

MERIDEN

PUBLIC SCHOOLS

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MERIDEN PUBLIC SCHOOLS LOCAL SCHOOL WELLNESS POLICY TRIENNIAL ASSESSMENT

June 2022

Background:

A Local School Wellness Policy is a written document of official policies that guide a school district, also known as a local education agency, efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The Local School Wellness Policy requirement was established by the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265), and was further strengthened by the Healthy, Hunger-Free Kids Act of 2010. These laws require school districts and local education agencies participating in the National School Lunch Program and School Breakfast Program to develop and implement a Local School Wellness Policy. The responsibility for Local School Wellness Policy development is at the local level to allow each school district and institution to address their unique needs.

The U.S. Department of Agriculture's (USDA) Final Rule: Local School Wellness Policy Implementation and the Healthy Free Kids Act of 2010 require that each district or local educational agency participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) complete an assessment of their local school wellness policy at least once every three years. The assessment must indicate:

- the extent to which schools are in compliance with the district policy;
- the extent to which the local wellness policy compares to model local school wellness policies;
- and
- the progress made in attaining the goals of the local wellness policy.

Districts and Local Education Agencies must complete the first Local School Wellness Policy assessment by June 30, 2022, and make this assessment available to the public.

Methodology:

Using a quantitative assessment tool developed by the UCONN Rudd Center for Food Policy and Health, the district's written policy was compared to a model policy. This tool is known as the WellSAT 3.0. More information on Local School Wellness Policies and WellSAT 3.0 can be accessed below:

<https://www.wellsat.org/default.aspx>

The WellSAT 3.0 tool is broken down into six key areas:

- Nutrition Education
- Standards for USDA Child Nutrition Programs and School Meals
- Nutrition Standards for Competitive and Other Foods and Beverages
- Physical Education and Physical Activity
- Wellness Promotion and Marketing
- Implementation, Evaluation and Communication

The team completing the tool consisted of: the Assistant Superintendent, the Director of Curriculum, the Athletic Director, Physical Education/Health Teachers, Principals and Assistant Principals and the Food Service Director.

Through the WellSAT 3.0, each standard of the model policy was given a score of 0, 1 or 2. A rating of a 0 represented that the item was not addressed in the policy, a rating of a 1 was used when a general or weak statement addressed the standard, and a rating of a 2 denoted a strong statement addressing the standard. Based upon this assessment, a Well-SAT 3.0 develops a scorecard for the district. The scorecard rates both the comprehensiveness of the policy and the strength of the language in the policy. Comprehensiveness is determined by assessing the number of the Federal Government's wellness initiatives the policy addresses. Meriden's comprehensiveness score was 85 out of 100 points. The district received a score of 76 out of 100 point for the strength of the policy and its language.

Once completed, the WellSAT 3.0 is broken into 4 sections. Section 1 identifies where Meriden has both strong policies and strong practices in place. Section 2 identifies areas where Meriden has not met the goals set forth in our wellness policy. Section 3 highlights areas where we are performing better than what our policy states, which will be better reflected in our revision of the Local School Wellness Policy. Finally, Section 4 targets opportunities for growth. These are areas not addressed extensively in our policy or our practices. This data will drive the actions of the Wellness Committee as we update and continue to align our policy with the best practices and to increase our focus on the wellness of our school community.

Although not required by the triennial assessment, a survey was conducted by the department to determine staff, student and parent knowledge of the current wellness policy and district initiatives. Almost 1,000 staff, student and parents participated in the survey, providing invaluable knowledge of awareness of wellness programs and initiatives. The survey allowed for the provision of feedback, to

elicit information regarding district programming staff, students and parents would like to see implemented. The survey also solicited potential volunteers to participate in the committee, giving the opportunity to assist in improving the wellness of the school community and revision of the current policy.

Results:

The results of the WellSAT 3.0 are attached for your review.

It identified many areas where there are several strong policies and aligned practices in the district. Some highlights are below.

Strong Policies and Aligned Practices:

Section 1 – Nutrition Education

- All middle and high school students receive sequential and comprehensive nutrition education
- Nutrition education is linked with the school environment
- Nutrition education is integrated into other subjects beyond health education

Section 2 – Standards for USDA Child Nutrition Programs and School Meals

- All students receive breakfast and lunch at no charge

Section 3 – Nutrition Standards for Competitive and Other Foods and Beverages

- Federal Standards:
 - Addresses compliance with USDA nutrition standards and regulates food sold to students during the school day
 - Regulates food and beverages sold a la carte
 - Regulates food and beverages sold in vending machines and school stores

Section 4 – Physical Education and Physical Activity

- The district has a written physical education curriculum
- Recess is offered daily for all K-5 students

Section 5 – Wellness Promotion and Marketing

- Addresses physical activity not being used as a punishment
- There are strategies to support employee wellness

Also identified by the WellSAT 3.0 are areas that are a strong or weak policy, but practice implementation is either absent or limited. The Wellness Committee will work with key stakeholders to develop a plan to improve implementation of the policy as written. Examples of this are below.

Create Practice Implementation Plan:

Federal Requirements not currently fully met and improvement is needed:

- Parents, students, food service representative, physical education teacher, school health professional, school board member, school administrator and community member be represented on district wellness committee.
- There currently is not an official who is responsible for the implementation and compliance in each building. The district level currently manages implementation and compliance.

Other areas for improvement include:

- Ensure sequential and comprehensive nutrition education for all elementary students
- Reduce the number of food based celebrations in the elementary schools that do not meet Connecticut's Healthy Food Certification criteria
- Evaluate the opportunity to provide additional physical education at the middle school and high school level
- Encourage school staff to model healthy eating and physical activity behaviors in front of students
- Encourage physical activity to be used as a reward for students
- Wellness promotion and marketing

Conclusions of the Triennial Assessment:

While the district has demonstrated its commitment to wellness to students, employees and supporting the health of our community, there are areas for improvement – both in communication of opportunities and in practice. A formal strategic plan will provide future direction for the committee and policy revision.

THE ASSESSMENT TOOL

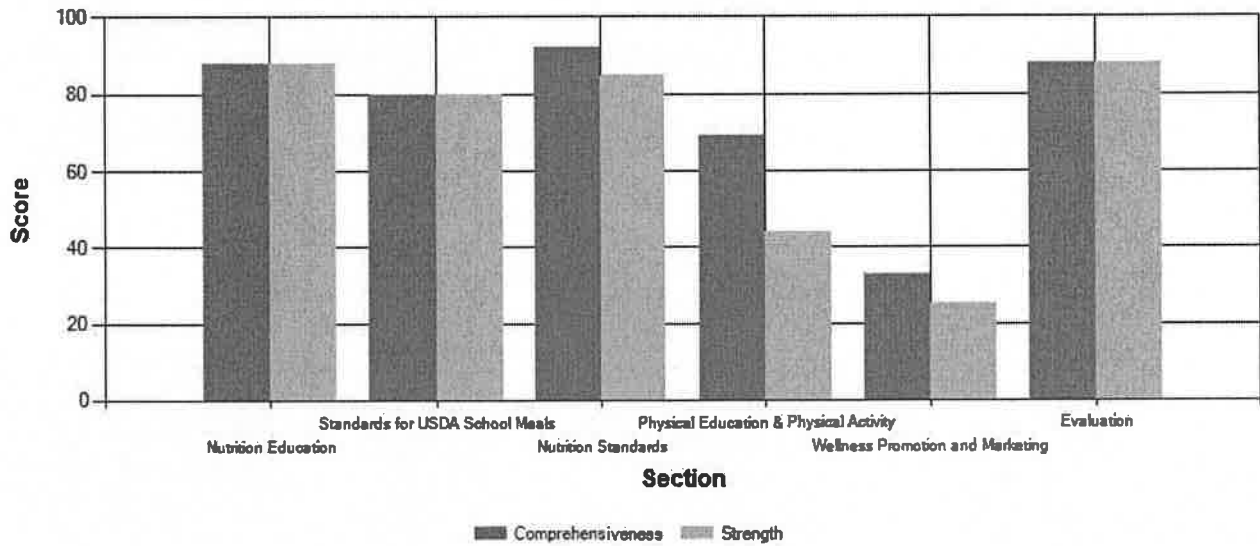
Your District's Scorecard

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

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.

Version: 3.0


Policy Name: Meriden



Section 1. Nutrition Education

Rating






Item ID	Description	Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	2
NE4	All middle school students receive sequential and comprehensive nutrition education.	2
NE5	All high school students receive sequential and comprehensive nutrition education.	2
NE6	Nutrition education is integrated into other subjects beyond health education	2

NE7	Links nutrition education with the school food environment.	2
NE8	 Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	88

[Click here for Nutrition Education Resources](#)

Section 2. Standards for USDA Child Nutrition Programs and School Meals


Rating






SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	 Addresses purchasing local foods for the school meals program.	0
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	80
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	80

[Click here for School Food Resources](#)

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating


NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
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NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	 Regulates food and beverages sold in a la carte.	2
NS4	 Regulates food and beverages sold in vending machines.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	2
NS8	Addresses foods and beverages containing caffeine at the high school level.	2
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	0
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	92
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	85

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



PEPA1	 There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	1
PEPA5	Addresses time per week of physical education instruction for all middle school students.	0
PEPA6	Addresses time per week of physical education instruction for all high school students.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	1

PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	1
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	0
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	2
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	69
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	44

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating







WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
WPM2	 Addresses strategies to support employee wellness.	0
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	0
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	0
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).	0
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising	0

	programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	33
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	25

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
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.	2
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	 Triennial assessment results will be made available to the public and will include:	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	88
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	88

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score





Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 75
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 68

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Your District's Combined WellSAT 3.0 and WellSAT-I Scorecard






Policy Name: Meriden



























Below, you will see your written policy scores [WellSAT 3.0] and implementation scores [WellSAT-I] for every item. Each pair of responses is compared and linked to an outcome, listed below:























-  **Strong Policies and Aligned Practices** – District has a strong policy and is fully implementing practices that align with the policy
-  **Create Practice Implementation Plan** – District has a strong or weak policy, but practice implementation is either absent or limited
-  **Update Policies** – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy
-  **Opportunities for Growth** – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

If you would like a scorecard that sorts the items by outcome, click here:

		WellSAT 3.0 Score	WellSAT-I Score	
Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy				
NE1	 Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2	2	
SM1	 Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	2	2	
SM3	 How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	2	2	
SM8	 Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	2	2	
SM9	 What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	2	2	
NS1	 Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	
NS3	 Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2	2	
NS4	 Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (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?)	2	2	
NS5	 Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who	2	2	

	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?)			
NS6	 Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (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).	2	2	☆
WPM7	 Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	☆
IEC4	 How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2	2	☆
IEC6	 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.	2	2	☆
IEC7	 Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise?	2	2	☆
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2	2	☆
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2	2	☆
NE5	Do all high school students receive sequential and comprehensive nutrition education?	2	2	☆
NE6	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.]	2	2	☆
NE7	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.]	2	2	☆
SM2	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.]	2	2	☆
SM4	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?	2	2	☆
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2)	2	2	☆
SM6	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]	2	2	☆
NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	2	2	☆
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2	2	☆
NS8	Are foods or beverages containing caffeine sold at the high school level?	2	2	☆
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? 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?	2	2	☆
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	2	2	☆
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2	2	☆

PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	2	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2	2	
PEPA3	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.]	2	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2	2	
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? 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.	2	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	2	2	
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no).	2	2	
WPM4	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.]	2	2	
WPM5	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.]	2	2	
IEC1	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?	2	2	
Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited				
IEC2	 Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	2	1	
IEC3	 Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	2	1	
IEC5	 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.]	2	1	
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	2	1	
PEPA4	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.	1	0	
Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy				
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	2	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	0	2	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school? If	1	2	

	yes, please describe. How frequently does this occur?			
WPM2	 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	2	
WPM8	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	2	
WPM9	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	2	
WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM12	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	2	
Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way				
NS9	 How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	0	0	
NE8	 Does nutrition education address agriculture and the food system?	0	0	
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	0	1	
SM10	 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	1	
NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	1	1	
PEPA5	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	0	
PEPA6	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	0	
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	1	1	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	0	1	
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [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.]	1	1	
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	0	1	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	0	1	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	0	1	
IEC8	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	0	