

Yeshiva Gedolah Rabbinical Institute of New England
School Wellness Policy
Updated June 2022

INTRODUCTION

YBDS is fortunate to be able to support our community's wellness needs in a variety of ways, including providing daily breakfast, lunch, and snacks for all of our students through federal and state school nutrition programs. As a requirement for participation in these programs, YBDS is required to establish policies and practices for school wellness in its School Wellness Policy. A triennial assessment of the School Wellness Policy is required, and the pages that follow include further details of our policies and practices.

Partnering with the University of Connecticut's Rudd Center of Food Policy & Obesity, the Connecticut State Department of Education provided tools for YBDS to assess its written policies and implemented practices. We examined the strengths and weaknesses of both our written policies and our implemented practices by comparing our scores on each of the assessment tools. We have updated our School Wellness Policy, and we will continue to examine how our implemented practices can best promote health and wellness.

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, YBDS is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of YBDS that:

- The school has engaged students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in YBDS will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, our schools participates in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish

linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. School Health Council

YBDS school health council developed, implemented, will monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council consists of a group of individuals representing the school and community, and includes parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
 - be served in clean and pleasant settings;
 - meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
 - ensure compliance with USDA nutrition standards for reimbursable school meals
 - offer a variety of fruits and vegetables;
 - serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
 - ensure that grains are whole grain.
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- YBDS makes water available to all students throughout the day at no cost; students are encouraged to bring reusable bottles, there are cups available as well.
 - YBDS operates the School Breakfast Program and the National School Lunch Program at no cost to any student.
 - There is no issue of any child being singled out as receiving free or reduced meals since all children are fed at no cost to them.

- All parents and students are notified of these programs. Breakfast and lunch is given to all students.
- YBDS provides students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- YBDS does not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- YBDS provides students access to hand washing or hand sanitizing before they eat meals or snacks;
- Only bottled water, 100% fruit juice, or unsweetened seltzer are sold via vending machines to students.
- Vending machines are off during meal times, only Smart Snack approved items are sold when the machines are open.
- There are no competitive foods sold a la carte in the cafeteria during the school day.

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Snacks

Snacks served during the school day or in after-school enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

YBDS aims to teach, encourage, and support healthy eating by students. As such, we will make every effort to provide nutrition education and engage in nutrition promotion that:

- is offered at each elementary and middle school grade level designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, and social sciences;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Food Marketing in Schools

YBDS does not promote any particular products, brands or companies. Marketing and promotion of food or beverage products at school, or in any aspect of school operations, must meet relevant state and/or federal nutrition guidelines.

IV. Physical Activity Opportunities

YBDS discourages extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, students are given periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities

All students will receive regular physical education for the entire school year. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

All students will have at least 35 minutes a day of supervised recess, preferably outdoors, during which moderate to vigorous physical activity is encouraged verbally and through the provision of space and equipment.

YBDS offers extracurricular physical activity programs, and offers a range of activities that meet the needs, interests, and abilities of all students, including students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

SUMMARY

See below for our WellSAT 3.0 scorecard as well as a combined scorecard of the WellSAT 3.0 and the WellSAT-I.

As a culminating activity in the Triennial Assessment, we had to identify connections between policy and practice. In accordance with the USDA's requirements for public notification, these results need to be shared with the public.

We found many areas that we were doing well, but it was not clearly written in our policy. The policy has been updated to reflect this.

There were other issues that were things we thought we were doing, but from our assessment and interview we realized this wasn't written in our policy, which led to a lack of follow through and so we had some more meetings to clarify what the policy is, write it up, and see where it could be put into practice.

Some federal requirements that we have in place but were not specified were:

- * water - we offer water, at no cost, to all students throughout the day
- * All students eat nutritionally sound meals – at no cost. No child is overtly identified whether they receive supplemented meals
- * Nutrition education.
- * We limit opportunities for competitive foods to exist in our school environment, and our policies have been updated to justify our approach and help students and families make healthy choices.

There were other issues that were brought to our attention, some that we will be looking at over the next few years, and others that are being kept on the back burner for now. One goal is to develop formalized nutrition education goals that promote student wellness across all grades.

Another federal standard that we need to revisit is classroom parties, and how we are ensuring that all food that is served is regulated and the regulations communicated clearly to the parents and teachers.

There are federally mandated standards that are not expanded in our policy since it's not applicable to our school, and how it's run – but it's still a standard we hold:

Some of these federal standards refer to food/drink items that are sold.

YBDS does not allow sales of food items during meals, as well we do not allow the sale of items outside of meal times, that are not in compliance with the Smart Snack nutrition standards.

We do not allow food or beverage fundraisers.

It is the commitment of YBDS to continue to seek opportunities for growth in our nutrition and physical education.


We understand that a healthy body helps encourage a healthy mind and we are constantly working towards that goal.


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


Close window


Policy Name: YBDS

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

















 **Strong Policies and Aligned Practices** – District has a strong policy and is fully implementing practices that align with the policy










 **Create Practice Implementation Plan** – District has a strong or weak policy, but practice implementation is either absent or limited

 **Update Policies** – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy


















 **Opportunities for Growth** – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way


WellSAT 3.0 Score WellSAT-I Score

























Section 1. Nutrition Education				
NE1	 Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	2	1	
NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	1	1	
NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	0	2	
NE4	Do all middle school students receive sequential and comprehensive nutrition education?	0	2	
NE5	Do all high school students receive sequential and comprehensive nutrition education?	0	1	
NE6	Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.]	0	1	
NE7	Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.]	2	1	
NE8	 Does nutrition education address agriculture and the food system?	0	1	
Section 2. Standards for USDA Child Nutrition Programs and School Meals				
SM1	 Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance?	1	2	
SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.]	1	2	
SM3	 How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch?	0	2	
SM4	How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal?	0	2	
SM5	How are families provided information about eligibility for free/reduced priced meals? (If district	0	2	




	provides universal free meals, score 2)			
SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom]	1	2	
SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals.	2	2	
SM8	 Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?	0	2	
SM9	 What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below).	1	1	
SM10	 Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them?	0	1	

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


NS1	 Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	1	2	
NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	0	2	
NS3	 Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	0	2	
NS4	 Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?)	0	2	
NS5	 Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who 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	2	
NS6	 Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question).	0	2	
NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	0	2	
NS8	Are foods or beverages containing caffeine sold at the high school level?	0	2	
NS9	 How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	0	1	
NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently?	0	2	
NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	0	2	

NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	0	1	
NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	0	2	
Section 4. Physical Education and Physical Activity				
PEPA1	 Does the district have a written physical education curriculum that is implemented consistently for every grade?	0	0	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	0	0	
PEPA3	How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.]	2	2	
PEPA4	How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year.	0	1	
PEPA5	How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	0	1	
PEPA6	How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year.	0	1	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	0	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	0	0	
PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	0	2	
PEPA11	 Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	0	1	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2	0	
PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment.	0	2	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	2	2	
PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no).	0	2	
PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	0	2	
Section 5. Wellness Promotion and Marketing				
WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.]	0	2	
WPM2		0	2	

	 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."			
WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	0	2	
WPM4	Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.]	0	2	
WPM5	Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.]	0	2	
WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items).	1	0	
WPM7	 Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2	2	
WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement?	0	2	
WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria?	2	2	
WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria?	0	2	
WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria?	0	2	
Section 6. Implementation, Evaluation & Communication				
IEC1	Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet?	2	1	
IEC2	 Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member 	1	2	
IEC3	 Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	0	2	
IEC4	 How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	0	1	
IEC5	 How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.]	1	1	
IEC6	 What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of	0	0	

	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	 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	0	
IEC8	Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet?	0	1	

 Federal Requirement

 Farm to School

 CSPAP

Your District's Scorecard

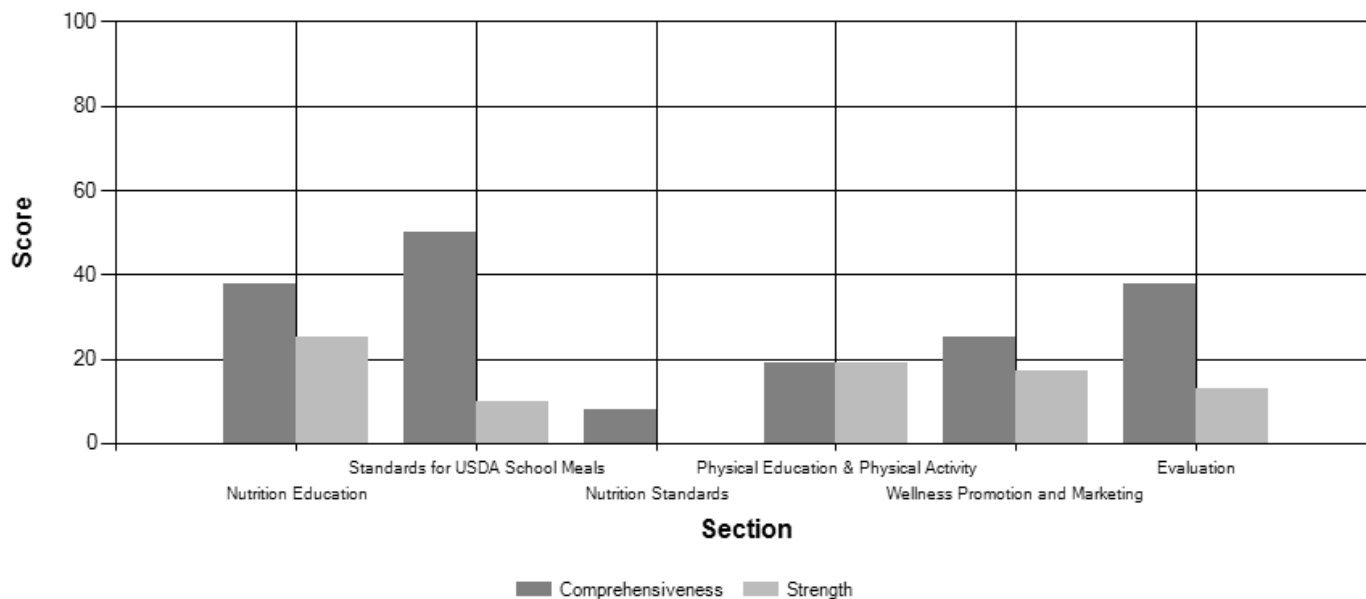
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness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

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

Version: 3.0

Policy Name: YBDS



Section 1. Nutrition Education

Rating

Item ID	Description	Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1
NE3	All elementary school students receive sequential and comprehensive nutrition education.	0
NE4	All middle school students receive sequential and comprehensive nutrition education.	0
NE5	All high school students receive sequential and comprehensive nutrition education.	0
NE6	Nutrition education is integrated into other subjects beyond health education	0
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	38






Strength Score:

Count the number of items rated as "2" and divide this number by 8 (the number of items in this section).
Multiply by 100.

25


[Click here for Nutrition Education Resources](#)






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

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	1
SM2	Addresses access to the USDA School Breakfast Program.	1
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	0
SM6	Specifies strategies to increase participation in school meal programs.	1
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	0
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	1
SM10	 Addresses purchasing local foods for the school meals program.	0
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	50
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	10

[Click here for School Food Resources](#)

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


NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	1
NS2	USDA Smart Snack standards are easily accessed in the policy.	0




NS3	 Regulates food and beverages sold in a la carte.	0
NS4	 Regulates food and beverages sold in vending machines.	0
NS5	 Regulates food and beverages sold in school stores.	0
NS6	 Addresses fundraising with food to be consumed during the school day.	0
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	0
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	0
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	0
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
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	0
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	8
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	0

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



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

PEPA8	Addresses providing physical education training for physical education teachers.	0
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	0
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	0
PEPA14	 Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	19
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	19

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

Section 5. Wellness Promotion and Marketing

Rating







WPM1	Encourages staff to model healthy eating and physical activity behaviors.	0
WPM2	 Addresses strategies to support employee wellness.	0
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0

WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	0
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising 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
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	25
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	17

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

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	0
IEC4	 Addresses making the wellness policy available to the public.	0
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	1
IEC6	 Triennial assessment results will be made available to the public and will include:	0
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	0
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	38
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	13

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

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 30
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 14



Federal Requirement



Farm to School



CSPAP