>**Example:** "Only healthy snacks will be served to students in after school programs." |
| 2 | Requires that foods and beverages served to students in before/aftercare, whether run by the school or an outside party (e.g., YMCA) will meet CACFP nutrition standards OR Smart Snacks standards. Policy may state that one of these specific nutrition standards are followed, or may list the specific standards, providing evidence that they are followed.<br>**Example:** "Snacks in aftercare are served via the Child and Adult Care Food Program and meet the requirements of that program." |

| 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. | |
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| ~~0~~ | Not mentioned |
| 1 | Nutrition standards apply to extended day, but they are weaker than Smart Snack standards.<br>**Examples:**<br>• "Only healthy snacks will be sold to children participating in on-site programs after school ends."<br>• "Snacks sold to students during after school programs must be less than 200 calories and be low in sugar and sodium." |
| (2) | Requires that foods sold during the extended school day meet or exceed Smart Snacks nutrition standards. Policy must either state that Smart Snacks or federal nutrition standards are used OR document compliance by providing a list of the nutrition standards.<br>**Examples:**<br>• "Snacks sold to children participating in on-site programs after school ends will meet USDA Smart Snack nutrition standards."<br>• "All snacks sold to students during after school programs will meet the same nutrition standards as foods sold during the school day." |

| NS12: Addresses food not being used as a reward. | |
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| 0 | Not mentioned OR only allows healthy food to be used as a reward. |
| 1 | Discourages food as a reward.<br>**Examples:**<br>• "...strongly discourage the use of food/beverages as a reward or punishment."<br>• " ...will encourage non-food alternatives as rewards."<br>• "Food should not be used as a reward." |
| 2 | Prohibits food as a reward. Prohibition of food as a reward with the exception of Individual(ized) Academic Plans (IAP) or Individual(ized) Education Plans (IEP) still qualifies for a rating of "2."<br>**Examples:**<br>• "Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior."<br>• "The use of food or candy as a classroom reward in any school is prohibited."<br>• "Schools will not use food or beverages as rewards for academic, classroom, or sports performances." |

| NS13: Addresses availability of free drinking water throughout the school day. |
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| 0 | Not mentioned or only mentions water availability where meals are served. |
| 1 | Availability of free water is suggested or encouraged.<br>**Examples:**<br>• "Water should be accessible during hours of school operation through choices such as drinking fountains or vending machines."<br>• "Schools are encouraged to provide drinking fountains throughout the school campus." |
| 2 | Free water is always available.<br>**Examples:**<br>• "Students and staff will have access to free, safe, and fresh drinking water throughout the school day."<br>• "Drinking water fountains will be made available to students and staff throughout the school building."<br>• "Students will be provided free access to drinking water throughout the school day."<br>• "Students are allowed to bring in bottled water from home." |



PEPA1: There is a written physical education curriculum for grades K-12.

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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "Physical education will enable students to acquire the knowledge and skills necessary to maintain physical fitness, participate in physical activities and make healthy lifestyle choices." |
| 2 | Clear that school district has a written physical education curriculum for each grade K-12 (e.g., policy describes a comprehensive physical education curriculum- for "K-12," "all levels," or "all students").<br>**Example:** "The school district's comprehensive, standards-based physical education curriculum identifies the progression of skill development in grades K-12. Physical education curriculum revision will follow a formally established periodic review cycle congruent to other academic subjects." |

PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.

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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:**<br>• "The physical education curriculum should follow existing standards." |
| 2 | Required. School district requires the written physical education curriculum to be aligned with state and/or national physical education standards<br>**Example:** "The physical education curriculum for grades K-12 will be aligned with established state physical education standards." |

PEPA3: Physical education promotes a physically active lifestyle.

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| 0 | Not mentioned |
| 1 | Any of the following:<br>• Suggests that physical education promotes a physically active lifestyle<br>• Suggests NASPE standards<br>• Suggests that physical education programs focus on self-assessment<br>**Example:** "Physical education programs should promote an active lifestyle" |
| 2 | Required. Any of the following:<br>• Requires physical education to teach lifetime activities<br>• Requires schools to follow NASPE standards<br>• Focuses on self-assessment through a "Fitnessgram" or "Activity gram"<br>**Examples:**<br>• "Schools will provide physical education that fosters lifelong habits of physical activity."<br>• "Physical education shall focus on personal fitness."<br>• "Shall provide all students physical education that teaches them the skills needed for lifelong physical fitness." |

| PEPA4: Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary schools in district. | |
|---|---|
| 0 N/A | Not mentioned |
| 1 | Vague and/or suggested OR requires less than 150 minutes/week of physical education.<br>**Examples:**<br>• "Elementary schools should provide 150 minutes per week of physical education instruction."<br>• "All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education." |
| 2 | Required. School district requires 150 minutes/week of physical education instruction for all elementary school students through the entire school year<br>**Example:** "All elementary school students shall receive 150 minutes per week of physical education instruction throughout the school year." |

| PEPA5: Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle schools in district. | |
|---|---|
| 0 N/A | Not mentioned |
| 1 | Vague and/or suggested OR requires less than 225 minutes/week of physical education<br>**Examples:**<br>• "Middle schools should provide 225 minutes per week of physical education instruction."<br>• "All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education." |
| 2 | Required. Clear that school district requires 225 minutes/week of physical education instruction for all middle school students through the entire school year<br>**Example:** "All middle school students shall receive 225 minutes per week of physical education instruction throughout the school year." |

| PEPA6: Addresses time per week of physical education instruction for all high school students. Use N/A if no high schools in district. | |
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| 0 | Not mentioned |
| (1) | Vague and/or suggested OR requires less than 225 minutes/week of physical education could we add?<br>**Example:** "High schools should provide 225 minutes per week of physical education instruction." |
| 2 | Required. Clear that school district requires 225 minutes/week of physical education instruction for all high school students through the entire school year.<br>**Example:** "All high school students shall receive 225 minutes per week of physical education instruction throughout the school year." |

| PEPA7: Addresses qualifications for physical education teachers for grades K-12. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "Physical education should be taught by a licensed teacher." |
| 2 | Required<br>**Example:** "Physical education for grades K-12 is required to be taught by a certified/licensed teacher who is endorsed to teach physical education." |

| PEPA8: Addresses providing physical education training for physical education teachers. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested |

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| | **Example:** "All staff involved in physical education should be provided with opportunities for professional development." |
| 2 | Required. Clear that all physical education teachers are required to receive annual professional development specific to physical education/physical activity content<br>**Example:** "The school district shall provide all physical education teachers with annual professional development opportunities that are focused on physical education/physical activity topics and competencies specifically for physical education teachers." |

PEPA9: Addresses physical education exemption requirements for all students. An 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.

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| 0 | Not mentioned |
| 1 | Vague and/or suggested: School district discourages exemptions from PE due to taking other courses or training.<br>**Examples:**<br>• "The school district discourages students from taking driver's education in place of required physical education."<br>• "Unless otherwise exempted, all students will be required to engage in the District's physical education program." |
| 2 | Required. Clear that school district prohibits students from being exempt from PE for other courses or vocational training<br>**Example:** "Schools may not allow students to be exempt for required physical education class time or credit." |

PEPA10: Addresses physical education substitution for all students. A 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.

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| 0 | Not mentioned or allows exemptions<br>**Example:** JROTC may be substituted for the 1/2 credit of PE required to graduate from high school." |
| 1 | Vague and/or suggested: School district discourages exemptions from PE due to taking other courses or training<br>**Example:** "The school district discourages students from substituting other school or community activities for physical education class time or credit in place of required physical education." |
| 2 | Required. Clear that school district prohibits students from being exempt from PE for other school or community activities for physical education class time or credit.<br>**Example:** "There will be no substitutions allowed for the physical education time requirement." |


PEPA11: Addresses family and community engagement in physical activity opportunities at all schools.

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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "Physical activity opportunities should be provided at the school for families and community members." |
| 2 | Required.<br>**Example:** "All schools are required to develop comprehensive school physical activity programs that address family and community engagement in physical activity, and provide a wide-variety of offerings." |


PEPA12: Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.

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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "Students should have the opportunity to be physically active before and after school." |

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| 2 | Required. Provision of physical activity classes, clubs, or interscholastic activities is required.<br>**Examples:**<br>• "Schools shall provide physical activity opportunities for all students before and after school in all elementary, middle and high schools."<br>• "Physical activity clubs and intramurals shall be available during before and after-school hours." |

| PEPA13: Addresses recess for all elementary school students. Use N/A if no elementary schools in the district. | |
|---|---|
| 0<br>N/A | Not mentioned |
| 1 | Either of the following:<br>• School district suggests that recess be provided for all elementary school students.<br>• School district requires recess without including a required amount of minutes each day.<br>**Example:** "Schools should provide students with opportunities for play when weather permits." |
| 2 | Required. Addresses at least 20 minutes of daily recess for all elementary school students<br>**Examples:**<br>• "Schools shall provide at least 20 minutes of active daily recess to all elementary school students."<br>• All schools are required to schedule 20 minutes of recess daily for every class in the school master schedule." |

|  PEPA14: Addresses physical activity breaks during school. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested: School district suggests physical activity breaks.<br>**Example:** "Teachers should provide students with physical activity breaks." |
| 2 | Required. School district requires that all K-12 school students be provided with daily physical activity breaks during the school day.<br>**Examples:**<br>• "Each school shall provide at least one physical activity break for every 60 minutes of academic instruction daily."<br>• "Schools must schedule a twenty minute mid-morning break each day to provide all students with physical activity opportunities." |

| PEPA15: Joint or shared-use agreements for physical activity participation at all schools. | |
|---|---|
| 0 | Not mentioned |
| 1 | Vague or suggested: District encourages schools to enter into joint-use agreements for community use of school facilities and school use of community facilities for physical activity programming<br>**Example:** "Schools should develop joint-use agreements in order to provide physical activity opportunities for community members at the school." |
| 2 | Required: District requires schools to enter into joint-use agreements for community use of school facilities and school use of community facilities for physical activity programming.<br>**Example:** "All schools will develop joint-use agreements with community partners in order to provide expanded physical activity opportunities for all students and community members." |

| PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. | |
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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>**Example:** "Schools should promote walking and biking to school." |
| 2 | Required. Clear that school district requires school to develop an active transport program.<br>**Example:** "Each school shall partner with local government and community-based agencies to support active transport to school to implement a comprehensive active transport program (i.e. Safe Routes to School Program)." |

| WPM1: Encourages staff to model healthy eating and physical activity behaviors. | |
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| 0 | Not mentioned |
| 1 | Either of the following:<br>• Suggests district or school administrators encourage staff to model healthy eating and physical activity behaviors<br>• Encourages modeling healthy eating OR physical activity, but not both<br>**Example:** "Principals should encourage staff to model healthy eating habits" |
| 2 | Requires district or school administrators to encourage staff to model healthy eating AND physical activity behaviors<br>**Example:** "School staff members shall be encouraged to model healthy eating and physical activity behaviors" |

|  WPM2: Addresses strategies to support employee wellness. | |
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| 0 | Not mentioned |
| 1 | Suggests employee wellness activities<br>**Example:** "The district desires to provide a comprehensive program promoting healthy eating and PA for district students and staff." |
| 2 | Specific strategies to support employee wellness are outlined<br>**Examples:**<br>• "Health and wellness classes will be offered to staff."<br>• "Activity programs will be available for staff."<br>• "School physical activity equipment will be available for use by staff before or after school to support employee wellness."<br>• "Free water and healthy snacks will be available in the staff break room."<br>• "Each school is required to develop a comprehensive school physical activity program which allows staff to participate in or lead physical activity opportunities throughout the school day. In addition, an employee wellness program will be implemented in each building to meet the unique wellness needs of school staff." |

|  WPM3: Addresses using physical activity as a reward. | |
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| 0 | Not mentioned |
| 1 | Suggests that staff is encouraged to use extra physical activity when rewards are used<br>**Example:** "Teachers may use non-food alternatives as rewards. For example, extra recess may be provided when time allows." |
| 2 | Staff is encouraged to use physical activity as a reward<br>**Example:** "Food rewards are prohibited and teachers are provided with a list of alternative ideas. We strongly recommend staff use physical activity as a reward when feasible." |

| WPM4: Addresses physical activity not being used as a punishment. | |
|---|---|
| 0 | Not mentioned |
| 1 | Discourages using physical activity as a punishment.<br>**Example:** "Teachers are discouraged from assigning physical activity as student punishment." |
| 2 | Prohibits using physical activity as a punishment.<br>**Examples:**<br>• "Physical activity may not be assigned to students as a consequence of poor behavior or punishment for any reason. (Example: running laps or jogging around a playground)"<br>• "Students shall not be required to engage in physical activity as punishment. For example, students may not be singled out to run extra laps, or perform other physical activities that the entire class is not engaged in, as a behavioral consequence." |

| WPM5: Addresses physical activity not being withheld as a punishment. | |
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| 0 | Not mentioned |
| 1 | Discourages withholding PA as a punishment<br>**Example:** "The administration believes that recess and other opportunities for physical activity are an essential part of the school day. Teachers are encouraged to find alternatives to withholding recess or other physical activities as a punishment." |
| 2 | Prohibits withholding PA as a punishment<br>**Example:** "Recess, PE or other physical activities will not be withheld from students as a punishment for poor behavior or incomplete class work." |

| WPM6: Specifies marketing to promote healthy food and beverage choices. | |
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| 0 | Not mentioned |
| 1 | Vague or suggested<br>**Example:** "Marketing strategies, such as taste tests and signage in the cafeteria, should be used to promote healthy food and beverages throughout the school." |
| 2 | Required<br>**Example:** "The healthiest choices, such as salads and fruit, will be prominently displayed in the cafeterias to encourage students to make healthy choices." |

WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.

School marketing includes food and beverage advertising and other marketing, such as the name or depiction of products, brands, logos, trade marks, or spokespersons or characters, on any property or facility owned or leased by the school district or school (such as school buildings and campus, outside and areas adjacent to school buildings, athletic fields, school buses, parking lots, or other facilities) and used at any time for school-related activities. Federal Rule language states that schools may only "permit marketing on the school campus during the school day of those foods and beverages that meet the nutrition standards under 210.11 and promote student health and reduce childhood obesity."

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| 0 | Not mentioned |
| 1 | Vague or suggested or restricts marketing to district nutrition standards that do not rise to the level of Smart Snacks<br>**Examples:**<br>• "Food service providers should be sensitive to the nutrition environment when displaying logos/trademarks on school grounds."<br>• "Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards do not meet Smart Snacks) |
| 2 | Restricts marketing of foods and beverages on the school campus, during the school day to those items that meet Smart Snacks<br>**Examples:**<br>• "School-based marketing shall be consistent with Smart Snacks nutrition standards."<br>• "Marketing on the school campus will be limited to those products that are allowed to be sold according to the district's nutrition standards." (district nutrition standards require Smart Snacks) |

| WPM8: Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment). | |
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| 0 | Not mentioned |
| 1 | Restrictions are vague, suggested or weakened by exceptions such as time, location, or a principal's discretion.<br>**Example:** "Display and advertising of unhealthful foods is strongly discouraged on school grounds." |
| 2 | Prohibits ALL advertising of food and beverages that cannot be sold during the school day/do not meet Smart Snack nutrition standards and specifically prohibits this advertising on school property (signs, banners, scoreboards, etc.) or will prohibit at time of renewal of sponsorship agreements.<br>**Examples:** |

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| | • "Busses, building exteriors, score boards, etc. on and around school property shall be free of brands and illustrations of unhealthful foods"<br>• "The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property." |

| WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). | |
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| 0 | Not mentioned |
| 1 | Restrictions are vague, suggested or weakened by exceptions<br>**Example:** "A review of the advertising content of all classroom and online materials/websites used for teaching should be made prior to selection of materials. Use of materials depicting food brands or logos is discouraged." |
| 2 | Specifically ensures advertising of food and beverages will be considered in the selection of curricular/educational materials.<br>**Example:** "Criteria for selecting educational materials for the classroom shall be expanded to include review of advertising content. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods." |

| 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.). | |
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| 0 | Not mentioned |
| 1 | Restrictions are suggested or weakened by exceptions such as time, location, or a principal's discretion<br>**Example:** "An effort will be made to remove advertising from the cafeteria. Existing vending machines and coolers with logos will be replaced when possible." |
| 2 | Prohibits ALL advertising of food and beverages that cannot be sold at school/do not meet Smart Snack nutrition standards and specifically prohibits this advertising where food is purchased (food displays, vending machines, food and beverage containers and coolers).<br>**Example:** "Advertising of any food or beverage that may not be sold on campus during the school day is prohibited. Advertising of any brand on containers used to serve food or in areas where food is purchased is prohibited." |

| 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). | |
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| 0 | Not mentioned |
| 1 | Restrictions are vague/suggested or weakened by exceptions<br>**Example:** "Schools will attempt to limit advertising of unhealthy products in school publications. All ads should be approved by the principal before being printed or included on the school website." |
| 2 | Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/ do not meet Smart Snack nutrition standards and specifically prohibits this advertising in school media.<br>**Example:** "The district will not expose students to food marketing of any kind. All advertising in school publications and school media outlets must be approved by the principal." |

| 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). | |
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| 0 | Not mentioned |
| 1 | Restrictions are vague/suggested or weakened by exceptions such as time, location, or principal's discretion.<br>**Example:** "It is recommended that schools avoid participation in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community." |
| 2 | Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/do not meet Smart Snack nutrition standards and specifically prohibits school participation in fundraising programs promoting brands or food and beverage companies. |

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| | **Example:** "Given concerns about student exposure to marketing, district schools will no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's will be asked to research new fundraising opportunities to replace programs such as McTeacher's night and Box Tops for Education." |

| IEC1: Addresses the establishment of an ongoing district wellness committee. | |
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| 0 | Not mentioned |
| 1 | Mentions a wellness committee, but it is unclear whether or not it is active<br>**Example:** "The wellness committee met in September of 2012 to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school's website." |
| 2 | Clearly states that the committee is ongoing and regular meetings occur<br>**Examples:**<br>• "The district wellness committee meets four times a year."<br>• "The wellness committee meets quarterly throughout the school year." |

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. Federal Rule language states that the policy must include "a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy."

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| 0 | Not mentioned |
| 1 | Recommends that membership is open to the community, or requires less than all listed stakeholders<br>**Example:** "Students, parents, staff and/or community members are welcome to join the committee." |
| 2 | States a plan to actively recruit some or all of the following: Parents, students, PE teachers, school food authority representatives, school health professionals, school board members, administrators, members of the general public.<br>**Example:** "A letter will be sent to the school community via email, and will be posted in a central area in all school buildings inviting members of the community to join the wellness committee. Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public will be included in the development, implementation, review and update of the wellness policy." |

IEC3: Identifies the officials responsible for the implementation and compliance of the local wellness policy.
Federal Rule language states that each local educational agency must "designate one or more local educational agency officials or school officials to ensure that each participating school complies with the local school wellness policy."

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| 0 | Not mentioned |
| 1 | It is suggested, but not required, that a district level official be responsible for monitoring school-level compliance<br>**Examples:**<br>• "School principals should periodically update the superintendent on school level compliance with the district wellness policy."<br>• "A district and school contact will be designated with the responsibility to ensure that the schools meet this policy." |
| 2 | It is clear that a district level official (including the name and/or position of an individual) will be in charge of ensuring compliance at the building level.<br>**Examples:**<br>• "The assistant superintendent shall be responsible for ensuring that the wellness policy is implemented throughout district schools."<br>• "The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance." |

IEC4: Addresses making the wellness policy available to the public.
Federal Rule language states that local educational agencies must "inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."

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| 0 | Not mentioned |
| 1 | Vague and/or suggested<br>The wellness policy is available upon request.<br>**Example:** "The district will ensure school and community awareness of this policy by making it available by request." |
| 2 | Requires district to post its wellness policy on the website or distribute the wellness policy to the school and community on an annual basis at a minimum<br>**Example:** "All public schools and public charter schools shall promote their local wellness policy to faculty, staff, parents, and students. A copy shall be posted on each school's website." |

IEC5: Addresses the assessment of district implementation of the local wellness policy at least once every three years.
Federal Rule language states that local educational agencies must "at least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public."

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| 0 | Not mentioned |
| 1 | Either of the following:<br>• It is suggested that policy implementation will be assessed<br>• Implementation will be assessed, but less than triennially<br>**Example:** "Representatives from each school should track compliance with the district SWP within their school." |
| 2 | Required. A specific plan to assess implementation<br>**Example:** "The Advisory Council shall conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation (WellSAT-I) or the School Health Index. |

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.

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| 0 | Not mentioned |
| 1 | Specifies inclusion of some, but not all, triennial progress report elements<br>**Example:** "A triennial progress report with information about each school's wellness related activities will be shared with the entire school community." |
| 2 | Includes a statement making it clear that all three elements listed above will be included in the triennial progress report<br>**Example:** "The triennial progress report will be posted on the district website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, and progress made in achieving goals." |

IEC7: Addresses a plan for updating policy based on results of the triennial assessment. Federal Rule language states that districts must "make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment."

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| 0 | Not mentioned |
| 1 | Plans for updating policy are implied, but not certain, OR timing is unclear.<br>**Example:** "The district wellness committee will revise the policy as needed" |
| 2 | Revisions /updates are required (or need for updates assessed) at specified intervals<br>**Example:** "Every two-three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly." |

IEC8: Addresses the establishment of an ongoing school building level wellness committee. This may also be called a school health team, school health advisory committee, or similar name.

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| N/A | Not mentioned |
| 1 | Mentions a school level wellness committee, but it is unclear whether or not it is active<br>**Example:** |

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| | • "The wellness committee met to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school's website." |
| 2 | Clearly states that all schools in the district have a committee that is ongoing and regular meetings<br>**Example:**<br>• "The school wellness committee at each school in the district meets quarterly." |