

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."

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 N/A	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 15 mins	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.

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>

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.

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.

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.

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.

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.
<u>2</u>	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.
<u>2</u>	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.
<u>2</u>	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? <u>Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.</u>	
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.
<u>2</u>	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.	

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. <i>stuff</i>

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.

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. <i>After school is offered</i>
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.

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.	

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.]

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|---|--|
| 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

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 | 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.

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).

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.	
☐ Parents ☐ Students ☐ School Food Authority representative ☐ PE Teacher ☐ School Health Professional (nurse, social worker, school psychologist) ☐ School Board Member ☐ School Administrator ☐ 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."	

JJC Administrators

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."

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.

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."

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 N/A	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). 15 mins

SM7: Addresses the amount of "seat time" students have to eat school meals.

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>*

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.

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.

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.

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.

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.	

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.
<u>2</u>	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.
<u>2</u>	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.
<u>2</u>	All of the physical education classes are taught by state certified/licensed teachers. <i>stuff</i>

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.
<u>2</u>	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%).
<u>2</u>	Few students are given exemptions (i.e., less than 5%).

PEPA9: Addresses physical education exemption requirements for all students.

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. <i>After school is offered</i>
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.

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.

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

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	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.

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).

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.	
☐ Parents ☐ Students ☐ School Food Authority representative ☐ PE Teacher ☐ School Health Professional (nurse, social worker, school psychologist) ☐ School Board Member ☐ School Administrator ☐ 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."	

JJC Administrators

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."

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.

WellSAT: 3.0

Wellness School Assessment Tool

THE ASSESSMENT TOOL



Federal Requirement



Farm to School



CSPAP



NE1: Includes goals for nutrition education that are designed to promote student wellness.

Federal Rule language states that policies must include "specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness."

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

NE2: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.

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

NE3: All elementary school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have elementary schools).

0	Not mentioned
1	Suggested. It is unclear if all elementary school students will receive nutrition education Example: "Nutrition lessons will be designed for integration into the curriculum and the health education program."
2	Required. It is clear that all elementary students will receive sequential and comprehensive nutrition education Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

NE4: All middle school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have middle schools).

0	Not mentioned
1	Suggested. It is unclear if all middle school students will receive nutrition education Example: "Nutrition lessons will be designed for integration into the curriculum and the health education program."

2	Required. It is clear that all middle school students will receive sequential and comprehensive nutrition education Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."
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NE5: All high school students receive sequential and comprehensive nutrition education (mark as N/A if district does not have high schools).

0	Not mentioned
1	Suggested. It is unclear if all high school students will receive nutrition education Example: "Nutrition lessons will be designed for integration into the curriculum and the health education program."
2	Required. It is clear that all high school students will receive sequential and comprehensive nutrition education Example: "Nutrition topics shall be integrated within the comprehensive health education curriculum and taught at every grade level (K-12)."

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

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

NE7: Links nutrition education with the food environment.

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

NE8: Nutrition education addresses agriculture and the food system.

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



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

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."

0	Not mentioned
1	Policy states that school meals will meet or are in compliance with USDA nutrition standards but does not link to or cite the nutrition standards Example: "...all foods sold/served on campus will meet USDA nutrition standards for school meals "
2	USDA standards are included in the policy or a working link to the USDA website is provided Example: "Meals served through the district's food services program shall comply with the National School Lunch and/or Breakfast standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8, as applicable. (working links provided)"

SM2: Addresses access to the USDA School Breakfast Program.

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

 SM3: District takes steps to protect the privacy of students who qualify for free or reduced priced meals. The National School Lunch Act puts restrictions on how much information can be shared from participants. The United States Department of Agriculture states "school food authorities must assure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of the availability of free or reduced-price benefits, certification and notification of eligibility, provision of meals in the cafeteria, and the point of service." N/A (district qualifies for community eligibility)

0	Not mentioned
1	Vague/suggested Example: "The district should take steps to ensure that students qualifying for free or reduced priced meals are not overtly identified in any way."
2	District has implemented plans to protect student privacy which include methods used (in addition to following relevant regulations) Example: "The cafeterias are cashless—all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) are given a code to enter at the cash register."

SM4: Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.

0	Not mentioned
1	Suggests that students with unpaid balances should be given a nutritious meal, with efforts to reduce stigma Example: "Schools should avoid stigmatizing students who are unable to pay for their meal."
2	Requires that students with unpaid balances are given the regular reimbursable meal and not stigmatized Examples: "It is prohibited for students with unpaid balances to be shamed in any way, including by announcing their names, using hand stamps to identify them, making them use a different serving line, or sending home clearly marked notices that they have an unpaid balance." "Schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money." "Schools will not throw away a student's meal because the student has an unpaid balance." "Schools will reach out to the family of a child with an unpaid balance to assess whether the child is eligible for free or reduced price meals."

SM5: Specifies how families are provided information about determining eligibility for free/reduced price meals.

0	Not mentioned
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1	Vague/suggested Example: "Parents should be informed that the application is available online and should be completed by..."
2	Clear procedure for providing information is in place Example: "Applications for free/reduced priced meals are sent home to all families at the beginning of the school year. The application is also available on the district website."

SM6: Specifies strategies to increase participation in school meal programs.

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

SM7: Addresses the amount of "seat time" students have to eat school meals.

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

 SM8: Free drinking water is available during meals. Federal Rule language states that schools "must make potable water available to children at no charge in the place where lunches are served during the meal service, consistent with amendments made by section 203 of the HHFKA, and in the cafeteria during breakfast meal service."

0	Not mentioned
1	Drinking water is available, but accessibility is unclear Example: "Drinking water is available in the cafeteria upon request." "Water should be available in the cafeteria."
2	Free drinking water is available for self-service in the cafeteria Examples: "Water fountains or water filling stations are available in all cafeterias." "Water jugs and cups will be present in the cafeteria and supervisory staff will allow students to access water throughout the meal period." "Free water will be available in the cafeteria during meal times."



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>.

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



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

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



NS1: Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day. The school day begins at midnight the night before and goes until 30 minutes after the final bell. Federal Rule language states that policies must contain "standards and nutrition guidelines for all foods and beverages sold to students during the school day on each participating school campus under the jurisdiction of the local educational agency."

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

2	All foods and beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks federal nutrition standards or specific standards are named that imply compliance. Examples: • "The district is in compliance with all federal and state nutrition standards for all foods served in schools." • "Guidelines from USDA's Final Rule: Nutrition Standards for All Food Sold in School standards apply to a la carte in the cafeteria, in-school stores, snack bars, vending machines, and any other venues where food or candy may be sold on school campuses during the school day, including fundraisers, beginning July 1, 2014"
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NS2: USDA Smart Snack standards are easily accessed in the policy.

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



NS3: Regulates food and beverages sold in a la carte. If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS3 should be coded as a 2.

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



NS4: Regulates food and beverages sold in vending machines. If a policy requires that "all food sold" or "all food and beverages made available" meet Smart Snacks standards, or competitive foods are not allowed to be sold, NS4 should be coded as a 2.

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

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



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

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



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

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

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

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

NS7: Exemptions for infrequent school-sponsored fundraisers.

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

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

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

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



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

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

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

NS10: Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.

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

NS11: Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.

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

NS12: Addresses food not being used as a reward.

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

NS13: Addresses availability of free drinking water throughout the school day.

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



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

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

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

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

PEPA3: Physical education promotes a physically active lifestyle.

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

PEPA4: Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary schools in district.

0	Not mentioned
1	Vague and/or suggested OR requires less than 150 minutes/week of physical education. Examples: • "Elementary schools should provide 150 minutes per week of physical education instruction." • "All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education."
2	Required. School district requires 150 minutes/week of physical education instruction for all elementary school students through the entire school year Example: "All elementary school students shall receive 150 minutes per week of physical education instruction throughout the school year."

PEPA5: Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle schools in district.

0	Not mentioned
1	Vague and/or suggested OR requires less than 225 minutes/week of physical education Examples: • "Middle schools should provide 225 minutes per week of physical education instruction." • "All students in grades one through eight are required to complete an average of one hundred instructional minutes per week of physical education."
2	Required. Clear that school district requires 225 minutes/week of physical education instruction for all middle school students through the entire school year Example: "All middle school students shall receive 225 minutes per week of physical education instruction throughout the school year."

PEPA6: Addresses time per week of physical education instruction for all high school students. Use N/A if no high schools in district.

0	Not mentioned
1	Vague and/or suggested OR requires less than 225 minutes/week of physical education Example: "High schools should provide 225 minutes per week of physical education instruction."
2	Required. Clear that school district requires 225 minutes/week of physical education instruction for all high school students through the entire school year. Example: "All high school students shall receive 225 minutes per week of physical education instruction throughout the school year."

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

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

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

0	Not mentioned
1	Vague and/or suggested

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

PEPA9: Addresses physical education exemption requirements for all students. An exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons.

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

PEPA10: Addresses physical education substitution for all students. A substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports.

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



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

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



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

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

2	Required. Provision of physical activity classes, clubs, or interscholastic activities is required. Examples: "Schools shall provide physical activity opportunities for all students before and after school in all elementary, middle and high schools." "Physical activity clubs and intramurals shall be available during before and after-school hours."
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PEPA13: Addresses recess for all elementary school students. Use N/A if no elementary schools in the district.

0	Not mentioned
1	Either of the following: - School district suggests that recess be provided for all elementary school students. - School district requires recess without including a required amount of minutes each day. Example: "Schools should provide students with opportunities for play when weather permits."
2	Required. Addresses at least 20 minutes of daily recess for all elementary school students Examples: "Schools shall provide at least 20 minutes of active daily recess to all elementary school students." - All schools are required to schedule 20 minutes of recess daily for every class in the school master schedule."



PEPA14: Addresses physical activity breaks during school.

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

PEPA15: Joint or shared-use agreements for physical activity participation at all schools.

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

PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.

0	Not mentioned
1	Vague and/or suggested Example: "Schools should promote walking and biking to school."
2	Required. Clear that school district requires school to develop an active transport program. Example: "Each school shall partner with local government and community-based agencies to support active transport to school to implement a comprehensive active transport program (i.e. Safe Routes to School Program)."

WPM1: Encourages staff to model healthy eating and physical activity behaviors.

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



WPM2: Addresses strategies to support employee wellness.

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



WPM3: Addresses using physical activity as a reward.

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

WPM4: Addresses physical activity not being used as a punishment.

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

WPM5: Addresses physical activity not being withheld as a punishment.

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

WPM6: Specifies marketing to promote healthy food and beverage choices.

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



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

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

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

WPM8: Specifically addresses marketing on school property (e.g., signs, scoreboards, sports equipment).

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

	• "Busses, building exteriors, score boards, etc. on and around school property shall be free of brands and illustrations of unhealthful foods" • "The advertising of foods and beverages that are not available for sale in district schools will not be advertised on any school property."
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WPM9: Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	
0	Not mentioned
1	Restrictions are vague, suggested or weakened by exceptions Example: "A review of the advertising content of all classroom and online materials/websites used for teaching should be made prior to selection of materials. Use of materials depicting food brands or logos is discouraged."
2	Specifically ensures advertising of food and beverages will be considered in the selection of curricular/educational materials. Example: "Criteria for selecting educational materials for the classroom shall be expanded to include review of advertising content. Every effort will be made to select materials free of brand names/logos and illustrations of unhealthy foods."

WPM10: Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	
0	Not mentioned
1	Restrictions are suggested or weakened by exceptions such as time, location, or a principal's discretion Example: "An effort will be made to remove advertising from the cafeteria. Existing vending machines and coolers with logos will be replaced when possible."
2	Prohibits ALL advertising of food and beverages that cannot be sold at school/do not meet Smart Snack nutrition standards and specifically prohibits this advertising where food is purchased (food displays, vending machines, food and beverage containers and coolers). Example: "Advertising of any food or beverage that may not be sold on campus during the school day is prohibited. Advertising of any brand on containers used to serve food or in areas where food is purchased is prohibited."

WPM11: Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	
0	Not mentioned
1	Restrictions are vague/suggested or weakened by exceptions Example: "Schools will attempt to limit advertising of unhealthy products in school publications. All ads should be approved by the principal before being printed or included on the school website."
2	Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/ do not meet Smart Snack nutrition standards and specifically prohibits this advertising in school media. Example: "The district will not expose students to food marketing of any kind. All advertising in school publications and school media outlets must be approved by the principal."

WPM12: Specifically addresses marketing through fundraisers and corporate-sponsored programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	
0	Not mentioned
1	Restrictions are vague/suggested or weakened by exceptions such as time, location, or principal's discretion. Example: "It is recommended that schools avoid participation in fundraising or corporate incentive programs that promote a message inconsistent with our goals for a healthy school community."
2	Prohibits ALL advertising of food and beverages that cannot be sold to students during the school day/do not meet Smart Snack nutrition standards and specifically prohibits school participation in fundraising programs promoting brands or food and beverage companies.

	Example: "Given concerns about student exposure to marketing, district schools will no longer participate in incentive programs that promote brands or provide children with free or discounted foods or beverages. PTA's will be asked to research new fundraising opportunities to replace programs such as McTeacher's night and Box Tops for Education."
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IEC1: Addresses the establishment of an ongoing district wellness committee.	
0	Not mentioned
1	Mentions a wellness committee, but it is unclear whether or not it is active Example: "The wellness committee met in September of 2012 to develop plans for policy implementation at the school level. School specific implementation plans can be found on each school's website."
2	Clearly states that the committee is ongoing and regular meetings occur Examples: "The district wellness committee meets four times a year." "The wellness committee meets quarterly throughout the school year."

 IEC2: Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy. Federal Rule language states that the policy must include "a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy."	
0	Not mentioned
1	Recommends that membership is open to the community, or requires less than all listed stakeholders Example: "Students, parents, staff and/or community members are welcome to join the committee."
2	States a plan to actively recruit some or all of the following: Parents, students, PE teachers, school food authority representatives, school health professionals, school board members, administrators, members of the general public. Example: "A letter will be sent to the school community via email, and will be posted in a central area in all school buildings inviting members of the community to join the wellness committee. Parents, students, representatives of the school food authority, PE teachers, school health professionals, the school board, school administrators, and the general public will be included in the development, implementation, review and update of the wellness policy."

 IEC3: Identifies the officials responsible for the implementation and compliance of the local wellness policy. Federal Rule language states that each local educational agency must "designate one or more local educational agency officials or school officials to ensure that each participating school complies with the local school wellness policy."	
0	Not mentioned
1	It is suggested, but not required, that a district level official be responsible for monitoring school-level compliance Examples: "School principals should periodically update the superintendent on school level compliance with the district wellness policy." "A district and school contact will be designated with the responsibility to ensure that the schools meet this policy."
2	It is clear that a district level official (including the name and/or position of an individual) will be in charge of ensuring compliance at the building level. Examples: "The assistant superintendent shall be responsible for ensuring that the wellness policy is implemented throughout district schools." "The Superintendent or designee shall ensure compliance with established district wide nutrition and physical activity policies. In each school, the building administrator or designee shall ensure compliance."

 IEC4: Addresses making the wellness policy available to the public. Federal Rule language states that local educational agencies must "inform the public about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."	
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0	Not mentioned
1	Vague and/or suggested The wellness policy is available upon request. Example: "The district will ensure school and community awareness of this policy by making it available by request."
2	Requires district to post its wellness policy on the website or distribute the wellness policy to the school and community on an annual basis at a minimum Example: "All public schools and public charter schools shall promote their local wellness policy to faculty, staff, parents, and students. A copy shall be posted on each school's website."

 IEC5: Addresses the assessment of district implementation of the local wellness policy at least once every three years. Federal Rule language states that local educational agencies must "at least once every three years, assess schools' compliance with the local school wellness policy, and make assessment results available to the public."	
0	Not mentioned
1	Either of the following: - It is suggested that policy implementation will be assessed - Implementation will be assessed, but less than triennially Example: "Representatives from each school should track compliance with the district SWP within their school."
2	Required. A specific plan to assess implementation Example: "The Advisory Council shall conduct a quantitative assessment of policy implementation every three years using the Wellness School Assessment Tool-Implementation (WellSAT-I) or the School Health Index."

 IEC6: Triennial assessment results will be made available to the public and will include: - The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; - The extent to which the LEA's local school wellness policy compares to model local school wellness policies; - A description of the progress made in attaining the goals of the local school wellness policy.	
0	Not mentioned
1	Specifies inclusion of some, but not all, triennial progress report elements Example: "A triennial progress report with information about each school's wellness related activities will be shared with the entire school community."
2	Includes a statement making it clear that all three elements listed above will be included in the triennial progress report Example: "The triennial progress report will be posted on the district website. The report will include an assessment on compliance, the extent to which our wellness policy compares to model wellness policies, and progress made in achieving goals."

 IEC7: Addresses a plan for updating policy based on results of the triennial assessment. Federal Rule language states that districts must "make appropriate updates or modifications to the local school wellness policy, based on the triennial assessment."	
0	Not mentioned
1	Plans for updating policy are implied, but not certain, OR timing is unclear. Example: "The district wellness committee will revise the policy as needed"
2	Revisions/updates are required (or need for updates assessed) at specified intervals Example: "Every two-three years, the wellness committee will review the latest national recommendations pertaining to school health and will update the wellness policy accordingly."

IEC8: Addresses the establishment of an ongoing school building level wellness committee. This may also be called a school health team, school health advisory committee, or similar name.	
0	Not mentioned
1	Mentions a school level wellness committee, but it is unclear whether or not it is active Example:

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

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 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.	