KHS Williams

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0

Nutrition Education

NE1 Interview – Head of Curriculum or Health/Nutrition Teacher Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	
0	Nutrition education is not provided.
(1)	There is some guidance about nutrition lessons, but the interviewee is not confident that there is a standards-based curriculum that includes specific goals to promote student wellness.
2	The district uses a standards-based curriculum with specific goals to promote student wellness.
NE1: Includes goals for nutrition education that are designed to promote student wellness.	

NE2 Interview – Head of Curriculum or Health/Nutrition Teacher 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? Please provide some examples.	
0	Nutrition education is not provided.
(1)	The interviewee reports that didactic methods are used but is not confident that there are skills-based, behavior focused and interactive methods used.
2	Nutrition education is primarily provided through skills-based, behavior focused, and interactive methods. Interviewee is able to provide examples (e.g., media awareness, menu planning, reading nutrition facts labels).
NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	

NE3: Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all elementary school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to in only some elementary school grade levels.
2	Sequential and comprehensive nutrition education is provided to all elementary school grade levels.
(N/A)	No elementary school in district / interview not at an elementary school.
NE3: All elementary school students receive sequential and comprehensive nutrition education.	

NE4 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all middle school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some middle school grade levels.
2	Sequential and comprehensive nutrition education is provided to all middle school grade levels.
(N/A)	No middle school in district / interview not at a middle school.
NE4: All middle school students receive sequential and comprehensive nutrition education.	

E5 interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all high school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
(1)	Nutrition education is provided to only some high school grades.
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.

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N/A	No high school in district / interview not at a high school.

NE5: All high school students receive sequential and comprehensive nutrition education.

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NE6 Interview – Head of Curriculum, Principal Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	
0	Nutrition education is not integrated into other subjects.
1	Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but the interviewee cannot provide examples.
(2)	Instructional staff integrate nutrition into other lessons, and interviewee can provide specific examples. Food Science, Lifetime Nutrition and Wellness

NE6: Nutrition education is integrated into other subjects beyond health education.

NE7 Interview – Principal, Food Service Director, Head of Curriculum, Health/Nutrition Teacher Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	
0	Nutrition education is not linked with the school food environment.
(1)	Interviewee believes nutrition education is linked with the school food environment, but cannot provide specific examples.
2	Nutrition education is integrated into the school food environment in concrete ways and interviewee can provide examples (e.g., displaying educational materials in the cafeteria that reinforce classroom lessons; providing food for use in classroom nutrition education lessons; teaching lessons to studen about the nutritional value of school meals; providing cafeteria tours for classes).

NE7: Links nutrition education with the food environment.

NE8 Interview: Head of Curriculum, Principal, Health/Nutrition teacher Does nutrition education address agriculture and the food system?	
0	Agriculture and the food system are not included in nutrition education.
(1)	The respondent believes agriculture and the food system are addressed in nutrition education, but cannot provide any specific examples.
2	Students receive education about agriculture and the food system, and the respondent can provide specific examples (e.g., the school has a garden club; the garden is used as a teaching tool; children visit local farms and see where foods are purchased as part of the school meals).

NE8: Nutrition education addresses agriculture and the food system.

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WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Standards for USDA School Meals Section

SM1 Interview – Food Service Director 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?	
0	There are features of the meal program that are not yet in compliance with HHFKA.
1	The respondent is fairly confident that all meals are in compliance with all elements of the HHFKA.
(2)	The respondent is very confident that all meals are in compliance with all elements of the HHFKA.

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 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."

SM2 Interview – Food Service Director Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	
(0) DM	Breakfast is not offered in the district.
1	School breakfast is offered, but not every day to all students.
(2)	School breakfast is offered every day to all students.

SM2: Addresses access to the USDA School Breakfast Program.

SM3 Interview – Food Service Director 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?	
0	Respondent is uncertain and believes it is possible to identify students receiving free/reduced meals.
1	Respondent is fairly confident that students cannot be identified.
(2)	Respondent is confident that students cannot be identified (Score 2 if district provides universal free meals).

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."

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SM4 Interview – Food Service Director How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: 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?	
0	Respondent believes students are stigmatized in some manner (e.g., visibly identified in the cafeteria, refused a meal, or given a different meal)
1	Respondent is fairly confident that are not stigmatized or given a different meal.
(2)	Respondent is confident that students with unpaid balances are not stigmatized in any way (e.g., overtly identified) and are always given the regular reimbursable meal
SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	

SM5 Interview – Food Service Director How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	
0	Information is only available upon request
1	Information is available on only on district website
(2)	Clear procedure for providing information through multiple avenues (e.g., Applications for are sent home to all families at the beginning of the school year and are available on the district website).
SM5: Specifies how families are provided information about determining eligibility for free/reduced price meals.	

SM6 Interview – Food Service Director Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	
0	No specific strategies are used to increase participation.
1	Respondent identifies strategies that are used infrequently or inconsistently (e.g., promotions only at the beginning of the year; promotions on special days).
(2)	Respondent identifies multiple strategies that are used consistently.
SM6: Specifies strategies to increase participation in school meal programs.	

SM7 Interview – Food Service Director 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.	
0	Students typically have less 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
1	Students sometimes have 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
(2)	Students consistently have at least 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
SM7: Addresses the amount of "seat time" students have to eat school meals.	

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WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Nutrition Standards Section

NS1 Interview – Food Service Director 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?	
0	There are competitive foods sold to students and interviewee states that some items may not meet Smart Snacks standards.
1	There are competitive foods and interviewee is somewhat confident that all items meet Smart Snacks standards.
(2)	There are no competitive foods, or there are competitive foods and interviewee is very confident that all items meet Smart Snacks standards.
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.	

NS2 Interview – Food Service Director, Principal 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?	
0	The respondent does not know where to look to access the standards.
1	The respondent has an idea of where to find the standard, but is not completely sure.
(2)	Yes, respondent can describe exactly where to find the standards.
NS2: USDA Smart Snack standards are easily accessed in the policy.	

The following questions are about the sale of competitive foods in different locations in the school during the school day.

NS3 Interview – Food Service Director 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?	
0	There are a la carte foods sold in the cafeteria during the school day and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are competitive a la carte foods sold in the cafeteria and interviewee is somewhat confident that all items meet Smart Snacks standards.
(2)	There are no competitive a la carte foods sold in the cafeteria, or there are a la carte foods and interviewee is very confident that all items meet Smart Snacks standards.
NS3: Regulates food and beverages sold in a la carte.	

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SM8 Interview – Food Service Director 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?	
0	Water is not available or only available for sale.
1	Yes, but access is inconsistent (e.g., available only sometimes; available only upon request)
(2)	Yes, free water is consistently available to students during meals (e.g., water fountains or water filling stations are available in all cafeterias; water jugs and cups are present in the cafeteria and students have access to water throughout the meal period).
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."	

SM9 Interview – Food Service Director What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	
0	Training amount and frequency does not meet the USDA Professional Standards.
1	Training amount and frequency meets the USDA Professional Standards for some staff but not everyone.
(2)	Training for food and nutrition staff meets or exceeds the USDA Professional Standards (i.e., annual, and new and current food service directors - 12 hours; new and current managers - 10 hours; new and current staff - 6 hours).
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.	

SM10 Interview – Food Service Director Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	
(0)	There is not an effort to purchase locally grown foods in the district.
1	Some locally grown foods are purchased for schools, but it is not a priority.
(2)	Procuring locally grown foods is a priority. The respondent can describe specific efforts to increase purchases and promote local foods (e.g., marketing foods with the name of the farm; taste-tests).
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. Info about the USDA farm to school program available at: https://www.fns.usda.gov/farmtoschool/farm-school	

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NS7 Interview – Principal / Food Service Director (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?	
0	We have non-compliant fundraisers up to or beyond the state maximum.
(1)	We are more stringent than the state, but allow some exemptions for infrequent non-compliant fundraisers.
2	The interviewee is confident that there are no non-compliant food or beverage fundraisers.
n/a	State does not permit any non-compliant Smart Snacks fundraisers during the school day.
NS7: Exemptions for infrequent school-sponsored fundraisers.	

NS8 Interview – Principal / Food Service Director Are foods or beverages containing caffeine sold at the high school level?	
(0)	Products containing caffeine are sold at the high school level.
1	The interviewee is somewhat confident that there are no products with caffeine sold at the high school level.
2	The interviewee is very confident that there are no products with caffeine sold at the high school level.
N/A	There is not a high school in the district, or this interview is not at a high school.
NS8: Addresses foods and beverages containing caffeine at the high school level.	

NS9 Interview – Principal 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?	
0	There are no restrictions on the types of foods and beverages served at celebrations, or there are restrictions but the interviewee is not confident that they are followed consistently.
1	There are district nutrition standards and the interviewee is confident that all foods served meet them (or Smart Snacks standards).
2	The interviewee is confident that there are no food-based celebrations.
(N/A)	There are no elementary schools in the district, or this interview is not at an elementary school.
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.	

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NS4 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	
0	There are vending machines on school property accessible to students and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are vending machines on school property and the interviewee is somewhat confident that all items meet Smart Snacks standards.
(2)	There are no vending machines, or there are vending machines on school property and the interviewee is very confident that all items meet Smart Snacks standards.
NS4: Regulates food and beverages sold in vending machines.	

NS5 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	
0	There are school stores and the interviewee believes that some of the food/beverages may not meet Smart Snacks standards
1	There are school stores machines and the interviewee is somewhat confident that all items meet Smart Snacks standards
(2)	There are no school stores, or there are school stores and the interviewee is very confident that all items meet Smart Snacks standards
NS5: Regulates food and beverages sold in school stores.	

NS6 Interview – Principal / Food Service Director 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? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	
0	The school has food and beverage fundraisers during the school day that sell items that may not meet Smart Snacks standards. [Note: Score 0 if these products are sold in compliance with state defined exemptions – see NS7.]
1	The school has food and beverage fundraisers during the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
(2)	There are no food or beverage fundraisers during the school day, or there are fundraisers during the school day and the interviewee is very confident that all items meet Smart Snack standards.
NS6: Addresses fundraising with food to be consumed during the school day.	

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High School

NS10 Interview – Principal / Food Service Director Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? ow are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	
(0)	There are no restrictions on the types of foods and beverages served after school on school grounds.
1	The school serves foods and beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack or CACFP standards.
2	The interviewee is confident that there are no foods served after the school day, or all items served meet Smart Snack or CACFP standards.
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.	

NS11 Interview – Principal / Food Service Director 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	
(0)	There are no restrictions on the types of foods and beverages sold after school on school grounds.
1	The school sells foods/beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	The interviewee is confident that there are no foods sold after the school day, or all items sold meet Smart Snack standards.
NS11: Addresses nutrition standards for all foods and beverages sold to students after the school day, including efore/after care on school grounds, clubs, and after school programming.	

NS12 Interview – Principal / Teacher 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).	
0	The interviewee believes that many teachers do use food as a reward in the classroom.
(1)	The interviewee believes that a few, but not all, teachers use food as a reward in the classroom.
2	The interviewee is very confident that none of the teachers use food as a reward in the classroom.
NS12: Addresses food not being used as a reward.	

NS13 Interview – Principal / Food Service Director 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?	
0	Water is not available to students outside of the cafeteria.
1	There is limited water availability for students outside the cafeteria (limited due to few locations or limited because students must purchase it).
(2)	Students have consistent access to water at no cost throughout the school day.
NS13: Addresses availability of free drinking water throughout the school day.	

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WellSAT–I

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

PEPA1 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is implemented consistently for every grade?	
0	There is not a written physical activity curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
2	There is a written physical education curriculum and it is implemented for every grade.
PEPA1: There is a written physical education curriculum for grades K-12.	

PEPA2 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is aligned with national and/or state standards?	
0	There is not a written physical education curriculum. **Note:** If PEPA1 is 0, code 0.
1	There is a written physical education curriculum, but it is not aligned with national/state standards.
2	There is a written physical education curriculum that is aligned with national/state standards.
PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	

PEPA3 - Head of Curriculum / PE Teacher How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	
0	Respondent describes a PE program that does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
1	Respondent describes a PE program that teaches limited lifetime physical activities.
2	Respondent describes a PE program that teaches lifetime physical activities;
PEPA3: Physical education promotes a physically active lifestyle.	

PEPA4 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
2	All elementary school students receive 150 minutes or more of PE every week.
PEPA4: Addresses time per week of physical education instruction for all elementary school students.	

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PEPA5 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	
0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
2	All middle school students receive 225 minutes or more of PE every week.
PEPA5: Addresses time per week of physical education instruction for all middle school students.	

PEPA6 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	
0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
2	All high school students receive 225 minutes or more of PE every week.
PEPA6: Addresses time per week of physical education instruction for all high school students.	

PEPA7 - Head of Curriculum / PE Teacher Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	
0	Fewer than half of the school's physical education teacher(s) are state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.
PEPA7: Addresses qualifications for physical education teachers for grades K-12.	

PEPA8 - PE Teacher Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	
0	Relevant professional development has not been offered to PE teachers in over 3 years.
1	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.
PEPA8: Addresses providing physical education training for physical education teachers.	

PEPA9 - PE Teacher 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?	
0	Many students are given exemptions (i.e., more than 20% of students).
1	Some students are given exemptions (i.e., more than 5% but less than 20%).
2	Few students are given exemptions (i.e., less than 5%).
PEPA9: Addresses physical education exemption requirements for all students.	

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High School

PEPA10 - PE Teacher

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?

0	Many students do not take PE due to substitutions (i.e., more than 20% of students).
1	Some students do not take PE due to substitutions (i.e., more than 5% but less than 20%).
(2)	Few students do not take PE due to substitutions (i.e., less than 5%).

PEPA10: Addresses physical education substitution for all students.

PEPA11 - PE Teacher / Principal

Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?

0	There are not opportunities for families and community members to engage in physically activity at school.
1	There are opportunities for families and community members to engage in physically activity at school a few times a year.
(2)	There are opportunities for families and community members to engage in physically activity at school at least once a month.

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

PEPA12 - PE Teacher / Principal

Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?

0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days / for some students
(2)	Before and after school physical activity is offered most days for most students

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

PEPA13 - Principal (elementary only)

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?

Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.

0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades, in elementary school.
2	Daily recess is provided for at least 20 minutes for all grades in elementary school.

PEPA13: Addresses recess for all elementary school students.

PEPA14 - Principal / Teacher

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?

(0)	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks for students.
2	Most teachers do provide regular physical activity breaks for students.

PEPA14: Addresses physical activity breaks during school.

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PEPA 15 - Principal / District Level Representative 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? (Note if answer is yes or no).	
0	The respondent believes that community members do not use indoor or outdoor facilities.
1	The respondent is unsure whether or not community group using school facilities.
(2)	The respondent can provide examples of community groups using school facilities.
PEPA15: Joint or shared-use agreements for physical activity participation at all schools.	

PEPA 16 - Principal / District Level Representative What proportion of students walk or bike to school? How frequently do they do that?	
(0)	It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
2	More than 20% of the students regularly walk or bike to school.
PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	

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High School

WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Wellness Promotion and Marketing Section

WPM1 - Principal / Teacher 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? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	
(0)	School staff are not encouraged to model healthy nutritional behaviors.
1	The interviewee believes school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.
2	The interviewee can describe ways school staff are encouraged to model healthy eating and physical activity behaviors in front of students.
WPM1: Encourages staff to model healthy eating and physical activity behaviors.	

WPM2 – Principal / Teacher Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	
(0)	There are no employee wellness activities.
1	The interviewee believes the school supports employee wellness but cannot provide specific examples.
(2)	The interviewee can describe specific strategies used by the school to support employee wellness,
WPM2: Addresses strategies to support employee wellness.	

access to weight room

WPM3 – Principal / Teacher 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.	
(0)	Physical activity is not used as a reward.
1	The interviewee reports that teachers can use physical activity as a reward but does not know whether or not it occurs.
2	The interviewee is confident that teachers use physical activity as a reward and can provide examples.
WPM3: Addresses using physical activity as a reward.	

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WPM4 – Principal / Teacher Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	
0	The interviewee believes that physical activity is sometimes used as a punishment.
1	The interviewee is somewhat confident that physical activity not used as a punishment.
2	The interviewee is very confident that physical activity is not ever used as a punishment.
WPM4: Addresses physical activity not being used as a punishment.	

WPM5 - Principal Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	
0	The respondent believes that teachers sometimes withhold physical activity as a classroom management tool.
1	The respondent is somewhat confident that teachers do not withhold physical activity as a classroom management tool.
2	The respondent is very confident that teachers do not ever withhold physical activity as a classroom management tool.
WPM5: Addresses physical activity not being withheld as a punishment.	

WPM6 - Principal / Food Service Director …e marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and …everages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	
0	No specific efforts are made to promote healthy food or beverage choices.
1	Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
2	Multiple strategies are used consistently to promote healthy food and beverage choices.
WPM6: Specifies marketing to promote healthy food and beverage choices.	

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High School

Definition of school marketing: 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, used at any time for school-related activities.

WPM7 - Principal Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed on campus during the school day that do not meet Smart Snacks criteria.
1	There are foods marketed on campus during the school day and the interviewee is fairly confident that they meet Smart Snacks criteria.
(2)	There are no foods marketed on campus during the school day, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	

WPM8 - Principal Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	
0	There are foods marketed on school property that do not meet Smart Snacks criteria.
1	There are foods marketed on school property and the interviewee is fairly confident that they meet Smart Snacks criteria.
(2)	There are no foods marketed on school property, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM8: Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	

WPM9 - Principal Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
(2)	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	

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WPM10 - Principal 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)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
(2)	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM10: Specifically addresses marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers).	

WPM11 - Principal 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)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
(2)	There are no foods marketed in these places or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
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).	

WPM12 - Principal Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	
(0)	There are food fundraisers or corporate-sponsored programs that do not meet Smart Snacks criteria.
1	There are food fundraisers or corporate-sponsored programs and the interviewee is fairly confident that they meet Smart Snacks criteria
2	There are no food fundraisers or corporate-sponsored programs or the interviewee is very confident that any foods associated with the fundraiser or corporate-incentive program meets Smart Snacks criteria.
WPM12: Specifically addresses marketing on fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education).	

Leslie Williams

High School

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Implementation, Evaluation, Communication Section

IEC1– District Level Official Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	
0	A district wellness committee has not been established.
1	There is a committee, but has not met in the current year and has no planned meetings.
2	There is a committee and it has or is planning to meet at least twice in the current year.
IEC1: Addresses the establishment of an ongoing district wellness committee.	

IEC2– District Level Official Which groups are represented on the ***district level*** wellness committee? (check all that apply). Note an individual can represent more than one role. o Parents o Students o School Food Authority representative o PE Teacher o School Health Professional (nurse, social worker, school psychologist) o School Board Member o School Administrator o Community member	
0	There is no committee, or it has 3 or fewer of the listed roles represented
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.
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."	

Leslie Williams

IEC3– District Level Official, Principal 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?	
0	There is no one responsible for policy implementation and compliance in each school building.
1	The respondent believes that there are officials responsible for policy implementation and compliance, but cannot give specific examples of who they are or how this is achieved.
2	It is clear that a district level official is in charge of ensuring policy compliance across schools, and a building level official is in charge of each school. The respondent can give examples of how this is achieved (e.g., each school provides annual written reports on compliance with specific policies).
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."	

IEC4– District Level Official, Principal 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?	
0	The policy is not shared with the public.
1	The policy is available only upon request, or there has not been communication about it in over a year.
2	The policy is posted online and the policy is distributed to the public with any updates at least once a year through district communication channels.
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."	

IEC5 – District Level Official How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	
0	District compliance with the wellness policy has not been assessed.
1	District compliance with the wellness policy has been assessed, but not within the last three years and/or not using a systematic process.
2	District compliance with the wellness policy has been systematically assessed within the last three years.
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."	

Leslie Williams

High School

IEC6 – District Level Official What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to 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.	
0	There has not been a triennial assessment.
1	There is a triennial assessment but it does not include all three progress report elements.
(2)	The triennial assessment includes all three progress report elements.
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.	

IEC7 – District Level Official Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	
0	The wellness policy has not been revised or there has not been a triennial assessment.
(1)	The wellness policy has been revised but the respondent cannot describe how the triennial assessment results were used to revise the policy.
2	The respondent can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness policy was compared to a model policy and the committee decided which topics to revise based on district priorities and resources).
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."	

IEC8 - Principal Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	
0	A school level wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
(2)	There is a committee that has met at least twice in the past year.
IEC8 Policy: 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.	

Leslie Williams

WellSAT-I

Hogan

Wellness School Assessment Tool – Interview to match WellSAT 3.0

Nutrition Education

NE1 Interview – Head of Curriculum or Health/Nutrition Teacher Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	
0	Nutrition education is not provided.
1	There is some guidance about nutrition lessons, but the interviewee is not confident that there is a standards-based curriculum that includes specific goals to promote student wellness.
2	The district uses a standards-based curriculum with specific goals to promote student wellness.
NE1: Includes goals for nutrition education that are designed to promote student wellness.	

NE2 Interview – Head of Curriculum or Health/Nutrition Teacher 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? Please provide some examples.	
0	Nutrition education is not provided.
1	The interviewee reports that didactic methods are used but is not confident that there are skills-based, behavior focused and interactive methods used.
2	Nutrition education is primarily provided through skills-based, behavior focused, and interactive methods. Interviewee is able to provide examples (e.g., media awareness, menu planning, reading nutrition facts labels).
NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	

NE3: Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all elementary school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to in only some elementary school grade levels.
2	Sequential and comprehensive nutrition education is provided to all elementary school grade levels.
N/A	No elementary school in district / interview not at an elementary school.
NE3: All elementary school students receive sequential and comprehensive nutrition education.	

NE4 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all middle school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some middle school grade levels.
2	Sequential and comprehensive nutrition education is provided to all middle school grade levels.
N/A	No middle school in district / interview not at a middle school.
NE4: All middle school students receive sequential and comprehensive nutrition education.	

5 interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all high school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some high school grades.
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.

N/A	No high school in district / interview not at a high school.
NE5: All high school students receive sequential and comprehensive nutrition education.	

5 Interview – Head of Curriculum, Principal Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	
0	Nutrition education is not integrated into other subjects.
1	Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but the interviewee cannot provide examples.
2	Instructional staff integrate nutrition into other lessons, and interviewee can provide specific examples.
NE6: Nutrition education is integrated into other subjects beyond health education.	

NE7 Interview – Principal, Food Service Director, Head of Curriculum, Health/Nutrition Teacher Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	
0	Nutrition education is not linked with the school food environment.
1	Interviewee believes nutrition education is linked with the school food environment, but cannot provide specific examples.
2	Nutrition education is integrated into the school food environment in concrete ways and interviewee can provide examples (e.g., displaying educational materials in the cafeteria that reinforce classroom lessons; providing food for use in classroom nutrition education lessons; teaching lessons to students about the nutritional value of school meals; providing cafeteria tours for classes).
NE7: Links nutrition education with the food environment.	

NE8 Interview: Head of Curriculum, Principal, Health/Nutrition teacher Does nutrition education address agriculture and the food system?	
0	Agriculture and the food system are not included in nutrition education.
1	The respondent believes agriculture and the food system are addressed in nutrition education, but cannot provide any specific examples.
2	Students receive education about agriculture and the food system, and the respondent can provide specific examples (e.g., the school has a garden club; the garden is used as a teaching tool; children visit local farms and see where foods are purchased as part of the school meals).
NE8: Nutrition education addresses agriculture and the food system.	

Clem

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Standards for USDA School Meals Section

SM1 Interview – Food Service Director 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?	
0	There are features of the meal program that are not yet in compliance with HHFKA.
1	The respondent is fairly confident that all meals are in compliance with all elements of the HHFKA.
2	The respondent is very confident that all meals are in compliance with all elements of the HHFKA.
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 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."	

SM2 Interview – Food Service Director Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	
0	Breakfast is not offered in the district.
1	School breakfast is offered, but not every day to all students.
(2)	School breakfast is offered every day to all students.
SM2: Addresses access to the USDA School Breakfast Program.	

SM3 Interview – Food Service Director 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?	
0	Respondent is uncertain and believes it is possible to identify students receiving free/reduced meals.
1	Respondent is fairly confident that students cannot be identified.
2	Respondent is confident that students cannot be identified (Score 2 if district provides universal free meals).
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."	

Cassie Hoss

Slm

NS4 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	
0	There are vending machines on school property accessible to students and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are vending machines on school property and the interviewee is somewhat confident that all items meet Smart Snacks standards.
(2)	There are no vending machines, or there are vending machines on school property and the interviewee is very confident that all items meet Smart Snacks standards.
NS4: Regulates food and beverages sold in vending machines.	

NS5 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	
0	There are school stores and the interviewee believes that some of the food/beverages may not meet Smart Snacks standards
1	There are school stores machines and the interviewee is somewhat confident that all items meet Smart Snacks standards
(2)	There are no school stores, or there are school stores and the interviewee is very confident that all items meet Smart Snacks standards
NS5: Regulates food and beverages sold in school stores.	

NS6 Interview – Principal / Food Service Director 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? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	
0	The school has food and beverage fundraisers during the school day that sell items that may not meet Smart Snacks standards. [Note: Score 0 if these products are sold in compliance with state defined exemptions – see NS7.]
1	The school has food and beverage fundraisers during the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	There are no food or beverage fundraisers during the school day, or there are fundraisers during the school day and the interviewee is very confident that all items meet Smart Snack standards.
NS6: Addresses fundraising with food to be consumed during the school day.	

Elm

Princeton Hall

NS7 Interview – Principal / Food Service Director

(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?

0	We have non-compliant fundraisers up to or beyond the state maximum.
1	We are more stringent than the state, but allow some exemptions for infrequent non-compliant fundraisers.
2	The interviewee is confident that there are no non-compliant food or beverage fundraisers.
n/a	State does not permit any non-compliant Smart Snacks fundraisers during the school day.

NS7: Exemptions for infrequent school-sponsored fundraisers.

NS8 Interview – Principal / Food Service Director

Are foods or beverages containing caffeine sold at the high school level?

0	Products containing caffeine are sold at the high school level.
1	The interviewee is somewhat confident that there are no products with caffeine sold at the high school level.
2	The interviewee is very confident that there are no products with caffeine sold at the high school level.
N/A	There is not a high school in the district, or this interview is not at a high school.

NS8: Addresses foods and beverages containing caffeine at the high school level.

NS9 Interview – Principal

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?

0	There are no restrictions on the types of foods and beverages served at celebrations, or there are restrictions but the interviewee is not confident that they are followed consistently.
1	There are district nutrition standards and the interviewee is confident that all foods served meet them (or Smart Snacks standards).
2	The interviewee is confident that there are no food-based celebrations.
N/A	There are no elementary schools in the district, or this interview is not at an elementary school.

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.

Eden

Cassie

Glen

NS10 Interview – Principal / Food Service Director Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	
0	There are no restrictions on the types of foods and beverages served after school on school grounds.
1	The school serves foods and beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack or CACFP standards.
2	The interviewee is confident that there are no foods served after the school day, or all items served meet Smart Snack or CACFP standards.
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.	

NS11 Interview – Principal / Food Service Director 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	
0	There are no restrictions on the types of foods and beverages sold after school on school grounds.
1	The school sells foods/beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	The interviewee is confident that there are no foods sold after the school day, or all items sold meet Smart Snack standards.
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.	

NS12 Interview – Principal / Teacher 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).	
0	The interviewee believes that many teachers do use food as a reward in the classroom.
(1)	The interviewee believes that a few, but not all, teachers use food as a reward in the classroom.
2	The interviewee is very confident that none of the teachers use food as a reward in the classroom.
NS12: Addresses food not being used as a reward.	

NS13 Interview – Principal / Food Service Director 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?	
0	Water is not available to students outside of the cafeteria.
1	There is limited water availability for students outside the cafeteria (limited due to few locations or limited because students must purchase it).
(2)	Students have consistent access to water at no cost throughout the school day.
NS13: Addresses availability of free drinking water throughout the school day.	

Elem

Cassie Hogan

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

PEPA1 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is implemented consistently for every grade?	
0	There is not a written physical activity curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
2	There is a written physical education curriculum and it is implemented for every grade.
PEPA1: There is a written physical education curriculum for grades K-12.	

PEPA2 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is aligned with national and/or state standards?	
0	There is not a written physical education curriculum. **Note:** If PEPA1 is 0, code 0.
1	There is a written physical education curriculum, but it is not aligned with national/state standards.
2	There is a written physical education curriculum that is aligned with national/state standards.
PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	

'A3 - Head of Curriculum / PE Teacher How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	
0	Respondent describes a PE program that does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
1	Respondent describes a PE program that teaches limited lifetime physical activities.
2	Respondent describes a PE program that teaches lifetime physical activities;
PEPA3: Physical education promotes a physically active lifestyle.	

PEPA4 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
2	All elementary school students receive 150 minutes or more of PE every week.
PEPA4: Addresses time per week of physical education instruction for all elementary school students.	

Cassie Hogg

Elem

PEPA5 - Head of Curriculum / PE Teacher

How many minutes per week of PE does each grade in middle school receive?

Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.

0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
2	All middle school students receive 225 minutes or more of PE every week.

PEPA5: Addresses time per week of physical education instruction for all middle school students.

PEPA6 - Head of Curriculum / PE Teacher

How many minutes per week of PE does each grade in high school receive?

Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.

0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
2	All high school students receive 225 minutes or more of PE every week.

PEPA6: Addresses time per week of physical education instruction for all high school students.

PEPA7 - Head of Curriculum / PE Teacher

Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?

0	Fewer than half of the school's physical education teacher(s) are state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.

PEPA7: Addresses qualifications for physical education teachers for grades K-12.

PEPA8 - PE Teacher

Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?

0	Relevant professional development has not been offered to PE teachers in over 3 years.
1	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.

PEPA8: Addresses providing physical education training for physical education teachers.

PEPA9 - PE Teacher

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?

0	Many students are given exemptions (i.e., more than 20% of students).
1	Some students are given exemptions (i.e., more than 5% but less than 20%).
2	Few students are given exemptions (i.e., less than 5%).

PEPA9: Addresses physical education exemption requirements for all students.

Cassie Hogan

PEPA10 - PE Teacher

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?

0	Many students do not take PE due to substitutions (i.e., more than 20% of students).
1	Some students do not take PE due to substitutions (i.e., more than 5% but less than 20%).
2	Few students do not take PE due to substitutions (i.e., less than 5%).

PEPA10: Addresses physical education substitution for all students.

PEPA11 - PE Teacher / Principal

Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?

0	There are not opportunities for families and community members to engage in physically activity at school.
1	There are opportunities for families and community members to engage in physically activity at school a few times a year.
2	There are opportunities for families and community members to engage in physically activity at school at least once a month.

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

PEPA12 - PE Teacher / Principal

Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?

0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days / for some students
2	Before and after school physical activity is offered most days for most students

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

PEPA13 - Principal (elementary only)

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?

Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.

0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades, in elementary school.
2	Daily recess is provided for at least 20 minutes for all grades in elementary school.

PEPA13: Addresses recess for all elementary school students.

PEPA14 - Principal / Teacher

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?

0	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks for students.
2	Most teachers do provide regular physical activity breaks for students.

PEPA14: Addresses physical activity breaks during school.

elem

PEPA 15 - Principal / District Level Representative 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? (Note if answer is yes or no).	
0	The respondent believes that community members do not use indoor or outdoor facilities.
1	The respondent is unsure whether or not community group using school facilities.
2	The respondent can provide examples of community groups using school facilities.
PEPA15: Joint or shared-use agreements for physical activity participation at all schools.	

PEPA 16 - Principal / District Level Representative What proportion of students walk or bike to school? How frequently do they do that?	
0	It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
2	More than 20% of the students regularly walk or bike to school.
PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	

Ellen

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Wellness Promotion and Marketing Section

WPM1 - Principal / Teacher 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? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	
0	School staff are not encouraged to model healthy nutritional behaviors.
1	The interviewee believes school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.
2	The interviewee can describe ways school staff are encouraged to model healthy eating and physical activity behaviors in front of students.
WPM1: Encourages staff to model healthy eating and physical activity behaviors.	

WPM2 – Principal / Teacher Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	
0	There are no employee wellness activities.
1	The interviewee believes the school supports employee wellness but cannot provide specific examples.
2	The interviewee can describe specific strategies used by the school to support employee wellness,
WPM2: Addresses strategies to support employee wellness. Access to Jr High [illegible] room	

WPM3 – Principal / Teacher 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.	
0	Physical activity is not used as a reward.
1	The interviewee reports that teachers can use physical activity as a reward but does not know whether or not it occurs.
2	The interviewee is confident that teachers use physical activity as a reward and can provide examples.
WPM3: Addresses using physical activity as a reward.	

Elem

Rocio Hos

WPM4 – Principal / Teacher Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	
0	The interviewee believes that physical activity is sometimes used as a punishment.
1	The interviewee is somewhat confident that physical activity not used as a punishment.
2	The interviewee is very confident that physical activity is not ever used as a punishment.
WPM4: Addresses physical activity not being used as a punishment.	

WPM5 - Principal Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	
0	The respondent believes that teachers sometimes withhold physical activity as a classroom management tool.
1	The respondent is somewhat confident that teachers do not withhold physical activity as a classroom management tool.
2	The respondent is very confident that teachers do not ever withhold physical activity as a classroom management tool.
WPM5: Addresses physical activity not being withheld as a punishment.	

WPM6 - Principal / Food Service Director 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? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	
0	No specific efforts are made to promote healthy food or beverage choices.
1	Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
2	Multiple strategies are used consistently to promote healthy food and beverage choices.
WPM6: Specifies marketing to promote healthy food and beverage choices.	

Cassie Hoss

Elem

mal3

Definition of school marketing: 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 ...cent to school buildings, athletic fields, school buses, parking lots, or other facilities, used at any time for school-...ted activities.

WPM7 - Principal Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed on campus during the school day that do not meet Smart Snacks criteria.
1	There are foods marketed on campus during the school day and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed on campus during the school day, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	

WPM8 - Principal Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	
0	There are foods marketed on school property that do not meet Smart Snacks criteria.
1	There are foods marketed on school property and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed on school property, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM8: Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	

WPM9 - Principal Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	

Glen

WPM10 - Principal 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)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM10: Specifically addresses marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers).	

WPM11 - Principal 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)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
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).	

WPM12 - Principal Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	
0	There are food fundraisers or corporate-sponsored programs that do not meet Smart Snacks criteria.
1	There are food fundraisers or corporate-sponsored programs and the interviewee is fairly confident that they meet Smart Snacks criteria
2	There are no food fundraisers or corporate-sponsored programs or the interviewee is very confident that any foods associated with the fundraiser or corporate-incentive program meets Smart Snacks criteria.
WPM12: Specifically addresses marketing on fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education).	

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Implementation, Evaluation, Communication Section

IEC1– District Level Official Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	
0	A district wellness committee has not been established.
1	There is a committee, but has not met in the current year and has no planned meetings.
2	There is a committee and it has or is planning to meet at least twice in the current year.
IEC1: Addresses the establishment of an ongoing district wellness committee.	

IEC2– District Level Official

Which groups are represented on the ***district level*** wellness committee? (check all that apply). Note an individual can represent more than one role.

- o Parents
- o Students
- o School Food Authority representative
- o PE Teacher
- o School Health Professional (nurse, social worker, school psychologist)
- o School Board Member
- o School Administrator
- o Community member

0	There is no committee, or it has 3 or fewer of the listed roles represented
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.

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."

Cassie Hogan

IEC3– District Level Official, Principal 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?	
0	There is no one responsible for policy implementation and compliance in each school building.
1	The respondent believes that there are officials responsible for policy implementation and compliance, but cannot give specific examples of who they are or how this is achieved.
2	It is clear that a district level official is in charge of ensuring policy compliance across schools, and a building level official is in charge of each school. The respondent can give examples of how this is achieved (e.g., each school provides annual written reports on compliance with specific policies).
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."	

IEC4– District Level Official, Principal 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?	
0	The policy is not shared with the public.
1	The policy is available only upon request, or there has not been communication about it in over a year.
2	The policy is posted online and the policy is distributed to the public with any updates at least once a year through district communication channels.
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."	

IEC5 – District Level Official How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	
0	District compliance with the wellness policy has not been assessed.
1	District compliance with the wellness policy has been assessed, but not within the last three years and/or not using a systematic process.
2	District compliance with the wellness policy has been systematically assessed within the last three years.
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."	

Cassie Hogan

Glenn

IEC6 – District Level Official What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to 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.	
0	There has not been a triennial assessment.
1	There is a triennial assessment but it does not include all three progress report elements.
2	The triennial assessment includes all three progress report elements.
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.	

IEC7 – District Level Official Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	
0	The wellness policy has not been revised or there has not been a triennial assessment.
1	The wellness policy has been revised but the respondent cannot describe how the triennial assessment results were used to revise the policy.
2	The respondent can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness policy was compared to a model policy and the committee decided which topics to revise based on district priorities and resources).
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."	

IEC8 - Principal Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	
0	A school level wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee that has met at least twice in the past year.
IEC8 Policy: 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.	

Glen

JH Powell

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0

Nutrition Education

NE1 Interview – Head of Curriculum or Health/Nutrition Teacher Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	
0	Nutrition education is not provided.
1	There is some guidance about nutrition lessons, but the interviewee is not confident that there is a standards-based curriculum that includes specific goals to promote student wellness.
2	The district uses a standards-based curriculum with specific goals to promote student wellness.
NE1: Includes goals for nutrition education that are designed to promote student wellness.	

NE2 Interview – Head of Curriculum or Health/Nutrition Teacher 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? Please provide some examples.	
0	Nutrition education is not provided.
1	The interviewee reports that didactic methods are used but is not confident that there are skills-based, behavior focused and interactive methods used.
2	Nutrition education is primarily provided through skills-based, behavior focused, and interactive methods. Interviewee is able to provide examples (e.g., media awareness, menu planning, reading nutrition facts labels).
NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	

NE3: Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all elementary school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to in only some elementary school grade levels.
2	Sequential and comprehensive nutrition education is provided to all elementary school grade levels.
N/A	No elementary school in district / interview not at an elementary school.
NE3: All elementary school students receive sequential and comprehensive nutrition education.	

NE4 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all middle school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some middle school grade levels.
2	Sequential and comprehensive nutrition education is provided to all middle school grade levels.
N/A	No middle school in district / interview not at a middle school.
NE4: All middle school students receive sequential and comprehensive nutrition education.	

NE5 interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all high school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some high school grades.
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Standards for USDA School Meals Section

SM1 Interview – Food Service Director 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?	
0	There are features of the meal program that are not yet in compliance with HHFKA.
1	The respondent is fairly confident that all meals are in compliance with all elements of the HHFKA.
2	The respondent is very confident that all meals are in compliance with all elements of the HHFKA.
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 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."	

SM2 Interview – Food Service Director Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only ered in some schools.]	
0	Breakfast is not offered in the district.
1	School breakfast is offered, but not every day to all students.
2	School breakfast is offered every day to all students.
SM2: Addresses access to the USDA School Breakfast Program.	

SM3 Interview – Food Service Director 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?	
0	Respondent is uncertain and believes it is possible to identify students receiving free/reduced meals.
1	Respondent is fairly confident that students cannot be identified.
2	Respondent is confident that students cannot be identified (Score 2 if district provides universal free meals).
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."	

powell

WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Nutrition Standards Section

NS1 Interview – Food Service Director 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?	
0	There are competitive foods sold to students and interviewee states that some items may not meet Smart Snacks standards.
1	There are competitive foods and interviewee is somewhat confident that all items meet Smart Snacks standards.
2	There are no competitive foods, or there are competitive foods and interviewee is very confident that all items meet Smart Snacks standards.
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.	

NS2 Interview – Food Service Director, Principal 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?	
0	The respondent does not know where to look to access the standards.
1	The respondent has an idea of where to find the standard, but is not completely sure.
2	Yes, respondent can describe exactly where to find the standards.
NS2: USDA Smart Snack standards are easily accessed in the policy.	

The following questions are about the sale of competitive foods in different locations in the school during the school day.

NS3 Interview – Food Service Director 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?	
0	There are a la carte foods sold in the cafeteria during the school day and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are competitive a la carte foods sold in the cafeteria and interviewee is somewhat confident that all items meet Smart Snacks standards.
2	There are no competitive a la carte foods sold in the cafeteria, or there are a la carte foods and interviewee is very confident that all items meet Smart Snacks standards.
NS3: Regulates food and beverages sold in a la carte.	

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NS4 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	
0	There are vending machines on school property accessible to students and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are vending machines on school property and the interviewee is somewhat confident that all items meet Smart Snacks standards.
2	There are no vending machines, or there are vending machines on school property and the interviewee is very confident that all items meet Smart Snacks standards.
NS4: Regulates food and beverages sold in vending machines.	

NS5 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	
0	There are school stores and the interviewee believes that some of the food/beverages may not meet Smart Snacks standards
1	There are school stores machines and the interviewee is somewhat confident that all items meet Smart Snacks standards
2	There are no school stores, or there are school stores and the interviewee is very confident that all items meet Smart Snacks standards
NS5: Regulates food and beverages sold in school stores.	

NS6 Interview – Principal / Food Service Director 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? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	
0	The school has food and beverage fundraisers during the school day that sell items that may not meet Smart Snacks standards. [Note: Score 0 if these products are sold in compliance with state defined exemptions – see NS7.]
1	The school has food and beverage fundraisers during the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	There are no food or beverage fundraisers during the school day, or there are fundraisers during the school day and the interviewee is very confident that all items meet Smart Snack standards.
NS6: Addresses fundraising with food to be consumed during the school day.	

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NS10 Interview – Principal / Food Service Director Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	
0	There are no restrictions on the types of foods and beverages served after school on school grounds.
1	The school serves foods and beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack or CACFP standards.
2	The interviewee is confident that there are no foods served after the school day, or all items served meet Smart Snack or CACFP standards.
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.	

NS11 Interview – Principal / Food Service Director 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	
0	There are no restrictions on the types of foods and beverages sold after school on school grounds.
1	The school sells foods/beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	The interviewee is confident that there are no foods sold after the school day, or all items sold meet Smart Snack standards.
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.	

NS12 Interview – Principal / Teacher 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).	
0	The interviewee believes that many teachers do use food as a reward in the classroom.
1	The interviewee believes that a few, but not all, teachers use food as a reward in the classroom.
2	The interviewee is very confident that none of the teachers use food as a reward in the classroom.
NS12: Addresses food not being used as a reward.	

NS13 Interview – Principal / Food Service Director 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?	
0	Water is not available to students outside of the cafeteria.
1	There is limited water availability for students outside the cafeteria (limited due to few locations or limited because students must purchase it).
2	Students have consistent access to water at no cost throughout the school day.
NS13: Addresses availability of free drinking water throughout the school day.	

Powell

WellSAT–I

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

PEPA1 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is implemented consistently for every grade?	
0	There is not a written physical activity curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
(2)	There is a written physical education curriculum and it is implemented for every grade.
PEPA1: There is a written physical education curriculum for grades K-12.	

PEPA2 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is aligned with national and/or state standards?	
0	There is not a written physical education curriculum. **Note:** If PEPA1 is 0, code 0.
1	There is a written physical education curriculum, but it is not aligned with national/state standards.
(2)	There is a written physical education curriculum that is aligned with national/state standards.
PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	

PEPA3 - Head of Curriculum / PE Teacher How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	
0	Respondent describes a PE program that does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
(1)	Respondent describes a PE program that teaches limited lifetime physical activities.
2	Respondent describes a PE program that teaches lifetime physical activities;
PEPA3: Physical education promotes a physically active lifestyle.	

PEPA4 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
2	All elementary school students receive 150 minutes or more of PE every week.
PEPA4: Addresses time per week of physical education instruction for all elementary school students.	

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PEPA5 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school dents per week for the entire school year.	
0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
2	All middle school students receive 225 minutes or more of PE every week.
PEPA5: Addresses time per week of physical education instruction for all middle school students.	

PEPA6 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	
0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
2	All high school students receive 225 minutes or more of PE every week.
PEPA6: Addresses time per week of physical education instruction for all high school students.	

PEPA7 - Head of Curriculum / PE Teacher Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	
0	Fewer than half of the school's physical education teacher(s) are state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.
PEPA7: Addresses qualifications for physical education teachers for grades K-12.	

PEPA8 - PE Teacher Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	
0	Relevant professional development has not been offered to PE teachers in over 3 years.
1	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.
PEPA8: Addresses providing physical education training for physical education teachers.	

PEPA9 - PE Teacher 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?	
0	Many students are given exemptions (i.e., more than 20% of students).
1	Some students are given exemptions (i.e., more than 5% but less than 20%).
2	Few students are given exemptions (i.e., less than 5%).
PEPA9: Addresses physical education exemption requirements for all students.	

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PEPA10 - PE Teacher 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?	
0	Many students do not take PE due to substitutions (i.e., more than 20% of students).
1	Some students do not take PE due to substitutions (i.e., more than 5% but less than 20%).
2	Few students do not take PE due to substitutions (i.e., less than 5%).
PEPA10: Addresses physical education substitution for all students.	

PEPA11 - PE Teacher / Principal Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	
0	There are not opportunities for families and community members to engage in physically activity at school.
1	There are opportunities for families and community members to engage in physically activity at school a few times a year.
2	There are opportunities for families and community members to engage in physically activity at school at least once a month.
PEPA11: Addresses family and community engagement in physical activity opportunities at all schools.	

PEPA12 - PE Teacher / Principal Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	
0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days / for some students
2	Before and after school physical activity is offered most days for most students
PEPA12: Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	

PEPA13 - Principal (elementary only) 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? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	
0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades, in elementary school.
2	Daily recess is provided for at least 20 minutes for all grades in elementary school.
PEPA13: Addresses recess for all elementary school students.	

PEPA14 - Principal / Teacher 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?	
0	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks for students.
2	Most teachers do provide regular physical activity breaks for students.
PEPA14: Addresses physical activity breaks during school.	

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PEPA 15 - Principal / District Level Representative 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? (Note if answer is yes or no).	
0	The respondent believes that community members do not use indoor or outdoor facilities.
1	The respondent is unsure whether or not community group using school facilities.
2	The respondent can provide examples of community groups using school facilities.
PEPA15: Joint or shared-use agreements for physical activity participation at all schools.	

PEPA 16 - Principal / District Level Representative What proportion of students walk or bike to school? How frequently do they do that?	
0	It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
2	More than 20% of the students regularly walk or bike to school.
PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	

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WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Wellness Promotion and Marketing Section

WPM1 - Principal / Teacher 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? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	
0	School staff are not encouraged to model healthy nutritional behaviors.
1	The interviewee believes school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.
2	The interviewee can describe ways school staff are encouraged to model healthy eating and physical activity behaviors in front of students.
WPM1: Encourages staff to model healthy eating and physical activity behaviors.	

WPM2 – Principal / Teacher Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	
0	There are no employee wellness activities.
1	The interviewee believes the school supports employee wellness but cannot provide specific examples.
2	The interviewee can describe specific strategies used by the school to support employee wellness,
WPM2: Addresses strategies to support employee wellness.	

WPM3 – Principal / Teacher 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.	
0	Physical activity is not used as a reward.
1	The interviewee reports that teachers can use physical activity as a reward but does not know whether or not it occurs.
2	The interviewee is confident that teachers use physical activity as a reward and can provide examples.
WPM3: Addresses using physical activity as a reward.	

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WPM4 – Principal / Teacher Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	
0	The interviewee believes that physical activity is sometimes used as a punishment.
1	The interviewee is somewhat confident that physical activity not used as a punishment.
2	The interviewee is very confident that physical activity is not ever used as a punishment.
WPM4: Addresses physical activity not being used as a punishment.	

WPM5 - Principal Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	
0	The respondent believes that teachers sometimes withhold physical activity as a classroom management tool.
1	The respondent is somewhat confident that teachers do not withhold physical activity as a classroom management tool.
2	The respondent is very confident that teachers do not ever withhold physical activity as a classroom management tool.
WPM5: Addresses physical activity not being withheld as a punishment.	

WPM6 - Principal / Food Service Director 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? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	
0	No specific efforts are made to promote healthy food or beverage choices.
1	Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
2	Multiple strategies are used consistently to promote healthy food and beverage choices.
WPM6: Specifies marketing to promote healthy food and beverage choices.	

Powell

WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Implementation, Evaluation, Communication Section

IEC1– District Level Official Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	
0	A district wellness committee has not been established.
1	There is a committee, but has not met in the current year and has no planned meetings.
2	There is a committee and it has or is planning to meet at least twice in the current year.
IEC1: Addresses the establishment of an ongoing district wellness committee.	

IEC2– District Level Official Which groups are represented on the ***district level*** wellness committee? (check all that apply). Note an individual can represent more than one role. o Parents ✓ o Students ✓ o School Food Authority representative ✓ o PE Teacher o School Health Professional (nurse, social worker, school psychologist) ✓ o School Board Member o School Administrator ✓ o Community member ✓	
0	There is no committee, or it has 3 or fewer of the listed roles represented
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.
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."	

Powell

IEC3– District Level Official, Principal 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?	
0	There is no one responsible for policy implementation and compliance in each school building.
1	The respondent believes that there are officials responsible for policy implementation and compliance, but cannot give specific examples of who they are or how this is achieved.
2	It is clear that a district level official is in charge of ensuring policy compliance across schools, and a building level official is in charge of each school. The respondent can give examples of how this is achieved (e.g., each school provides annual written reports on compliance with specific policies).
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."	

IEC4– District Level Official, Principal 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?	
0	The policy is not shared with the public.
1	The policy is available only upon request, or there has not been communication about it in over a year.
2	The policy is posted online and the policy is distributed to the public with any updates at least once a year through district communication channels.
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."	

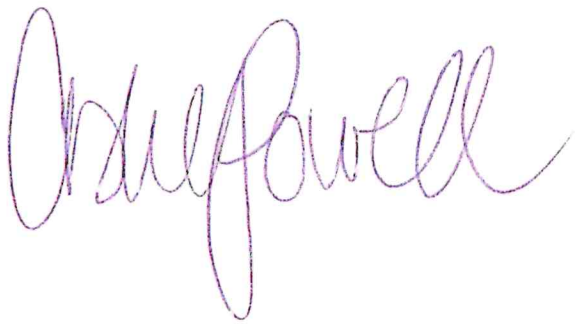
IEC5 – District Level Official How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	
0	District compliance with the wellness policy has not been assessed.
1	District compliance with the wellness policy has been assessed, but not within the last three years and/or not using a systematic process.
2	District compliance with the wellness policy has been systematically assessed within the last three years.
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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IEC6 – District Level Official What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to 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.	
0	There has not been a triennial assessment.
1	There is a triennial assessment but it does not include all three progress report elements.
2	The triennial assessment includes all three progress report elements.
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.	

IEC7 – District Level Official Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	
0	The wellness policy has not been revised or there has not been a triennial assessment.
1	The wellness policy has been revised but the respondent cannot describe how the triennial assessment results were used to revise the policy.
2	The respondent can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness policy was compared to a model policy and the committee decided which topics to revise based on district priorities and resources).
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."	

IEC8 - Principal Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	
0	A school level wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee that has met at least twice in the past year.
IEC8 Policy: 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.	



Gore Admin

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0

Nutrition Education

NE1 Interview – Head of Curriculum or Health/Nutrition Teacher Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	
0	Nutrition education is not provided.
1	There is some guidance about nutrition lessons, but the interviewee is not confident that there is a standards-based curriculum that includes specific goals to promote student wellness.
2	The district uses a standards-based curriculum with specific goals to promote student wellness.
NE1: Includes goals for nutrition education that are designed to promote student wellness.	

NE2 Interview – Head of Curriculum or Health/Nutrition Teacher 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? Please provide some examples.	
0	Nutrition education is not provided.
1	The interviewee reports that didactic methods are used but is not confident that there are skills-based, behavior focused and interactive methods used.
2	Nutrition education is primarily provided through skills-based, behavior focused, and interactive methods. Interviewee is able to provide examples (e.g., media awareness, menu planning, reading nutrition facts labels).
NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	

NE3: Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all elementary school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to in only some elementary school grade levels.
2	Sequential and comprehensive nutrition education is provided to all elementary school grade levels.
N/A	No elementary school in district / interview not at an elementary school.
NE3: All elementary school students receive sequential and comprehensive nutrition education.	

NE4 Interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all middle school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some middle school grade levels.
2	Sequential and comprehensive nutrition education is provided to all middle school grade levels.
N/A	No middle school in district / interview not at a middle school.
NE4: All middle school students receive sequential and comprehensive nutrition education.	

NE5 interview – Head of Curriculum, Principal, or Health/Nutrition Teacher Do all high school students receive sequential and comprehensive nutrition education?	
0	Nutrition education is not provided.
1	Nutrition education is provided to only some high school grades.
2	Sequential and comprehensive nutrition education is provided to all high school grade levels.

N/A	No high school in district / interview not at a high school.
NE5: All high school students receive sequential and comprehensive nutrition education.	

NE6 Interview – Head of Curriculum, Principal Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	
0	Nutrition education is not integrated into other subjects.
1	Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but the interviewee cannot provide examples.
2	Instructional staff integrate nutrition into other lessons, and interviewee can provide specific examples.
NE6: Nutrition education is integrated into other subjects beyond health education.	

NE7 Interview – Principal, Food Service Director, Head of Curriculum, Health/Nutrition Teacher Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	
0	Nutrition education is not linked with the school food environment.
1	Interviewee believes nutrition education is linked with the school food environment, but cannot provide specific examples.
2	Nutrition education is integrated into the school food environment in concrete ways and interviewee can provide examples (e.g., displaying educational materials in the cafeteria that reinforce classroom lessons; providing food for use in classroom nutrition education lessons; teaching lessons to student about the nutritional value of school meals; providing cafeteria tours for classes).
NE7: Links nutrition education with the food environment.	

NE8 Interview: Head of Curriculum, Principal, Health/Nutrition teacher Does nutrition education address agriculture and the food system?	
0	Agriculture and the food system are not included in nutrition education.
1	The respondent believes agriculture and the food system are addressed in nutrition education, but cannot provide any specific examples.
2	Students receive education about agriculture and the food system, and the respondent can provide specific examples (e.g., the school has a garden club; the garden is used as a teaching tool; children visit local farms and see where foods are purchased as part of the school meals).
NE8: Nutrition education addresses agriculture and the food system.	

WellSAT-I

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

PEPA1 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is implemented consistently for every grade?	
0	There is not a written physical activity curriculum.
1	There is a written physical education curriculum, but it is implemented for only some grades.
2	There is a written physical education curriculum and it is implemented for every grade.
PEPA1: There is a written physical education curriculum for grades K-12.	

PEPA2 - Head of Curriculum / PE Teacher Does the district have a written physical education curriculum that is aligned with national and/or state standards?	
0	There is not a written physical education curriculum. **Note:** If PEPA1 is 0, code 0.
1	There is a written physical education curriculum, but it is not aligned with national/state standards.
2	There is a written physical education curriculum that is aligned with national/state standards.
PEPA2: The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	

PEPA3 - Head of Curriculum / PE Teacher How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	
0	Respondent describes a PE program that does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
1	Respondent describes a PE program that teaches limited lifetime physical activities.
2	Respondent describes a PE program that teaches lifetime physical activities;
PEPA3: Physical education promotes a physically active lifestyle.	

PEPA4 - Head of Curriculum / PE Teacher How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	
0	Elementary school students receive less than 150 minutes per week of PE most weeks.
1	Most elementary school students receive 150 minutes per week of PE most weeks.
2	All elementary school students receive 150 minutes or more of PE every week.
PEPA4: Addresses time per week of physical education instruction for all elementary school students.	

Gore

NS10 Interview – Principal / Food Service Director Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	
0	There are no restrictions on the types of foods and beverages served after school on school grounds.
1	The school serves foods and beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack or CACFP standards.
2	The interviewee is confident that there are no foods served after the school day, or all items served meet Smart Snack or CACFP standards.
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.	

NS11 Interview – Principal / Food Service Director 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	
0	There are no restrictions on the types of foods and beverages sold after school on school grounds.
1	The school sells foods/beverages after the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	The interviewee is confident that there are no foods sold after the school day, or all items sold meet Smart Snack standards.
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.	

NS12 Interview – Principal / Teacher 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).	
0	The interviewee believes that many teachers do use food as a reward in the classroom.
1	The interviewee believes that a few, but not all, teachers use food as a reward in the classroom.
2	The interviewee is very confident that none of the teachers use food as a reward in the classroom.
NS12: Addresses food not being used as a reward.	

NS13 Interview – Principal / Food Service Director 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?	
0	Water is not available to students outside of the cafeteria.
1	There is limited water availability for students outside the cafeteria (limited due to few locations or limited because students must purchase it).
2	Students have consistent access to water at no cost throughout the school day.
NS13: Addresses availability of free drinking water throughout the school day.	

PEPA5 - Head of Curriculum / PE Teacher

How many minutes per week of PE does each grade in middle school receive?

Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.

0	Middle school students receive less than 225 minutes per week of PE most weeks.
1	Most middle school students receive 225 minutes per week of PE most weeks.
2	All middle school students receive 225 minutes or more of PE every week.

PEPA5: Addresses time per week of physical education instruction for all middle school students.

PEPA6 - Head of Curriculum / PE Teacher

How many minutes per week of PE does each grade in high school receive?

Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.

0	High school students receive less than 225 minutes per week of PE most weeks.
1	Most high school students receive 225 minutes per week of PE most weeks.
2	All high school students receive 225 minutes or more of PE every week.

PEPA6: Addresses time per week of physical education instruction for all high school students.

PEPA7 - Head of Curriculum / PE Teacher

Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?

0	Fewer than half of the school's physical education teacher(s) are state certified/licensed teachers.
1	At least half, but not all, of the physical education classes are taught by state certified/licensed teachers.
2	All of the physical education classes are taught by state certified/licensed teachers.

PEPA7: Addresses qualifications for physical education teachers for grades K-12.

PEPA8 - PE Teacher

Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?

0	Relevant professional development has not been offered to PE teachers in over 3 years.
1	Relevant professional development has been offered to PE teachers within the past two or three years.
2	Relevant professional development is offered to PE teachers every year.

PEPA8: Addresses providing physical education training for physical education teachers.

PEPA9 - PE Teacher

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?

0	Many students are given exemptions (i.e., more than 20% of students).
1	Some students are given exemptions (i.e., more than 5% but less than 20%).
2	Few students are given exemptions (i.e., less than 5%).

PEPA9: Addresses physical education exemption requirements for all students.

done

PEPA10 - PE Teacher 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?	
0	Many students do not take PE due to substitutions (i.e., more than 20% of students).
1	Some students do not take PE due to substitutions (i.e., more than 5% but less than 20%).
2	Few students do not take PE due to substitutions (i.e., less than 5%).
PEPA10: Addresses physical education substitution for all students.	

PEPA11 - PE Teacher / Principal Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	
0	There are not opportunities for families and community members to engage in physically activity at school.
1	There are opportunities for families and community members to engage in physically activity at school a few times a year.
2	There are opportunities for families and community members to engage in physically activity at school at least once a month.
PEPA11: Addresses family and community engagement in physical activity opportunities at all schools.	

PEPA12 - PE Teacher / Principal Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	
0	Before or after school physical activity is not offered.
1	Before and after school physical activity is offered some days / for some students
2	Before and after school physical activity is offered most days for most students
PEPA12: Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	

PEPA13 - Principal (elementary only) 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? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	
0	Daily recess is not provided in elementary school.
1	Daily recess is provided for fewer than 20 minutes, or not for all grades, in elementary school.
2	Daily recess is provided for at least 20 minutes for all grades in elementary school.
PEPA13: Addresses recess for all elementary school students.	

PEPA14 - Principal / Teacher 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?	
0	Most teachers do not provide regular physical activity breaks for students.
1	Some teachers provide physical activity breaks for students.
2	Most teachers do provide regular physical activity breaks for students.
PEPA14: Addresses physical activity breaks during school.	

PEPA 15 - Principal / District Level Representative 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? (Note if answer is yes or no).	
0	The respondent believes that community members do not use indoor or outdoor facilities.
1	The respondent is unsure whether or not community group using school facilities.
2	The respondent can provide examples of community groups using school facilities.
PEPA15: Joint or shared-use agreements for physical activity participation at all schools.	

PEPA 16 - Principal / District Level Representative What proportion of students walk or bike to school? How frequently do they do that?	
0	It is rare for a student to walk or bike to school.
1	Some (more than 5%, less than 20%) students regularly walk or bike to school.
2	More than 20% of the students regularly walk or bike to school.
PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	

Done

WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Wellness Promotion and Marketing Section

WPM1 - Principal / Teacher 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? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	
0	School staff are not encouraged to model healthy nutritional behaviors.
1	The interviewee believes school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.
2	The interviewee can describe ways school staff are encouraged to model healthy eating and physical activity behaviors in front of students.
WPM1: Encourages staff to model healthy eating and physical activity behaviors.	

WPM2 – Principal / Teacher Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or afte school to support employee wellness." "Free water and healthy snacks are available in the staff break room."	
0	There are no employee wellness activities.
1	The interviewee believes the school supports employee wellness but cannot provide specific examples.
2	The interviewee can describe specific strategies used by the school to support employee wellness,
WPM2: Addresses strategies to support employee wellness.	

WPM3 – Principal / Teacher 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.	
0	Physical activity is not used as a reward.
1	The interviewee reports that teachers can use physical activity as a reward but does not know whether or not it occurs.
2	The interviewee is confident that teachers use physical activity as a reward and can provide examples.
WPM3: Addresses using physical activity as a reward.	

NS7 Interview – Principal / Food Service Director (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?	
0	We have non-compliant fundraisers up to or beyond the state maximum.
1	We are more stringent than the state, but allow some exemptions for infrequent non-compliant fundraisers.
2	The interviewee is confident that there are no non-compliant food or beverage fundraisers.
n/a	State does not permit any non-compliant Smart Snacks fundraisers during the school day.
NS7: Exemptions for infrequent school-sponsored fundraisers.	

NS8 Interview – Principal / Food Service Director Are foods or beverages containing caffeine sold at the high school level?	
0	Products containing caffeine are sold at the high school level.
1	The interviewee is somewhat confident that there are no products with caffeine sold at the high school level.
2	The interviewee is very confident that there are no products with caffeine sold at the high school level.
N/A	There is not a high school in the district, or this interview is not at a high school.
NS8: Addresses foods and beverages containing caffeine at the high school level.	

NS9 Interview – Principal 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?	
0	There are no restrictions on the types of foods and beverages served at celebrations, or there are restrictions but the interviewee is not confident that they are followed consistently.
1	There are district nutrition standards and the interviewee is confident that all foods served meet them (or Smart Snacks standards).
2	The interviewee is confident that there are no food-based celebrations.
N/A	There are no elementary schools in the district, or this interview is not at an elementary school.
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.	

Gone

NS4 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	
0	There are vending machines on school property accessible to students and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are vending machines on school property and the interviewee is somewhat confident that all items meet Smart Snacks standards.
2	There are no vending machines, or there are vending machines on school property and the interviewee is very confident that all items meet Smart Snacks standards.
NS4: Regulates food and beverages sold in vending machines.	

NS5 Interview – Food Service Director / Principal 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? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items for ensuring all items in the school stores meet Smart Snacks regulations?)	
0	There are school stores and the interviewee believes that some of the food/beverages may not meet Smart Snacks standards
1	There are school stores machines and the interviewee is somewhat confident that all items meet Smart Snacks standards
2	There are no school stores, or there are school stores and the interviewee is very confident that all items meet Smart Snacks standards
NS5: Regulates food and beverages sold in school stores.	

NS6 Interview – Principal / Food Service Director 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? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	
0	The school has food and beverage fundraisers during the school day that sell items that may not meet Smart Snacks standards. [Note: Score 0 if these products are sold in compliance with state defined exemptions – see NS7.]
1	The school has food and beverage fundraisers during the school day, and the interviewee is somewhat confident that all items meet Smart Snack standards.
2	There are no food or beverage fundraisers during the school day, or there are fundraisers during the school day and the interviewee is very confident that all items meet Smart Snack standards.
NS6: Addresses fundraising with food to be consumed during the school day.	

WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0
Nutrition Standards Section

NS1 Interview – Food Service Director 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?	
0	There are competitive foods sold to students and interviewee states that some items may not meet Smart Snacks standards.
1	There are competitive foods and interviewee is somewhat confident that all items meet Smart Snacks standards.
2	There are no competitive foods, or there are competitive foods and interviewee is very confident that all items meet Smart Snacks standards.
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.	

NS2 Interview – Food Service Director, Principal 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?	
0	The respondent does not know where to look to access the standards.
1	The respondent has an idea of where to find the standard, but is not completely sure.
2	Yes, respondent can describe exactly where to find the standards.
NS2: USDA Smart Snack standards are easily accessed in the policy.	

The following questions are about the sale of competitive foods in different locations in the school during the school day.

NS3 Interview – Food Service Director 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?	
0	There are a la carte foods sold in the cafeteria during the school day and the interviewee believes that some of the items may not meet Smart Snacks standards.
1	There are competitive a la carte foods sold in the cafeteria and interviewee is somewhat confident that all items meet Smart Snacks standards.
2	There are no competitive a la carte foods sold in the cafeteria, or there are a la carte foods and interviewee is very confident that all items meet Smart Snacks standards.
NS3: Regulates food and beverages sold in a la carte.	

Gone

SM8 Interview – Food Service Director 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?	
0	Water is not available or only available for sale.
1	Yes, but access is inconsistent (e.g., available only sometimes; available only upon request)
2	Yes, free water is consistently available to students during meals (e.g., water fountains or water filling stations are available in all cafeterias; water jugs and cups are present in the cafeteria and students have access to water throughout the meal period).
 *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."*	

SM9 Interview – Food Service Director What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	
0	Training amount and frequency does not meet the USDA Professional Standards.
1	Training amount and frequency meets the USDA Professional Standards for some staff but not everyone.
2	Training for food and nutrition staff meets or exceeds the USDA Professional Standards (i.e., annual, and new and current food service directors - 12 hours; new and current managers - 10 hours; new and current staff - 6 hours).
 *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.*	

SM10 Interview – Food Service Director Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	
0	There is not an effort to purchase locally grown foods in the district.
1	Some locally grown foods are purchased for schools, but it is not a priority.
2	Procuring locally grown foods is a priority. The respondent can describe specific efforts to increase purchases and promote local foods (e.g., marketing foods with the name of the farm; taste-tests).
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. Info about the USDA farm to school program available at: https://www.fns.usda.gov/farmtoschool/farm-school	

SM4 Interview – Food Service Director How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: 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?	
0	Respondent believes students are stigmatized in some manner (e.g., visibly identified in the cafeteria, refused a meal, or given a different meal)
1	Respondent is fairly confident that are not stigmatized or given a different meal.
2	Respondent is confident that students with unpaid balances are not stigmatized in any way (e.g., overtly identified) and are always given the regular reimbursable meal
SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	

SM5 Interview – Food Service Director How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	
0	Information is only available upon request
1	Information is available on only on district website
2	Clear procedure for providing information through multiple avenues (e.g., Applications for are sent home to all families at the beginning of the school year and are available on the district website).
SM5: Specifies how families are provided information about determining eligibility for free/reduced price meals.	

SM6 Interview – Food Service Director Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	
0	No specific strategies are used to increase participation.
1	Respondent identifies strategies that are used infrequently or inconsistently (e.g., promotions only at the beginning of the year; promotions on special days).
2	Respondent identifies multiple strategies that are used consistently.
SM6: Specifies strategies to increase participation in school meal programs.	

SM7 Interview – Food Service Director 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.	
0	Students typically have less 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
1	Students sometimes have 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
2	Students consistently have at least 20 minutes to sit down and eat lunch (and 10 minutes to eat breakfast).
SM7: Addresses the amount of "seat time" students have to eat school meals.	

Gore

WellSAT–I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Standards for USDA School Meals Section

SM1 Interview – Food Service Director 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?	
0	There are features of the meal program that are not yet in compliance with HHFKA.
1	The respondent is fairly confident that all meals are in compliance with all elements of the HHFKA.
2	The respondent is very confident that all meals are in compliance with all elements of the HHFKA.

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 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."

SM2 Interview – Food Service Director Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	
0	Breakfast is not offered in the district.
1	School breakfast is offered, but not every day to all students.
2	School breakfast is offered every day to all students.

SM2: Addresses access to the USDA School Breakfast Program.

SM3 Interview – Food Service Director 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?	
0	Respondent is uncertain and believes it is possible to identify students receiving free/reduced meals.
1	Respondent is fairly confident that students cannot be identified.
2	Respondent is confident that students cannot be identified (Score 2 if district provides universal free meals).

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."

WPM4 – Principal / Teacher Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	
0	The interviewee believes that physical activity is sometimes used as a punishment.
1	The interviewee is somewhat confident that physical activity not used as a punishment.
2	The interviewee is very confident that physical activity is not ever used as a punishment.
WPM4: Addresses physical activity not being used as a punishment.	

WPM5 - Principal Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	
0	The respondent believes that teachers sometimes withhold physical activity as a classroom management tool.
1	The respondent is somewhat confident that teachers do not withhold physical activity as a classroom management tool.
2	The respondent is very confident that teachers do not ever withhold physical activity as a classroom management tool.
WPM5: Addresses physical activity not being withheld as a punishment.	

WPM6 - Principal / Food Service Director e 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? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	
0	No specific efforts are made to promote healthy food or beverage choices.
1	Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
2	Multiple strategies are used consistently to promote healthy food and beverage choices.
WPM6: Specifies marketing to promote healthy food and beverage choices.	

Gore

Definition of school marketing: 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, used at any time for school related activities.

WPM7 - Principal Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed on campus during the school day that do not meet Smart Snacks criteria.
1	There are foods marketed on campus during the school day and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed on campus during the school day, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM7: Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	

WPM8 - Principal Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	
0	There are foods marketed on school property that do not meet Smart Snacks criteria.
1	There are foods marketed on school property and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed on school property, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM8: Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).	

WPM9 - Principal Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	

WPM10 - Principal 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)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places, or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
WPM10: Specifically addresses marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers).	

WPM11 - Principal 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)? If yes, do the marketed items meet Smart Snacks criteria?	
0	There are foods marketed in these places that do not meet Smart Snacks criteria.
1	There are foods marketed in these places and the interviewee is fairly confident that they meet Smart Snacks criteria.
2	There are no foods marketed in these places or the interviewee is very confident that any marketed foods meet Smart Snacks criteria.
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).	

WPM12 - Principal Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	
0	There are food fundraisers or corporate-sponsored programs that do not meet Smart Snacks criteria.
1	There are food fundraisers or corporate-sponsored programs and the interviewee is fairly confident that they meet Smart Snacks criteria
2	There are no food fundraisers or corporate-sponsored programs or the interviewee is very confident that any foods associated with the fundraiser or corporate-incentive program meets Smart Snacks criteria.
WPM12: Specifically addresses marketing on fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education).	

Gore

WellSAT-I

Wellness School Assessment Tool – Interview to match WellSAT 3.0 Implementation, Evaluation, Communication Section

IEC1– District Level Official Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	
0	A district wellness committee has not been established.
1	There is a committee, but has not met in the current year and has no planned meetings.
2	There is a committee and it has or is planning to meet at least twice in the current year.
IEC1: Addresses the establishment of an ongoing district wellness committee.	

IEC2– District Level Official Which groups are represented on the ***district level*** wellness committee? (check all that apply). Note an individual can represent more than one role. o Parents o Students o School Food Authority representative o PE Teacher o School Health Professional (nurse, social worker, school psychologist) o School Board Member o School Administrator o Community member	
0	There is no committee, or it has 3 or fewer of the listed roles represented
1	The wellness committee has 4 or 5 of the listed roles represented.
2	The wellness committee has 6 to 8 of the roles represented.
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."	

IEC3– District Level Official, Principal 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?	
0	There is no one responsible for policy implementation and compliance in each school building.
1	The respondent believes that there are officials responsible for policy implementation and compliance, but cannot give specific examples of who they are or how this is achieved.
2	It is clear that a district level official is in charge of ensuring policy compliance across schools, and a building level official is in charge of each school. The respondent can give examples of how this is achieved (e.g., each school provides annual written reports on compliance with specific policies).
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."	

IEC4– District Level Official, Principal 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?	
0	The policy is not shared with the public.
1	The policy is available only upon request, or there has not been communication about it in over a year.
2	The policy is posted online and the policy is distributed to the public with any updates at least once a year through district communication channels.
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."	

IEC5 – District Level Official How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	
0	District compliance with the wellness policy has not been assessed.
1	District compliance with the wellness policy has been assessed, but not within the last three years and/or not using a systematic process.
2	District compliance with the wellness policy has been systematically assessed within the last three years.
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."	

Gave

IEC6 – District Level Official What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to 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.	
0	There has not been a triennial assessment.
1	There is a triennial assessment but it does not include all three progress report elements.
2	The triennial assessment includes all three progress report elements.
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.	

IEC7 – District Level Official Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	
0	The wellness policy has not been revised or there has not been a triennial assessment.
1	The wellness policy has been revised but the respondent cannot describe how the triennial assessment results were used to revise the policy.
2	The respondent can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness policy was compared to a model policy and the committee decided which topics to revise based on district priorities and resources).
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."	

IEC8 - Principal Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	
0	A school level wellness committee has not been established.
1	There is a committee, but it has not met more than once in the past year.
2	There is a committee that has met at least twice in the past year.
IEC8 Policy: 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.	